

**Memorandum of Understanding  
2018-2019  
For a Dual Credit Partnership  
With Loyola University of Chicago**

This is to serve as a Memorandum of Understanding between (High School's Name) located in \_\_\_\_\_, IL (known hereafter as 'the High School') and Loyola University of Chicago (known hereafter as 'Loyola.')

The institutions wish to jointly administer a program (known hereafter as the 'Dual Credit Program') during the Fall and Spring semesters of 2018-2019 to allow high school juniors and seniors the opportunity to earn both high school credit and college credit for a select group of courses.

The following outlines the roles and responsibilities of the two institutions:

**The High School:**

- Will determine the eligibility of its students who may participate in the program. These will be exceptional students who are in either the 11<sup>th</sup> or 12<sup>th</sup> grade, have a minimum cumulative grade point average of 3.0 (unweighted on a 4.0 scale) and have approval from the teacher of the course.
- Will submit syllabi to Loyola for courses to be considered for Dual Credit. These will be reviewed for approval by the relevant Loyola academic departments. The process for course submission and review is described in Appendix A.
- Will designate courses as outlined in this Memorandum as 'Dual Credit Program' courses for purposes of registration for eligible students. The process used to designate courses is described in the next section titled 'Loyola.'
- Will recommend High School faculty to teach Dual Credit Program courses, subject to the approval of Loyola. The process used to recommend and approve faculty is described in both the next section titled 'Loyola' and in Appendix B of this Memorandum.
- Will advise students in the policies and procedures required for admission to Loyola and enrollment in Dual Credit courses as outlined in Appendix C of this Memorandum. Students will be allowed two weeks from the start of Loyola's Fall or Spring term to add or drop the Dual Credit option with no penalty.
- Will provide Loyola's Office of Registration and Records a grade for each student within 15 days after the end of either the Fall or Spring term, as appropriate. The procedure used to submit grades is outlined in Appendix G of this Memorandum.

**Loyola:**

- Will provide the High School with a list of Loyola courses eligible for articulation with courses from the High School for college level credit (Appendix D). All courses offered through the Dual Credit Program are also taught on campus at Loyola.
- Will provide the High School with a model syllabus for all courses taught on the Loyola Campus that the High School would like to consider as a Dual Credit offering.

- Will review the syllabi of courses offered by the High School and proposed for Dual Credit consideration to determine the eligibility of courses to be articulated to Loyola University courses for college level credit. Loyola reserves the right of final approval of all courses determined to be eligible for college level credit.
- Will review the academic credentials of High School faculty recommended to teach the Dual Credit Program courses to ensure the faculty have the skill sets necessary to deliver college level content. Loyola reserves the right of final approval of all faculty recommended to teach approved Dual Credit Program courses, including any and all recommended substitutions. Additional details regarding the faculty review and approval process appears in Appendix B of this Memorandum.
- Shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA) and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the students participating in the Dual Credit Program set forth in this Memorandum.

The High School and Loyola have agreed to the following courses for dual credit:

<b>High School Course</b>	<b>High School Instructor</b>	<b>Loyola Articulated Course</b>	<b>Credit Hours Earned</b>

Each institution agrees to designate a liaison officer who will be responsible to provide information about this Memorandum within his/her institution and to act as the contact person for his/her counterpart in the other institution. For the High School the liaison will be (Insert Name and Title)l. For Loyola, the liaison will be Dr. Brigid Schultz, Faculty Director of the Dual Credit Enrollment Program. While it is the desire of each institution to see that students enrolled in the Dual Credit Program eventually matriculate into Loyola University of Chicago, enrollment in the Dual Credit Program does not guarantee admission to Loyola as a degree-seeking student, nor are students required to matriculate at Loyola.

Either institution may terminate the Memorandum for any reason, provided that 90 days written notice is provided to the other institution. Where a decision has been made to terminate the Memorandum, students currently enrolled in the Dual Credit Program will be allowed to complete their courses, and all other terms of the Memorandum will still apply.

Each institution agrees that no modifications may be made to this Memorandum except by mutual, written agreement.

This Memorandum shall be effective as of August 13, 2018 and shall remain in effect until June 20, 2019 and is subject to renewal upon the written agreement of both institutions.

We have read and agree with this Memorandum of Understanding:

Loyola University of Chicago

(High School)

\_\_\_\_\_  
By: Margaret Faust Callahan, Ph.D.  
CRNA, FNAP, FAAN  
Acting Provost

\_\_\_\_\_  
By: Name  
Title

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix A

### Course Approval

Courses offered through Loyola's Dual Credit Program are housed in the College of Arts and Sciences (CAS), School of Business, Institute of Environmental Sustainability, and the School of Communication. Dual Credit courses offered at participating high schools should be similar in content, rigor, assignments and assessment as the on-campus versions of each course.

For a high school course to be designated a Dual Credit course, a detailed syllabus and Course Review Form should be submitted by the high school to the Dual Credit Program at Loyola, which will be forwarded to the appropriate academic department for review. Initially, a request should be made, via email, ([dualcredit@luc.edu](mailto:dualcredit@luc.edu)) for a model on-campus course syllabus prior to submitting the Course Review Form. Final approval of all courses resides with the University department. For a course to be approved for the Dual Credit Program, the instructor leading the course must be approved and appointed as an adjunct faculty at Loyola, as described in Appendix B.

All course requests should be received at least one semester prior to when the course will be offered at the high school. For all courses to be offered for the entire academic year, applications should be submitted to the Dual Degree Program during the preceding spring semester.

The application deadline for receiving application materials is as follows:

April 1 for the Fall semester

October 1 for the Spring semester

Loyola will notify the high school of the approval, provisional approval (revisions requested) or disapproval of a course, no later than 3 months prior to the start of the school year. A current syllabus for each Dual Credit Course must be submitted annually. If the high school wishes to continue offering an already-approved Loyola dual credit course from a prior academic year for dual credit in the following academic term, notification must be given, via email, to the Dual Credit Program Director at [dualcredit@luc.edu](mailto:dualcredit@luc.edu). If a new high school faculty member wishes to teach the approved dual credit course, a full application packet must be submitted.

## Appendix B

### High School Affiliate Lecturers

Loyola recognizes the qualifications and competencies of outstanding high school teachers who teach in the Dual Credit Program, by appointing them as Affiliate Lecturers. Teachers so appointed will be eligible for professional development opportunities offered by Loyola as well as the assignment of a Loyola faculty mentor.

#### Faculty Qualifications

A high school teacher wishing to be appointed as an Affiliate Lecturer in Loyola's Dual Credit Program must meet the criteria set by the respective department for adjunct faculty who teach on campus. In most cases this will require a minimum of a Master's degree in the discipline to be taught or a Master's degree in another discipline plus 18 graduate hours in the respective discipline.

## **Application Process**

High School teachers from participating Dual Credit high schools wishing to teach in Loyola's Dual Credit Program must be appointed as Affiliate Lecturers at Loyola. This will entail submitting the following to the Faculty Director of Loyola's Dual Credit Program:

- Affiliate Lecturer Application (Appendix E)
- A detailed syllabus for the course outlining learning outcomes, units of study, assessments, pacing, etc.
- Cover letter summarizing the applicant's qualifications  
The cover letter should explicitly describe the teacher's interest, commitment, and experience in teaching the discipline to be taught. The cover letter should explain how the teacher remains professionally active and intellectually engaged in the discipline while also describing what they have taught and how they have taught it.
- Curriculum vitae
- College transcripts
- Two letters of recommendation including one from the high school principal or assistant principal.  
At least one of the letters of recommendations should explicitly discuss the teacher's instruction of the discipline, preferably with anecdotal evidence.
- Course Approval Form (Appendix F)

These will be forwarded to the Loyola department in the applicant's discipline for review. If the applicant meets the qualifications for appointment as an Affiliate Lecturer in that department a recommendation will be forwarded to Faculty Administration. Once approved, instructors will then be requested to submit a New Hire Packet to complete the process. Upon completion of the process, the applicant will receive a letter of appointment as Affiliate Lecturer at Loyola University Chicago.

**The application deadline for receiving application materials is as follows:**

**April 1 for the Fall Semester**

**October 1 for the Spring semester**

## **Site Visits**

Each course in the Dual Credit Program will be observed by a Loyola University faculty mentor in the corresponding discipline at least once each year. The Loyola faculty member will then meet with the instructor to offer constructive feedback.

## **Sample Student Work**

Each dual credit instructor will provide the Loyola faculty mentor in the discipline samples of student-completed assessments each year. These samples should be representative of A, B, and C work.

## **Orientation**

During the summer preceding each new academic year, newly appointed Affiliate Lecturers will be invited to participate in an orientation session on the campus of Loyola. At this orientation instructors will learn about the policies and procedures of the Dual Credit Program as well as student registration procedures. Discipline-specific content will be presented by the faculty mentor regarding course learning outcomes, grading and assessment, etc.

## **Appendix C**

### **Admission and Enrollment Policies and Procedures**

- Students who wish to participate in the Dual Credit Program will be required to submit an application for admission via Loyola's online application systems. Students should visit [www.luc.edu/dualcredit](http://www.luc.edu/dualcredit) to submit their application.
- High school dual credit liaisons will certify that the student meets the admission requirements for the Dual Credit Program. Upon applying for admission, an email will automatically be sent to the high school liaison requesting verification.
- Once admitted by Loyola, students will have the ability to register for the Dual Credit course via Loyola's registration system. Instructions for course registration will be sent to the student, via email, following admission into the program.
- After the drop/add period ends (two weeks after the start of the semester), students will be billed the appropriate tuition for the course(s).
- Students may enroll in a maximum of 9 dual credit hours per semester

#### **Tuition and Fees**

- Tuition for Loyola's Dual Credit Program is \$65 per credit hour. This tuition rate is discounted from Loyola's customary tuition rate of \$705 per credit hour.
- Tuition is billed on the 15<sup>th</sup> of each month and payment is due on the 5<sup>th</sup> of the next month. Bills will be sent to the student's Loyola email address. Any student who has not paid their bill by November 5<sup>th</sup> for the fall term or March 5<sup>th</sup> for the spring term will be automatically dropped from the Dual Credit Program for that semester. The student may remain in the course for high school credit, but will not receive college credit.

#### **Dual Credit Transferability**

Loyola will accept all credit earned through the Dual Credit Program.

#### **Loyola Transcripts**

Students may request an official transcript through LOCUS self-service. Transcripts are provided at no cost to the student.

## Appendix D

Below are the titles and descriptions of the Loyola Courses that are part of the Dual Credit Program.

### Loyola Dual Credit Program: Course Offerings

#### **ACCOUNTING**

##### **ACCT 201: Introductory Accounting I (3 ch)**

The student will be able to understand the underlying principles, design, concepts, limitations, and the necessity of accounting systems. The student will gain an appreciation of the uses of financial data and financial statements and their impact on business decisions.

#### **ANTHROPOLOGY**

##### **ANTH 100: Globalization and Local Culture (3 ch)**

This course is a study of cultural diversity on a global scale, and provides a comparative perspective on the investigation of humans as cultural and social beings. Outcome: Students will be able to demonstrate understanding of the historic and contemporary relationships between cultures and societies, and to understand how cultures change over time.

##### **ANTH 102: Human Origins (3 ch)**

This course explores the study of the biological history of the human species from its inception to the establishments of food producing societies. Outcome: Students will demonstrate understanding of basic biological principles (heredity, physiology, evolutionary mechanisms, ecology) in the context of their application to the human condition, as well as the role of cultural behavior in defining the distinctiveness of that condition.

##### **ANTH 103: Biological Background Human Social Behavior (3 ch)**

This course examines possible biological bases of modern human behavior, from a scientific and multi-disciplinary perspective, to explore questions regarding what comprises "human nature". Outcome: Students will demonstrate an understanding of how science is conducted, as well as interactions between science and culture, in the context of how evolutionary approaches to animal behavior may be applied to the study of human behavior.

##### **ANTH 104: The Human Ecological Footprint (3 ch)**

This course is an introduction to global human ecology and concentrates on how we as humans affect global ecosystems and how these changes can impact our behavior, health, economics, and politics. Outcome: Students will be able to draw connections between basic ecological processes and the global patterns of human population growth, health and disease, inequality and poverty, subsistence strategies, and land use and technology.

#### **BIOLOGY**

##### **BIOL 101/111 - General Biology I: Lecture and Lab (4ch)**

BIOL 101: Fundamental principles of Biology including: introduction to the scientific method, basic biological chemistry; cell structure and function; energy transformations; mechanisms of cell communication; cellular reproduction; and principles of genetics. Outcome: Students will be able to demonstrate understanding of the historical foundations, methodologies employed, general architecture and functioning of the cell - the basic unit of life.

**BIOL 111:** Complements General Biology I lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined.

Outcome: Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology.

### **BIOL 102/112 - General Biology II: Lecture and Lab (4 ch)**

**BIOL 102:** Prerequisites: BIOL 101, 111. A continuation of Biology 101. Fundamental principles of Biology including: evolutionary theory; general principles of ecology; study of plant structure and function; and comparative animal physiology. Outcome: Students will be able to demonstrate an understanding of the fundamental principles of ecology and evolution, as well as the anatomy and physiology of representative plant and animal phyla.

**BIOL 112:** Complements General Biology II lecture material through observation, experimentation, and when appropriate, dissection of representative organisms. Physical and chemical phenomena of life as well as systematics and comparative anatomy and physiology of selected organisms will be examined. Outcome: Students will be able to demonstrate an understanding of the diversity of living organisms, including comparisons in cell structure and function, and comparative organismal evolution and ecology.

**For Anatomy and Physiology courses, please see courses listed under GNUR: General Nursing.**

**\* Students planning to enter the Pre-professional Health Program are advised to enroll in this course as a matriculated (on-campus) student.**

## **CHEMISTRY**

### **CHEM 101/111: General Chemistry A Lecture/Lab (4ch)**

**CHEM 101:** Prerequisite: MATH 117 or equivalent. A year of high school chemistry is recommended. Co-requisite: CHEM 111 and MATH 118 or equivalent. A lecture and discussion course including topics on atomic and molecular structures, states of matter, energetics, and stoichiometry of reactions. Outcome: Students will learn basic chemical principles in these areas.

**CHEM 111:** Pre or co-requisite: CHEM 101. Laboratory course designed to illustrate fundamental models and theories in chemistry with an emphasis on significant digits, calculations, and analysis and discussion questions. Outcome: Students will be able to use equipment properly and demonstrate correct laboratory technique.

**\* Students planning to enter the Pre-professional Health Program are advised to enroll in this course as a matriculated (on-campus) student.**

### **CHEM 102/112: General Chemistry B Lecture/Lab (4 ch)**

**CHEM 102:** Prerequisites: CHEM 101; MATH 118 or equivalent. This lecture and discussion course is a continuation of 101 and includes topics on equilibrium systems, chemical thermodynamics, electrochemistry, and descriptive chemistry. Outcome: Students will learn basic chemical principles in these areas.

**CHEM 112:** Pre or co-requisite: CHEM 102. Prerequisite: CHEM 111. The second semester of general chemistry laboratory exposes students to qualitative analysis and continues the process of experimenting and collecting data to test the validity of theories and models presented in lecture. Outcome: Students will demonstrate success in lab by making perceptive qualitative observations and accurate quantitative measurements.

**\* Students planning to enter the Pre-professional Health Program are advised to enroll in this course as a matriculated (on-campus) student.**



## COMMUNICATIONS

### **COMM 101: Public Speaking and Critical Thinking (3CH)**

This introductory course is designed to supply students with the skills of public address, a fundamental understanding of critical thinking practices, foundational tenets of communication theory, a grasp of the relationship between context and communication, and a sense of the social responsibility that comes with the capacity for communication. Outcome: Students gain skills in public speaking and an understanding of critical thinking.

### **COMM 274: INTRODUCTION TO CINEMA (3CH)**

This course is an introduction to the study of cinema as a complex medium of communication. This course will provide students with the basic terminology, observational skills and theoretical background for the study of film aesthetics, language, cultural analysis, history and the production of cinematic texts.

## COMPUTER SCIENCE

### **COMP 125: Visual Information Processing (3ch)**

This course provides an introduction to computer programming using a language well-suited to beginning programmers and practical applications, for example Visual Basic .Net. Outcome: Students will be able to represent and interpret quantitative information symbolically, graphically, numerically, verbally, and in written form.

### **COMP 150: Introduction to Computing**

The world overflows with electronic data. This course introduces programming in a simple, powerful language like Python, with selection, repetition, functions, graphical effects, and dynamic interaction with the Internet, plus connections to lower level computer organization and computer implications in the wider world.

Outcome: Empowerment to manage and transform masses of data; understanding of technical, societal, and ethical issues involved.

### **COMP 163: Discrete Structures**

This course covers the mathematical foundations of computer science, including such topics as complexity of algorithms, modular arithmetic, induction and proof techniques, graph theory, combinatorics, Boolean algebra, logic circuits, and automata. Outcome: The student will be prepared for the study of advanced ideas in computer science, from cryptography to databases to algorithms to computer architecture.

### **COMP 170: Introduction to Object-Oriented Programming (3ch)**

Co-requisite or Prerequisite of either Comp 163 or 150; or prerequisite of Math 117 or Math placement in Math 118 or above. This programming intensive course with its weekly lab component introduces basic concepts of object-oriented programming in a language such as Java. Outcome: Ability to take a problem, break it into parts, specify algorithms, and express a solution in terms of variables, data types, input/output, repetition, choice, arrays, subprograms, classes, and objects; ability to judge a good program.

## CRIMINAL JUSTICE and CRIMINOLOGY

### **CJC 201: Theories of Criminal Behavior (3ch)**

This course will provide a detailed examination of past and present theories of criminal behavior, placing them in a socio-historical context and exploring their policy and practical implications. Outcome: Students will be able to demonstrate an understanding of how the specific theories of criminal behavior can be compared and evaluated, how the theories evolved over time, and how they can be applied to criminal justice policy and practice.

### **CJC 205. Research Methods**

An introduction to the logic and basic concepts of social research, with an emphasis on both basic and applied research within criminal justice and criminology. The course provides a basic conceptual framework for designing, conducting, interpreting, and evaluating social research.

## ENGLISH

### **UCLR 100: Interpreting Literature (3ch)**

The foundational course of literary studies will require students to read closely and analyze carefully a representative variety of prose, poetry, and drama, master key literary and critical term, and explore a variety of core critical approaches to the analysis and interpretation of literature.

## ENVIRONMENTAL SCIENCE

### **ENVS 137: Foundations of Environmental Science (3ch)**

This course will introduce concepts that form the basis of environmental science, including elemental cycling, energy flow/transformation, and the interconnectivity among atmosphere, lithosphere, hydrosphere and biosphere, and within ecosystems. Ways in which knowledge of these concepts informs policy, management and social perception to produce positive change will also be examined.

## FINE AND PERFORMING ARTS

### **FNAR 120: Ceramics Handbuilding (3ch)**

An exploration of various hand building techniques, surface design techniques, and firing ranges available to the contemporary ceramist. Students are encouraged to pursue individual expression in the context of a broad range of methods and creative concepts. Outcome: Students will be able to demonstrate the basics of successful construction and glaze techniques; demonstrate creative strategies and critical evaluation of the creative process; demonstrate an understanding of both historical and contemporary approaches to the medium and the role of the Ceramic artist in cultures past and present.

### **MUSC 101: Music: Art of Listening (3ch)**

This course focuses on the acquisition and enhancement of music listening skills. Outcome: Students will be able to use musical terminology to identify the progression of musical events and will be able to recognize various musical styles and genres.

### **THTR 100: Introduction to the Theatrical Experience (3 ch)**

This course is an introductory study of the theatrical art form and its contemporary production practice. Outcome: Students will be able to demonstrate knowledge of, and appreciation for, theatrical performance, and will participate in the production of an original one-act play.

## GENERAL NURSING

### **GNUR 155/155L Human Anatomy - Lecture, laboratory and demonstrations. (4 ch)**

This course is designed to give students a basic understanding of the structure of the major organs and systems of the human body from the cellular to the system level. By the end of the course, students will be able to demonstrate understanding of the workings of the human body from an anatomical viewpoint.

### **GNUR 156/156L: Human Physiology - Lecture, laboratory and demonstrations. (4 ch)**

This course is designed to give students a basic understanding of the function of the major organs and systems of the human body from the cellular to the system level. By the end of the course, students will be able to demonstrate understanding of the workings of the human body from a physiological viewpoint.

## HISTORY

### **HIST 101: The Evolution of Western Ideas and Institutions to the 17th Century (3ch)**

This course is an introduction to history as a discipline, and an analysis of the origins, early development and structure of Western civilization from the ancient world to the 17th century. Outcome: Students will be able to demonstrate historical understanding of the period and to conduct historical investigations.

### **HIST 102: The Evolution of Western Ideas and Institutions from the 17th Century (3 ch)**

This course is an introduction to history as a discipline, and an analysis of the development and structure of Western civilization from the 17th century to the present day. Outcome: Students will be able to demonstrate historical understanding of the period and to conduct historical investigations.

### **HIST 211: The United States to 1865 (3ch)**

This course is an introduction to the history of the United States from the colonial era through the Civil War. Outcome: Students will demonstrate historical understanding of the growth and development of democratic government, the formation of a diverse society; the expansion of the national territory; and the crisis over slavery and secession.

### **HIST 212: The United States Since 1865 (3ch)**

This course is an introduction to the history of the United States from the end of the Civil War to the present. Outcome: Students will be able to demonstrate historical understanding of the growth and development of modern industrial society; the development of the general welfare state; the emergence of the United States as a world power; the debate over civil rights and civil liberties; and the evolution of the political culture of the United States.

## MATHEMATICS AND STATISTICS

### **MATH 108: Real World Modeling with Mathematics (3ch)**

This course covers material selected from the mathematics of the management sciences, statistics, the digital revolution, social choice, and consumer finance models. Outcome: Students will be able to demonstrate understanding particular topics, including: networks, planning and scheduling, linear programming, generating and analyzing statistical data, probability, statistical inference, identification numbers, data encryption, voting procedures, weighted voting systems, fair division, apportionment, models for saving and for borrowing.

### **MATH 161: Calculus I (4ch)**

Prerequisite: MATH 118. This course provides a standard introduction to differential and integral calculus and covers topics ranging from functions and limits to derivatives and their applications to definite and indefinite integrals and the fundamental theorem of calculus and their applications. Outcome: Students will obtain the background needed to enroll in Calculus II. This course satisfies the quantitative literacy requirement of the core curriculum.

### **MATH 162: Calculus II (4ch)**

Prerequisite: MATH 161. This course is a continuation of Calculus I and includes the calculus of various classes of functions, techniques of integration, applications of integral calculus, sequences and infinite series, and an introduction to differential equations. Outcome: Students will obtain the background needed for further study in mathematics and to apply mathematics in the physical sciences.

### **MATH 212: Linear Algebra (3ch)**

Prerequisite: MATH 162 or 132. An introduction to linear algebra in abstract vector spaces with particular emphasis on  $\mathbf{R}^n$ . Topics include: Gaussian elimination, matrix algebra, linear independence, span, basis, linear transformations, determinants, eigenvalues, eigenvectors, and diagonalization. Some of the basic theorems will be proved rigorously; other results will be demonstrated informally. Software such as Mathematica may be utilized.

### **MATH 263: Multivariable Calculus (4ch)**

Prerequisite: MATH 162 Vectors and vector algebra, curves and surfaces in space, functions of several variables, partial derivatives, the chain rule, the gradient vector, Lagrange multipliers, multiple integrals, volume, surface area, the

Change of Variables Theorem, line integrals, surface integrals, Green's Theorem, the Divergence Theorem, and Stokes' Theorem.

### **MATH 264: Ordinary Differential Equations (3ch)**

Prerequisite: MATH 263. Techniques for solving linear and non-linear first and second-order differential equations, the theory of linear second-order equations with constant coefficients, power series solutions of second-order equation, and topics in systems of linear first-order differential equations. Software such as MAPLE may be utilized.

### **STAT 103: Fundamentals of Statistics (3ch)**

This course is an introduction to the fundamentals of descriptive and inferential statistics. Outcome: Students will be able to demonstrate understanding of particular topics, including: design of experiments, observational studies, histograms, average and standard deviation, normal approximations, chance error and bias, basic probability, chance processes, expected value and standard error, probability histograms, surveys, accuracy of percentages and averages, tests of significance, and correlation and regression.

## **MODERN AND CLASSICAL LANGUAGES**

### **CHIN 101 (3ch)**

This is an introductory course in Modern Standard Chinese (Mandarin) for students with none or little prior experience in Chinese. This course introduces the four basic communicative skills in Chinese: listening, speaking, reading and writing, and emphasizes on conversation. Outcome: Students will achieve active control of Chinese sound system and writing system. They will be able to understand and respond to greetings, as well as talk about family members, time, hobbies and friends. They will learn nearly 200 characters.

### **CHIN 102 (3ch)**

Prerequisite: CHIN 101

CHIN 102 is a continuation of CHIN 101. Students will expand their knowledge of Chinese characters, vocabulary and grammar, improve their skills on listening, speaking, reading, and writing skills, and learn more cultural knowledge. Outcome: Students will be able to make appointments, talk about Chinese learning experience, school life, shopping, weather and transportation. Aside from dialogues, they will also read a short dairy and a letter. They will learn some 200 new characters.

### **CHIN 103 (3ch)**

Prerequisite: CHIN 102

CHIN103 builds on the knowledge and skills gained in CHIN 101-102. This course develops conversational skills by using fundamental grammatical patterns and vocabulary in functional contexts. Outcome: Students will learn dialogues used in the contexts of dining out, studying in library, asking directions, attending birthday party, seeing a doctor, and dating.

### **CHIN 104 (3ch)**

Prerequisite: CHIN 103

Chinese 104 is the continuation of Chinese 103. This course further extends students' knowledge of Chinese vocabulary and grammar, and improves their skills in listening, speaking, reading, and writing. Outcome: Students will learn expressions in the contexts of renting an apartment, mailing a letter and traveling in both mainland China and Taiwan, talking about hometown and sports, and checking in at the airport.

### **FREN 101 - Elementary French I (3ch)**

Introduction to the basic elements of French that will enable the student to develop communicative skills and a fundamental knowledge of French-speaking peoples, their language and their cultures.

Outcomes: Students will be able to demonstrate basic listening, speaking, reading and writing skills in French, and a basic understanding of Francophone cultures.

**FREN 102 - French II (3ch)**

Prerequisite: FREN 101

Further development of communicative skills and linguistic and cultural knowledge. Outcomes: Students will be able to demonstrate basic listening, speaking, reading, and writing skills in French, and a basic understanding of Francophone cultures.

**FREN 103 – Intermediate French I (3ch)**

Prerequisite: FREN 102

Intensive review of basic language skills to develop audio-lingual facility in communication. Outcomes: Students will be able to demonstrate intermediate-level listening, speaking, reading, and writing skills in French, and an intermediate-level understanding of Francophone cultures.

**FREN 104 – Intermediate French II (3ch)**

Prerequisite: FREN 103

Further intensive review of basic language skills. Reading, conversation, and composition based on selected literary and cultural sources. Outcomes: Students will be able to demonstrate high-intermediate-level listening, speaking, reading, and writing skills in French, and a high-intermediate-level understanding of Francophone cultures.

**GERM 101 - Elementary German I (3ch)**

This course is an introduction to German, designed for students with no previous experience. Students develop communicative language skills and acquire a fundamental knowledge of German-speaking cultures. Outcome: Students will be able to understand simple sentences and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, comprehend basic written texts, and write simple German sentences.

**GERM 102 - Elementary German II (3ch)**

Prerequisite: GERM 101

Students will further develop communicative language skills and knowledge of German-speaking cultures, and will finish learning all the basic grammatical structures of the language. Outcomes: Students will have learned to express themselves through a wider range of vocabulary and grammatical structures. They will be able to express appropriate reactions to ordinary situations, read more complex texts, and write sentences in short but cohesive paragraphs.

**GERM 103 – Intermediate German (3ch)**

Prerequisite: GERM 102

Students will review and develop their understanding of German grammar and vocabulary. Students will read and discuss a variety of short readings, including short stories and poetry. Outcome: Students will have gained a wider range of oral expression, both lexical and grammatical. They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in longer paragraphs.

**GERM 104 – Intermediate German II (3ch)**

Prerequisite: GERM 103

This course focuses on review and practice of more complex grammatical elements. Students will read texts of greater length and complexity, expand their vocabulary, and increase their ability to communicate, both orally and in writing. Outcome: Students will have gained a wider range of oral expression, both lexical and grammatical. They will be able to express more complex reactions, read more complex narrative and literary texts, and write sentences in cohesive paragraphs and short essays.

**ITAL 101: Italian I (3ch)**

First-year Italian language courses are designed to help beginning students obtain functional and basic competency in speaking, reading, writing and listening in Italian. This course promotes the acquisition of language skills in everyday communication as well as the understanding of target language and behavior in relation to distinctive social and cultural norms. Outcome: The student will be able to: carry out simple conversations on a variety of practical topics such as greeting, inviting, ...(*speaking skills*), understand native speech and its social meaning - everyday topics in predictable

contexts (*listening skills*), understand the content and the cultural significance of predictable discourse types - literary and non-literary texts on familiar topics (*reading skills*) and express themselves in simple narratives (*writing skills*).

### **ITAL 102: Italian II (3ch)**

Prerequisite: ITAL 101

This course emphasizes the development of listening and speaking skills and grammar in relation to communication. Class sessions are conducted primarily in Italian in order to immerse students as much as possible in the living language. The textbook and other materials will introduce students to Italian in a variety of contexts. Outcome: Students will be able to further develop listening comprehension skills and to produce orally and in writing short sentences providing basic personal information about themselves, their activities and plans in Italian. By the end of Italian 102, students will be able to: 1. Develop speaking skills in Italian on topics such as everyday life activities and habits, getting together and organizing some activity/program; inviting; accepting/declining an invitation; talking about usual actions in the past and memories; talking about one's family and home; shopping in Italy; talking about health issues; talking about future plans; 2. Acquire further knowledge of and talk about social and cultural issues in contemporary Italy, particularly in reference to vacations, museums, theatre, opera, music, food and eating habits, festivals and traditions, sports, work; 3. Expand vocabulary related to family members, clothing, stores, animals, entertainment and travel.

### **ITAL 103: Italian III (3ch)**

Prerequisite: ITAL 102

Second-year Italian language courses at Loyola emphasize the development of intermediate listening, speaking, reading and writing skills and teach grammar in relation to communication. Class sessions are conducted primarily in Italian in order to immerse the students as much as possible in the living language and in a simulated Italian linguistic and cultural context. In introducing a variety of authentic cultural materials (songs, videos and films), the course will introduce students to the study of the Italian languages in a cross-cultural, international studies perspective.

### **LATN 101 - Latin I (3ch)**

This course introduces students to elementary grammatical forms, basic syntax, and vocabulary of Latin, and simple readings in the language. Outcome: students should be able to demonstrate basic knowledge of Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately simple Latin sentences and passages into English.

### **LATN 102 - Latin II (3ch)**

Prerequisite: LATN 101

This course continues the study of the fundamentals of the Latin language, including more vocabulary, grammar, syntax and more advanced readings. Outcome: students should be able to demonstrate advanced knowledge of basic Latin vocabulary, syntax and grammar and deploy it to be able to translate accurately more advanced Latin sentences and passages into English.

### **LATN 283: The Age of Caesar (3ch)**

Prerequisite: Latin 101 and 102

This course focuses on the literature and society of Rome at the time of Julius Caesar, in particular translation of selected readings from such authors as Lucretius, Catullus, Sallust, Caesar and Cicero.

### **SPAN 101: Spanish 1 (3ch)**

This course is an introduction to the basic elements of Spanish language and culture. It is designed for students with no previous experience in Spanish. Outcome: Students will be able to understand simple messages and short narratives, respond to basic inquiries about themselves and others, formulate basic questions, as well as understand basic written texts.

**SPAN 102: Spanish 2 (3ch)**

Prerequisite: SPAN 101

This course builds on 101, and introduces students to new topics and grammatical structures. Outcome: Students will be able to produce sounds in Spanish more accurately, express appropriate reactions to ordinary situations, understand basic oral commands, read more complex texts, and write sentences in cohesive paragraphs.

**SPAN 103: Spanish 3 (3ch)**

Prerequisite: SPAN 102

This course is the first semester of second-year Spanish. Outcome: Students will increase their knowledge of Spanish grammar and vocabulary, and their Spanish communication skills.

**SPAN 104: Spanish 4 (3ch)**

Prerequisite: SPAN 103

This course is the second semester of second-year Spanish. Outcome: Students will continue to perfect their knowledge of Spanish grammar and vocabulary, with greater stress on reading and speaking.

## POLITICAL SCIENCE

**PLSC 100: Political Theory (3ch)**

This course introduces students to the study of the perennial questions, traditions and concepts in the history of political thought. Outcome: Students will demonstrate understanding of the major concepts that organize and inform theoretical reflection on politics e.g. human nature and the human good, theory and practice, natural law and natural rights, power and authority, consent and obligation.

**PLSC 101: American Politics (3ch)**

American national government and politics, including institutions, group and electoral processes, and public policy. Outcome: Students will be able to demonstrate an understanding of the American political system, the patterns of political participation and behavior of diverse individuals and groups in American society, and evaluate the roles and processes of U.S. political institutions.

## PSYCHOLOGY

**PSYC 101: General Psychology (3ch)**

Introduction to concepts, theories, and methods in psychology. Emphasis is given to the scientific study of consciousness and human behavior. Topics include: human development, learning, thinking, perception, personality, testing, mental illness and mental health, biological and social aspects of behavior. Outcomes: Students will master basic concepts and key theories and learn to apply them to real-world situations.

## SOCIOLOGY

**SOCL 101: Society in a Global Age (3ch)**

This is a foundational course in the social sciences which explores the effect of globalization on everyday life in the United States and elsewhere, using the basic perspectives and methodologies of sociology.



1032 W. Sheridan Rd., Chicago, IL 60660  
773.274.300

**Appendix E**  
**Dual Credit Program**  
**Affiliate Lecturer Application**

Applicant Name: \_\_\_\_\_

Partner High School and Department: \_\_\_\_\_

Academic Year for Appointment: \_\_\_\_\_

Home Address:

\_\_\_\_\_  
No. Street City/State

( ) \_\_\_\_\_ ( ) \_\_\_\_\_

Home Phone Number

Cell Number

( ) \_\_\_\_\_

School Phone Number

School E-mail Address

**EDUCATION**

	<b>Institution</b>	<b>Dates Attended</b>	<b>Degrees Obtained</b>	<b>Major/Field of Specialization</b>
Undergraduate				
Graduate				
Post-Graduate				
Other				

**TEACHING EXPERIENCE**

	<b>Institution</b>	<b>Address</b>	<b>Position Title</b>	<b>Subject Area</b>	<b>Dates</b>
Undergraduate					
Graduate					
Post-Graduate					
Other					

Signature \_\_\_\_\_ Date \_\_\_\_\_





**DUAL CREDIT PROGRAM  
COURSE REVIEW FORM**

Instructor Name: \_\_\_\_\_

Partner High School and Department: \_\_\_\_\_

List below the courses you are requesting to offer and the semester in which they are to be offered.

Loyola Subject and Course #	Title	Semester

**Signatures:**

\_\_\_\_\_  
High School Affiliate Lecturer

Date \_\_\_\_\_

\_\_\_\_\_  
High School Principal

Date \_\_\_\_\_

Signature of Loyola University Chicago Liaison Office indicates course approval for semesters specified above.

\_\_\_\_\_  
Dual Credit Program Liaison Officer

Date \_\_\_\_\_

**Submit this completed form and course syllabus to Dr. Brigid Schultz, the Dual Credit Program Faculty Director at [dualcredit@luc.edu](mailto:dualcredit@luc.edu).**

## Appendix G

### Grading:

Letter grades will be assigned by the instructors to indicate a student's quality of achievement in the given course. Instructors will be required to input grades through LOCUS within 15 days after the end of either the fall or spring term. Instructors are to use Loyola's undergraduate grading basis as the standard for recording grades: the letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, are assigned the following credit points for purposes of grade point average (GPA) calculations: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; F = 0.