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800-245-6727 (800-24-LORAS)

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

# UNDERGRADUATE BULLETIN ADDENDUM (2013 SPRING) 2012-2014

Volume LXXXVIII Last Updated: September 25<sup>th</sup>, 2013

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

# TABLE OF UPDATES TO THE BULLETIN

Date changed	Effective term	Change
9/25/13	12/FA	Updated Social Work program with additional Category elective options, and cross-program Research option, and cross program Statistics option.
02/27/13	13/SP	Updated Neuroscience major and supporting course cumulative GPA requirement from "none" to "2.0".
4/9/13	13/SP	Changed History major program notes
4/11/13	13/SP	Corrected Art & Digital Design pre-requisites.
6/25/13	13/SP	Corrected Engineering minor requirements.
01/24/13	13/FA	Changed course titles for L.ACC-225 and L.ACC-226, and updated program requirements accordingly.
4/2/2013	13/FA	Removed Archaeology and Cultural Heritage Interpretation and Theatre minors.
4/2/2013	13/FA	Removed L.COM-121: Acting and L.COM-325: Directing from active courses.
4/2/2013	13/FA	Removed four ACHI minor-specific courses (L.HIS-220, L.HIS-222, L.HIS-320, and L.HIS-420) from active courses.

# LORAS COLLEGE ACADEMIC CALENDAR

# **FALL SEMESTER 2012**

Classes Begin
Labor Day Holiday
Fall Free Days
Thanksgiving Break
Classes End
Final Exams
Final Grades Due

August 27
September 3
October 18-19
November 21-23
December 7
Final Exams
December 10-13
December 18

# **JANUARY TERM 2013**

Classes Begin January 7 Classes End January 25 Final Grades Due January 29

J-Term Break January 28-February 1

# **SPRING SEMESTER 2013**

Classes Begin February 4
Easter Break March 25-29
Classes End May 17
Final Exams May 20-23
Commencement May 25
Memorial Day Holiday May 27
Final Grades Due May 29

#### **FALL SEMESTER 2013**

Classes Begin August 26
Labor Day Holiday September 2
Fall Free Days October 14-15
Thanksgiving Break November 27-29
Classes End December 6
Final Exams December 9-12
Final Grades Due December 17

# **JANUARY TERM 2014**

Classes Begin January 6
Classes End January 24
Final Grades Due January 28
J-Term Break January 27-31

# **SPRING SEMESTER 2014**

Classes Begin February 3
Easter Break April 14-21
Classes End May 16
Final Exams May 19-22
Commencement May 24
Memorial Day Holiday May 26
Final Grades Due May 27

 $\label{lem:condition} \begin{tabular}{ll} Updated and more detailed calendars, including Summer terms, are available on-line at: http://loras.edu/Academics/Academic-Calendar.aspx \end{tabular}$ 

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# INSTITUTIONAL MEMBERSHIPS

# American Association of Catholic Colleges & Universities

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

Fax: (202) 728-0977

# **Council of Independent Colleges**

One Dupont Circle, N.W., Suite 320 Washington, DC 20036-1142 http://www.cic.edu/

Telephone: (202) 466-7230 Fax: (202) 466-7238

## **The Higher Learning Commission**

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604-1413

http://www.higherlearningcommission.org/ Phone: (800) 621-7440 / (312) 263-0456

Fax: (312) 263-7462

#### **Iowa Academy of Science**

175 Baker Hall- UNI Cedar Falls, IA 50614-0508

Phone: 319-273-2021 Fax: 319-273-2807 Email: iascience@uni.edu

# Iowa Association of Colleges for Teacher Education

Dr. Joen Rottler, President Ashford University Dean, College of Education Clinton, IA 52732

#### Iowa Association of Independent Colleges & Universities

505 Fifth Avenue, Suite 1030 Des Moines, IA 50309 http://www.iaicu-icf.edu/ Telephone: (515) 282-3175

Fax: (515) 282-9508

# **Iowa College Foundation**

505-5th Avenue, Suite 1034

Des Moines, IA 50309

http://www.iowacollegefoundation.org/ Telephone: (515) 282-0473 FAX (515) 282-9508

National Association of Independent Colleges & Universities 1025 Connecticut Avenue, N.W., Suite 700Washington, D.C. 20036-5405 http://www.naicu.edu/ Telephone: (202) 785-8866

Fax: (202) 835-0003

# **GENERAL INFORMATION**

# **VISION**

Loras will excel in developing principled thinkers and caring professionals in the Catholic and liberal arts traditions.

# **MISSION**

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

# **DISPOSITIONS**

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

# **GOALS**

To fulfill its mission, Loras College seeks to:

- Maintain a faculty that is committed to teaching and the welfare of students, is professionally active and well-accomplished in its disciplines.
- Foster and exhibit student competence in communication and critical thinking, as well as literacy in the arts, sciences, humanities, philosophy, and religious studies.
- Cultivate spiritual, social, physical, and personal development.
- Facilitate professional and career development needed by women and men to succeed in a changing world.
- Emphasize values in the Catholic Christian tradition and sensitivity for the needs and concerns of others.

- Offer student services and residential environments that promote the development of the whole person.
- Provide the resources, facilities, and programs to serve students of diverse cultures, ages, abilities, and economic backgrounds.
- Foster innovative and effective teaching methods and learning environments.
- Nourish its spirit of community.
- Build a learning community of faith.

#### **HISTORY**

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

Loras College was founded in 1839 by the Most Rev. Mathias Loras, first bishop of Dubuque, who established St. Raphael Seminary to educate young men for the priesthood, but with the expressed intention also of providing an opportunity for higher education to the citizens of the area. The College has functioned under several names (St. Raphael Seminary, Mt. St. Bernard, St. Joseph College, Dubuque College and Columbia College), finally adopting its present name during its centennial in 1939. From the time of its founding, the College devoted its faculty and facilities to an undergraduate program; it conferred the Associate of Arts, Bachelor of Arts, Bachelor of Music and Bachelor of Science degrees. The College became coeducational in the fall of 1971.

Both the Undergraduate College and the Graduate Division of Loras College are accredited by the Higher Learning Commission of North Central Association of Colleges and Schools. In addition to institutional accreditation, a number of specific academic programs are accredited through external professional organizations. The undergraduate and graduate teacher education programs are accredited by the Iowa Department of Education. The Council on Social Work Education has accredited the social work major at the baccalaureate level. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) has accredited the undergraduate athletic training program. Loras College is also on the list of colleges approved by the Association of American Universities and the New York Board of Regents. Loras holds membership in the professional associations listed on pages 13 and 14.

# THE LIBERAL ARTS GENERAL EDUCATION PROGRAM

Loras College has a long tradition of offering broad-based liberal arts education along with preparation for professions and careers. Both are needed for an increasingly complex and rapidly changing world. The liberal arts tradition thrives at Loras in the general education curriculum which is part of every student's studies at the College. The model for a liberal

arts education began in the ancient worlds of Greece and Rome, was refined during the Renaissance, and continues today—although in different ways. Within that long tradition, several ideas are constant: liberal learning encourages critical and imaginative thinking; it helps develop judgment, and it prepares individuals for leadership and responsibility in many areas of life.

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

The majors curricula at the College reinforce and complement the breadth of study in the general education curriculum. By pursuing one of the more than 40 majors, students will engage deeply in one area of knowledge, its field of inquiry, major concepts, methodology, and application. Experiential learning approaches explicitly tie the classroom experience with applications outside the classroom. Opportunities for experiential learning exist in every January term course, internships, research, study away and abroad opportunities throughout the majors programs and general education curriculum.

# THE LORAS ENVIRONMENT

#### LORAS LIBRARY

An integral part of any strong academic program is an excellent library. The Loras College Library, located in the Academic Resource Center (ARCE), with a staff of nine and a collection of approximately 375,000 items, fulfills this purpose at Loras. The collection has been selected to support the Loras curriculum. In addition to its broad general collection, the library shows its rich heritage in its special collections of rare books. The library is also an official document depository for both the United States government and the State of Iowa.

Student and faculty laptops provide users access to the online computer catalog, numerous online academic research databases, and the world wide web. With computer cataloging and digital interlibrary loan via the internet, the Loras community has access to all levels of

library service. Students, faculty and administrators alike are served by the extensive research and study facilities.

The Academic Resource Center opened in 2002 and provides group study rooms for students engaged in collaborative learning; private study rooms for concentrated, uninterrupted work; upholstered seating for casual reading; and spacious open study carrels. Three classrooms are also located here.

Other services included in the ARCE are the Center for Dubuque History and the archives of Loras College, the Headwaters Academic Support Center [which includes the Writing Center, offices for the Honors Program, and the Office of Disability Services] and the Barnes and Noble bookstore.

#### TECHNOLOGY RESOURCES

#### LAPTOP PROGRAM

All full time students are issued a laptop. Part time students have the choice of opting into the program or checking out a laptop as needed for a limited period of time.

The Laptop Program provides students with much more than just a laptop. Technology is woven through everyday student experiences- in the classroom and in co-curricular activities, on campus and off. These experiences help develop Loras students into active learners, reflective thinkers, ethical decision makers and responsible contributors.

#### **WORK ANYWHERE, ANYTIME**

Loras College offers wireless network access in all of the classrooms, in the Academic Resource Center, in the labs, in campus-owned houses, in all resident halls, and in common areas on campus. Simply stated, we are approximately covered 99% indoors with wireless access. Every residence hall room has 100 Mbps switched Ethernet connections as well as wireless connectivity. Most technology resources are available off campus via the internet as well as on campus.

#### RESOURCES

In addition to the laptop, all students have:

- 350 Mb of personal network storage space
- a 10 Gb mailbox for e-mail
- an eLearn account, a course information and management tool
- network web space to create personal web pages
- Microsoft Office Suite- Professional edition
- Mathematica for math classes
- SPSS for statistics
- discipline specific software
- Outlook web for e-mail
- Microsoft Client for accessing the network
- unlimited Help Desk support
- 100 Mbps wired as well as wireless access to the network in the residence halls

wireless networking capabilities across entire campus

#### ASSISTANCE: WHERE AND WHEN IT IS NEEDED

The Help Desk offers walk-in, call-in and e-mail support during and beyond normal college business hours. Laptops are repaired on campus by certified technicians. Contact the Help Desk by phone: (563)-588-4949 or by e-mail: help.desk@loras.edu. For additional policies and procedures as well as more information about the laptop initiative, visit http://inside.loras.edu/Technology/Pages/home.aspx

#### Help Desk Hours\*

Day Summer School Year Monday- Friday 8:00 am- 4:30 pm 8:00am-5:00pm

\*Hours vary during breaks

## TELECOMMUNICATIONS SERVICE

The Information Technology Department will be making changes to our telecommunications system during the summer of 2012 and new options will be available. Please contact the Help Desk at 563-588-4949 for current information on options.

Students may choose to subscribe to Loras' long distance by signing a long distance contract in the Telecommunications Office to have your internal extension unblocked for long distance. Students will be billed by their telephone extension and are responsible for all long distance calls made from their telephone line. The College's long distance rate is 12 cents per minute, 24 hours a day, seven days a week. Students will be able to use calling cards from all extensions on campus.

# NONDISCRIMINATION POLICIES: RACE, DISABILITY, GENDER

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

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

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

# AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYMENT

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

#### STUDENT RIGHT-TO-KNOW AND CAMPUS SECURITY

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

# POLICY AGAINST SEXUAL HARASSMENT

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

The complete policy is available in both the Student and Employee handbooks: http://loras.edu/Campus-Life/Student-Handbook.aspx

# FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (BUCKLEY AMENDMENT)

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

 The right to inspect and review the student's education records within 45 days after the day Loras College receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- 2) The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Loras College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Loras College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Loras College.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Loras College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures

to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to the following individuals and in the following circumstances:

- To other school officials, including teachers, within Loras College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37.
   (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex
  offense, subject to the requirements of §99.39. The disclosure may only include
  the final results of the disciplinary proceeding with respect to that alleged crime
  or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the
  requirements of §99.39, if the school determines the student is an alleged
  perpetrator of a crime of violence or non-forcible sex offense and the student has
  committed a violation of the school's rules or policies with respect to the
  allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

#### **FERPA Contacts**

Student Academic Records—J. Thomas Brown, Registrar, jt.brown@loras.edu

Student Development Records—Arthur W. Sunleaf, Vice President for Student Development, <a href="mailto:arthur.sunleaf@loras.edu">arthur.sunleaf@loras.edu</a>

# **ADMISSION POLICY**

# REQUIREMENTS

#### **General Entrance Requirements**

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

Loras evaluates admission applications throughout the year for fall semester or spring semester entrance. When all materials required for admission have been received, the application will then be reviewed. Applicants are notified of the decision on a rolling basis.

Students accepted to Loras usually are graduates of a state-accredited high school and have completed a college preparatory curriculum. Recommended study includes:

Four years of English

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

Generally, Loras College accepts students on the basis of six semesters of high school work with a cumulative high school grade point average of at least a 2.5 on a 4.0 scale. All incoming students must send a final high school transcript certifying their graduation to the Office of Admission prior to enrollment. All applicants are also required to submit an ACT or SAT test score. A minimum ACT composite score of 20 with no sub scores below 17 or a minimum SAT score of 1440 is required for admission.

Students who do not meet minimum admission requirements may be considered by the Admission Committee on an individual basis. Students may be asked to submit seventh or eighth semester grades as well as a personal statement and letters of recommendation.

Students who do not have a high school diploma must present the results of the GED Test, submit an ACT or SAT test score (unless the student has been out of high school five years or more), and submit a high school transcript(s) with all previous work. These standards do not apply to transfer students with a GED or who have successfully completed more than 14 semester credit hours of college work. Students transferring to Loras College should follow the guidelines for transfer student admission.

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

#### **Division & Program Entrance Requirements**

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

# APPLICATION PROCEDURE

#### FIRST YEAR STUDENTS

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

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

Letter(s) of recommendation (optional, or by request of the Admission Standards Committee)

#### TRANSFER STUDENTS

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

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

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

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

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

#### RETURNING STUDENTS

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

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

Returning students must submit the following materials to the Office of the Registrar:

- A completed Loras College Application for Readmission (http://loras.edu/PDFs/ReadmitApplication.aspx)
- An official academic transcript(s) from each college/university attended since withdrawal from Loras
- 3. Personal statement addressing the reasons for seeking readmission

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

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

Returning student applications will be considered by the Admissions Committee when appropriate. Previous admission is not a guarantee of readmission. In select cases, the student may be asked to provide additional information or to schedule a personal interview.

Any student who has been away from Loras College for LESS than one semester should contact the Senior Assistant Registrar at 135 Keane Hall or by calling 563-588-7779.

#### SECOND DEGREE STUDENTS

A student who possesses a bachelor's degree from another accredited institution and wishes to enroll at Loras to pursue an additional degree may seek admission as a Second Degree Student. Loras College graduates are only eligible to pursue a second bachelor's degree in a discipline other than the original degree (i.e., if a Loras graduate holds a B.A., they may not pursue another B.A. from Loras, only a B.S.).

#### Requirements for admission:

- 1. A completed Loras College Application for a Second Degree (http://loras.edu/PDFs/SecondDegreeApplication.aspx).
- 2. A nonrefundable \$25 application fee.
- 3. Official transcript of previous degree(s) received.

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

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

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

# Requirements for degree:

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

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

#### SPECIAL STUDENTS

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

Students pursuing admission as a special student must:

- 1. A completed Loras College Special Student application (contact 563-588-4915)
- 2. A nonrefundable application fee
- 3. Transcript or statement of good academic and social standing from the last school attended (for undergraduates)
- 4. Transcripts from all institutions attended

Students will be notified by the Admission Office when they can register.

Any special student who has not completed a bachelor's degree and wishes to continue at Loras beyond one summer session or one semester must complete the regular application procedure and provide additional documentation as needed.

#### ST. PIUS X SEMINARY PROGRAM

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

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

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

#### • Philosophy:

- 3 ch.- L.PHI-101: Introduction to Philosophy
- 3 ch.- L.PHI-220: Ancient Philosophy
- 3 ch.- L.PHI-221: Medieval Philosophy
- 3 ch.- L.PHI-222: Modern Philosophy
- 3 ch.- L.PHI-223: Contemporary Philosophy

- 3 ch.- L.PHI-250: Human Identity in Community-AI
- 3 ch.- L.PHI-301: Foundational Ethics
- 3 ch.- L.PHI-331: Knowledge, Truth, and Reality
- 3 ch.- L.PHI-333: Philosophy of God and Religion
- 3 ch. Elective; either L.PHI-319: Bioethics-AV or L.PHI 278: Bioethics, Society, and Culture is strongly recommended.

#### • Religious Studies:

■ 12 ch. – Elective; selected with the advice of a seminary faculty member.

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

#### **TUITION AND FEES**

#### **PAYMENT OF FEES**

The tuition and fees for the current academic year are available at: http://loras.edu/Admission-and-Financial-Aid/Tuition-and-Fees.aspx

Specific information on the fees and refund policy associated with January term are available at: http://loras.edu/Academics/January-Term/January-Term-Policies.aspx. The January term courses have separate policies for schedule changes and refunds.

All fees are billed by the term and become an obligation at the time of registration for that term. Statements will be published online for all registered students in mid-July for the fall term, in mid-November for the January term, in late November for the spring term, and in mid-May for the summer term. By registering for classes, the student is automatically enrolled in a monthly installment payment plan for the fall and spring terms. Continued enrollment at Loras College is conditioned on the acceptance and understanding of the Terms and Conditions of the payment plan. It is important that the student understand the Terms and Conditions which apply to the payment plan and agree to be bound by the terms. To view the Terms and Conditions statement for the payment plan, visit the online student account system, select Installment Payment Plan Details, View Agreement. Payment of all charges not covered by financial aid or loans is due by August 15 for the fall semester, December 15 for the spring semester (includes January term fees), and June 15 for the summer term. Loras College also offers an option of paying in four installments per semester. Details about the payment plan option are sent to registered students in July. A \$25 nonrefundable service charge is assessed to those who do not fulfill their monthly payment requirement.

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

• Fall Registration Hold- This hold will take effect when registering for the fall semester. All students must have a balance of \$500.00 or less in order to register from year to year (spring to fall the following year). If the student does not have the

minimum balance by April 1st of the year prior to registration ALL registrations will be CANCELLED, including classes, housing, meal plan and any/all other college registrations.

• Spring Registration Hold – For the fall to spring registration, the College does not generally require a fully paid bill; however, if no payments have been made to that date or a significant outstanding balance exists, the College reserves the right to hold the student's registration for the upcoming term.

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

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

#### **INSURANCE**

Loras College does not carry insurance on personal property of faculty members, students or workers, and is not responsible for the loss or damage of such property.

All students participating in study abroad trips sponsored by Loras College are required to have accident and health insurance coverage, which is normally purchased by the College on behalf of participants.

# STUDENT FINANCIAL PLANNING

#### FINANCIAL AID POLICY

#### RETURN OF TITLE IV FUNDS

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

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

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

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

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

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

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

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

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

#### RETURN OF LORAS COLLEGE AND STATE AID

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

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

#### STUDENT FINANCIAL ASSISTANCE

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

The priority deadline to submit a completed FAFSA is April 15.

Funding is limited, so awards made after April 15 are subject to availability.

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

In any given academic year, the total amount a student may receive from institutional scholarships and awards is limited to the cost of tuition.

#### LORAS MERIT AND SPECIAL AWARDS / GRANTS

Loras awards assistance to full-time students on the basis of academic merit. All merit awards are renewable by maintaining a minimum 2.00 cumulative grade point average. Annual completion of the FAFSA is recommended for all award recipients.

Loras College Merit Awards: Based on high school achievement and standardized test scores. More information is available from the Admission Office or go to http://loras.edu/Admission-Financial-Aid/Tuition,-Fees-Financial-Aid/Scholarships-Grants/Merit-Based-Assistance.aspx.

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

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

Loras Grant. Available to full-time students who demonstrate financial need.

# FEDERAL GRANT PROGRAMS

#### FEDERAL PELL GRANTS

Awarded to students according to specific federal need analysis criteria, making completion of the FAFSA necessary. Valued from \$300 to \$5,500, the actual amount is subject to federal funding for this program.

# FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS (SEOG)

Available to students demonstrating exceptional financial need with preference given to Pell Grant recipients. Valued from \$100 to \$4,000, the actual amount of the award depends upon the level of federal funding. Most Loras awards do not exceed \$2,000.

#### FEDERAL TEACH GRANTS

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

# STATE SCHOLARSHIP/GRANT PROGRAMS

## **IOWA TUITION GRANTS**

Grants of up to \$4,000 are available to help Iowa students attend an Iowa private college. These grants are need-based and completion of the FAFSA by July 1 is required. Grants are available on a prorated basis to students who enroll less than full-time. An Iowa Tuition Grant can be received for a maximum of eight semesters of full-time study.

#### **IOWA GRANTS**

Grants of \$1,000 are available to full-time Iowa students who meet need-based criteria and submit the FAFSA. Grants are also available on a prorated basis to students who enroll at least half-time.

#### **EMPLOYMENT OPPORTUNITIES**

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

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

Before beginning a work study position, students are required to submit a completed Work Authorization Form to the Financial Planning Office and complete a W-4 and I-9 form in the Business Office. These forms must be on file before a student may receive a paycheck.

Students are allowed to hold one job that is equal to or greater than four hours per week throughout the academic year and one position that is less than four hours per week and not necessarily lasting the duration of an academic year. The amount of hours worked depends on the student's work study award and class schedule, with the maximum hours allowed being 15 hours per week for all positions worked.

# **LOAN PROGRAMS**

# FEDERAL PERKINS LOAN PROGRAM

A long-term low interest loan (currently 5%) administered by Loras College. Students may borrow up to \$5,500 per year of undergraduate study. These loans are need-based and require the student to complete a FAFSA.

#### WILLIAM D. FORD DIRECT LOAN PROGRAM

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

The Direct Stafford Loan is administered by the federal government. You may be eligible to borrow up to \$5,500 per year as a first-year student; \$6,500 as a sophomore; and \$7,500 as a junior or senior. Graduate students may borrow \$8,500 per year. These loans have an aggregate limit.

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

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

# RENEWAL OF ASSISTANCE

Financial assistance may be renewed for successive years providing the student continues to demonstrate financial need, satisfactory progress and personal responsibility. Annual completion of the FAFSA by April 15 is required.

# **ACADEMIC POLICIES**

# FORMULATION OF ACADEMIC POLICY

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

# **BULLETIN RIGHTS**

Each new bulletin year begins with the fall semester. Students may not complete general education requirements under one bulletin and major requirements under another bulletin.

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

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

# **CLASSIFICATION OF STUDENT**

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

first year student: 1-27 credits
sophomore: 28-55 credits
junior: 56-89 credits

#### SECOND MAJOR POLICY

A person with a bachelor's degree from Loras College may not apply for an additional major and have that major added to his/her transcript after a degree has been conferred. Students who already hold a bachelor's degree from any institution may seek admission as a Second Degree Student (see Second Degree Students under Admission Policy).

#### SPECIAL STUDENTS

A special student who has not received a bachelor's degree may register for no more than 11 credits per semester, not to exceed one summer or one semester. Any special student who has not completed a bachelor's degree and wishes to continue at Loras beyond one summer or one semester must complete the regular application procedure and provide additional documentation as needed. A special student is not eligible for financial aid and may be reclassified as a degree-seeking student whenever he/she fulfills the admission entrance requirements, or by action of the Admission Committee.

Participation in the January term is limited to Loras College students who are enrolled in a degree program. A special student who is pursuing coursework beyond the bachelor's degree has no restrictions on the number of credits in which he/she may enroll. A special student should contact the Financial Planning Office concerning financial aid options.

#### **ADVISING**

# **ACADEMIC ADVISORS**

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

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

#### APPLYING FOR ACADEMIC MAJOR

In order to be eligible for graduation, a student must complete a major as outlined in this bulletin. Degree-seeking students must apply for a major by the end of the second semester of the sophomore year. The application process for a major is:

The student completes an online Application for Major form for each intended major.

The Office of the Registrar forwards the electronic form to the Division Chairperson of the major area.

The Chairperson reviews the request, and if the student is accepted into the major, then the Chairperson assigns the student an advisor. A copy of the acceptance form is emailed to the student and the assigned advisor.

A student wishing to pursue more than one major completes the application for a major for each major. The online application for a major is found following the Academic Forms Heading on the IO main page.

Students are bound by the requirements published in the Bulletin for the major in effect for the term within which the major is declared. If the division changes the requirements, the student may opt to fulfill the new requirements by receiving written permission from the Division Chair.

#### ACADEMIC MINORS

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

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

#### REGISTRATION

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

#### TRI-COLLEGE CROSS-REGISTRATION

Loras students may cross-register for courses offered on the Clarke University or the University of Dubuque campus on a space available basis. Cross-registered credits are considered institutional credits and grades earned are included in the computation of the student's cumulative grade point average. Not all courses are open to cross-registration. To register for a class at Clarke University or the University of Dubuque, Email registrar@loras.edu with the Clarke/UD class details (catalog and section number, course title). After registration is completed at Clarke University or University of Dubuque, available seats will be identified and registration completed. If so, students will be able to see the course on the IQ page once they are registered. If the course being taken is meant to apply to a major requirement, students are encouraged to double-check with the course's Division Chair and their faculty advisor to make sure that the course they are taking is applicable.

The following regulations apply to cross-registration:

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

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

# TRANSFER CREDIT

Loras College accepts collegiate-level, academic course work from regionally accredited colleges and universities. "Regionally accredited" refers to the Higher Learning Commission of the North Central Association of Colleges and Schools or by similar regional accrediting associations. Transfer credit is accepted as equivalent coursework based on the credit value of the Loras course, not the credit value of a previous post-secondary institution

#### PROVIDING AN OFFICIAL TRANSCRIPT

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

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

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

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

Once the transcript is received, it will be evaluated to determine which courses will transfer. The transcript(s) should be provided prior to the beginning of the student's first semester at Loras. Failure to provide the transcript(s) by the stated time limit may result in denial of transfer credit and/or a hold on registration for future terms.

#### GENERAL EDUCATION INFORMATION FOR TRANSFER STUDENTS

Once a student has enrolled at Loras, all foundational, mission, and advanced general education courses must be completed at Loras College.

# **January Term Requirements**

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

# **Cluster Requirements**

Transfer students are required to complete one course in each of the five (5) advanced general education categories; three (3) categories must be completed with courses taken at Loras; two (2) of the categories must be a fulfilled by a cluster. The cluster requirement is waived for students transferring in more than 64 credits.

#### **Advanced General Education Requirements**

A maximum of two Advanced General Education courses may be transferred into a Loras Bachelor degree. Any otherwise equivalent courses will transfer as regular credit.

#### TRANSFER CREDIT RESTRICTIONS

#### Required grades for transfer credit

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

#### Maximum transfer credit awarded

A maximum of 64 credits from a community college/junior college/two-year college and/or examination credit may be awarded toward the total number of hours needed for graduation. A maximum of 90 credits from a four-year institution may be awarded toward the total number of hours needed for graduation. A maximum of 90 credits from two-year and four-year institutions combined may be awarded toward the total number of hours needed for graduation (not to exceed the previous stated maximums). The Office of the Registrar reserves the right to determine the total number of credits to be awarded for each transfer course. A maximum of 2 courses may be accepted towards Advanced General Education (see page 69). A maximum of 30 exam credits may be accepted towards completion of a baccalaureate degree.

#### Transfer Credit on the Loras College Transcript

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

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

#### Course work not awarded transfer credit

Non-collegiate level course work that was intended to be a review of secondary material (for example, but not limited to, English, mathematics or reading enrichment courses), credit awarded for intercollegiate athletic participation, physical education activity courses, and continuing education units (CEU's) will not be awarded transfer credit. In general, vocational technical training and Military Occupational Specialty courses are not awarded transfer credit.

#### COURSE WORK THAT MAY BE AWARDED TRANSFER CREDIT

Credit awarded for internship, practicum, or field experience completed at institutions other than Loras may be awarded transfer credit at the discretion of the Office of the Registrar and the academic division which corresponds to the course work. Similarly, applied technical course work completed at a regionally accredited institution may also be awarded transfer credit at the discretion of the aforementioned offices. Military credit recommended by the American Council on Education (ACE) will be evaluated and courses that are found to be similar in content to Loras College courses may be awarded transfer credit.

#### SPECIAL PROCEDURES FOR INTERNATIONAL CREDIT

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

# **EXAMINATION CREDIT**

Advanced Placement (AP) credit earned through the College Entrance Examination Board will be awarded appropriate transfer credit for scores according to the list below. In the situation where the student has been awarded college credit and AP Exam credit for the same course content, transfer credit will be awarded only for the AP Exam. Please note that AP exam results must be submitted to the Office of the Registrar directly from the College Board. Student's should contact the College Board to have exam score results in the same way as post-secondary transcripts (see page 33).

#### ADVANCED PLACEMENT SCORES

Test Minimum Credit Equivalent Subject

Art-Drawing	3	3	Elective
Biology	3	4	Elective
Chemistry	4	4	L.CHE-111: General Chemistry I
Chemistry	5	8	L.CHE-111: General Chemistry I and
•			L.CHE-112: General Chemistry II
Computer Science A	3	4	L.CIT-115: Programming. & Design
<b>r</b>			Basics
Econ-Macroeconomics	3	3	L.ECO-222: Macroeconomics
Econ-Microeconomics	3	3	L.ECO-221: Microeconomics
English Language/Comp	3	3	L.LIB-105: College Writing-FW
English Literature/Comp	3	3	Elective
Environmental Science	3	3	Elective
French Language	3	3	Elective
Geography, Human	4	3	Elective
History, European	3	3	L.HIS-140: Modern Europe Since
instory, European	5	3	1750
History, U.S.	3	6	L.HIS-121: U S History to 1877
instory, C.S.	5	-	and L.HIS-122: US History Since 1865
History, World	3	3	L.HIS-175: Themes in World History
Mathematics-Calculus AB	3	4	L.MAT-150: Calc. of One Variable-
Mathematics-Calculus AD	3	7	FM
Mathematics-Calculus BC	3	8	L.MAT-150: Calc. of One Variable-
Mathematics-Calculus BC	3	O	FM
			and L.MAT-160: Calc of One
			Variable II
Math-Statistics	3	3	L.MAT-115: Statistics-FM
Music Theory	3	3	L.MUS-101: Music Theory I
Wusic Theory	4	6	L.MUS-101: Music Theory I and
	4	Ü	L.MUS-101: Music Theory II
Physics B	3	8	L.PHY-210: Elements of Physics I and
Filysics B	3	0	•
Dhysics C	3	4	L.PHY-211: Elements of Physics II
Physics C	3	3	L.PHY-210: Elements of Physics I
Politics, Comp Gvrnmnt	3	3	L.POL-211: Comparing Political
Delities II C. Communit	3	3	Regimes L.POL-101: Issues in American
Politics, U.S. Gvrnment	3	3	
D. 1.1	4	2	Politics
Psychology	4	3	L.PSY-101: Introductory Psychology
Spanish Language	3	3	Elective

# $College-Level\ Examination\ Program\ (CLEP)$

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

#### **International Baccalaureate**

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

# **Cambridge International Examination**

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

#### **Procedures for Current Students Seeking Credit on Another Campus**

Once a student enrolls at Loras College the student must complete all remaining general education courses including Foundation, Mission, and Advanced General Education courses at Loras College.

A Loras student wishing to transfer in course credit from another institution must obtain the permission of the appropriate division chairperson and the Office of the Registrar prior to enrollment in that course. Students may seek approval to take a course on another campus other than Clarke University or University of Dubuque by completing the online form found on the IQ Main Page (for Clarke University and University of Dubuque registration procedures, see page 33). The student must submit the official transcript to the Office of the Registrar within six months of completion of the course in order to have the course considered for transfer credit. Failure to provide the transcript(s) by the stated time limits may result in denial of transfer credit.

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

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

# STUDY ABROAD CREDIT

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

 Students must register and complete the Loras College Equivalent of full time study at the host institution. Failure to do so may result in retroactive adjustments to student aid for the term abroad.

- Students must ensure submission of an official transcript from the host institution to the Office of the Registrar to receive credit for the international coursework.
- International coursework must receive a letter grade unless prior approval for a Pass/Fail grade has been documented in the Registrar's office.
- International coursework must earn an equivalent grade of C or better in order to receive passing credit. This equivalency is determined by the Center for Experiential Learning based on standard best practices.

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

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

# **CLASS ATTENDANCE**

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

Due to insurance policy and Homeland Security requirements, any individual who is attending a course section must be properly registered for the course by the 6th day of the term. Individuals not properly registered for a course should not be permitted to further attend the course and their name should be reported immediately to the Office of the Registrar. Exceptions to the section attendance policy are: 1) college-approved guests, such as prospective students who are officially scheduled through the Office of Admissions, 2) college employees approved in advance by the instructor, and 3) other non-student guests not in regular class attendance as approved in advance by the Registrar, instructor and department chair.

# POLICY ON CLASS ATTENDANCE AND COLLEGE SPONSORED EVENTS

Occasionally, during a semester other College sponsored events conflict with scheduled classes or required course activities. College sponsored events covered by this policy include: intercollegiate athletic competitions, theater and choral performances, and debate. This policy does not cover the following types of activities: course field trips, practice for any college sponsored event, or academic/co-curricular conferences.

This policy is intended to alleviate potential conflict that may place the student in the middle of choosing between attending two required events. The policy is clear about responsibilities and the processes to be followed. However, should a situation arise in

which any student, instructor, coach or moderator believes that this policy is being violated, he/she should contact any one of the following individuals: the Athletic Director, the Dean of Students, or the Faculty chair of the faculty Senate. These three individuals will meet as necessary to hear and rule on all alleged violations.

# **STUDENTS**

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

# **INSTRUCTORS**

- Distribute or post a course syllabus by the end of the second day of class that includes:
  - a. Dates for all required course events (both in and out of classroom);
  - b. Attendance policy and consequences for missed classes when they are not due to a college sponsored event;
  - Policy on work, quizzes, exams, labs or presentations missed due to participation in a college sponsored event;
  - d. Due dates for major assignments, exams and presentations.
- 2. Review course conflicts submitted by students. When a student submits more absences than the instructor deems acceptable, the instructor must communicate with the student and his/her moderator/coach within the first two weeks of class that it is not advisable for the student to take the course that semester. If the student must take the course at this time, then the student, instructor and moderator/coach should meet to identify whether a schedule of commitments can be determined that can support the student's success in both endeavors.

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

#### MODERATORS/COACHES

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

#### POLICY ON CLASS ATTENDANCE DURING JANUARY TERM

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

# ADMINISTRATIVE DROP POLICY

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

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

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

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

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

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

# DISMISSAL FROM CLASS

The instructor reserves the right to dismiss from class and establish conditions for the return of any student who, after a warning, persists in activities detrimental to the purposes and objectives of the class. The student may appeal the dismissal to the Associate Vice President for Academic Affairs who, along with the division chairperson or designate and a professor of the student's choice, will review the professor's action.

#### CLASS CANCELLATION

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

# WITHDRAWAL FROM A COURSE

# **FALL AND SPRING SEMESTERS**

A student may drop a course during the first 3 weeks of the semester without a notation included on the transcript.

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

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

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

#### JANUARY TERM

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

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

Specific information on the fees, refund table, and policies associated with January term are available at: http://loras.edu/Academics/January-Term/January-Term-Policies.aspx. Please consult with the Coordinator of Study Abroad, who is located in the Center for Experiential Learning, for details.

# REPEATING A COURSE

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

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

# ACADEMIC HONESTY POLICY

#### STATEMENT OF PURPOSE

Loras College strives to nurture active learners, reflective thinkers, ethical decision makers and responsible contributors. Students are required to take pride in and protect personal intellectual property, by not engaging in acts of academic dishonesty. The institution will hold students accountable for academic dishonesty.

#### CREATING ACADEMIC HONESTY WITHIN THE LEARNING ENVIRONMENT

Students have the responsibility to:

- Note the academic honesty policy as stated in the bulletin and on syllabi.
- Utilize available resources on the Loras College Campus to learn how to comply with the Academic Honesty Policy.
- Be proactive with a faculty or support services member in addressing questions and clarifications regarding academic dishonesty.
- Course instructors have the responsibility to:
- Reference the Academic Honesty Policy in their course syllabi.
- Direct students to use available academic support services to avoid academic dishonesty (e.g. The Headwaters Center, library).
- Encourage students to use websites that provide tips for avoiding plagiarism.
- Course instructors are required to:
- Maintain academic honesty in their courses.
- Report incidents of academic dishonesty to the Associate Vice President for Academic Affairs (AVPAA).
- Contact the AVPAA if in doubt about a situation.
- The College administration will take action to:
- Enforce the Academic Honesty Policy.
- Maintain a database of reported students who violate the Academic Honesty Policy.
- Report statistics concerning violations of the Academic Honesty Policy to the Academic Council and Faculty Senate annually. This report will not contain names of students or instructors involved in the incidents.

 Publish the Academic Honesty Policy in the Loras College Student Handbook and the Undergraduate Bulletin.

# FORMS OF ACADEMIC DISHONESTY AND MISCONDUCT

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

#### A. Cheating

- Intentionally acquiring privileged information pertaining to content or means of testing prior to an exam
- Using any means to share, exchange or retrieve privileged test questions or answers

#### **B.** Group Collusion or Unauthorized Collaboration

- Rewriting large portions (a paragraph or more) of another student's work is dishonest
  when the intention was for the student to only offer feedback and suggestions on the
  work
- Presenting work as solely one's own when in fact it is the result of an unauthorized joint effort

#### C. Duplicate submission of work

 Turning in any work from a previous or concurrent course, whether that work was completed at Loras College, another college or high school, without the prior permission of the course instructor to whom the work is being submitted

#### D. Fabrication, Falsification, Distortion of Information

- Creating false data, research, or sources for use in any work
- Altering data or only using a certain biased portion of data to prove a certain claim when the entire scope of the research proves a different claim
- Falsely documenting hours completed for an internship, clinical or field experience
- Providing false information on career documents such as resumes, letters or transcripts

#### E. Facilitating Academic Dishonesty

- Not reporting a violation of the academic honesty policy to the course instructor or other appropriate individual
- Helping another student commit an act of academic dishonesty

#### F. Fraudulent Alteration of Academic Materials and Forgery

- Altering, falsifying or intentionally providing any misleading information on any college documents
- Forging a course instructor or advisor signature

# G. Plagiarism

- Using another person's exact words in any work without properly designating the quote or citing the source
- Summarizing/paraphrasing another person's thoughts or ideas in any work without properly citing the source
- Taking any digital media product that was created by another person and using it in any work without properly citing the source
- Copying another person's computer program without the owner's permission and without properly citing the source
- Purchasing or borrowing a paper and submitting it as one's own

# H. Theft, Abuse, Destruction of Academic Property

- Not returning academic materials to the library or course instructor that loaned them
- Vandalizing academic property

# I. Unauthorized Use of Information Technologies

Using a laptop, cell phone, calculator or any other device to access information
without permission or to copy privileged test questions or answers from an exam. \*\*
Please also read Loras College's Technology Resource Policies and Procedures from
the Loras Student Handbook.\*\*

#### J. Unfair Advantage

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

# PROCEDURES FOR ALLEGED ACADEMIC DISHONESTY

#### A. Course Instructor Procedures:

- 1. Once the instructor has reason to believe that the academic honesty policy has been breached the instructor will convene a meeting with the student. The meeting should take place within five (5) business days of the instructor grading the assignment in a location where confidentiality can be assured.
  - **a.** In cases where the course instructor is unable to contact a student, she/he may consult with the Dean of Students for assistance.
  - **b.** In cases where the student chooses to not respond to the instructor's request for a meeting, the instructor should notify the student in writing of the allegation.
- 2. If, after consultation with the student, the course instructor determines the Academic Honesty Policy has been breached, the instructor should consult the following guidelines to determine the severity of the offense:

# a. Minor

 First offense for failure to cite sources properly (student has not previously completed workshop)

#### b. Serious

- Second offense for failure to cite sources properly (student has already completed workshop)
- 2) Duplicate submission of work
- 3) Facilitating academic dishonesty
- 4) Group collusion or unauthorized collaboration
- 5) Theft, abuse, or destruction of academic property
- **6)** Unfair advantage

#### c. Severe

- Third offense for failure to cite sources properly (student has already completed workshop)
- 2) Plagiarism
- 3) Cheating
- 4) Unauthorized use of information technologies
- 5) Fabrication, falsification, distortion of information
- 6) Fraudulent alteration of academic materials and forgery
- **3.** After determining the level of the offense, the instructor should contact the AVPAA to discuss the disciplinary action for the student based on the total number of previous offenses.
  - **a.** The instructor may individually initiate any of the following consequences:

#### 1) First Offense Minor

- i. Educational workshop through Headwaters Center
- ii. Substitute assignment for a reduced grade
- *iii.* Substitute assignment for a grade of zero, but assignment permits the student to complete the course

#### 2) First Offense Serious

- i. Educational workshop through Headwaters Center
- ii. Substitute assignment for a reduced grade
- *iii.* Substitute assignment for a grade of zero, but assignment permits the student to complete the course
- iv. Required meeting with the division chair

# 3) First Offense Severe

- i. Grade of zero or "F" on the assignment or test
- *ii.* Grade of "F" for the course

#### 4) Second Offense Serious

*i.* Grade of "F" for the course

# 5) Second Offense Severe

i. Grade of "F" for the course

ii. Must be referred to the Admissions and Academic Standards Committee to review all documentation which could include a recommendation for suspension or expulsion from the College

#### 6) Third Offense Serious or Severe

- i. Grade of "F" for the course
- ii. Must be referred to the Admissions and Academic Standards Committee to review all documentation which could include a recommendation for suspension or expulsion from the College
- **4.** When disciplinary action is taken, the course instructor must communicate in writing within ten (10) business days, the action taken and the reason for such to the (1) student, (2) student's advisor, (3) course instructor's Division Chairperson, and (4) AVPAA. The course instructor should also submit to the AVPAA the following items:
  - a. A completed and signed "Form for Reporting Academic Dishonesty and Misconduct."
  - **b.** A description of the assignment (e.g. copy of the syllabus or assignment sheet).
  - **c.** The documentation that verifies the offense.
- **B.** College Procedures: In addition to the action taken by the course instructor, the following steps will be taken by the College to ensure academic honesty.
  - A record of all reported incidents of academic dishonesty will be kept by the AVPAA.
  - All cases of academic dishonesty at the level of "Second Offense Severe" and beyond will be reviewed by the Admission and Academic Standards Committee. This review may result in the committee recommending suspension or expulsion of the student.
- C. Student Appeal of First Offense of Academic Dishonesty: A student alleged to have engaged in academic dishonesty has the right to appeal. If the student decides to challenge any disciplinary actions that result from a first offense, then she/he may file an appeal within ten (10) business days of receiving the written notice of action taken by the course instructor. Following are the steps in the appeal process:
  - The student drafts a letter of appeal and submits it to the Division Chairperson of the course instructor.
  - The Division Chairperson contacts the course instructor for the documentation of the alleged incident of academic dishonesty.
  - **3.** The Division Chairperson submits all documentation and his/her recommendation to the AVPAA.
  - **4.** The AVPAA will bring the appeal and the documentation to the AASC for a final decision.
  - 5. The AVPAA will notify the student, his/her advisor, course instructor, and Division Chairperson in writing of the Committee's decision in regard to the appeal.

- **D.** Student Appeal of Second or Third Offense of Academic Dishonesty: If the student decides to challenge disciplinary actions that result from a second or third offense, then she/he may file an appeal with the Provost within five (5) business days of receiving the written notice of action taken by the course instructor or the AASC.
  - The student should draft a letter of appeal and submit it to the Office of the Provost.
  - The Provost will review all of the relevant documentation and the decision of the AASC and if necessary request a meeting with the student.
  - The Provost will issue a final decision in writing to the student, his/her advisor, course instructor and Division Chairperson.

# INDEPENDENT STUDY POLICY AND GUIDELINES

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

# 397: Independent Study: Arranged Course

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

#### 398: Independent Study: Empirical Research

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

#### 498: Independent Study: Directed Readings

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

Students must be aware that they may:

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

- Count a maximum of 4 credit hours of independent study toward their minor field of study
- Count a maximum of 12 credit hours of independent study toward their Loras degree

Independent study courses are offered at the discretion of a faculty member, with approval by the division chair and the Associate Vice President for Academic Affairs. The application for Independent Study is located in the "Academic Forms" folder on the IQ main page.

Appeals to the above policies may be made to the Associate Vice President for Academic Affairs.

# **INTERNSHIPS**

The Loras College Internship Program allows students the opportunity to integrate theoretical classroom learning with practical, workplace experiences that relate to the student's area of study. Information on internship opportunities can be obtained through academic divisions and from the Center for Experiential Learning (CEL). Internships, which can be credit or noncredit, paid or unpaid, can be arranged locally or in other geographic locations, during the academic year or during the summer. Credit for internships can be arranged through academic programs or the Center for Experiential Learning. The application for internships is located in the "Academic Forms" folder on the IQ main page. Internship applications must be completed, approved and registered for before a student begins the internship experience. For the last day to register for an internship, refer to the academic calendar at: http://loras.edu/Academics/Academic-Calendar.aspx

# **GRADES**

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

#### **GRADING SYSTEM**

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

determines the grading scale, assignment weights and evaluation measures associated with individual courses.

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

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

Incomplete

0.00 The grade of incomplete is used only when a student has done passing work, D- or above, but because of circumstances beyond the student's control, has been unable to complete the required work for the course.

The incomplete grade is not used to give a failing student an opportunity to redo unsatisfactory work or to allow more time to complete the work when the reasons for the delay have been within the student's control.

To be eligible to receive a grade of "I" an online **Incomplete Grade Approval Form** must be completed and approved by the instructor and be submitted to the Registrar's Office when final grades are due. Incomplete grades submitted without an Incomplete Grade Approval Form on file will be changed from an "I" grade to an "F" grade. The form is available on the IQ main page.

The incomplete work must be completed and submitted to the instructor and a permanent grade recorded by midterm of the next semester of the College calendar. If a grade of Incomplete is given during the January term, the work must be completed by midterm of the subsequent spring semester. If the student misses critical experiences of the January term course due to circumstances beyond his/her control, the student will receive a grade of "W" (withdraw) for

the course. If the Incomplete grade is not replaced by a permanent grade by this date, the "I" grade is replaced by the "F" (fail) grade.

If a student is awarded an "F" grade because the instructor did not submit a final grade by midterm, the instructor has until the last official day of the semester to change the grade. After the final day of the semester, the "F" grade becomes a permanent grade and cannot be changed.

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

#### Pass/Fail

0.00 To receive a grade of Pass, a student must earn a minimum grade of "C" (2.00). A student earning a grade of "C-" or below in a pass/fail course receives a grade of "F" (Fail). Study Abroad credit taken through an affiliated program falls under this grading category.

The Pass grade is **non-punitive** and therefore does not affect the student's grade point average. The Fail grade is **punitive** and is calculated into the student's grade point average.

A student may apply to take a course Pass/Fail during the first two (2) weeks of a semester or during the first two (2) class days of a summer session course. The completed Pass/Fail form is submitted to the Registrar's Office, Room 135 Keane Hall.

The following courses may not be taken Pass/Fail: foundational courses, mission courses, advanced general education courses, January term courses, major courses, and minor courses, courses taken at Clarke College or at the University of Dubuque.

The following courses may be taken pass/fail and do not require special permission to be taken pass/fail: approved/required internships toward the major; approved/required practica and field studies courses. To receive a grade of Pass in these courses a student must earn a minimum grade of "C" (2.00). A student earning a grade of "C-" or below in a pass/fail course receives a grade of "F" (Fail).

Instructors do not know which students are taking a class pass/fail.

# Withdraw

0.00 A grade of "W" is recorded on a student's transcript for all courses dropped the fourth week through the tenth calendar day after the posting of midterm grades. Courses dropped on or after the 11<sup>th</sup> calendar day after the posting of mid-term grades receive a grade of "F" (fail). Midterm grades are generally due by 1:00 p.m., Tuesday of the 8th week of classes.

# AUD-Audit

0.00 A designation of "AUD" is recorded on a student's transcript to signify that a course has been successfully audited. No

credit is earned when a course is audited. A January term course may not be audited.

NR-Not Reported 0.00 The grade was not reported to the Registrar's Office by the instructor. Students receiving a grade of NR should contact the instructor.

<u>IP-In Progress</u> 0.00 <u>F</u>or use at the conclusion of the first semester of a twosemester course.

# GRADE POINT AVERAGE (GPA)

Grade points are determined by multiplying the grade point value for each course (see above) by the number of semester hours for each course. The grade point average is calculated by dividing the total grade points by the number of semester hours attempted on the regular grading system. The grades of I (Incomplete), P (Pass), W (Withdrawal), AUD (Audit), and IP (In progress) are not included in the grade point average. Grades for courses transferred to Loras College are not included in the cumulative grade point average. In order to graduate, a student must earn a minimum cumulative grade point average of at least 2.00.

# CHANGE OF GRADE POLICY

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

# APPEALING A GRADE

Students wishing to appeal a final grade are encouraged to try to resolve the issue through direct contact with the professor first, then with the Division Chairperson and finally with the Associate Vice President for Academic Affairs (AVPAA). In these initial discussions the student should gather the following information: the course syllabus; the points or grade received for each component of the final grade and the respective weight assigned to each; and when possible, the graded assignments/exams contributing to the final grade. The student, having made these contacts and unable to resolve the grade dispute satisfactorily, may formally appeal a grade by following the process listed below. Students are encouraged to consult with their academic advisor. A grade appeal must be filed within one semester of the disputed grade being posted.

- 1. The student completes the Final Grade Appeal Form on-line in the "Academic Forms" folder located on the IQ Main Page.
- The student initiates the formal grade appeal process by completing the student portion of the appeal form and submits this copy to both the faculty and the Division Chairperson involved.
- 3. The faculty submits his/her completed portion to the Division Chairperson.

- The Division Chairperson submits all documentation and his/her recommendation to the Associate Vice President for Academic Affairs (AVPAA).
- The AVPAA reviews all statements and submits a written recommendation to the Provost.
- The Provost renders a decision on the appeal. Only the Provost or the instructor is able to change the disputed grade. The Provost will notify the student of the results of the appeal.

# STUDENT RECORDS

#### TRANSCRIPTS OF ACADEMIC RECORDS

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

#### METHODS FOR ORDERING LORAS TRANSCRIPTS:

#### Online

Loras College and Scrip-Safe International have partnered to provide students and alumni with access to an online transcript ordering system through a secure website. To access the website or go to http://iwantmytranscript.com. First-time users are required to set up a transcript ordering account in accordance with the Family Rights and Privacy Act of 1974. The cost is \$7.00 per transcript (additional options are available at additional cost). Students desiring an electronic copy of their transcript must go to the website to order. Students should be aware that they must submit their written signature by fax or scanned image through this website if it is their first order; subsequent orders will use the stored signature image to allow transcript release.

#### **Bv Mail**

To request a transcript by U. S. mail, send a signed request and enclose a check or money order in the amount of \$7 for each transcript requested. Include the following information on the transcript request:

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

#### In Person

Transcripts may be requested in the Office of the Registrar, Room 135, Keane Hall, Monday through Friday between the hours of 8:00 a.m. and 4:30 p.m. Transcripts with normal processing are \$7.00 per transcript. On-demand transcripts may only be requested in-person and are \$10.00 per transcript.

# **CLASS RANK**

Loras College does not rank students.

#### **DEAN'S LIST**

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

# **EXAMINATIONS**

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

# SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

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

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

In addition to maintaining the grades specified in Table B, the student must be progressing in pace towards degree completion. (Table A) In order to meet the minimum standards, students must complete two-thirds of all cumulative attempted credits. If a student falls below the minimum standard, the student will lose eligibility for financial assistance. (See Appeals, Probation, and Academic Plans below). Loss of financial assistance includes

Loras College assistance, and no aid package will be offered. Suspension of aid is not the same as academic suspension which is handled by the Academic Dean's office.

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

Completed full-time semesters	Minimum percentage of completed
	semester credits attempted
After 2 semesters	67%
After 4 semesters	67%
After 6 semesters	67%
After 8 semesters	67%

#### **TABLE B: Minimum Requirements for Good Academic Standing:**

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

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

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

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

# APPEALS, FINANCIAL AID PROBATION, AND ACADEMIC PLANS

When a student loses eligibility for financial assistance because of failure to make SAP, the student may appeal in writing to the Director of Financial Planning on the basis of: an injury or illness, the death of a relative, or other special circumstances. An appeal must be in writing and explain why one failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. If the appeal is granted eligibility for aid will be reinstated for one payment period under financial aid probation. If it is determined that the student needs more than one semester or payment period to make progress the student will be asked to consult with their advisor to develop an academic plan. Upon successful review of the academic plan, a student may be granted probation for longer duration.

# **RE-ESTABLISHING AID ELIGIBILITY**

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

# SCHOLASTIC WARNING, PROBATION AND DISMISSAL

Loras students are considered to be in Good Academic Standing if they have not been placed on Scholastic Probation for the current semester and are making satisfactory academic progress. Scholastic Warning and Probation guidelines are in effect for all students upon completion of their first semester of enrollment at Loras College. Dismissal guidelines are in effect for all students upon completion of their second semester of enrollment at Loras College. Students with extremely poor academic performance upon completion of their first semester of enrollment may be dismissed at the discretion of the Academic Dean.

Students are placed on Scholastic Warning, Scholastic Probation, or Dismissed from the College based upon the following table:

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

Students who are on Scholastic Warning or Scholastic Probation may be dismissed at the close of any semester in which work is deficient based upon the table above. Academic dismissal occurring at the end of the fall semester makes a student ineligible to participate in a January term course. For Fall term dismissals, students who are enrolled in a January term course will have their registration cancelled without refund. For Spring term dismissals, students who are enrolled in Summer term course(s) will have their registration cancelled only for Session II classes. Students registered for Session I and full Summer term classes may be allowed to complete these courses at the discretion of the Admission and Academic Standards Committee.

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

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

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

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

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

The decision of the Academic Dean is final.

# ELIGIBILITY POLICY FOR CO-CURRICULAR ACTIVITIES

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

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

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

# TABLE A: MINIMUM STANDARDS FOR SATISFACTORY PROGRESS TOWARD A DEGREE:

Completed full-time semesters	Completed semester credits*
After 2 semesters	At least 20
After 3 semesters	At least 34
After 4 semesters	At least 48
After 5 semesters	At least 60
After 6 semesters	At least 72
After 7 semesters	At least 84
After 8 semesters	At least 96

<sup>\*</sup>Includes AP, CLEP and course credits that are recognized by Loras College

# TABLE B: MINIMUM REQUIREMENTS FOR GOOD ACADEMIC STANDING:

Completed full-time semesters

Cumulative GPA\*\*

After 2 semesters	At least 1.90
After 3 semesters	At least 1.90
After 4 semesters and up to 89 credits	At least 2.00
90 or more credits	At least 2.25

<sup>\*\*</sup>The cumulative GPA is a student's Loras College institutional GPA.

Students who have been determined to be ineligible for participation in co-curricular activities because they have fallen below the minimum standards for satisfactory progress or for good academic standing may appeal to the Associate Vice President for Academic Affairs.

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

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

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

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

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

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

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

# WITHDRAWAL FROM THE COLLEGE

A student who discontinues study at Loras College must complete an official withdrawal form by scheduling an exit interview with the Student Retention Coordinator by calling 563-588-7731. The student's official withdrawal date is the date the student submits the

withdrawal form online, which will be made available following the exit interview.. The official withdrawal date is used to calculate tuition owed and any refunds for which the student is eligible.

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

#### SUMMER SESSION

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

# POLICY ON ADMISSION OF UNDERGRADUATES TO GRADUATE COURSES

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

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

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

# ASSESSMENT REQUIREMENTS

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

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

**Dispositions:** All students are required to complete a series of reflections with supporting Loras artifacts on their growth and development through educational and co-curricular endeavors. Students will complete a **portfolio** or a capstone that includes the disposition assessment. Student portfolios must receive a passing grade in order for students to graduate.

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

# **DEGREE REQUIREMENTS**

#### Student must:

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

Once matriculated at the College, all general education courses must be completed at Loras. Complete general education requirements follow:

•	Foundatio	nal Courses:	13 credits
	• N	Modes of Inquiry-FI course-FI:	3 credits
	• 7	Vriting-FW course:	3 credits
	• (	Communication-FS course:	3 credits
	• N	Mathematical Modeling-FM course:	4 credits
•	Mission C	ourses:	6 credits
	• (	Catholic Traditions course-MC:	3 credits
	• [	Democracy and Global Diversity class-MD:	3 credits
•	Portfolio (	Course-PJ:	1 credit
•	Advanced	<b>General Education Courses:</b>	15-16 credits
	• A	Aesthetic Dimension-AA course:	3 credits
	• (	Cultural Traditions-AC course:	3 credits
	• I	Humanity in the Physical Universe-AH course:	3-4 credits
	• I	dentity and Community-AI course:	3 credits

Values and Decision Making-AV course:

3 credits

The cluster courses are identified in the schedule of classes by the following codes:

CODE	FULFILLS REQUIRMENTS IN:
-CA	Aesthetic Dimension and Cultural Traditions
-CH	Cultural Traditions and Humanity in the Physical Universe
-CI	Cultural Tradition and Identity & Community
-CV	Cultural Traditions and Values & Decision Making
-HA	Aesthetic Dimension and Humanity in the Physical Universe
-HI	Humanity in the Physical Universe and Identity & Community
-HV	Humanity in the Physical Universe and Values & Decision Making
-IA	Aesthetic Dimension and Identity & Community
-IV	Identity & Community and Values & Decision Making
-VA	Aesthetic Dimension and Values & Decision Making

# **JANUARY TERM REQUIREMENT**

All students must complete a minimum of two courses offered during the January term. These courses are designed to incorporate strong experiential learning elements. More information can be found at http://loras.edu/Academics/January-Term/January-Term-Policies.aspx.

# ASSOCIATE OF ARTS DEGREE REQUIREMENTS

To qualify for an Associate of Arts (A.A.) degree, a student must complete the following courses, earn a minimum of 60 credits and achieve a cumulative grade point average of 2.00:

Modes of Inquiry-FI	L.LIB-100	3 credits
College Writing-FW	L.LIB-105 or L.ENG-111	3 credits
Communication-FS	L.LIB-110	3 credits
Survey of Math Models-FM	L.LIB-112 (or equivalent)	3-4 credits
Catholic Identity-MC	L.LIB-130 or L.LIB-135	3 credits
Democracy & Diversity-MD	L.LIB-220	3 credits
One course from three of the five A	Advanced General Education areas	9-10 credits
Elective credits		32-33 credits

Students seeking the Associate of Arts degree are not required to fulfill the advanced general education course cluster requirements. A minimum of 30 credits must be earned in courses offered through Loras College.

The A.A. degree is an individualized degree tailored to the student's educational and professional goals and interests. A faculty advisor will assist the student in developing a plan of study.

# **GRADUATION**

# POLICY ON PARTICIPATION IN GRADUATION CEREMONIES

Students who will have completed all requirements in May, during the following summer session or during the following fall term are eligible to participate in the May commencement ceremony. Students completing requirements through summer or fall course work will need to present proof of registration in order to be eligible to participate in May commencement. Students completing requirements during the summer or fall term will be noted in the commencement program.

#### **GRADUATION HONORS**

A student with a cumulative grade-point average of 3.50 will graduate cum laude. The designation magna cum laude will be given for an average of 3.70, and maxima cum laude for an average of 3.90. The designation "completed honors program" will be noted on the record of a student who successfully completes the honors program. Honors noted in the commencement program will be based on the cumulative grade-point average earned prior to the semester of graduation. Honors recorded on the transcript will be based on the cumulative grade-point average of all semesters. Students not wishing to have graduation honors released to the media are required to inform the Office of the Registrar in writing within one month of the beginning of the student's final semester.

# THE LORAS COLLEGE GENERAL EDUCATION CURRICULUM

# GOALS AND PHILOSOPHY

#### A. The General Education Program at Loras College

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

#### **B.** Teaching Philosophy

We believe that:

- 1) the main purpose of a liberal arts college is to create a learning community that promotes for all the desire to know and the ability to learn;
- students retain more of what they learn when they generate and complete
  projects and activities that apply theories and ideas to concrete research and real
  world situations;
- students enhance their own critical and creative intelligence when they collaborate and share knowledge;
- 4) students are more likely to construct original, innovative work when they connect ideas and concepts from different disciplines;

- 5) the most effective teachers recognize differences among learners and use various techniques to help everyone learn; and
- 6) excellent teaching and learning require close, continuing cooperation among faculty, students, staff, and administration who each take personal responsibility for learning.

#### C. Dispositions of a Loras Educated Student

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

# D. Skills for Life-Long Learning

Loras degree will develop intellectual skills in these areas:

# 1. Written and Oral Communication

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

- 1) Express creative or inventive thinking
- 2) Learn course content
- 3) Encourage self-reflection
- 4) Express a first understanding of research topics
- 5) Integrate knowledge

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

- 1) Support ideas with evidence
- 2) Display creativity, voice and a sense of audience
- Organize writing and speeches in ways consistent with the purpose of the paper or speech
- 4) Demonstrate critical thinking
- 5) Use standard English and an effective prose or verbal style

#### 2. Critical Thinking and Reading

Students will learn to formulate questions and to set goals for an inquiry to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected – whether the information is print or electronic, qualitative or quantitative.
- 2) Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternate meanings or solutions to given situations or problems; to analyze the problem from more than one disciplinary perspective; to integrate knowledge into a larger context.
- 3) Analyze the logical connections among facts, goals, and implicit assumptions relevant to a problem or a claim and to generate and evaluate the implications which follow from them.

4) Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by themselves and others. To use the analysis of values to make ethical decisions.

# 3. Group Communication

Students will learn to work productively in groups or teams to:

- 1) Display dependability by attendance and completion of tasks on time.
- 2) Maintain an encouraging attitude that is friendly and responsive to others in the group.
- 3) Facilitate communication by harmonizing and bringing all members of the group into the project.
- 4) Set common goals and prepare good quality work.
- 5) Test opinions, listen to the ideas of others, and help the group reach a decision.

#### 4. Information Literacy

Students will have the ability to:

- 1) Identify a core of major information resources and construct a research strategy.
- Locate various sources of appropriate information for a research topic, evaluate the credibility of sources, and correctly cite them.
- 3) Use appropriate library resources, print and or/electronic, to collect information.
- 4) Recognize when to use information technology, and how to use it to collect, analyze, and present data in a meaningful way.
- 5) Adapt to changes in information technology and to differences in technological resources between separate occupational environments.
- 6) Demonstrate ability with major information technology resources used for word processing, spreadsheet analysis, information presentation, electronic communication, web authoring and electronic search.

# GENERAL EDUCATION REQUIREMENTS (TOTAL CREDITS=35-36)

# **FOUNDATIONAL COURSES: 12-13 CREDITS**

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

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

# **MISSIONS COURSES: 6 CREDITS**

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

- 5. Catholic Tradition (MC) (3 cr)
- 6. Democracy and Global Diversity (MD) (3 cr)

#### **ADVANCED GENERAL EDUCATION COURSES: 15-16 CREDITS**

The advanced level of the general education curriculum is intended a) to acquaint students with the key modes of scholarly inquiry and discourse, b) to provide them with the opportunity to make connections, and to understand the interdependence between and among different areas of knowledge, c) to allow them to experience learning as a shared enterprise, and d) to offer them opportunities to make ethical decisions about the critical issues facing the human community, thus ensuring levels of learning and competence in the five areas listed below that justify calling Loras graduates generally and liberally educated.

Students will take at least one course in each of the following thematic categories. **Students need to take two courses as a cluster.** For an individual student, no more than two of the advanced category courses may be drawn from any one discipline. No more than two of these requirements may be completed through transfer credit.

Students should be aware that Advanced General Education courses do not count towards major electives.

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

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

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

- a. How do the creative processes both reflect and shape the experience of being human?
- b. What is the nature and purpose of literature or the fine arts?
- c. In what ways do the fine arts or literature articulate, perpetuate, or transform cultural and other values and meanings in a civilization?
- d. What are the various contexts in which aesthetic works are produced?
- e. How do writers, artists, or composers express meaning through the structure of their work?

# 8. Cultural Traditions Across Generations (AC) (3 cr)

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

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

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

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

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

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

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

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

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

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

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

#### 11. Identity and Community (AI) (3 cr)

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

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

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

#### **CLUSTER POLICY**

#### **CLUSTER REQUIREMENT**

A cluster is composed of two advanced general education courses from two different thematic categories which are usually taken in the student's junior or senior year. Students are required to be enrolled in both courses of the cluster in the same semester. Students must pass both courses in the cluster to meet the cluster requirement. Clusters are experiences designed:

- to engage students and faculty in a synthesis of perspectives from different disciplines unified around a common theme;
- to establish a common ground (content and theory) and to provide a common experience for all of the participants;
- to allow students to bring their previous liberal arts experience to the examination of, or reflection on, the theme.

Clustered courses are designated with the following codes: -CA, -CH, -CI, -CV, -HA, -HI, -HV, -IA, -IV, -VA

The following policies regarding Clustered coursework are in effect:

- Six to seven (6-7) credits of the advanced general education courses will be taken by students in one advanced thematic cluster of two courses from separate advanced general education categories. Students are required to take both courses in the cluster in the same semester. Students cannot withdraw from one of the cluster courses without withdrawing from both.
- If a student passes one of the cluster courses and fails one cluster course, the student has not fulfilled the cluster requirement. The student will receive advanced general education credit in the appropriate area for the successfully completed course.
- The faculty teaching the cluster courses will notify the Office of the Registrar when a student passes one cluster course and fails the other so that the advanced general education code on the passed course can be adjusted.

#### **GENERAL EDUCATION PORTFOLIO (PJ)**

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

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

The portfolios should demonstrate:

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

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

# FOUNDATIONAL COURSES

# **COURSES THAT SATISFIES THE MODES OF INQUIRY-FI REQUIREMENT:**

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

# COURSES THAT SATISFY THE COLLEGE WRITING-FW REQUIREMENT:

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

# COURSE THAT SATISFIES THE REQUIREMENT FOR COMMUNICATION-FS REQUIREMENT:

L.LIB-110 Public Speaking & Group Communication-FS

# $\frac{\text{COURSES THAT SATISFY THE MATHEMATICAL MODELING-FM}}{\text{REQUIREMENT:}}$

L.MAT-111	Math for Elementary School Teachers II – FM
L.LIB-112	Survey of Math Models-FM
L.MAT-113	College Algebra I-FM
L.MAT-115	Statistics-FM
L.MAT-117	Pre-Calculus Mathematics-FM
L.MAT-124	Finite Mathematics: A Modeling Approach-FM
L.MAT-150	Calculus of One Variable I-FM
L.MAT-170	Accelerated Calculus of One Variable-FM

# MISSION COURSES

# $\frac{\text{COURSE THAT SATISFIES THE DEMOCRACY \& DIVERSITY-MD}}{\text{REQUIREMENT:}}$

L.LIB-220 Democracy/Global Diversity-MD

# COURSES THAT SATISFY THE CATHOLIC TRADITION-MC REQUIREMENT:

REQUIREMENT.		
L.CTL-130	Human Dignity & Human Rights-MC	
L.LIB-130	Catholic Voices-MC	
L.LIB-130	Empowered Catholic Women-MC	
L.LIB-130	The Heart of the Matter-MC	
L.LIB-130	Monastery Voices-MC	
L.LIB-130	Seasons of the Sacred-MC	
L.LIB-130	Social Justice Today-MC	
L.LIB-130	Three French Guys-MC	

L.LIB-130	The Inner & Outer Worlds of the Worldly Mystics-MC
L.LIB-130	Witnesses to Hope, Heart, & Humanity-MC
L.LIB-135	Sacramentality, Mediation, and Communion-MC
L.LIB-135	Catholicism and African Tribal Religions-MC
L.LIB-135	Spiritual Journeys-MC
L.LIB-135	Priests, Ministers, Rabbis-MC

# ADVANCED GENERAL EDUCATION COURSES

# COURSES THAT SATISFY THE AESTHETIC DIMENSION-AA REQUIREMENT:

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L.ART-270	Beginning Drawing-AA
L.ART-280	Painting Music-AA
L.COM-250	Western Theatre-AA
L.COM-251	American Theatre-AA
L.COM-285	World Cinema-AA
L.EDU-230	Children & Young Adult Literature-AA
L.ENG-231	Short Fiction-AA
L.ENG-232	The Novel-AA
L.ENG-233	Drama-AA
L.ENG-235	The Revisionist Superhero-AA
L.ENG-237	Fiction Writing-AA
L.ENG-239	Creative Nonfiction Writing-AA
L.ENG-241	Literature for Ethical Reflections-AA
L.ENG-242	Chicago Literature-AA
L.ENG-251	Literature of the Frontier & American West-AA
L.ENG-252	The Law in American Film and Fiction-AA
L.ENG-264	American Literature: Search for Identity-AA
L.HIS-246	Chicago's Art & Architecture-AA
L.HIS-333	Imperial Geographies-AA
L.MUS-219	Music & Being Human-AA
L.MUS-252	Music Appreciation-AA
L.MUS-318	History of Musical Theatre-AA
L.MUS-321	History of Sacred Music-AA
L.MUS-350	Music in the Movies-AA
L.PHI-290	Christianity Film & the Arts-AA
L.PSY-267	Psychology and the Arts-AA
L.REL-252	God's Literature-AA
L.REL-325	Liturgical Music/Theology-AA
L.SPW-247	Colonial Literature of Latin America-AA

# <u>COURSES THAT SATISFY THE CULTURAL TRADITIONS-AC</u> <u>REQUIREMENT:</u>

Added 10/11/12, effective term 12/FA

L.BUS-379 The Rise and Fall of the Irish Tiger-AC

L.COM-388	Art & Dissent in Czechoslovakia-AC
L.CRJ-275	Creating and Controlling Crime-AC
L.CTL-260	Martyrs Mendicants & Masterpieces-AC
L.EDU-265	Multicultural Education-AC
L.ENG-240	The Nature of Nature in Ireland-AC
L.ENG-273	The Gothic Imagination-AC
L.ENG-274	Irish Gothic-AC
L.ENG-290	Canadian Imagination-AC
L.HIS-235	Race & Gender Reform in the United States-AC
L.HIS-239	United States Women's History-AC
L.HIS-240	Greek Odyssey-AC
L.HIS-245	The Celts-AC
L.HIS-249	Russian Civilization-AC
L.HIS-257	Modern Brazilian History & Culture-AC
L.HIS-277	Modern Chinese History & Culture-AC
L.HIS-282	History as Film Africa-AC
L.LIB-245	The Irish in America-AC
L.PHI-376	Philosophy & the Rise of Christianity-AC
L.POL-351	Comparative Environmental Politics-AC
L.PSY-227	Culture & Psychopathology-AC
L.REL-251	Does the Land Belong to Israel-AC
L.REL-260	Martyrs, Mendicants & Masterpieces-AC
L.REL-261	Christ and Culture-AC
L.REL-318	Councils, Creeds and Culture-AC
L.SOC-250	Aryan Society-AC
L.SOC-254	Race and Ethnicity-AC
L.SOC-272	Global Inequality-AC
L.SPW-267	The Latino Experience in U.SAC

# $\frac{\text{COURSES THAT SATISFY THE HUMANITY IN THE PHYSICAL UNIVERSE-}}{\text{AH REQUIREMENT:}}$

L.BIO-242	Microbes-AH
L.BIO-259	Issues in Environmental Biology-AH
L.BIO-260	Human Anatomy & Physiology-AH
L.BIO-265	Issues in Bird Biology-AH
L.BIO-270	Human Exercise: Measurements & Limits-AH
L.BIO-272	Biology of Women-AH
L.BIO-273	Human Genetics-AH
L.BIO-279	Experimental Design & Biostatistics-AH
L.BIO-375	Conservation Biology-AH
L.CHE-260	The Chemistry of Art-AH
L.CHE-261	Nutrition: You Are What You Eat-AH
L.CHE-262	Global Warming: Fact or Fiction-AH
L.CHE-263	Energy and Water-AH
L.PHY-207	Powerful Ideas in Physical Science-AH

L.PHY-208

Astronomy-AH Drugs & Human Behavior-AH L.PSY-285

#### COURSES THAT SATISFY THE IDENTITY AND COMMUNITY-AI **REQUIREMENT:**

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L.COM-255	Interpersonal Communication-AI
L.COM-286	Identity & Community in Rock & Roll-AI
L.ECO-237	Community/Identity Urban America-AI
L.ENG-248	Caribbean/African/Asian Lit of Identity-AI
L.ENG-255	All for One, One for All-AI
L.ENG-266	Science Fiction Cyborg Communities-AI
L.GRS-215	Ancient Greek Tragedy-AI
L.HIS-225	Confederates: Virtual & Real-AI
L.HIS-226	Catholi-Schism Controversy-AI
L.HIS-229	African American History-AI
L.HIS-230	Community & Identity in the American West-AI
L.HIS-272	Japan in the Modern World-AI
L.HIS-342	The Reformation-AI
L.HIS-346	Isle of Saints: A Study Tour-AI
L.PHI-250	Human Identity in Community-AI
L.PSY-224	Applied Social Psychology-AI
L.PSY-225	Personality-AI
L.PSY-252	Positive Psychology-AI
L.PSY-323	Psychology of Adulthood & Aging-AI
L.REL-316	Pilgrims in Their Own Land-AI
L.REL-320	Sacraments: Catholic Identity in Community-AI
L.SCW-260	Identity & Alternative Lifestyles-AI
L.SMG-280	Women in Sport-AI
L.SOC-252	Self & Society-AI
L.SPW-277	U.S. Latino Literature-AI
L.SPW-285	Asset Mapping Iowa Latinos-AI
L.SPW-287	Latin American Communities Through Literature-AI

## $\frac{\text{COURSES THAT SATISFY THE VALUES AND DECISION MAKING-AV}}{\text{REQUIREMENT:}}$

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

Morals and Money-AV

L.BUS-260

L.PHI-317	Ethics and the New Genetics-AV
L.PHI-318	The Theory and Practice of Bioethics-AV
L.PHI-319	Bioethics-AV
L.POL-321	War and Pacifism-AV
L.REL-270	Introduction to Christian Values-AV
L.REL-272	Christian Sexual Morality-AV
L.REL-335	Belief, Unbelief and the Good Life-AV
L.REL-345	Issues in Christian Ethics-AV
L.SMG-270	Ethics in Sports-AV

#### **PORTFOLIO COURSE**

#### **COURSE THAT SATISFIES THE PORTFOLIO-PJ REQUIREMENT:**

#### L.LIB-305: Portfolio-PJ

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

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

#### **JANUARY TERM**

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

L.ART-296	Discover the World of Art History
L.BIO-100	Population Biology
L.BIO-235	Plants and Human Health
L.BIO-300	Intensive Science Research Experience
L.BIO-315	Bird Conservation in South Texas
L.BIO-325	Environmental Issues in Costa Rica
L.BUS-115	Business Tours
L.CHE-150	Career Options in Science
L.CHE-151	Chemistry of Forensics
L.CHE-152	From Caveman to Scientist
L.CHE-203	The Science of Paintings
L.CHE-300	Intensive Science Research Experience
*L.CIT-110	Computing & Info Tech Basics
L.COM-111	Civility in Service

L.COM-125	Go Dog Go: The Human/Canine Connection
L.COM-203	Principles of Interviewing
L.COM-262	Photojournalism
L.COM-263	The Wonderful World of Animation
L.COM-289	Global Filmmaking
L.COM-299	Presidential Inauguration
L.COM-302	Creative Children's Theatre
L.COM-375	Roots: Blues and Rock & Roll
L.COM-388	Art & Dissent in Czechoslovakia-AC
*L.CRJ-253	Corrections
*L.CRJ-400	Women and Crime
L.CTL-260	Martyrs, Mendicants & Masterpieces-AC
L.EDU-203	Teaching for Social Justice
L.EDU-261	Early Childhood Language and Literacy
L.EGR-240	Mechatronics & Smart Product Design
L.EGR-242	Manufacturing Process & Design
L.ENG-150	Composing With Video
L.ENG-242	Chicago Literature-AA
L.ENG-253	Native Voices, Native Lives
L.ENG-254	Travel Writing: Guatemala & Int'l Serv.
L.ENG-301	Poetry in Performance
*L.ENG-389	Revision Editing & Publishing
L.EXP-273	The Sustainable Community
L.HIS-227	The March for Life
L.HIS-232	Hoover & Great Depression
L.HIS-240	Greek Odyssey-AC
L.HIS-246	Chicago's Art & Architecture-AA
L.HIS-278	Chinese Cities Past & Present
L.HIS-285	Arab-Israeli Conflict
L.HIS-344	Celtic Christianity & Roman Catholicism
L.HIS-365	Contemporary Urban Portugal
L.HIS-385	Peace in Israel & Palestine
L.LIB-112	Survey of Math Models-FM
L.MUS-100	Soundscapes
L.MUS-318	History of Musical Theatre-AA
L.PHE-325	Preschoolers on the Move
L.PHI-225	Art, Beauty & Meaning
L.PHI-278	Bioethics Society Culture
L.PHI-318	The Theory and Practice of Bioethics-AV
L.PHI-376	Phil & Rise of Christianity-AC
L.POL-203	Road to the White House
L.PSY-131	Psychology of Stress
L.PSY-190	The Working Poor
L.PSY-252	Positive Psychology-AI
L.REL-212	Roman Catholic Sacred Spaces
L.REL-216	Catholic Church in Latin America
2.I.LL 210	Cameria Citaton in Latin I interior

L.REL-260	Martyrs, Mendicants & Masterpieces-AC
L.SCW-190	The Working Poor
L.SMG-225	Sports Business
L.SOC-101	Sociology in Action
L.SSC-240	Methods of Group Exercise Instruction
L.SSC-330	Motor Learning

<sup>\*</sup> Also offered during terms other than January.

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

#### SPECIAL ACADEMIC PROGRAMS AND MAJORS

## THE BREITBACH CATHOLIC THINKERS AND LEADERS PROGRAM

The Breitbach Catholic Thinkers and Leaders program began in fall 2007. While enrolled in the Catholic Thinkers and Leaders Program, students will take part in a Modes of Inquiry (MOI) course, a Catholic Traditions course and a cluster. Students will study some of the key thinkers of the Catholic Intellectual Tradition: Augustine, Thomas Aquinas, Francis of Assisi, Teresa of Avila, Cardinal Newman, Dorothy Day and John Paul II – to investigate ideas about the meaning of life and how one makes a significant contribution to the world. There also will be opportunities to study important twentieth century Catholic writers' visions of what is important in life and how one can make choices to change the world for the better. In discussions and activities outside the classroom, students will concentrate on bringing the principles of the Loras Catholic Identity Statement to life.

Students who are selected to the Breitbach Catholic Thinkers and Leaders Program will receive a scholarship. Interested incoming first year students should inquire with the Admissions and Financial Planning Offices as to admission requirements for the program and scholarship.

Continuing scholarship students must be full time and maintain at least a 3.00 cumulative grade point average. Students will be expected to successfully complete all components of the Breitbach Catholic Thinkers and Leaders Program. After two written warnings from the director of the program that the student is not meeting the expectations of the program, s/he is no longer eligible for continuing scholarship.

For more information about participation, please contact Rev. Douglas Wathier.

#### **PROGRAM REQUIREMENTS**

#### First Year

- L.LIB-100: Becoming Who You Are: Character and the Catholic Intellectual Tradition
- L.LIB-130: Human Dignity and Human Rights

- Four individual meetings per semester with program director
- Monthly group prayer and spirituality/leadership development meeting
- Participation in Lead 4 Loras program, second semester
- Participation in community service 10 hours per semester
- Involvement in at least one aspect of Campus Ministry

#### **Second Year**

- Bi-weekly Breitbach Catholic Thinkers and Leaders meetings
- One retreat
- Three individual meetings per semester with program director
- Monthly group prayer and spirituality/leadership development meeting
- Participation in Lead 4 Loras program
- Participation in community service 15 hours per semester
- Serve as a Spiritual Resource Person in residence halls

#### Third Year

- Cluster course first semester
- January term study abroad
- Bi-weekly Breitbach Catholic Thinkers and Leaders meetings
- Two individual meetings per semester with program director
- Monthly group prayer and spirituality/leadership development meeting
- One retreat
- Weekly mentoring meeting with first year Breitbach Catholic Thinker and Leader students
- Participation in Community Service 15 hours per semester
- Leadership on campus

#### Fourth Year

- Bi-weekly Breitbach Catholic Thinker and Leader meetings
- Two individual meetings per semester with program director
- Monthly group prayer and spirituality/leadership development meeting
- Weekly mentoring meeting with sophomore Breitbach Catholic Thinkers and Leaders
- One retreat
- Participation in Community Service 15 hours/semester
- Leadership on campus

#### LORAS COLLEGE HONORS PROGRAM

#### **HONORS PROGRAM MISSION STATEMENT**

The Loras College Honors Program is dedicated to promoting in academically talented students the qualities of engaged global citizens, in particular the quest for understanding, creativity and problem solving, conscientious reflection, and the search for meaning,

equipping them to be responsible contributors in diverse professional, social, and religious roles.

#### Honors Program Goals:

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

#### Honors courses offer:

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

#### HONORS DEGREE REQUIREMENTS

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

- A minimum grade point average of 3.5 at the beginning of their second-to-last semester at the College.
- Honors general education courses: MOI, Catholic Traditions (L.HON-130 or 135), Democracy and Global Diversity, 3 Advanced General Education Honors courses.
- Honors Inquiry a four year collaborative research project. Students must register for Honors Inquiry in five of their final six semesters (HON 290, 291, 390, 391, 490, 491 1 credit each). Students who study abroad, who graduate early, or who have other exceptional circumstances can work out special accommodations on an individual basis with the Honors Director.
- Satisfactory assessment in a second language during one of the last three semesters of the student's academic career
- A research project abstract and annotated bibliography, presentation, and defense supplementing the student's research or senior project in the major field of study.

#### HONORS COURSES

Note: Honors students are required to fulfill all Loras College General Education requirements. Honors courses with a suffix fulfill the College General Education requirement. In addition to Honors course requirements, students must complete the requirements for L.LIB-105 College Writing-FW (or L.ENG-111 Critical Writing-FW), L.LIB-110 Public Speaking and Group Communication-FS, L.LIB-112 Survey of Math Models-FM (or equivalent), and all five Advanced General Education categories (3 may be

in Honors), including one cluster (does not have to be Honors). Students in the Breitbach Catholic Thinkers and Leaders Program do not take Honors sections of MOI or Catholic Traditions and are required to take two Honors Advanced General Education courses in addition to the CTL cluster. Students in the CTL Program must also fulfill the language requirement and have the same requirements for Honors Inquiry and Abstract and Defense.

#### **CENTER FOR EXPERIENTIAL LEARNING (CEL)**

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

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

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

teaches job search skills. Through its statewide professional, employer and alumni connections it introduces students to entry-level employment opportunities.

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

#### PRE-PROFESSIONAL PROGRAMS AND ADVISING

Students interested in preparing for professional degrees or graduate programs should consult with the chair of the division or pre-professional program advisor. Loras College offers academic advising and coursework for the following areas:

#### PRE-LAW

All American Bar Association-accredited law schools require a baccalaureate degree and the Law School Admission Test (LSAT). The ABA-LSAC Official Guide to ABA Approved Law Schools, published by the American Bar Association and the Law School Admission Council suggests students take courses that lend themselves to the creation of a context in which law may be better understood, courses that augment communication skills and courses that sharpen analytical skills. There is a common consensus that a broad-based academic experience well-grounded in the liberal arts provides the best preparation for law school. All majors offered at Loras College can offer such an experience. In addition, the St. Thomas More Society is a student-run organization that assists with pre-law advising and activities for students with an interest in the legal profession. Loras College sponsors Mediation, Moot Court and Mock Trial Teams for students interested in intercollegiate legal competition. See Prof. M.L. Neuhaus, J.D., 421 Hoffmann Hall to register as a pre-law advisee.

#### PRE-HEALTH SCIENCE PROFESSIONS

All students must consult with the pre-health science coordinator in planning an undergraduate program of studies. More detail regarding each of these programs is available on the Loras College Website.

#### MILITARY SCIENCE MAJOR AND ROTC PROGRAM

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

#### **INDIVIDUALIZED MAJORS**

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

- 1) the proposed course of study does not duplicate a current major at Loras;
- 2) Loras can support the proposed individualized major;

3) the student who completes a proposed major will be able to demonstrate a proficiency in the liberal arts that compares well with students who graduate from Loras with a traditional major.

## ACADEMIC DIVISIONS AND PROGRAMS

Academic programs at Loras College are administered by ten Divisions. The Division names, corresponding academic programs and Division Chairperson are listed below.

#### **Division of Behavioral Sciences**

Leonard Decker, Ph.D., Chair

- Criminal Justice
- Neuroscience
- Psychology
- Social Work

#### **Division of Business Administration**

Doug Gambrall, Ed.D., Chair

- Accounting
- Business
- Finance
- Marketing
- Management
- Management Information Systems

#### **Division of Communication & Fine Arts**

Mary Carol Harris, Ph.D., Chair

- Art & Digital Design
- Media Studies
- Music/Music Education
- Public Relations
- Studio Art minor
- Journalism minor
- Liturgical Music- minor
- Theatre minor

#### **Division of Education**

Rebecca Monhardt, Ph.D., Chair

- Elementary
- Secondary
- Special Education

#### Division of Language & Literature

Kevin J. Koch, Ph.D., Chair

• English: Creative Writing

- English: Literature
- Spanish
- Spanish-speaking World
- Irish Studies minor
- Publishing minor

#### Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

- Computer Science
- Engineering
- Mathematics

#### Division of Molecular & Life Sciences

Fred B. Schnee, Ph.D., Chair

- Biochemistry
- Biology
- Biological Research
- Biology Secondary Education
- Chemistry
- Chemistry/ACS
- Chemistry Secondary Education
- Neuroscience

#### Division of Philosophy, Religion & Theology

John C. Waldmeir, Ph.D., Chair

- Philosophy
- Religious Studies
- Catholic Studies minor

#### **Division of Physical Education & Sport Studies**

Matthew Garrett, Ph.D., Chair

- Athletic Training
- Physical Education
- Sports Science
- Sport Management
- Health minor
- Iowa Coaching minor

#### **Division of Social & Cultural Studies**

Amy Lorenz, Ph.D., Chair

- Economics
- History
- International Studies
- Politics
- Sociology
- Ancient Greek and Roman Studies minor

- Archaeology and Cultural Heritage Interpretation minor
- Gender Studies minor

#### **ACADEMIC PROGRAMS OF STUDY**

**Undergraduate Majors:** 

Accounting

Art & Digital Design Athletic Training Biochemistry Biological Research

Biology Business Chemistry Chemistry/ACS Computer Science Criminal Justice Economics

Elementary Education K-6

Engineering English

Literature Creative Writing Finance

History International Studies

Liberal Studies
Management

Management Information Systems

Marketing Mathematics

Media Studies (TV/Radio)

Music Neuroscience Philosophy Physical Education

Politics Psychology Public Relations Religious Studies

Secondary Education Licensure in

selected majors

Social Work

Sociology Spanish

Sport Management Business Public Relations

Sport Science

Minors [distinct from major

categories]:

Archaeology and Cultural Heritage

Interpretation Applied Physics Catholic Studies Gender Studies

Greek and Roman Studies

Iowa Coaching Irish Studies Journalism Liturgical Music Publishing Studio Art Theatre

**Pre-Professional Advising Areas:** 

Chiropractic Dentistry Law Medicine Mortuary Science

Nursing

Occupational Therapy

Optometry Pharmacy Physical Therapy Physician's Assistant

Podiatry

Veterinary Medicine

#### APPLIED PHYSICS

Division of Mathematics, Engineering & Computer Science

Robert Keller, Ph.D., Chair

#### **Requirements for the minor in Applied Physics:**

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

Req	Course	Cr's
Select	Select one from Req 1	
1	L.MAT-160: Calculus of One Variable II OR	4
1	L.MAT-170: Accelerated Calc of One Variable-FM	4
2	L.PHY-208: Astronomy-AH	4
3	L.PHY-223: Physics for Scientists and Engineers I	5
4	L.PHY-224: Physics for Scientists and Engineers II	5
5	L.PHY-290: Physics Lab I	0
6	L.PHY-291: Physics Lab II	0
7	L.PHY-331: Modern Physics	3
8	L.MAT-260: Analytic Geometry and Calculus III	4
29 total required credits		

## ARCHAEOLOGY AND CULTURAL HERITAGE INTERPRETATION

**Division of Social & Cultural Studies** 

Amy Lorenz, Ph.D., Chair

**Co-directors** 

Cindy Smith, Ph.D. and Kristin Anderson-Bricker, Ph.D.

The minor in Archaeology and Cultural Heritage Management (ACHM) develops basic interdisciplinary-thinking, understanding, and collaborative skills used in the systematic location and careful recovery, preservation, interpretation and presentation of public artifacts. The minor will enable students to prepare for a career in cultural resource or cultural heritage management, to proceed to an undergraduate or graduate major in archaeology and/or cultural heritage management, to enhance their understanding as a future teacher or educator of using public artifacts in the learning process, and/or to contribute to civic activities and projects related to archaeology and cultural heritage.

Requirements for the minor in Archaeology and Cultural Heritage Interpretation:

Students should contact the Program Director for a list of approved electives. Subject to the approval of the Chair of the Division of Social and Cultural Studies, courses from other campuses may also apply to the Minor electives, as may Loras internships and courses offered in Loras study abroad programs in Ireland, South Africa, and Spain.

1	L.HIS-220: Intro to Archaeology and Cultural Heritage Interpretation	3
2	L.HIS-222: Archaeology and World Prehistory	3
3	L.HIS-320: Archaeology of the Upper Mississippi Valley	3
4	L.HIS-420: Field School	3
5	Elective: Additional approved course	3
6	Elective: Additional approved course	3
18 total required credits		

#### **ART & DIGITAL DESIGN**

#### **Division of Communication & Fine Arts**

Mary Carol Harris, Ph.D., Chair

The Art and Digital Design (AAD) program combines studio art, graphic design and interactive media. This combination of applied learning, aesthetic appreciation and experience produces graduates who are able to engage in a variety of art and design occupations. Students will develop desirable artistic thinking skills and the manual and computer dexterity skills attractive to prospective employers and graduate programs. Graduates of the program are prepared for a wide range of today's career challenges and positioned to grow into career opportunities in the future.

#### Requirements for the major in Art & Digital Design:

A minimum grade of 2.0 must be earned in each course. If the minimum is not achieved, the student must retake the course the next time it is offered. Beginning in the student's second year of the program, he/she is required to begin a three consecutive semester sequence of Critical Analysis courses. Students may enroll in additional Critical Analysis courses beyond the four required courses. Upon completion of the *AAD* coursework, *AAD* majors will be required to mount and exhibit a cohesive body of works for review and exhibition.

Req	Course	Cr's
1	L.AAD-105: Representation Drawing	3
2	L.AAD-110: 2D Design	3
3	L.ART-140: Introduction to Painting	3
4	L.AAD-150: Art History I	3
5	L.AAD-151: Art History II	3
6	L.AAD-175: Video, Animation, & Sound	3
7	L.AAD-205: Creative Drawing	3
8	L.AAD-210: Mixed Media and 3D Design	3
9	L.AAD-215: Critical Analysis I	1
10	L.AAD-225: Critical Analysis II	1
11	L.AAD-230: Digital Design Fundamentals: Photoshop & Illustrator	3

12	L.AAD-240: Graphic Design	3	
13	L.AAD-250: Interactive Tools & Concepts: Dreamweaver/Flash	3	
14	L.AAD-315: Critical Analysis III	1	
15	L.AAD-340: Graphic Design II	3	
16	L.AAD-350: Interactive Multimedia Projects	3	
17	L.AAD-450: Interactive Multimedia Projects II	3	
18	L.AAD-490: Senior Capstone and Portfolio- PJ	3	
	48 total required credits		

#### Requirements for the minor in Studio Art:

Students with a declared major in the Art and Digital Design program are ineligible for the Studio Art minor. A minimum grade of 2.0 must be earned in each course. If the minimum is not achieved, the student must retake the course the next time it is offered.

Req	Course	Cr's
1	L.AAD-105: Representational Drawing	3
2	L.AAD-110: 2D Design	3
3	L.AAD-205: Creative Drawing	3
4	L.AAD-210: Mixed Media & 3D Design	3
Select o	ne from Req 5	
5	L.ART-195: Art History Topics	3
5	L.ART-295: Art History Topics	3
5	L.ART-395: Art History Topics	3
5	L.ART-495: Art History Topics	3
Select t	Select two from Req 6	
6	L.ART-125: Life Drawing I	3
6	L.ART-140: Introduction to Painting	3
6	L.ART-150: Introduction to Printmaking	3
6	L.ART-225: Life Drawing II	3
6	L.ART-240: Intermediate Painting I	3
6	L.ART-241: Intermediate Painting II	3
6	L.ART-250: Advanced Printmaking I	3
6	L.ART-251: Advanced Printmaking II	3
6	L.ART-325: Advanced Life Drawing I	3
6	L.ART-326: Advanced Life Drawing II	3
6	L.ART-340: Advanced Painting I	3
6	L.ART-341: Advanced Painting II	3
6	L.ART-440: Advanced Painting III	3
6	L.ART-441: Advanced Painting IV	3

#### 21 total required credits

#### ART & DIGITAL DESIGN

- L.AAD-105: Representational Drawing
- L.AAD-110: 2D Design
- L.AAD-150: Mixed Media & Installation Art
- L.AAD-175: Video, Animation & Sound
- L.AAD-205: Creative Drawing
- L.AAD-210: Mixed Media & 3D Design
- L.AAD-215: Critical Analysis I
- L.AAD-225: Critical Analysis II
- L.AAD-230: Digital Design: Photoshop & Illustrator
- L.AAD-240: Graphic Design I
- L.AAD-250: Interactive Tools & Concepts
- L.AAD-315: Critical Analysis III
- L.AAD-325: Critical Analysis IV
- L.AAD-340: Graphic Design II.
- L.AAD-350: Interactive Multimedia Projects I.
- L.AAD-450: Interactive Multimedia Projects II.
- L.AAD-490: Senior Seminar-PJ

#### ART HISTORY

- L.ART-195: Art History Topics
- L.ART-295: Art History Topics
- L.ART-395: Art History Topics
- L.ART-495: Art History Topics

#### STUDIO ART

- L.ART-111: Photomontage & Assemblage
- L.ART-125: Life Drawing I
- L.ART-140: Introduction to Painting
- L.ART-150: Introduction to Printmaking
- L.ART-160: Introduction to Sculpture
- L.ART-225: Life Drawing II
- L.ART-240: Intermediate Painting I
- L.ART-241: Intermediate Painting II
- L.ART-250: Advanced Printmaking I
- L.ART-251: Advanced Printmaking II
- L.ART-270: Beginning Drawing-AA L.ART-271: Intermediate Drawing
- L.ART-280: Painting Music-AA
- L.ART-325: Advanced Life Drawing I
- L.ART-326: Advanced Life Drawing II
- L.ART-340: Advanced Painting I
- L.ART-341: Advanced Painting II
- L.ART-371: Advanced Drawing

L.ART-440: Advanced Painting III L.ART-441: Advanced Painting IV

#### **BIOLOGY**

#### **Division of Molecular & Life Sciences**

Fred B. Schnee, Ph.D., Chair

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

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

L.MAT-117: Pre-Calculus Mathematics-FM or equivalent is required for all Biological Research major and Biology major courses. The mathematics courses can be completed before or concurrently with the biology courses.

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

#### Requirements for the major in Biology:

The required and supporting courses for the Biology major must be completed with a cumulative 2.0 GPA. At least 8 credits of required biology courses numbered 240 or above, must be completed at Loras College. It is highly recommended that students minor in chemistry and take L.MAT-150.

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

9	L.BIO-489: Senior Seminar	1
10	L.BIO-420: Vertebrate Physiology	4
11	Elective: Any additional L.BIO course except for 400 or 401	3 to 4
12	L.CHE-111: General Chemistry I	4
13	L.CHE-112: General Chemistry II	4
14	L.CHE-233: Organic Chemistry I	4
Select one from Req 15		
15	L.PHY-210: Elements of Physics I	4
15	L.PHY-211: Elements of Physics II	4
15	L.PHY-223: Physics for Scientists and Engineers I	5
15	L.PHY-224: Physics for Scientists and Engineers II	5
15	L.PHY-230: Modern Physics	3
51 to 54 total required credits		

Requirements for the major in Biological Research:
The required and supporting courses for the Biology Research major must be completed with a cumulative 2.0 GPA. At least 8 credits of required biology courses, numbered 240 or above, must be completed at Loras College.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-116: Principles of Biology II	4
3	L.BIO-240: Plant Biology	4
4	L.BIO-250: Genetics	4
5	L.BIO-279: Experimental Design and Biostatistics-AH	3
6	L.BIO-330: Evolutionary Ecology	4
7	L.BIO-389: Junior Seminar	1
8	L.BIO-489: Senior Seminar	1
9	L.BIO-410: Cell and Molecular Biology	4
10	L.BIO-420: Vertebrate Physiology	4
11	Elective: Any additional L.BIO course except for 400 or 401	3 to 4
12	L.CHE-111: General Chemistry I	4
13	L.CHE-112: General Chemistry II	4
14	L.CHE-233: Organic Chemistry I	4
Select o	one from Req 15	
15	L.PHY-210: Elements of Physics I	4
15	L.PHY-211: Elements of Physics II	4
15	L.PHY-223: Physics for Scientists and Engineers I	5
15	L.PHY-224: Physics for Scientists and Engineers II	5

Select or	Select one from Req 16		
16	L.BIO-400: Readings and Thesis	1	
16	L.BIO-401: Honors Readings and Thesis	1	
	53 to 55 total required credits		

#### Requirements for the minor in Biology:

Courses L.BIO-296, 389, 397, 400, 401, 489, 496 or 497 can be taken for credit toward the minor only with the permission of the division chairperson.

Req	Course	Cr's
1	L.BIO-115: Principles of Biology I	4
2	L.BIO-116: Principles of Biology II	4
3	Elective: L.BIO-220 or higher (LBIO-279 highly recommended)	3 to 4
4	Elective: L.BIO-220 or higher (LBIO-279 highly recommended)	3 to 4
5	Elective: L.BIO-220 or higher (LBIO-279 highly recommended)	3 to 4
6	Elective: L.BIO-220 or higher (LBIO-279 highly recommended)	3 to 4
20 to 24 total required credits		

#### **BUSINESS ADMINISTRATION AND ACCOUNTING**

#### **Division of Business Administration**

Doug Gambrall, Ph.D., Chair

Karen Sturm, C.P.A., Accounting Program Director

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

#### **Please Note:**

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

Internships cannot be used to fulfill electives for any major or minor in this Division.

A student majoring in the Division should complete the divisional math requirement (L.MAT-113: College Algebra or L.MAT-117 Pre-Calculus or above) by the end of their sophomore year. All business majors except Accounting will take Business Seminar in place of their respective capstone course (Marketing Seminar, Advanced Applications in Finance, Business Policies, or System Implementation). Since students who are double majoring within the Business Division will not be taking two capstone courses, they need to complete an additional upper level course in either major to replace the second capstone course.

#### **Requirements for the major in Accounting:**

Anyone who takes Intermediate Accounting at another four-year institution and earns two Cs or any Ds must retake both semesters of Intermediate Accounting at Loras College unless a waiver is granted by the Division Chair. The Division does not accept Intermediate Accounting taken at a community college. Students planning to take the C.P.A. examination should consult with a member of the Accounting faculty to be sure that the student is aware of the educational requirements of the jurisdiction in which he/she plans to qualify for the examination.

Req	Course	Cr's	
1	L.ACC-225: Principles of Accounting I	3	
2	L.ACC-226: Principles of Accounting II	3	
3	L.BUS-230: Principles of Management	3	
4	L.BUS-240: Principles of Marketing	3	
5	L.BUS-250: Business Statistics	3	
6	L.BUS-317: Business Law I	3	
7	L.BUS-350: Principles of Finance	3	
8	L.CIT-110: Computing and Information Technology Basics	3	
9	L.ECO-221: Principles of Microeconomics	3	
10	L.ECO-222: Principles of Macroeconomics	3	
11	L.MAT-113: College Algebra-FM or L.MAT-117 or higher	3 to 4	
12	L.COM-330: Business Speaking and Writing	3	
13	L.ACC-331: Intermediate Financial Accounting I	3	
14	L.ACC-332: Intermediate Financial Accounting II	3	
15	L.ACC-343: Cost Accounting	3	
16	L.ACC-450: Auditing	3	
17	L.ACC-455: Federal Income Tax I	3	
18	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3	
19	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3	
20	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3	
	60 to 61 total required credits		

#### Requirements for the major in Business:

Internships cannot be used to satisfy requirements for this major. This major is not open to students completing a specialized major in this Division.

Req	Course	Cr's
1	L.ACC-225: Principles of Accounting I	3
2	L.ACC-226: Principles of Accounting II	3
3	L.BUS-230: Principles of Management	3
4	L.BUS-240: Principles of Marketing	3

5	L.BUS-250: Business Statistics	3
6	L.BUS-317: Business Law I	3
7	L.BUS-350: Principles of Finance	3
8	L.CIT-110: Computing & Information Technology Basics	3
9	L.ECO-221: Principles of Microeconomics	3
10	L.ECO-222: Principles of Macroeconomics	3
11	L.MAT-113: College Algebra-FM or L.MAT-117 or higher	3 to 4
12	L.COM-330: Business Speaking and Writing	3
13	Elective: L.BUS-300 or above	3
14	Elective: L.BUS-300 or above	3
15	Elective: L.BUS-300 or above	3
16	Elective: L.BUS-300 or L.ACC-300 or above	3
17	L.BUS-490: Business Seminar	3
51 to 52 total required credits		

#### Requirements for the major in Finance

Req	Course	Cr's
1	L.ACC-225: Principles of Accounting I	3
2	L.ACC-226: Principles of Accounting II	3
3	L.BUS-230: Principles of Management	3
4	L.BUS-240: Principles of Marketing	3
5	L.BUS-250: Business Statistics	3
6	L.BUS-317: Business Law I	3
7	L.BUS-350: Principles of Finance	3
8	L.CIT-110: Computing and Information Technology Basics	3
9	L.ECO-221: Principles of Microeconomics	3
10	L.ECO-222: Principles of Macroeconomics	3
11	L.MAT-113: College Algebra-FM or L.MAT-117 or higher	3 to 4
12	L.COM-330: Business Speaking and Writing	3
13	L.BUS-352: Investments	3
Select t	two from Req 14	
14	L.BUS-353: Financial Institutions	3
14	L.BUS-354: Personal Financial Planning	3
14	L.BUS-358: LIFE Portfolio Applications I	3
14	L.ACC-300: Intermediate Account I or above	3
14	L.ECO-345: Monetary Theory and Policy	3
15	L.BUS-451: Intermediate Financial Management	3

1	16	L.BUS-490: Business Capstone	3
	51 to 52 total required credits		

## Requirements for the major in Management:

Req	Course	Cr's	
1	L.ACC-225: Principles of Accounting I	3	
2	L.ACC-226: Principles of Accounting II	3	
3	L.BUS-230: Principles of Management	3	
4	L.BUS-240: Principles of Marketing	3	
5	L.BUS-250: Business Statistics	3	
6	L.BUS-317: Business Law I	3	
7	L.BUS-350: Principles of Finance	3	
8	L.CIT-110: Computing and Information Technology Basics	3	
9	L.ECO-221: Principles of Microeconomics	3	
10	L.ECO-222: Principles of Macroeconomics	3	
11	L.MAT-113: College Algebra-FM or L.MAT-117 or higher	3 to 4	
12	L.COM-330: Business Speaking and Writing	3	
13	L.BUS-333: Entrepreneurial Experience	3	
14	L.BUS-335: Human Resource Management	3	
15	L.BUS-433: Global Leadership	3	
Select o	one from Req 16	•	
16	L.BUS-331: Organizational Behavior	3	
16	L.BUS-344: Sales Management	3	
16	L.BUS-345: Retail Administration	3	
16	L.BUS-370: International Business	3	
16	L.BUS-432: Operations Management	3	
16	L.BUS-461: HR Selection & Evaluation	3	
17	L.BUS-490: Business Seminar	3	
	51 to 52 total required credits		

## Requirements for the major in Marketing:

Req	Course	Cr's
1	L.ACC-225: Principles of Accounting I	3
2	L.ACC-226: Principles of Accounting II	3
3	L.BUS-230: Principles of Management	3
4	L.BUS-240: Principles of Marketing	3

5	L.BUS-250: Business Statistics	3
6	L.BUS-317: Business Law I	3
7	L.BUS-350: Principles of Finance	3
8	L.CIT-110: Computing and Information Technology Basics	3
9	L.ECO-221: Principles of Microeconomics	3
10	L.ECO-222: Principles of Macroeconomics	3
11	L.MAT-113: College Algebra-FM or L.MAT-117 or higher	3 to 4
12	L.COM-330: Business Speaking and Writing	3
13	L.BUS-343: Marketing Management	3
14	L.BUS-447: Marketing Research	3
Select tv	vo from Req 15,16	
15,16	L.BUS-344: Sales Management	3
15,16	L.BUS-345: Retail Administration	3
15,16	L.BUS-370: Advertising/Marketing Communications	3
15,16	L.BUS-348: International Marketing	3
15,16	L.BUS-349: Consumer Behavior	3
17	L.BUS-490: Business Seminar	3
51 to 52 total required credits		

## **Requirements for the major in Management Information Systems (MIS):** A minimum GPA of 2.00 in all CIT, ACC, and BUS courses is also required.

Req	Course	Cr's
1	L.MAT-150: Calculus of One Variable I-FM	4
2	L.CIT-110: Computing and Information Technology Basics	3
3	L.CIT-115: Programming and Design Basics	4
4	L.CIT-217: Network Management	3
5	L.CIT-218: Database Management	3
6	L.ACC-225: Principles of Accounting I	3
7	L.ACC-226: Principles of Accounting II	3
8	L.BUS-230: Principles of Management	3
9	L.BUS-240: Principles of Marketing	3
10	L.BUS-250: Business Statistics	3
11	L.BUS-490: Business Capstone	3
12	L.CIT-430: Project Management	3
13	L.CIT-485: Systems Engineering	3
Select one from Req 14		
14	L.CIT-326: Visual Basic Programming	3

14	L.CIT-327: Structured COBOL Programming	3
14	L.CIT-332: Web Programming	3
15	L.CIT-300+: Any additional CIT 3xx or 4xx course	3 to 4
16	L.CIT-300+: Any additional CIT 3xx or 4xx course	3 to 4
50 to 52 total required credits		

#### Minor(s) & Concentration(s) in the Division of Business Administration

Students may "double count" a maximum of 6 credits in a minor.

#### **Requirements for the minor in Accounting:**

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

Req	Course	Cr's
1	L.ACC-225: Principles of Accounting I	3
2	L.ACC-226: Principles of Accounting II	3
3	L.ACC-331: Intermediate Financial Accounting I	3
4	L.ACC-343: Cost Accounting	3
5	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
6	Elective: L.ACC-330 or above (except L.ACC-394 or L.ACC-494)	3
18 total required credits		

#### Requirements for the minor in Business:

A student must earn a cumulative average of 2.00 or better in all business minor/division courses. The Business minor is available only to students majoring outside the Division of Business Administration. Students may "double count" a maximum of 6 credits in a minor.

Req	Course	Cr's
1	L.ACC-225: Principles of Accounting I	3
2	L.BUS-230: Principles of Management	3
3	L.BUS-240: Principles of Marketing	3
4	L.ECO-221: Principles of Microeconomics	3
5	Elective: L.BUS-300 or L.ACC-300 or above	3
6	Elective: L.BUS-300 or L.ACC-300 or above	3
18 total required credits		

#### Requirements for the minor in Management Information Systems (MIS):

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

Req	Course	Cr's
1	L.CIT-110: Computing and Information Technology Basics	3

2	L.ACC-225: Principles of Accounting I	3
3	L.BUS-230: Principles of Management	3
Select a	t least 9 credits from Req 4	
4	L.CIT-115: Programming and Design Basics	4
4	L.CIT-217: Network Management	3
4	L.CIT-218: Database Management	3
4	L.CIT-311: Human Computer Interaction	3
4	L.CIT-321: Data Analysis	3
4	L.CIT-322: Web Publishing I	1
4	L.CIT-323: Web Publishing II	1
4	L.CIT-324: Web Publishing III	1
4	L.CIT-326: Visual Basic Programming	3
4	L.CIT-327: Structured COBOL Programming	3
4	L.CIT-332: Web Programming	3
4	L.CIT-430: Project Management	3
4	L.CIT-485: Systems Engineering	3
18 total required credits		

#### Requirements for the concentration in International Business:

9 credits. This concentration will not appear on the student's transcript. Students must complete the following coursework: L.BUS-370, either L.BUS-348 or L.ECO-334 plus three credits from L.BUS-348, L.ECO-334, L.ECO-336, L.POL-121, L.POL-211, and L.POL-314. A student must earn a cumulative average of 2.00 or better in all concentration/division coursework. The International Business concentration is available to students majoring in Accounting, Business, Finance, Management, MIS or Marketing.

#### **CATHOLIC STUDIES**

#### Division of Philosophy, Religion & Theology

John Waldmeir, Ph.D., Chair

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

#### **Requirements for minor in Catholic Studies:**

Req	Course	Cr's
1	L.REL-391: The Catholic Heritage: Introduction to Catholic Studies	3
Select two from Req 2 (Philosophy, Religion and Theology)		

2	L.CTL-277: Belief, Unbelief and the Good Life-AV	3
2	L.PHI-221: Medieval Philosophy	3
2	L.PHI-250: Human Identity in Community-AI	3
2	L.PHI-278: Bioethics, Society and Culture	3
2	L.PHI-301: Foundational Ethics	3
	L.PHI-301: Foundational Eurics  L.PHI-319: Bioethics-AV	+
2		3
2	L.PHI-333: Philosophy of God and Religion	3
2	L.PHI-376: Philosophy and the Rise of Christianity-AC	3
2	L.REL-113: Introduction to the Bible	3
2	L.REL-216: Catholic Church in Latin American	3
2	L.REL-231: The Church's Social Teachings	3
2	L.REL-239: Jesus and the Gospels	3
2	L.REL-248: Seminar on the Letters of St. Paul	3
2	L.REL-261: Christ and Culture-AC	3
2	L.REL-270: Introduction to Christian Values-AV	3
2	L.REL-272: Christian Sexual Morality-AV	3
2	L.REL-318: Councils, Creeds and Culture-AC	3
2	L.REL-320: Sacraments: Catholic Identity in Community-AI	3
2	L.REL-345: Issues in Christian Ethics-AV	3
Select of	ne from Req 3 (History and Social Science)	
3	L.ECO-254: God, Catholicism & Capitalism-AV	3
3	L.HIS-155: Introduction to Latin American History	3
3	L.HIS-226: Catholi-Schism Controversy-AI	3
3	L.HIS-227: American Catholics, Sexual Morality & Public Policy	3
3	L.HIS-340: Kings & Conversions: Medieval Europe 476-1075	3
3	L.HIS-341: Love & Reason: Medieval Europe 1075-1530	3
3	L.HIS-342: The Reformation-AI	3
3	L.HIS-343: Medieval Christianity	3
3	L.HIS-427: U.S. Catholicism	3
3	L.POL-321: War and Pacifism-AV	3
3	L.REL-260: Martyrs, Mendicants and Masterpieces-AC	3
Select o	ne from Req 4 (Literature and the Arts)	•
4	L.ENG-255: All for One, One for All-AI	3
4	L.ENG-337: Medieval/Renaissance British Literature	3
4	L.REL-350: Bible and Literature	3
4	L.MUS-321: History of Sacred Music-AA	3
		1

4	L.PHI-290: Christianity, Film and the Arts-AA	3
4	L.PHI-316: Ethics in Philosophy, Literature and Film-AV	3
4	L.REL-212: Roman Catholic Sacred Spaces	3
4	L.REL-252: God's Literature: Introduction to New Testament-AA	3
4	L.REL-325: Catholic Liturgical Music in Theology and Practice	3
Select two from Req 5 (Electives)		
5	One of any of the courses listed above	3
5	L.EDU-206: Character & Distinctiveness of Catholic School	3
5	L.GRS-220: Early Christian Writers	3
5	L.PHI-317: Ethics and the New Genetics-AV	3
21 total required credits		

#### **CHEMISTRY**

#### Division of Molecular & Life Sciences

Fred B. Schnee, Ph.D., Chair

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

#### Requirements for the major in Biochemistry:

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

L.CHE-389 or 490 will be taken each semester during the junior and senior years. Satisfactory completion of a thesis in a biochemical area is also required. L.BIO-420 is strongly recommended for those planning to go on to medical school. Those planning to go on to graduate school should plan to take L.PHY-223/224, and L.MAT- 160, as recommended by the American Society of Biochemistry and Molecular Biology.

The required and supporting courses for the Biochemistry major must be completed with a cumulative 2.0 GPA. At least 12 credits of required Chemistry or Biology courses, numbered 300 or above, must be completed at Loras College. L.CHE-490 must be included in these 12 credits.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
2	L.CHE-112: General Chemistry II	4

4 L.CHE-233: Organic Chemistry I				
5         L.CHE-234: Organic Chemistry II         5           6         L.CHE-335: Introductory Biochemistry         4           7         L.CHE-350: Biophysical Chemistry         4           8         L.CHE-448: Advanced Biochemistry         4           9         L.CHE-389: Junior Seminar         1           10         L.CHE-490: Senior Thesis         1           11         L.BIO-115: Principles of Biology I         4           12         L.BIO-250: Genetics         4           13         L.BIO-250: Genetics         4           13         L.BIO-410: Cell and Molecular Biology         4           Select one from Req 14         4         L.BIO-345: Neurobiology         3           14         L.BIO-420: Vertebrate Physiology         3           14         L.BIO-430: Plant Physiology         3           14         Elective: Other Division Chairperson approved course         3 to 4           Select both from Req 15, or select both from Req 16         5           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-221: Elements of Physics II         4           16         L.PHY-223: Physics for Scientists and Engineers II         5           16         L.PHY-224: Physics for Scie	3	L.CHE-225: Quantitative Analysis	4	
6         L.CHE-335: Introductory Biochemistry         4           7         L.CHE-350: Biophysical Chemistry         4           8         L.CHE-448: Advanced Biochemistry         4           9         L.CHE-389: Junior Seminar         1           10         L.CHE-490: Senior Thesis         1           11         L.BIO-115: Principles of Biology I         4           12         L.BIO-250: Genetics         4           13         L.BIO-250: Genetics         4           13         L.BIO-340: Cell and Molecular Biology         4           8         L.BIO-345: Neurobiology         3           14         L.BIO-345: Neurobiology         3           14         L.BIO-420: Vertebrate Physiology         3           14         L.BIO-430: Plant Physiology         3           14         L.BIO-430: Plant Physiology         3           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-211: Elements of Physics II         4           16         L.PHY-223: Physics for Scientists and Engineers I         5           16         L.PHY-224: Physics for Scientists and Engineers II         5 <t< td=""><td>4</td><td>L.CHE-233: Organic Chemistry I</td><td>4</td></t<>	4	L.CHE-233: Organic Chemistry I	4	
7       L.CHE-350: Biophysical Chemistry       4         8       L.CHE-448: Advanced Biochemistry       4         9       L.CHE-389: Junior Seminar       1         10       L.CHE-490: Senior Thesis       1         11       L.BIO-115: Principles of Biology I       4         12       L.BIO-250: Genetics       4         13       L.BIO-250: Genetics       4         14       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       3         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	5	L.CHE-234: Organic Chemistry II	5	
8       L.CHE-448: Advanced Biochemistry       4         9       L.CHE-389: Junior Seminar       1         10       L.CHE-490: Senior Thesis       1         11       L.BIO-115: Principles of Biology I       4         12       L.BIO-250: Genetics       4         13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       3         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	6	L.CHE-335: Introductory Biochemistry	4	
9       L.CHE-389: Junior Seminar       1         10       L.CHE-490: Senior Thesis       1         11       L.BIO-115: Principles of Biology I       4         12       L.BIO-250: Genetics       4         13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	7	L.CHE-350: Biophysical Chemistry	4	
10       L.CHE-490: Senior Thesis       1         11       L.BIO-115: Principles of Biology I       4         12       L.BIO-250: Genetics       4         13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	8	L.CHE-448: Advanced Biochemistry	4	
11       L.BIO-115: Principles of Biology I       4         12       L.BIO-250: Genetics       4         13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	9	L.CHE-389: Junior Seminar	1	
12       L.BIO-250: Genetics       4         13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14         14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	10	L.CHE-490: Senior Thesis	1	
13       L.BIO-410: Cell and Molecular Biology       4         Select one from Req 14       14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16       4         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	11	L.BIO-115: Principles of Biology I	4	
Select one from Req 14           14         L.BIO-345: Neurobiology         3           14         L.BIO-420: Vertebrate Physiology         4           14         L.BIO-430: Plant Physiology         3           14         Elective: Other Division Chairperson approved course         3 to 4           Select both from Req 15, or select both from Req 16         4           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-211: Elements of Physics II         4           16         L.PHY-223: Physics for Scientists and Engineers I         5           16         L.PHY-224: Physics for Scientists and Engineers II         5           17         L.MAT-150: Calculus of One Variable I-FM         4	12	L.BIO-250: Genetics	4	
14       L.BIO-345: Neurobiology       3         14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	13	L.BIO-410: Cell and Molecular Biology	4	
14       L.BIO-420: Vertebrate Physiology       4         14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	Select o	Select one from Req 14		
14       L.BIO-430: Plant Physiology       3         14       Elective: Other Division Chairperson approved course       3 to 4         Select both from Req 15, or select both from Req 16         15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	14	L.BIO-345: Neurobiology	3	
14         Elective: Other Division Chairperson approved course         3 to 4           Select both from Req 15, or select both from Req 16         4           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-211: Elements of Physics II         4           16         L.PHY-223: Physics for Scientists and Engineers I         5           16         L.PHY-224: Physics for Scientists and Engineers II         5           17         L.MAT-150: Calculus of One Variable I-FM         4	14	L.BIO-420: Vertebrate Physiology	4	
Select both from Req 15, or select both from Req 16           15         L.PHY-210: Elements of Physics I         4           15         L.PHY-211: Elements of Physics II         4           16         L.PHY-223: Physics for Scientists and Engineers I         5           16         L.PHY-224: Physics for Scientists and Engineers II         5           17         L.MAT-150: Calculus of One Variable I-FM         4	14	L.BIO-430: Plant Physiology	3	
15       L.PHY-210: Elements of Physics I       4         15       L.PHY-211: Elements of Physics II       4         16       L.PHY-223: Physics for Scientists and Engineers I       5         16       L.PHY-224: Physics for Scientists and Engineers II       5         17       L.MAT-150: Calculus of One Variable I-FM       4	14	Elective: Other Division Chairperson approved course	3 to 4	
15L.PHY-211: Elements of Physics II416L.PHY-223: Physics for Scientists and Engineers I516L.PHY-224: Physics for Scientists and Engineers II517L.MAT-150: Calculus of One Variable I-FM4	Select l	both from Req 15, or select both from Req 16		
16 L.PHY-223: Physics for Scientists and Engineers I 5 16 L.PHY-224: Physics for Scientists and Engineers II 5 17 L.MAT-150: Calculus of One Variable I-FM 4	15	L.PHY-210: Elements of Physics I	4	
16L.PHY-224: Physics for Scientists and Engineers II517L.MAT-150: Calculus of One Variable I-FM4	15	L.PHY-211: Elements of Physics II	4	
17 L.MAT-150: Calculus of One Variable I-FM 4	16	L.PHY-223: Physics for Scientists and Engineers I	5	
	16	L.PHY-224: Physics for Scientists and Engineers II	5	
62 to 65 total required credits	17	L.MAT-150: Calculus of One Variable I-FM	4	
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Requirements for the major in Chemistry:
The required and supporting courses for the Chemistry major must be completed with a cumulative 2.0 GPA. At least 12 credits of required chemistry courses, numbered 300 or above, must be completed at Loras College. L.CHE-490 must be included in these 12 credits.

Req	Course	Cr's
1	L.CHE-111: General Chemistry I	4
2	L.CHE-112: General Chemistry II	4
3	L.CHE-225: Quantitative Analysis	4
4	L.CHE-233: Organic Chemistry I	4
5	L.CHE-234: Organic Chemistry II	5
Select one from Req 6		
6	L.CHE-350: Biophysical Chemistry	4
6	L.CHE-351: Physical Chemistry	4

7	L.CHE-352: Quantum Chemistry	4	
8	L.CHE-446: Instrumental Analysis	3	
9	L.CHE-455: Inorganic Chemistry	4	
10	L.CHE-389: Junior Seminar	1	
11	L.CHE-490: Senior Thesis	1	
Select b	Select both from Req 12, or select Req 13		
12	L.MAT-150: Calculus of One Variable I-FM	4	
12	L.MAT-160: Calculus of One Variable II	4	
13	L.MAT-170: Accelerated Calculus of One Variable I-FM	4	
Select b	Select both from Req 14, or select both from Req 15		
14	L.PHY-210: Elements of Physics I	4	
14	L.PHY-211: Elements of Physics II	4	
15	L.PHY-223: Physics for Scientists and Engineers I	5	
15	L.PHY-224: Physics for Scientists and Engineers II	5	
50 to 56 total required credits			

# Requirements for the major in Chemistry (American Chemical Society Certification): An ACS certified degree is one that meets the guidelines set out by the society. It is a more rigorous degree that is intended for those who plan to do graduate work in chemistry, go into industry or do research.

Req	Course	Cr's	
1	L.CHE-111: General Chemistry I	4	
2	L.CHE-112: General Chemistry II	4	
3	L.CHE-225: Quantitative Analysis	4	
4	L.CHE-233: Organic Chemistry I	4	
5	L.CHE-234: Organic Chemistry II	5	
6	L.CHE-335: Introductory Biochemistry	3	
Select o	Select one from Req 7		
7	L.CHE-350: Biophysical Chemistry	4	
7	L.CHE-351: Physical Chemistry	4	
8	L.CHE-352: Quantum Chemistry	4	
9	L.CHE-446: Instrumental Analysis	3	
10	L.CHE-455: Inorganic Chemistry	4	
Select a	Select at least three credits from Req 11		
11	L.CHE-381: Polymer Chemistry	3 to 4	
11	L.CHE-448: Advanced Biochemistry	4	
11	L.CHE-454: Theories of Organic Chemistry	3	
11	L.CHE-491: Research*	1	