

SPECIAL EDUCATION/ INTERNATIONAL AFFAIRS (BSED/MA)

The growing interconnectedness of the world's almost 200 countries, termed globalization, and the rising impacts of foreign affairs on our daily lives increasingly require individuals with advanced knowledge of International Affairs. The Accelerated BSEd/MA in Special Education and International Affairs allows students to explore global problems and interactions from an interdisciplinary perspective that makes use of eight Arts and Sciences academic departments and four additional colleges. Students will have the flexibility to tailor their program to fit their individual interests. Students can fulfill a capstone experience by participating in an internship, taking a study abroad class, writing a paper for publication, or writing a master's thesis.

Loyola University Chicago and the City of Chicago together serve as the ideal location for an MA in International Affairs: Loyola embodies a long commitment to interdisciplinary education; and Chicago is consistently ranked as one of the top ten global cities in the world. The program offers a unique urban setting for students interested in the advanced study of International Affairs.

The majority of full-time students are expected to finish the program in 5 years, as opposed to the six years if both programs are pursued separately. Undergraduate students from participating programs at Loyola will be able to pursue an accelerated BSEd/MA in Special Education and International Affairs.

Students will also be able to take graduate courses in the School of Communication, the School of Education (International Education), the School of Law, Parkinson School of Health Sciences and Public Health, Quinlan School of Business, and the School of Social Work.

CURRICULUM

For the BSEd, students will complete requirements for the Bachelor's degree, and graduate level courses may be used as electives. For the MA, students will take a total of ten classes (30 credit hours) to complete the program: Four required core classes, including a capstone experience, and an additional six elective classes, with no more than three offered by a single department in the College of Arts & Sciences or another School at Loyola.

According to Graduate School guidelines, undergraduate students admitted to an accelerated BSEd/MA program will be able to apply up to 12 semester hours (four classes) earned toward the Bachelor's degree to satisfy the 30 semester hours (ten courses) required for the MA in International Affairs. The 12 hours must be 400- or 500-level graduate-level courses that they take in their senior year.

Required Core Classes: All students will take the following four International Affairs classes. These core courses, which will be offered on an annual basis, are designed to provide entering students from a variety of interdisciplinary backgrounds with a common experience in research methods, an introduction to comparative political systems and international relations, and a capstone experience.

| Code | Title | Hours |
|---|---|-------|
| BSEd Requirements | | |
| CIEP 104 | Mathematics for Teachers I | 3 |
| CIEP 206 | Children's Literature | 3 |
| CIEP 332 | School Wide Applications | 3 |
| CIEP 359 | Teaching Reading | 3 |
| ELPS 219 | American Education | 3 |
| ELPS 302 | Philosophy of Education | 3 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| TLSC 260 | Typical and A-Typical Development | 2 |
| TLSC 261 | Significant Disabilities and Life Planning | 2 |
| TLSC 262 | Assistive and Adaptive Technology | 2 |
| TLSC 263 | Transition Planning | 2 |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Environment to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design & Implement Rigorous & Relevant Instruction & Assessment: Teaching Perform Assessment Prep | 3 |
| TLSC 380 | Teaching, Learning and Leading with Schools and Communities Internship: Student Teaching | 12 |
| Optional Courses | | |
| TLSC 231 | Integrated Teaching/Learning Science & Writing in Elementary Grades | |
| TLSC 232 | Integrated Teaching/Learning Social Studies & Writing in Elementary Grades | |
| International Affairs MA Requirement | | |
| Core | | |
| INTA 420 | Comparative Political Systems | 3 |
| INTA 430 | Theories of International Politics | 3 |
| INTA 475 | Political Analysis I | 3 |
| Capstone Experience | | |
| Select one of the following: | | |
| INTA 470 | Fieldwork in PLSC-Internship | |

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|-------------------------------|-------------------|-----------|
| PLSC 499 | Directed Readings | |
| PLSC 605 | Master's Study | |
| Electives ¹ | | 18 |

In addition to the four core classes, students will take an additional six elective courses, with no more than three offered by a single department in the College of Arts and Sciences or another School at Loyola. The core INTA courses in Political Science do not count toward this three-course total, and thus a student may take three Political Science courses in addition to the three core (required) courses.

Total Hours 100

¹ Two Graduate-level International Affairs courses must be taken Senior Year. These courses can count as major electives or general electives. These two courses double-count for International Affairs MA requirements.

All of Loyola's Bachelor of Science in Education (BSEd) degrees use the Teaching, Learning, and Leading with Schools and Communities (TLLSC) curriculum as its foundation. It's an approach that will help you stand out when you're searching for your first job.

The TLLSC curriculum focuses on hands-on learning. Your studies will be built around four Cornerstones—partnering with schools and communities, classroom diversity, ongoing classroom experience, and participating in professional learning communities.

As you learn and grow, you'll progress through the three Phases (<https://www.luc.edu/education/academics/areasofstudy/teachinglearningandleadingwithschoolsandcommunities/bsedprogramphases/>) of the program. These phases will guide you through a comprehensive experience that will prepare you to make a difference with learners in diverse settings.

List of International Affairs MA Elective Courses

The participating programs that will contribute classes include: Global Studies, History, Philosophy, Political Science, Psychology, Sociology, and Theology, Criminal Justice & Criminology, as well as the Schools of Communication, Education, Business, Law, Health Sciences and Public Health, and Social Work.

Please note that the courses listed might not be offered every year and new courses may be added to this list (<https://www.luc.edu/politicalscience/maia/electivecourses/>). Students should talk with the Graduate Program Director if they want to take a course that is not on the list of elective courses (<https://www.luc.edu/politicalscience/maia/electivecourses/>) to see whether the course can serve as an elective.

College of Arts and Sciences

| Code | Title | Hours |
|--|--|-------|
| Criminal Justice and Criminology Department | | |
| CJC 416 | International Criminal Justice | 3 |
| <i>Methods Courses</i> | | |
| CJC 403 | Program Evaluation and Research | 3 |
| CJC 404 | Applied Data Analysis and Interpretation | 4 |
| History Department | | |
| HIST 441 | Women's & Gender History: Europe | 3 |
| HIST 459 | Environmental History | 3 |
| HIST 464 | Transnational Urban History | 3 |

| <i>Methods Courses</i> | | |
|------------------------|-----------------------------------|---|
| HIST 483 | Oral History: Method and Practice | 3 |

Modern Languages and Literatures Department

Language Research Tool: Although there is no language requirement, students interested in honing their foreign language skills will have the option of taking a 400-level language course (i.e., a course beyond 101, 102, 103, and 104), and having that course count as one of the six elective courses. Current language possibilities offered at Loyola include Chinese, French, German, Italian, and Spanish.

MLL also offers graduate-level courses in Spanish as part of their master's degree in Spanish. These courses are as follows and would be open only to interested students with advanced writing, speaking, and reading skills in Spanish. These courses are as follows:

| | | |
|----------|---|---|
| SPAN 405 | Critical Methods (pan-Hispanic world) | 3 |
| SPAN 490 | Hispanic Culture & Civilization (Latin American film, with a focus on human rights) | 3 |

Philosophy Department

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|----------|--|---|
| PHIL 459 | Philosophy of Law | 3 |
| PHIL 463 | Virtue Ethics (includes non-Western philosophy) | 3 |
| PHIL TBD | Critical Race Theory (originally taught as a "special topics" course; is being turned into a permanent course) | |
| PHIL 480 | Social & Political Philosophy (focuses on global development on a regular basis) | 3 |

| <i>Methods Courses</i> | | |
|------------------------|---------------------------|---|
| PHIL 400 | Philosophy Research Tools | 3 |

Political Science Department

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|----------|-------------------------------------|---|
| PLSC 421 | Democratic Political Systems | 3 |
| PLSC 422 | Authoritarian Political Systems | 3 |
| PLSC 431 | Formulation US Foreign Policy | 3 |
| PLSC 432 | Comparative Foreign Policy Analysis | 3 |
| PLSC 433 | International Organization | 3 |
| PLSC 435 | International Political Economics | 3 |
| PLSC 436 | International Conflict | 3 |

| <i>Methods Courses</i> | | |
|------------------------|-----------------------------------|---|
| PLSC 401 | Intro to Research Design & Method | 3 |
| PLSC 476 | Political Analysis II | 3 |

Psychology Department

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|----------|------------------------------------|---|
| PSYC 460 | Social Psychological Theory | 3 |
| PSYC 461 | Attitude and Attitude Change | 3 |
| PSYC 474 | Research in Group Dynamics | 3 |
| PSYC 484 | Prejudice and Intergroup Relations | 3 |

| <i>Methods Courses</i> | | |
|------------------------|-------------------------------|---|
| PSYC 486 | Methods of Program Evaluation | 3 |

Sociology Department

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|----------|-----------------------|---|
| SOCL 418 | Demography | 3 |
| SOCL 423 | Social Movements | 3 |
| SOCL 426 | Sociology of Gender | 3 |
| SOCL 441 | Sociology of Religion | 3 |
| SOCL 447 | Sociology of Culture | 3 |
| SOCL 461 | Race & Ethnicity | 3 |

| <i>Methods Courses</i> | | |
|------------------------|--|---|
| SOCL 410 | Logic of Sociological Inquiry | 3 |
| SOCL 412 | Qualitative Methods in Social Research | 3 |

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|----------------------------|--|------|
| SOCL 414 | Statistical Methods Analysis I | 3 |
| SOCL 415 | Statistical Methods of Analysis II | 3 |
| Theology Department | | |
| THEO 459 | Contemporary Theology | 1-12 |
| THEO 460 | Seminar in History of Theology | 1-12 |
| THEO 464 | Religion & Politics in Christian History | 3 |
| THEO 470 | Foundations Critical Issues Theological Ethics | 1-12 |
| THEO 480 | Seminar in Christian Ethics | 1-12 |

School of Education (International Education)

| Code | Title | Hours |
|----------|---|-------|
| ELPS 405 | Introduction to Educational Policy Analysis | 3 |
| ELPS 448 | International Higher Education | 3 |
| ELPS 455 | Comparative Education | 3 |
| ELPS 540 | Seminar in the History of Education | 3 |
| ELPS 550 | Seminar on Globalization and Education | 3 |
| ELPS 555 | Seminar Comparative Education | 3 |

School of Communication

| Code | Title | Hours |
|----------|---|-------|
| COMM 401 | Foundations of Global Strategic Communication | 3 |
| COMM 402 | Organizational Leadership and Change Management | 3 |
| COMM 422 | Global and Multicultural Audiences and Stakeholders | 3 |

School of Social Work

| Code | Title | Hours |
|----------|---|-------|
| SOWK 502 | Power, Oppression, Privilege, and Social Justice | 3 |
| SOWK 654 | Global Social Work: Reflective Practice for Justice and Peace | 3 |
| SOWK 730 | Immigration Dynamics and U.S. Social Policy | 3 |
| SOWK 731 | Social Work Practice with Refugees and Immigrants | 3 |
| SOWK 732 | Migration, Social Justice, and Human Rights | 3 |
| SOWK 733 | North American Migration Dynamics, Challenges & Opportunity | 1-3 |

School of Law

| Code | Title | Hours |
|---------|---|-------|
| LAW 137 | International Arbitration: Public and Private ¹ | 2-3 |
| LAW 274 | International Arbitration | 1 |
| LAW 371 | International Business Trans ¹ | 1-3 |
| LAW 381 | International Arbitration Workshop | 1 |
| LAW 388 | Global Access to Medicine: A Patent Perspective | 2 |
| LAW 459 | Intro to English Legal Profession | 1 |
| LAW 527 | International Arbitration Oral Advocacy | 1 |
| LAW 537 | Human Rights in the Global Economy | 2 |
| LAW 197 | Advanced Business Organizations including a Comparative Perspective | 2 |
| LAW 118 | International Art Law | 1 |
| LAW 176 | International Trade Law ¹ | 1-3 |
| LAW 195 | International and Comparative Antitrust | 2 |
| LAW 305 | Global Law Seminar and Field Study | 3 |
| LAW 338 | U.S. Foreign Trade and Customs Law | 2 |

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|---------|---------------------------------|-----|
| LAW 372 | International Law and Practice | 3 |
| LAW 462 | Transnational Law | 2 |
| LAW 568 | European Union Law ¹ | 1-3 |

¹ Explanatory note about 1, 2, 3, and variable credit hour courses from the School of Law: "For the law courses showing a range of hours (e.g., 1-3 credit hours), students have the option to choose the number of credits for enrollment within the range. For students opting for the higher credits (i.e., enrollment in 3 credit hours rather than 1 credit hour would require additional assignments and/or an examination). If the MA students in these courses need to be enrolled in 3 credit hours, the following notation can be included with the course listing: 'MA students must choose the 3 credit option for enrollment in this course.'" Please note that courses to be included in this MA program will require students choosing the 3-credit option.

School of Law - Classes Offered at the John Felice Rome Center

| Code | Title | Hours |
|----------|---|-------|
| PLAW 101 | Comparative and Ethical Lawyering for the Rule of Law | 3 |
| PLAW 102 | History, Theory and Practice of Rule of Law for Development | 3 |
| PLAW 103 | Theory and Practice of Assessments in Rule of Law Advising | 2 |
| PLAW 104 | International Development Architecture | 3 |
| PLAW 105 | Sustainable Development Through International Commerce and Investment | 2 |
| PLAW 106 | Design of Rule of Law Programs and Proposal Preparation | 2 |
| PLAW 107 | Rule of Law in Conflict Prevention and Peacebuilding | 2 |
| PLAW 108 | Legal Systems and Methods | 3 |
| PLAW 250 | Research and Writing on the Rule of Law | 3 |
| PLAW 907 | Rule of Law Project Management, Monitoring & Evaluation | 3 |

Parkinson School of Health Sciences and Public Health

| Code | Title | Hours |
|----------|---|-------|
| MPBH 400 | Determinants of Population Health | 3 |
| MPBH 414 | Introduction to Global Health | 3 |
| MPBH 417 | Global Maternal & Child Health | 3 |
| MPBH 422 | Population Health Planning & Management | 3 |
| MPBH 424 | Health Economics and Healthcare Financing | 3 |
| MPBH 432 | Health Impact Assessment | 3 |

Quinlan School of Business

| Code | Title | Hours |
|----------|------------------------------------|-------|
| ECON 424 | International Business Economics | 3 |
| FINC 455 | International Financial Management | 3 |
| HRER 422 | Global HR Management | 3 |
| HRER 502 | Global Employment Relations | 3 |
| MARK 465 | International Marketing | 3 |
| MARK 461 | Research Methods in Marketing | 3 |
| MGMT 446 | International Business Ethics | 3 |
| SCMG 486 | Global Logistics | 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.

| Course | Title | Hours |
|---|--|-----------|
| Year One | | |
| Fall | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 110 | The Profession and Our Program (TLLSC) | 1 |
| TLSC 120 | Bringing Language, Learning & Development Theory into Practice | 2 |
| TLSC 130 | Sequence One: 130 Community Immersion | 1 |
| UCWR 110 | Writing Responsibly | 3 |
| UNIV 101 | First Year Seminar | 1 |
| CORE | Scientific Literacy Tier I | 3 |
| CORE | Literary Knowledge & Experience Tier II | 3 |
| Submit all required documentation and background check prior to program entry | | |
| Hours | | 14 |
| Spring | | |
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 140 | Teaching, Learning and Leading for Social Justice | 1 |
| TLSC 150 | Constructive Learning Environments For Diverse Students | 1 |
| TLSC 160 | Analyzing Culturally-Responsive Classroom Instruction | 1 |
| CIEP 104 | Mathematics for Teachers I | 3 |
| CIEP 206 | Children's Literature | 3 |
| CORE | Artistic Knowledge | 3 |
| CORE | Historical Knowledge Tier II | 3 |
| Hours | | 16 |
| Year Two | | |
| Fall | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 210 | Educational Policy For Diverse Students | 2 |
| TLSC 221 | Individualized Instruction and Assessment for Diverse Learners | 2 |
| TLSC 222 | Authentic Assessment and Instruction for Bilingual Learners | 2 |
| ELPS 219 | American Education | 3 |
| CORE | Theological & Religious Studies Tier I | 3 |
| CORE | Societal & Cultural Knowledge Tier I | 3 |
| Hours | | 15 |
| Spring | | |
| TLSC 300B | Professional Learning Communities (SPED) | 1 |
| CIEP 359 | Teaching Reading | 3 |
| TLSC 231 | Integrated Teaching/Learning Science & Writing in Elementary Grades | 3 |
| TLSC 232 | Integrated Teaching/Learning Social Studies & Writing in Elementary Grades | 3 |

| | | |
|---|---|-----------|
| TLSC 260 | Typical and A-Typical Development | 2 |
| TLSC 261 | Significant Disabilities and Life Planning | 2 |
| TLSC 262 | Assistive and Adaptive Technology | 2 |
| TLSC 263 | Transition Planning | 2 |
| Candidates seeking an endorsement in Elementary Education should take the Elementary Content Area Test through the IL Licensure Testing Service | | |
| Hours | | 18 |
| Year Three | | |
| Fall | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 310 | Language and Literacy for Diverse Students | 2 |
| TLSC 320 | Using Classroom Data in a Collaborative Environment to Advance Student Achievement | 2 |
| TLSC 330 | Discipline-Specific Literacy for Diverse Students | 2 |
| CORE | Philosophical Knowledge Tier I | 3 |
| PLSC 101 | American Politics | 3 |
| ELECTIVE | General Elective | |
| Apply for One-Year Internship by October 1 | | |
| Hours | | 12 |
| Spring | | |
| TLSC 300B | Professional Learning Communities | 1 |
| TLSC 340 | Teaching and Learning in an Area of Specialization | 2 |
| TLSC 350 | Teaching and Learning with a Global Framework | 4 |
| PHYS 101 | Liberal Arts Physics (Tier II Scientific) | 3 |
| CORE | Theological and Religious Studies Tier II | 3 |
| CORE | Ethics | 3 |
| Take the Content Area Test for Learning Behavior Specialist I (#290). Register through the IL Licensure Testing Service | | |
| As an alternative to #290, you may take both #155 and #163 until these tests retire in 2023. | | |
| Hours | | 16 |
| Year Four | | |
| Fall | | |
| TLSC 300A | Professional Learning Communities | 0 |
| TLSC 360 | Developing Rigorous and Relevant Instruction & Assessment | 3 |
| TLSC 370 | Design & Implement Rigorous & Relevant Instruction & Assessment: Teaching Perform Assessment Prep | 3 |
| ELPS 302 | Philosophy of Education | 3 |
| CIEP 332 | School Wide Applications | 3 |
| Apply for May Graduation in LOCUS by October 1 | | |
| Register for Educational Teacher Performance Assessment (edTPA) through Pearson Inc. | | |
| Two (2) International Affairs Courses ¹ | | 6 |
| Hours | | 18 |
| Spring | | |
| TLSC 300B | Professional Learning Communities | 1 |

| | | |
|--|--|------------|
| TLSC 380 | Teaching, Learning and Leading with Schools and Communities Internship: Student Teaching | 12 |
| Must have passed any Content Area Tests prior to Sequence 8 Student Teaching | | |
| Must pass edTPA | | |
| Two (2) International Affairs Courses ¹ | | 6 |
| Hours | | 19 |
| Year Five | | |
| Fall | | |
| Three (3) International Affairs Courses ¹ | | 9 |
| Hours | | 9 |
| Spring | | |
| Three (3) International Affairs Courses ¹ | | 9 |
| Hours | | 9 |
| Total Hours | | 146 |

¹ Students are expected to take two graduate-level courses in each semester of their senior year and a total of six graduate-level courses in their fifth year. There is no required course sequence, but we strongly suggest that students first take the required courses (PLSC 420 Comparative Political Systems, PLSC 430 Theories of International Politics, and PLSC 475 Political Analysis I) whenever they are offered before taking elective courses.

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 Bachelors/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.

- a foundation for understanding and critiquing research related to International Affairs, including methods training that leverages both qualitative and quantitative data
- knowledge of the principal theories of comparative politics and international relations, as well as the key areas of research in these two subfields
- an interdisciplinary understanding and appreciation of International Affairs through coursework available within eight different departments in the College of Arts and Sciences and four additional Schools at Loyola
- enhanced writing and critical thinking skills and dispositions through class-based projects and a capstone experience
- strengthened methods, research, or writing skills tailored to students interests with advanced methods courses, language training, or the writing of a master's thesis.

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.

LEARNING OUTCOMES

Students will graduate from our program having achieved: