

ADVOCACY AND SOCIAL CHANGE/ ENVIRONMENTAL SCIENCE AND SUSTAINABILITY (BA/MS)

Loyola’s School of Communication, in partnership with the School of Environmental Sustainability, will offer a new program that will enable students to earn an undergraduate and graduate degree in environmental communication in five years.

The new Accelerated Bachelor’s to Master’s program will allow SOC students to earn their undergraduate degree in their declared major, plus a master’s degree in Environmental Science and Sustainability.

Similarly, SES students will earn their undergraduate degree in their declared major, while also earning a master’s degree from the SOC in either the Digital Media and Storytelling or Global Strategic Communication graduate programs.

The School of Communication and School of Environmental Sustainability spent two years developing this unique Accelerated Bachelor’s to Master’s program, joining only a handful of universities across the nation offering such a dual degree. The new program will begin in Fall 2022.

The two schools developed the Accelerated Bachelor’s to Master’s program to train environmental scientists to be better communicators, and communication professionals to better understand environmental science.

While environmental scientists are trained to investigate, analyze data and interpret results, they are not taught how to communicate their results and conclusions in ways that are readily accessible to the general public, CEOs, or legislators.

Equally, while journalists, filmmakers and television producers may have the skills to tell compelling stories, they often lack the scientific background to understand and properly relate the impact of climate change, pollution, and loss of biodiversity.

For students in the School of Communication, the Accelerated Bachelor’s to Master’s program will help deepen their understanding of complex socio-ecological issues and their connection with sustainable development goals, while also expanding their capacity to communicate environmental science and sustainability issues to the world. Such a program can help develop better-informed journalists, documentary filmmakers, television, radio and podcast producers, public relations and advertising professionals, and social media specialists.

For students in the School of Environmental Sustainability, the Accelerated Bachelor’s to Master’s program will help them with writing, public speaking, conference presentations, television and radio interviews, and social media messaging.

These 4+1 programs are uniquely applied and strongly interdisciplinary. They integrate basic science concepts, communication theory and practice, and socio-cultural dimensions to cultivate the interdisciplinary

problem-solving and communication skills necessary for developing sustainable solutions. The goals of these programs are to:

- Educate students across the sciences, social sciences and humanities, providing knowledge and interdisciplinary perspectives needed to effectively address complex environmental problems through grounding in solid scientific understanding of ecosystem operation.
- Develop skills in environmental and sustainability sciences including GIS, sustainability tracking, and environmental communications as well as important professional skills, such as interdisciplinary thinking, systems thinking, research design, data collection, data analysis, research ethics, technical writing, and communication.
- Improve communication skills by teaching students how to tell stories through enhanced speaking and presentation methods, better writing, video production, recording podcasts, developing blogs and social media.
- Prepare students for advancement in careers in the public and private sectors, including in government agencies, consulting firms, media organizations, businesses, and not-for-profit organizations.

For more information, email: LoyolaSOC@luc.edu

CURRICULUM

| Code | Title | Hours |
|---------------------------------|--|-------|
| BA Requirements | | |
| <i>SOC Foundation Courses</i> | | |
| COMM 100 | SOC Career Prep Seminar | 1 |
| COMM 175 | Introduction to Communication | 3 |
| COMM 200 | Digital Communication and Society | 3 |
| COMM 215 | Ethics & Communication | 3 |
| <i>Oral Advocacy</i> | | |
| COMM 236 | Persuasive Presentations | 3 |
| <i>Theory/Critical Analysis</i> | | |
| Select one of the following: | | |
| COMM 220 | Introduction to Rhetoric | |
| COMM 268 | Persuasion | |
| Select one of the following: | | |
| COMM 220 | Introduction to Rhetoric | |
| COMM 227 | Social Justice & Communication | |
| COMM 268 | Persuasion | |
| COMM 272 | Intercultural Communication | |
| COMM 277 | Organizational Communication | |
| <i>Applied Courses</i> | | |
| COMM 230 | Argumentation & Advocacy | 3 |
| Select one of the following: | | |
| COMM 231 | Conflict Management and Communication | |
| COMM 237 | Small Group Communication | |
| COMM 406 | Environmental Advocacy | |
| <i>Research Methods</i> | | |
| Select one of the following: | | |
| COMM 361 | New Media Criticism | |
| COMM 365 | Naturalistic Methods Communication Research | |
| COMM 367 | Rhetorical Criticism | |
| COMM 368 | Ethnographic Research Methods in Communication | |

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|---|-----------|
| <i>Electives</i> | 12 |
| Select any four electives from the list of Approved Electives if not taken to satisfy requirements above. | |
| MS Requirements | |
| <i>Required MS Courses</i> ¹ | 6 |
| ENVS 401 Sustainable Systems - Natural Science Perspectives | |
| ENVS 402 Sustainable Systems - Social Science Perspectives | |
| <i>Choose One of Four Concentrations:</i> ² | 9-12 |
| <i>Environmental Law & Policy</i> | |
| ENVS 410 Introduction to Environmental Law & Policy | |
| ENVS 411 Natural Resources and Land Use Law & Policy | |
| ENVS 412 Water Law & Policy | |
| ENVS 413 Energy Law & Policy | |
| <i>Geographic Information Systems</i> | |
| ENVS 480 Introduction to Geographic Information Systems | |
| ENVS 481 Advanced GIS Applications | |
| ENVS 482 Remote Sensing | |
| <i>Sustainable Assessment and Planning</i> | |
| ENVS 451 Introduction to Sustainability Concepts & Impacts | |
| ENVS 452 Sustainability Assessment & Reporting I | |
| ENVS 453 Sustainability Assessment & Reporting II | |
| ENVS 454 Sustainability Plan Development & Reporting | |
| <i>Sustainable Business</i> | |
| ENVS 433 Introduction to the Circular Economy | |
| ENVS 435 Ecological Economics | |
| ENVS 436 Design for Circular & Sustainable Business | |
| ENVS 463 Sustainable Business Management | |
| <i>Environmental Science & Quantitative Methods Electives</i> ³ | 6-9 |
| Students will take at least two courses from the list of electives | |
| Total Hours | 64 |

¹ ENVS 401 Sustainable Systems - Natural Science Perspectives and ENVS 402 Sustainable Systems - Social Science Perspectives to be taken as an undergrad.

² Begin MS program full-time at the start with the concentration work.

³ Students choosing the Geographical Information Systems track must take an additional elective course to meet a total of 24 credit hours for the MS.

BA Approved Electives

Individual courses cannot be applied to multiple major requirement areas.

| Code | Title | Hours |
|----------|--|-------|
| COMM 406 | Environmental Advocacy (if not taken as Applied) | 3 |
| COMM 479 | Digital Sustainability | 3 |
| COMM 281 | Communication, Language & Gender | 3 |
| COMM 297 | Themes in Communication Studies | 3 |
| COMM 300 | Persuasive Campaigns | 3 |
| COMM 303 | Media, Politics, & Propaganda | 3 |
| COMM 304 | Rhetorics of Utopia & Revolution | 3 |
| COMM 306 | Environmental Advocacy | 3 |
| COMM 307 | Communication & Social Movements | 3 |
| COMM 309 | Designing Media for Social Change | 3 |

| | | |
|----------|--|-----|
| COMM 311 | Health Communication | 3 |
| COMM 368 | Ethnographic Research Methods in Communication | 3 |
| COMM 371 | Special Topics Communication Studies | 3 |
| COMM 381 | Communication Practicum | 1-3 |
| COMM 393 | Communication Studies Internship | 3 |
| COMM 398 | Directed Study | 1-3 |

¹ Writing Intensive (<https://catalog.luc.edu/undergraduate/communication/#wissections>)

² Satisfies Engaged Learning (<https://catalog.luc.edu/undergraduate/university-requirements/engaged-learning/>) requirement.

³ Internship (<https://www.luc.edu/soc/resources/internships/>)

MS Environmental Science & Quantitative Methods Electives

| Code | Title | Hours |
|----------|--|-------|
| BIOL 470 | Biostats & Exp Design Lec/Lab | 4 |
| ENVS 420 | Conservation Biology | 3 |
| ENVS 422 | Invasive Species | 3 |
| ENVS 425 | Sustainable Agriculture | 3 |
| ENVS 426 | Agroecosystems | 3 |
| ENVS 427 | Food Systems Analysis | 3 |
| ENVS 430 | Restoration Ecology | 3 |
| ENVS 438 | Climate Change and Human Health | 3 |
| ENVS 469 | Field Ornithology | 3 |
| ENVS 484 | Conservation Economics | 3 |
| ENVS 487 | Principles of Ecotoxicology | 3 |
| ENVS 488 | Applied Environmental Statistics | 3 |
| ENVS 489 | Ecological Risk Assessment | 3 |
| MPBH 401 | Environmental Health | 3 |
| MPBH 403 | Introduction to Epidemiology | 3 |
| MPBH 404 | Biostatistics for Health and Biological Science | 3 |
| MPBH 409 | Biostatistics I | 3 |
| MPBH 412 | Intro to Statistical Computing for Public Health | 2 |
| MPBH 421 | Biostatistics II | 3 |
| MPP 401 | Analytical Tools in Public Policy | 3 |
| MPP 402 | Cost Benefit Analysis | 3 |
| MPP 403 | Public Budget and Finance | 3 |
| MPP 405 | Statistical Methods & Analysis for Public Policy I | 3 |
| MPP 406 | Statistical Methods & Analysis Public Policy II | 3 |
| SOCL 414 | Statistical Methods Analysis I | 3 |
| SOCL 415 | Statistical Methods of Analysis II | 3 |
| STAT 403 | SAS Program & Applied Statistics | 3 |
| STAT 407 | Statistical Design | 3 |
| STAT 408 | Applied Regression Analysis | 3 |
| STAT 410 | Categorical Data Analysis | 3 |
| STAT 411 | Applied Survival Analysis | 3 |

Suggested Sequence of Courses

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the

start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

With MS Law & Policy Track

| Course | Title | Hours |
|-------------------------|--|-----------|
| First Year | | |
| Fall | | |
| COMM 175 | Introduction to Communication | 3 |
| Hours | | 3 |
| Spring | | |
| COMM 200 | Digital Communication and Society | 3 |
| Hours | | 3 |
| Second Year | | |
| Fall | | |
| COMM 215 or COMM 360 | Ethics & Communication or Digital Media Ethics | 3 |
| COMM 220 or COMM 268 | Introduction to Rhetoric or Persuasion | 3 |
| Hours | | 6 |
| Spring | | |
| BA Major Elective | | 3 |
| Hours | | 3 |
| Third Year | | |
| Fall | | |
| COMM 100 | SOC Career Prep Seminar | 1 |
| COMM 230 | Argumentation & Advocacy | 3 |
| Theory Course | | 3 |
| Hours | | 7 |
| Spring | | |
| Applied Course | | 3 |
| BA Major Elective | | 3 |
| Hours | | 6 |
| Fourth Year | | |
| Fall | | |
| BA Major Elective | | 3 |
| Applied Course | | 3 |
| Theory Course | | 3 |
| ENVS 401 | Sustainable Systems - Natural Science Perspectives | 3 |
| Hours | | 12 |
| Spring | | |
| Research Methods | | 3 |
| ENVS 402 | Sustainable Systems - Social Science Perspectives | 3 |
| Hours | | 6 |
| Fifth Year | | |
| Fall | | |
| ENVS 410 | Introduction to Environmental Law & Policy | 3 |
| ENVS 411 | Natural Resources and Land Use Law & Policy | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |

| | | |
|--------------------|---------------------|-----------|
| Spring | | |
| ENVS 412 | Water Law & Policy | 3 |
| ENVS 413 | Energy Law & Policy | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Total Hours | | 64 |

With MS Geographical Information Systems Track

| Course | Title | Hours |
|-------------------------|--|-----------|
| First Year | | |
| Fall | | |
| COMM 175 | Introduction to Communication | 3 |
| Hours | | 3 |
| Spring | | |
| COMM 200 | Digital Communication and Society | 3 |
| Hours | | 3 |
| Second Year | | |
| Fall | | |
| COMM 215 or COMM 360 | Ethics & Communication or Digital Media Ethics | 3 |
| COMM 220 or COMM 268 | Introduction to Rhetoric or Persuasion | 3 |
| Hours | | 6 |
| Spring | | |
| BA Major Elective | | 3 |
| Hours | | 3 |
| Third Year | | |
| Fall | | |
| COMM 100 | SOC Career Prep Seminar | 1 |
| COMM 230 | Argumentation & Advocacy | 3 |
| Theory Course | | 3 |
| Hours | | 7 |
| Spring | | |
| Applied Course | | 3 |
| BA Major Elective | | 3 |
| Hours | | 6 |
| Fourth Year | | |
| Fall | | |
| BA Major Elective | | 3 |
| Applied Course | | 3 |
| Theory Course | | 3 |
| ENVS 401 | Sustainable Systems - Natural Science Perspectives | 3 |
| Hours | | 12 |
| Spring | | |
| Research Methods | | 3 |
| ENVS 402 | Sustainable Systems - Social Science Perspectives | 3 |
| Hours | | 6 |
| Fifth Year | | |
| Fall | | |
| ENVS 480 | Introduction to Geographic Information Systems | 3 |

| | | |
|--------------------|---------------------------|-----------|
| ENVS 481 | Advanced GIS Applications | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Spring | | |
| ENVS 482 | Remote Sensing | 3 |
| MS Major Elective | | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Total Hours | | 64 |

With MS Sustainable Assessment and Planning Track

| Course | Title | Hours |
|-------------------------|--|-----------|
| First Year | | |
| Fall | | |
| COMM 175 | Introduction to Communication | 3 |
| Hours | | 3 |
| Spring | | |
| COMM 200 | Digital Communication and Society | 3 |
| Hours | | 3 |
| Second Year | | |
| Fall | | |
| COMM 215 or COMM 360 | Ethics & Communication or Digital Media Ethics | 3 |
| COMM 220 or COMM 268 | Introduction to Rhetoric or Persuasion | 3 |
| Hours | | 6 |
| Spring | | |
| BA Major Elective | | 3 |
| Hours | | 3 |
| Third Year | | |
| Fall | | |
| COMM 100 | SOC Career Prep Seminar | 1 |
| COMM 230 | Argumentation & Advocacy | 3 |
| Theory Course | | 3 |
| Hours | | 7 |
| Spring | | |
| Applied Course | | 3 |
| BA Major Elective | | 3 |
| Hours | | 6 |
| Fourth Year | | |
| Fall | | |
| BA Major Elective | | 3 |
| Applied Course | | 3 |
| Theory Course | | 3 |
| ENVS 401 | Sustainable Systems - Natural Science Perspectives | 3 |
| Hours | | 12 |
| Spring | | |
| Research Methods | | 3 |
| ENVS 402 | Sustainable Systems - Social Science Perspectives | 3 |
| Hours | | 6 |

Fifth Year

| | | |
|--------------------|---|-----------|
| Fall | | |
| ENVS 451 | Introduction to Sustainability Concepts & Impacts | 3 |
| ENVS 452 | Sustainability Assessment & Reporting I | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Spring | | |
| ENVS 453 | Sustainability Assessment & Reporting II | 3 |
| ENVS 454 | Sustainability Plan Development & Reporting | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Total Hours | | 64 |

With MS Sustainable Business

| Course | Title | Hours |
|-------------------------|--|-----------|
| First Year | | |
| Fall | | |
| COMM 175 | Introduction to Communication | 3 |
| Hours | | 3 |
| Spring | | |
| COMM 200 | Digital Communication and Society | 3 |
| Hours | | 3 |
| Second Year | | |
| Fall | | |
| COMM 215 or COMM 360 | Ethics & Communication or Digital Media Ethics | 3 |
| COMM 220 or COMM 268 | Introduction to Rhetoric or Persuasion | 3 |
| Hours | | 6 |
| Spring | | |
| BA Major Elective | | 3 |
| Hours | | 3 |
| Third Year | | |
| Fall | | |
| COMM 100 | SOC Career Prep Seminar | 1 |
| COMM 230 | Argumentation & Advocacy | 3 |
| Theory Course | | 3 |
| Hours | | 7 |
| Spring | | |
| Applied Course | | 3 |
| BA Major Elective | | 3 |
| Hours | | 6 |
| Fourth Year | | |
| Fall | | |
| BA Major Elective | | 3 |
| Applied Course | | 3 |
| Theory Course | | 3 |
| ENVS 401 | Sustainable Systems - Natural Science Perspectives | 3 |
| Hours | | 12 |

| | | |
|--------------------|---|-----------|
| Spring | | |
| Research Methods | | 3 |
| ENVS 402 | Sustainable Systems - Social Science Perspectives | 3 |
| Hours | | 6 |
| Fifth Year | | |
| Fall | | |
| ENVS 433 | Introduction to the Circular Economy | 3 |
| ENVS 435 | Ecological Economics | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Spring | | |
| ENVS 436 | Design for Circular & Sustainable Business | 3 |
| ENVS 463 | Sustainable Business Management | 3 |
| MS Major Elective | | 3 |
| Hours | | 9 |
| Total Hours | | 64 |

Guidelines for Accelerated Bachelor's/ Master's Programs

Terms

- **Accelerated Bachelor's/Master's programs:** In this type of program, students share limited credits between their undergraduate and graduate degrees to facilitate completion of both degrees.
- **Shared credits:** Graduate level credit hours taken during the undergraduate program and then applied towards graduate program requirements will be referred to as Shared credits.

Admission Requirements

Accelerated Bachelor's/Master's programs are designed to enhance opportunities for advanced training for Loyola's undergraduates. Admission to these programs must be competitive and will depend upon a positive review of credentials by the program's admissions committee. Accordingly, the admission requirements for these programs may be higher than those required if the master's degree were pursued entirely after the receipt of a bachelor's degree. That is, programs may choose to have more stringent admissions requirements in addition to those minimal requirements below.

Requirements:

- Declared appropriate undergraduate major,
- By the time students begin taking graduate courses as an undergraduate, the student has completed approximately 90 credit hours, or the credit hours required in a program that is accredited by a specialty organization,¹
- A minimum cumulative GPA for coursework at Loyola that is at or above the program-specific requirements, a minimum major GPA that is at or above the program-specific requirements, and/or appropriate designated coursework for evaluation of student readiness in their discipline.²

Students not eligible for the Accelerated Bachelor's/Master's program (e.g., students who have not declared the appropriate undergraduate major) may apply to the master's program through the regular admissions process. Students enrolled in an Accelerated Bachelor's/Master's

program who choose not to continue to the master's degree program upon completion of the bachelor's degree will face no consequences.³

Ideally, a student will apply for admission (or confirm interest in proceeding towards the graduate degree in opt-out programs) as they approach 90 credit hours. Programs are encouraged to begin advising students early in their major so that they are aware of the program and, if interested, can complete their bachelor's degree requirements in a way that facilitates completion of the program. Once admitted as an undergraduate, Program Directors should ensure that students are enrolled using the plan code associated with the Accelerated Bachelor's/Master's program. Using the plan code associated with the Accelerated Bachelor's/Master's program will ensure that students may be easily identified as they move through the program. Students will not officially matriculate into the master's degree program and be labeled as a graduate student by the university, with accompanying changes to tuition and Financial Aid (see below), until the undergraduate degree has been awarded. Once admitted to the graduate program, students must meet the academic standing requirements of their graduate program as they complete the program curriculum.

- ¹ Programs that have specialized accreditation will adhere to the admissions criteria provided by, or approved by, their specialized accreditors.
- ² The program will identify appropriate indicators of student readiness for graduate coursework (e.g., high-level performance in 300 level courses). Recognizing differences between how majors are designed, we do not specify a blanket requirement.
- ³ If students choose not to enroll in the Accelerated Bachelor's/Master's program, they still must complete all of the standard requirements associated with the undergraduate degree (e.g., a capstone).

Curriculum

Level and progression of courses. The Accelerated Bachelor's/Master's programs are designed to be competitive and attractive to our most capable students. Students admitted to Accelerated Bachelor's/Master's programs should be capable of meeting graduate level learning outcomes. Following guidance from the Higher Learning Commission, only courses taken at the 400 level or higher (including 300/400 level courses taken at the 400 level) will count toward the graduate program.^{1,2} Up to 50% of the total graduate level credit hours, required in the graduate program, may come from 300/400 level courses where the student is enrolled in the 400 level of the course. Further, at least 50% of the credit hours for the graduate program must come from courses that are designed for and restricted to graduate students who have been admitted to a graduate program at Loyola (e.g., enrolled in plan code that indicates the Accelerated Bachelor's/Master's program, typically ending with the letter "D").³

In general, graduate level coursework should not be taken prior to admission into the Accelerated Bachelor's/Master's program. Exceptions may be granted for professional programs where curriculum for the Accelerated Bachelor's/Master's program is designed to begin earlier. On the recommendation of the program's Graduate Director, students may take one of their graduate level courses before they are admitted to the Accelerated Bachelor's/Master's program if they have advanced abilities in their discipline and course offerings warrant such an exception.⁴ Undergraduate degree requirements outside of the major are in no way impacted by admission to an Accelerated Bachelor's/Master's program.⁵

Shared credits. Undergraduate courses (i.e., courses offered at the 300 level or below) cannot be counted as shared credits nor count towards

the master's degree. Up to 50% of the total graduate level credit hours, required in the graduate program, may be counted in meeting both the undergraduate and graduate degree requirements. Of those shared credits, students in an Accelerated Bachelor's/Master's program should begin their graduate program with the standard introductory course(s) for the program whenever possible. So that students may progress through the Accelerated Bachelor's/Master's program in a timely manner, undergraduate programs are encouraged to design their curriculum such that a student can complete some required graduate credit hours while completing the undergraduate degree. For instance, some of the graduate curriculum should also satisfy electives for the undergraduate major.

The program's Graduate Director will designate credit hours to be shared through the advising form and master's degree conferral review process. Shared credit hours will not be marked on the undergraduate record as having a special status in the undergraduate program. They will be included in the student's undergraduate earned hours and GPA. Graduate credit hours taken during the undergraduate program will not be included in the graduate GPA calculation.

¹ If students wish to transfer credits from another university to Loyola University Chicago, the program's Graduate director will review the relevant syllabus(es) to determine whether it meets the criteria for a 400 level course or higher.

² Programs with specialized accreditation requirements that allow programs to offer graduate curriculum to undergraduate students will conform to those specialized accreditation requirements.

³ In rare cases, the Graduate Director may authorize enrollment in a 400-level course for a highly qualified and highly motivated undergraduate, ensuring that the undergraduate's exceptional participation in the graduate class will not diminish in any way the experience of the graduate students regularly enrolled.

⁴ For example, if a particular course is only offered once every 2-3 years, and a student has demonstrated the necessary ability to be successful, the Graduate Director may allow a student to take a graduate level course to be shared prior to the student being formally admitted to the graduate program. See, also, footnote 4.

⁵ Students should not, for example, attempt to negotiate themselves out of a writing intensive requirement on the basis of admission to a graduate program.

4. Exemplify the values of environmental and social justice through actions to care for our common home and one another.

Graduation

Degrees are awarded sequentially. All details of undergraduate commencement are handled in the ordinary way as for all students in the School/College/Institute. Once in the graduate program, students abide by the graduation deadlines set forth by the graduate program. Students in these programs must be continuously enrolled from undergraduate to graduate degree program unless given explicit permission by their program for a gap year or approved leave of absence.

SES Shared Learning Outcomes

All SES majors share the following Program Learning Objectives, in addition to their unique major-specific Program Learning Objectives:

1. Articulate the foundational principles of natural and social sciences and humanities essential to solving environmental problems.
2. Critically evaluate the accuracy and credibility of information relating to environmental topics.
3. Employ knowledge and skills to design and implement solutions that contribute to a just and sustainable world.