



# LORAS COLLEGE™

1450 ALTA VISTA STREET  
DUBUQUE, IOWA 52001  
Telephone: 563-588-7100 or call 1-800-24-LORAS

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

## GRADUATE BULLETIN 2019-2020

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

# LORAS COLLEGE ACADEMIC CALENDAR

Current calendars, including summer terms, are available online at:

<https://lorasedu.sharepoint.com/Academics/IQ>

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## ACCREDITATION AND INSTITUTIONAL MEMBERSHIPS

Loras College is accredited by the Higher Learning Commission. In addition to regional accreditation, a number of specific academic programs are accredited through external professional organizations. The undergraduate Teacher Education Program is accredited by the Iowa Department of Education. The Council on Social Work Education has accredited the social work major at the baccalaureate level. The Commission on Accreditation of Athletic Training Education (CAATE) has accredited the undergraduate and graduate athletic training programs and the Engineering program is accredited by the Engineering Accreditation Commission of ABET. Loras College is also on the list of colleges approved by the Association of American Universities.

Loras holds membership in the following professional associations:

### **American Association of Catholic Colleges & Universities**

1 Dupont Circle, Suite 650  
Washington, DC 20036  
<http://www.accunet.org/>  
Telephone: (202) 457-0650  
Fax: (202) 728-0977

### **Council of Independent Colleges**

One Dupont Circle, N.W., Suite 320  
Washington, DC 20036-1142  
<http://www.cic.edu/>  
Telephone: (202) 466-7230  
Fax: (202) 466-7238

### **The Higher Learning Commission**

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604-1413  
<http://www.higherlearningcommission.org/>  
Phone: (800) 621-7440 / (312) 263-0456  
Fax: (312) 263-7462

### **Iowa Academy of Science**

175 Baker Hall - UNI  
Cedar Falls, IA 50614-0508  
Phone: 319-273-2021  
Fax: 319-273-2807  
Email: [iascience@uni.edu](mailto:iascience@uni.edu)

### **Iowa Association of Colleges for Teacher Education**

Deanna Stoube, President 2018-2019  
St. Ambrose University  
<http://iowacte.org/>  
Email: [stoubedeannam@sau.edu](mailto:stoubedeannam@sau.edu)

**Iowa Association of Independent Colleges & Universities**

505 5th Avenue, Suite 1030  
Des Moines, IA 50309  
<http://www.iaicu-icf.edu/>  
Telephone: (515) 282-3175  
Fax: (515) 282-9508

**Iowa College Foundation**

505 5th Avenue, Suite 1034  
Des Moines, IA 50309  
<http://www.iowacollegefoundation.org/>  
Telephone: (515) 282-0473  
Fax: (515) 282-9508

**National Association of Independent Colleges & Universities**

1025 Connecticut Avenue, N.W., Suite 700  
Washington, D.C. 20036-5405  
<http://www.naicu.edu/>  
Telephone: (202) 785-8866  
Fax: (202) 835-0003

**GENERAL INFORMATION****MISSION**

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

**VISION**

Inspired by the Catholic intellectual tradition and rooted in the transformative power of learning, Loras enriches lives and serves humanity.

**VALUES**

The Loras College community embraces core values that define the way we work, behave and relate with others.

- Truth: We are dedicated to the pursuit and communication of truth. We rely on the integrity of each individual to create a community that engages freely and creatively in the search for truth and grapples joyfully with intellectual and moral issues.
- Respect: We cherish and treat each person as an individual created in the image and likeness of God. We value the dignity, diversity and uniqueness of each person.
- Responsibility: Individuals are responsible for their own actions and for the common good.
- Excellence: We strive for excellence in teaching and in every other aspect of the Loras experience.
- Service: We encourage each member of the Loras community to serve others in an extraordinary way.

## **DISPOSITIONS**

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

## **HISTORY OF THE COLLEGE**

Loras College is located on a campus of approximately sixty acres on one of Dubuque's highest hills, overlooking the Mississippi River at the junction of the states of Iowa, Illinois and Wisconsin. The picturesque city of Dubuque traces its origins to the days of Julien Dubuque, a French-Canadian miner, who worked the lead mines of the area together with the Native Americans from 1783 until his death in 1810. The campus is situated in a residential district, ten blocks from the center of the downtown area. Loras College was founded in 1839 by the Most Reverend Mathias Loras, first bishop of Dubuque. From this time of its founding until 1934, the college devoted its faculty and facilities to its undergraduate program leading to the bachelor's degree. From 1934 until 1963, the Catholic University of America conducted a Midwest Branch of graduate studies on the Loras campus. Loras College furnished the facilities and was financially responsible for the program while the Catholic University of America controlled and staffed the program and granted the degrees. The program, leading to the Master of Arts degree, was undertaken in response to the growing need for study beyond the baccalaureate degree in the usual academic disciplines and in the fields of study not usually included in an undergraduate curriculum.

In 1963 the Catholic University of America discontinued its branch programs. Realizing the need in the locale for study beyond the baccalaureate degree, Loras decided to continue the graduate program in the same fields in which the Catholic University had conducted graduate studies.

Loras College Graduate Programs are accredited by the Higher Learning Commission of Colleges and Schools. The Iowa State Department of Education has granted approval to all graduate practitioner endorsement programs at Loras College. The Loras College Athletic Training program is accredited through the Commission on Accreditation of Athletic Training Education (CAATE) through the 2028-2029 academic year. The program's status is in good standing with the CAATE.

The Graduate Program offers graduate courses on the Loras campus in the evening and during the summer, as well as hybrid programs throughout the year. In addition to students enrolled in degree programs, the Graduate Program offers non-degree and licensure coursework for students who do not intend to obtain a degree, but who wish graduate study for personal and professional development.



## **NOTICE TO STUDENTS SEEKING GRADUATE CREDIT**

A student wishing to receive graduate credit from Loras College must be admitted to their intended program of study as either a degree-seeking student or as a graduate special (non-degree seeking) student. The admission process needs to be completed prior to the start of the semester in which the student wishes to take the first graduate course. Only admitted students are allowed to receive graduate credit. A degree-seeking student who is unable to complete the paperwork prior to the start of classes may be admitted as a graduate special (non-degree seeking) student.

## **BULLETIN RIGHTS**

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

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

## **GENERAL REQUIREMENTS FOR ADMISSION TO DEGREE STUDY**

Students desiring admission to a graduate program as a degree-seeking student must submit the following materials to the Director of Admission for Graduate and Postbaccalaureate Programs:

1. Completed online application for admission to the graduate program
2. Official transcripts from each undergraduate and graduate institution attended
3. Three (3) recommendations (only 2 recommendations are required for MBA and Athletic Training programs)
4. Personal Statement of Intent
5. Professional résumé (not required for Athletic Training)
6. Observation Hour Log (only required for Athletic Training)

In general, to be eligible for admission to study as a degree-seeking student the applicant must meet the following requirements:

1. A bachelor's degree from an institution that is regionally accredited.
2. A minimum cumulative undergraduate grade point average of 2.75 on a 4.0 scale (3.0 minimum cumulative undergraduate GPA required for Athletic Training).  
(Only the graduate grade point average will be considered for those who have completed at least 12 graduate credits.)
3. Completion of at least 9 credits (for Counseling and General Psychology)/12 credits (for School Counseling) in the behavioral sciences; completion of 10 specific science prerequisite course requirements (for Athletic Training).

After all application materials are submitted and reviewed, the student may be contacted regarding scheduling an interview. The decision on the application for admission to study is made by the director of the program to which the student has applied. The Director of Admission for Graduate and Postbaccalaureate Programs notifies the applicant regarding the program's

decision. Upon acceptance, students are required to pay a confirmation deposit of \$100, which will be applied to their tuition. This deposit secures their spot in their respective program and allows them to register for courses.

For the Counseling, General Psychology, and School Counseling programs, admission to study in the graduate program is not the equivalent of being accepted as a candidate for an advanced degree. Admission to candidacy must be earned through preliminary coursework successfully completed in the individual program (see requirements for Admission to Candidacy). Students seeking admission to candidacy after completing 12 graduate credits must have a cumulative grade point average of 3.0.

## **FINANCIAL AID ELIGIBILITY**

To qualify for financial aid, graduate students must be enrolled as degree-seeking students on at least a half-time basis (3 credit hours per term). Please note that financial aid is not available to Graduate Certificate in Business Analytics students. Eligibility for loans requires United States citizenship or permanent resident status. Graduate students may be eligible for \$20,500 in loan funds each academic year. It should also be noted that federal legislation frequently modifies requirements and eligibility standards for financial aid.

## **FAFSA PROCEDURES**

Because financial aid is awarded on an annual basis, these procedures must be followed each year. While admission to a graduate program is not required to initiate an application for financial aid, new students will not receive confirmation of their status until the Office of Financial Planning is notified that the admission process is complete.

- Students are required to file the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov). Electronic filing is an accurate and fast means of filing for financial aid.
- Upon request, applicants must submit all pages of completed tax forms for verification by the Office of Financial Planning.

## **CONDITIONS OF FINANCIAL AID AWARDS**

- All aid is awarded on an annual basis and aid amounts are credited to student accounts for each semester's charges.
- Refunds of any excess credit will be made approximately halfway through each term through the Business Office. Refunds are generated when the student account reflects a credit balance resulting from direct payments and/or the posting of financial aid.
- Since aid is awarded on the basis of annual financial information from students, and college costs change each year, financial aid awards may vary depending on the changing circumstances.
- Outside sources of assistance - such as private scholarships and Vocational and Educational Services for Individuals with Disabilities (VESID), the U.S. Department of Veterans Affairs (VA) - must be reported to the Office of Financial Aid. Financial aid already awarded could be modified as a result.
- All awards of federal aid are tentative, pending approval and receipt of funds from the source.
- Costs on which financial aid eligibility is calculated include direct expenses such as tuition and fees and indirect costs such as books/supplies, personal expenses, transportation and at-home maintenance.

## **NOTICE TO INTERNATIONAL APPLICANTS**

In addition to the General Requirements for Admission to Degree Study listed above, international applicants may be required to submit the following documentation:

**English Language Proficiency** Loras College requires international students to demonstrate a minimum level of English proficiency for graduate level studies.

Applicants for graduate programs must submit one of the official test scores below:

- TOEFL (Test of English as a Foreign Language)
  - Internet-based test – score of 80 or higher
  - Paper-based test – score of 550 or higher
- IELTS (International English Language Testing System)
  - 6.5 or higher
- SAT: 500 or higher on evidence-based Reading and Writing sections
- ACT: 21 or higher on both English and Reading sections

Proficiency scores must be sent directly to Loras College from the testing center and must not be more than 2 years old. The applicant's file is not considered complete without the test scores.

Applicants who have received a baccalaureate degree from an accredited college or university in Australia, Barbados, Canada, Jamaica, New Zealand, Republic of Ireland, Singapore, United Kingdom, or the United States will *not* be required to submit English proficiency scores.

### ***Credit Evaluation for College Coursework Completed Outside the U.S.***

All international graduate applicants must order a foreign credential evaluation report showing the United States equivalency for academic credentials earned in other countries. Loras College accepts evaluations directly from either Educational Credential Evaluators, Inc. (<https://www.ece.org/ECE>) or Foreign Credits, Inc. (<https://www.foreigncredits.com/>). This evaluation will assist our Admission Office, advisors, and registrar in helping applicants meet their educational goals.

Applicants should contact Graduate Admissions if they have already received a foreign credential evaluation report from an organization other than ECE or Foreign Credits.

Because the external credential evaluations will require official transcript(s), applicants may submit an unofficial copy of their college transcript(s) from each institution attended to Graduate Admissions in lieu of an official copy(ies).

If admitted, international students will be required to complete Loras College's Certification of Finances Form and submit a copy of their passport photo in order to start the I-20 process.

## **GENERAL REQUIREMENTS FOR ADMISSION TO STUDY AS A SPECIAL STUDENT**

Individuals who would like to take graduate classes for professional development, continuing education credits, or personal enrichment may take up to 9 graduate credits as a non-degree Special Student. Special Students may not enroll in practicum, internship courses, or core Counseling courses without approval from the program director.

In order to enroll in the course(s), students must complete the standard online application (select “Graduate Non-Degree or Licensure Student” as the Admit Type), and email unofficial copies of transcripts from each institution attended to: [megan.henderson@loras.edu](mailto:megan.henderson@loras.edu). The transcripts will then be evaluated by the Program Director to ensure that any necessary pre-requisite course requirements have been met. (Please note that enrolled degree-seeking students have registration preference if a course is full.)

After the completion of 9 non-degree credits, a student must then apply for formal admission into the program in order to move forward and take additional courses.

Graduate courses completed by a Special Student with a grade of B or better may be applied to a future graduate degree at Loras College with the approval of both the Program Director and the Academic Dean.

Financial aid is not available to non-degree Special Students.

## **REQUIREMENTS FOR THE DEGREE**

To be eligible for a graduate degree at Loras College, the graduate student must satisfactorily achieve the following:

1. Complete requirements as determined by the program in which the graduate student is studying. (See appropriate program for grade point average, comprehensive examination and thesis requirements.)
2. Complete at least 27 of the total required credits for a 30+ credit degree at Loras College.
3. Earn a minimum cumulative grade point average of 3.00.
4. Submit the Application for Graduation form to the Office of the Registrar at least four (4) months prior to graduation. The form is available from the student’s advisor and online through the IQ main page.
5. Complete the degree requirements within seven (7) years from the date of admission to study as a degree seeking student at Loras College. If a student wishes to extend beyond seven years, the student petitions the Graduate Council for an extension. The petition explains the circumstances requiring the need for an extension and includes a timeline for completion of graduate course work.

## **COURSE LOAD**

An enrollment of six (6) graduate credits during a semester is considered full-time. Three (3) credits during a summer session is considered full-time.

## **ADVISING**

At the time of admission, each graduate student is assigned an advisor. The advisor acts as a resource for the student and assists the student with selection of classes.

## **REGISTRATION**

Registration is held in late October or early November for the following spring term and in March or April for the following summer and fall terms. Students should meet with their advisors to discuss

course schedules and the student will self-register on or after assigned registration time.  
**Information will come to the student's Loras email address from the Loras Registrar's Office.**

## **TRANSFER OF CREDIT**

No more than nine (9) transfer credits in a program of 30+ credits will be accepted [with the exception of the Master of Arts in Counseling program, which will accept twelve (12) transfer credits. No grade below B (3.00) will be accepted. The institution from which the credit is transferred must be authorized to grant graduate credit by its regional accrediting agency. The credits must be applicable to the specific graduate program in which the student is enrolled. For teacher education programs, correspondence courses are not accepted for degree credit nor are courses offered through the area education agencies or other educational organizations. For graduate programs other than teacher education, no more than three (3) hours of correspondence credit will be accepted. Transfer and correspondence credit taken ten (10) years or more prior to admission to the study will not be accepted. Decisions concerning the transfer of credit are made by the Director of Graduate and Continuing Education Programs, in consultation with program faculty.

A currently enrolled graduate student who wishes to take graduate credits at another institution for transfer to Loras College must have the prior written approval of the director of his/her program. Requests for acceptance of transfer credit must be made in writing to the Loras College Registrar office, Box 1, 1450 Alta Vista Street, Dubuque, Iowa 52001; or emailed to [registrar@loras.edu](mailto:registrar@loras.edu). Requests should include the course title(s), and the course description(s) of the requested transfer credits, as well as a syllabus (if available). Only transfer credits which have been approved are posted to the Loras College graduate transcript.

## **GRADES**

Graduate courses are graded as follows (including + and -):

- |                        |   |
|------------------------|---|
| <b>A - Superior:</b>   | Above average for graduate students.  |
| <b>B - Good:</b>       | Average for graduate students.  |
| <b>C - Passing:</b>    | Below average for graduate students.  |
| <b>I - Incomplete:</b> | A temporary mark indicating that the student has been doing passing work, but must meet certain requirements before the grade can be determined. The incomplete grade will be a failing (F) grade if the work is not completed within six (6) months of the close of the semester or summer session unless the Registrar approves an extension. |
| <b>F - Failure:</b>    | No credit earned. A student earning an F grade may not repeat the course for which the F grade was received without the approval of the Graduate Council and the division.  |
| <b>P - Pass:</b>       | A mark used to show satisfactory performance in workshops and some practica.  |
| <b>W - Withdraw:</b>   | A non-punitive grade which will be entered on the permanent record if a student withdraws from a class within the published withdrawal period.  |

## **GRADE POINT AVERAGE**

The grade point average is determined by dividing the total number of quality points by the total number of credits for which quality points are given. Grades of A, A-, B+, B, B-, C+, C, C- and F respectively earn 4.0, 3.7, 3.3, 3.0, 2.7, 2.3, 2.0, 1.7 and 0.0 quality points per credit.

## **GRADE APPEALS**

### **Final Grade Appeal Policy**

Loras College is committed to ensuring that academic records genuinely and accurately reflect the academic accomplishments and performance levels of students.

The purpose of the *Final Grade Appeal Policy* is to ensure that:

1. Students are protected from capricious or arbitrary academic evaluation and are afforded a clear and fair process for appealing final course grades.
2. Instructors' professional rights and academic freedom are protected, and they are able to exercise professional judgment in evaluating academic performance.
3. Disputes about final grades are handled respectfully, in a manner that upholds the dignity of the student and the instructor as well as the integrity of the institution.

### **Scope**

The *Final Grade Appeal Policy* applies only to disputes about final course grades and may not be used to challenge grades on individual assignments, exams, or activities within a course. Final grade appeals may only be initiated by the student receiving the disputed course grade.

Loras College recognizes that the evaluation of student performance is one of the core professional responsibilities of the faculty. Faculty are granted freedom to use professional judgment in the evaluation of student work and to assign grades on the basis of criteria appropriate to the discipline and level of the course. As such, appeals of final grades may be filed only for the following reasons:

1. An objective error of fact, either a mathematical miscalculation or clerical error in reporting the final grade.
2. The assignment of the course grade was determined on the basis of something other than performance in the course; or
3. The assignment of the course grade was based on criteria different from those used to evaluate other students in the course section; or
4. The assignment of the course grade was determined based on substantially altered grading criteria or standards (from those stated in the course syllabus) that are either unfair, unwarranted, or not communicated to students in a timely fashion.

In all instances of formal grade appeal, the burden of proof is on the student and formal appeals must be accompanied by documentation that demonstrates basis of the appeal.

Formal grade appeals must be initiated within thirty calendar (30) days of the date of the official notification of the final grade.

## Final Grade Appeal Procedure

### Step 1: Informal Resolution

In many instances, particularly when an unintentional error in calculation or reporting has occurred, disputes over a final course grade can be resolved informally through direct communication (in-person meeting, e-mail, telephone conversation) between the student and the course instructor. When a final course grade is in question the student is expected to contact the course instructor as soon as possible and no later than fourteen (14) calendar days from the date of notification of final course grades to initiate an informal resolution process.

Through this informal communication, the instructor and the student should seek to eliminate any confusion over the assignment of the grade and identify any objective errors in calculation or reporting that may have occurred. It is expected that most issues will be resolved at this level.

If the course instructor agrees that the final grade is incorrect a *Grade Change Form* should be submitted with the appropriate signatures.

If the student and the instructor are unable to resolve the grade dispute or, if the student is unable to contact the instructor (phone call or e-mail not returned within five (5) business days) the student should contact the division chair to file a formal grade appeal. For the purposes of this policy the Dean of the Noonan School of Business shall serve the functions of the division chair for appeals associated with instructors in School of Business programs.

### Step 2: Formal Grade Appeal

A formal grade appeal may be filed only after informal means have been attempted/exhausted and should be initiated by the student within thirty (30) days of the posting of final semester/term grades.

1. The student completes the student portion of the *Graduate Final Grade Appeal Form* and submits a signed copy of the form and all relevant documentation in support of the appeal (see *Graduate Final Grade Appeal Form* for list of required and suggested documentation) to the Division Chairperson responsible for oversight of the course instructor.
2. The Division Chairperson shall review the documentation submitted by the student, forward all materials to the course instructor, and either
  - a. Facilitate communication between the Instructor and the student to reach an informal resolution, or
  - b. Request the instructor complete the faculty portion of the *Graduate Final Grade Appeal Form* and return the form and the instructor's written response to the Division Chairperson.
3. In the event the Division Chairperson is able to facilitate an informal resolution one of the following documents should be submitted to the office of the Director of Graduate and Continuing Education Programs:
  - a. A *Grade Change Form* signed by the instructor.
  - b. The *Graduate Final Grade Appeal Form*, with the Withdrawal of Formal Appeal section completed and signed by both the student and the division chair.
4. In the event the Division Chairperson is unable to facilitate an informal resolution, the division chair shall review the materials submitted by both the student and the course instructor,

consider any information provided through discussion with the student and/or the instructor (if needed), and submit a written recommendation to the Director of Graduate and Continuing Education Programs.

5. After reviewing the materials submitted by the student, course instructor, and division chairperson, the Director of Graduate and Continuing Education Programs will submit a written recommendation to the Vice President for Academic Affairs & Academic Dean. The Director of Graduate and Continuing Education Programs may request additional information or individual meetings, as needed, to make a recommendation.
6. The Vice President for Academic Affairs & Academic Dean reviews the materials and renders a decision on the appeal and will notify the student of the outcome. The decision of the VPAA & Academic Dean is final.

## **STUDENT GRIEVANCE POLICY**

Loras College aspires to provide a transformative educational environment and is committed to the growth and development of its students and to upholding the dignity of each individual.

The College recognizes that grievances (concerns, disputes, complaints) may arise between students and faculty, staff, or the College and takes seriously its responsibility, as prescribed under Title IV of the Higher Education Act (HEA), to provide a mechanism that ensures students are able to voice their concerns and to address concerns in a fair and timely manner. The College also believes that student engagement in this process can promote the development of skills needed to address concerns effectively and in a professional manner.

For the purposes of this policy a student grievance describes a problem or condition that a student believes is unfair, inequitable, or a hindrance to a quality learning experience.

### **Scope**

The Student Grievance Policy applies to all students enrolled in one or more courses at Loras College at the time the complaint is filed. Parents, relatives, employers, or other persons acting on behalf of a student are not considered students under this policy.

This policy covers both academic and non-academic matters and is limited to actions of faculty, staff, or other agents of the college. Student grievances against other students are not covered under this policy.

Appeals, including those for exceptions to policy, judicial body or administrative decisions, final grades, academic standing, or financial aid awards, are not considered student grievances. In addition, this policy does not apply to grievances that are covered by other college policies and processes, including complaints related to sex discrimination and harassment or equal opportunity employment, outlined in the Loras College [Bulletin](#), Loras College Graduate Bulletin, Loras College [Student Handbook](#), or the Loras College [Staff Handbook](#).

This policy does not supersede specific grievance processes defined at the program or department level and articulated in program handbooks, policy manuals, or other public materials. Students are encouraged to first review and complete the steps mandated by program specific policies prior to submitting an institutional complaint.



The following procedures should be followed for all other types of grievances:

**Step 1: Informal Resolution**

In many instances, an issue or problem is due to a misunderstanding that can be resolved with open and honest communication. A student who has a grievance must first attempt to resolve concerns on an informal basis through direct communication (conversation, e-mail, letter) with the faculty or staff member(s) involved.

If the concern is not resolved through direct communication, the informal grievance should be directed to the appropriate supervisor, director, or division chair. If a student is uncertain who to contact regarding the complaint the Office of Student Development or the Office of Academic Affairs can assist in identifying the appropriate individual.

Students should attempt to resolve the issue informally within 30 days of the occurrence. If the matter still cannot be resolved, the student may file a formal grievance.

**Step 2: Formal Grievance**

A student may file a formal grievance if the issue remains unresolved after exhausting informal means. Formal grievances should be submitted by completing Student Grievance Form accessed through Advocate system. Formal complaints should be filed within 90 days of the event that prompted the complaint.

Grievances submitted via the Advocate system are received by the Associate Dean of Academic Affairs and/or the Vice President of Student Development and directed to the appropriate College official for review and resolution.

Formal student grievances addressed in this policy are not confidential, but will be treated as sensitive communication and kept within appropriate channels during the resolution process. As part of this process, individuals identified in the formal grievance will be notified of the grievance and asked to provide information regarding the occurrence or concern.

To comply with federal regulations, the college maintains a record of formal grievances and their resolution that is made available to the Higher Learning Commission evaluators at the time of comprehensive accreditation review.

**Additional Resources**

In the unlikely event that the student grievance cannot be resolved through institutional processes, students have the right to file a complaint with external licensing or accrediting agencies. It is recommended that students filing a grievance with an external agency refer to the individual agency policies to familiarize themselves with agency requirements including filing deadlines and expectations for first exhausting institutional avenues for resolution.

Relevant external agencies:

**Iowa College Student Aid Commission**  
430 East Grand Ave FL3  
Des Moines, IA 50309-1920  
Phone: (877) 272-4456 (information service center)  
<https://www.iowacollegeaid.gov/sdrf-start>

**Higher Learning Commission**

230 South LaSalle Street, Suite 7-500

Chicago, IL 60604

Phone: (800) 624-7440

<https://www.hlcommission.org/Student-Resources/complaints.html>

**REPEATING COURSES**

With the approval of the individual Graduate Program Director and the Graduate Council, a student may repeat a graduate course once. A maximum of two different courses in a student's degree program may be repeated. Both the original course and the repeated course remain on the transcript. The cumulative grade point average will include only the second grade.

**INTERNSHIPS, PRACTICA, FIELD AND CLINICAL EXPERIENCES**

Internships, practica, field and clinical experiences provide students the opportunity to integrate theoretical classroom learning with applied workplace experiences that relate to the students' area of study. Eligibility for and expectations of students applying for these opportunities may vary by academic program. The academic standard requires that students complete a minimum of 50 hours of on-site internship, practica, field or clinical experience per credit hour. A 3-credit experience would thus require a minimum of 150 hours of on-site work. Information on internship, practica, field and clinical options may be obtained from the faculty director of a student's program. These experiences may be credit-bearing or non-credit-bearing, paid or unpaid, and they may be arranged locally or in other geographic areas either during the academic year or the summer. Credit for the internships, practica, field and clinical experiences may be arranged through a student's academic program, in conjunction with the office of the registrar. Applications for these opportunities must be completed and approved before course registration takes place. The student must be registered for the course before beginning the work, however the internship, practica, field or clinical experience hours may begin before the start date or extend beyond the end date of the term or semester depending on the availability of the student and assigned internship, practica, field or clinical experience site.

**INDEPENDENT STUDY**

Independent study courses at Loras College provide graduate students an opportunity to work with faculty on research and directed readings related to a specific topic. In some cases, students may take a graduate independent study course to fulfill a requirement in an area of study; empirical research, directed readings, and arranged courses.

**697. Independent Study: Arranged Course**

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

**698. Independent Study: Empirical Research**

This course provides students an opportunity to work with Loras College faculty on a supervised research project carried out by the faculty member or an original research proposal by the student. The research may be qualitative or quantitative and in the lab or the field. It is desirable for students in this course to produce or contribute to producing a product of publishable or professionally presentable quality.

### **699. Independent Study: Directed Readings**

This course provides students an opportunity to pursue a focused study on a particular topic primarily through library research. This course is not designed to duplicate current program offerings, but rather to offer students a venue for analyzing a topic or phenomenon more deeply and contributing to the current scholarly discussion or debate.

An independent study is offered at the discretion of the faculty member. To register for an independent study the student:

1. Completes the Request for Independent Study in the Graduate Program form.
2. Obtains the signature of the faculty member and director of the program.
3. Submits the completed form to the Director of Graduate and Continuing Education Programs for review and, if appropriate, approval.

Any one of these individuals may deny the request for independent study. Once the independent study is approved the form is forwarded to the Registrar's Office for registration. A copy of the approved independent study form is sent to the student, director of the independent study, and director of the student's program of study. The student is cautioned to not begin an independent study until the independent study has been approved.

Each graduate program determines the number of independent study credits that may be used to satisfy degree requirements.

### **FEES**

The tuition and technology fees are found on the Loras College website: [www.loras.edu/financial-aid/#tuition](http://www.loras.edu/financial-aid/#tuition). Since unforeseen economic changes occur, the College reserves the right to alter charges. All fees are billed by the semester and become an obligation at the time of registration. Students whose accounts are delinquent are not permitted to register for additional courses and no transcripts will be issued until the account is paid in full.

### **CLASS WITHDRAWAL**

A graduate student who withdraws from a course must notify the Office of the Registrar either in person (Room 121 Keane Hall), by email ([registrar@loras.edu](mailto:registrar@loras.edu)), or by fax (563.588.4962). The date of the withdrawal is the day on which the student officially notifies the Office of the Registrar. Refunds of adjustments are made according to a schedule published by the Business Office.

### **WITHDRAWAL FROM THE COLLEGE**

A student who discontinues study at Loras College must contact the registrar's office. The student must e-mail the registrar ([registrar@loras.edu](mailto:registrar@loras.edu)) to provide a written record of their request. Questions may be directed to the Office of the Registrar (Keane 121) at 563-588-7810. The student should also contact the Business Office to verify any outstanding balance and, if s/he has any student loans or financial aid, they should contact the Financial Planning Office for information on loan repayment.

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

## **CLASS ATTENDANCE**

Attendance requirements in graduate courses are established by programs and individual instructors. Attendance policies are stated in each course syllabus.

## **LIBRARY SERVICES**

An integral part of any strong academic program is an excellent library. The Loras College Library, located in the Miller Academic Resource Center, fulfills this purpose at Loras. Students, faculty, staff, and administrators alike are served by the extensive research and study facilities.

The Library's collections provide access to 300,000+ books, 130,000+ ebooks, 39,000+ online periodicals, 100+ electronic databases, a variety of DVDs and popular reading items, a document depository for both the United States government and the State of Iowa, and an excellent collection of rare books and other unique items in its Special Collections. We also have an active interlibrary loan program to borrow materials from other libraries.

The Miller Academic Resource Center opened in 2002 and houses group study rooms for students engaged in collaborative learning, private study rooms for concentrated, uninterrupted work, different kinds of seating couches, comfy chairs, tables, study carrels, and bean bag chairs and three classrooms. As part of a laptop campus, the library offers a networked printer, desktop computers, scanners, a photocopier, and laptop power cords and external DVD drives to borrow.

Online Research Guides are available for every program and be accessed from the library's website at [library.loras.edu](http://library.loras.edu). Librarians are available to provide assistance with getting started on a paper, finding the right database, search strategies, and finding sources. It is possible to get in touch with a librarian by scheduling an appointment and through email, chat, or phone. Evening appointments are available.

Other services included in the Miller Academic Resource Center are the Center for Dubuque History and the archives of Loras College, the Headwaters Academic Support Center [which includes the Writing Center, offices for the Honors Program, and the Lynch Learning Center], the Center for Learning and Teaching, and the Barnes and Noble bookstore.

## **GRADUATION**

### **POLICY ON PARTICIPATION IN GRADUATION CEREMONIES**

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

## **POLICY ON ADMISSION OF UNDERGRADUATES**

A senior who meets the following criteria may take courses numbered 500 to 699 for graduate credit:

1. The student must have senior status, exclusive of student-teaching credits.
2. The student is otherwise eligible for admission to graduate study.
3. The student limits his/her course load to a maximum of 15 credits for the semester including undergraduate and graduate credits.
4. The student completes an Application for Admission to Graduate Program, and secures the approval of the division in which they wish to earn graduate credit.

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

## **THE GRADUATE COUNCIL**

The Graduate Council is responsible for the organization, supervision, and administration of the graduate programs offered for credit from Loras. The Council formulates policies that apply to all graduate programs and approves all paper and electronic publications that describe those policies. The Graduate Council formulates policies concerning grading, comprehensive examinations, thesis, and scholarships related to graduate programs. It determines the credit value for courses, approves new courses, new cognates, and laboratory experiences. The Graduate Council also recommends new graduate programs at the College to the Academic Council. Membership consists of the Academic Dean and/or designate, the Director of Graduate and Continuing Education Programs, a representative of each academic program that offers graduate courses, the Director of Admissions for Graduate and Postbaccalaureate Programs and one representative of Academic Council appointed by Academic Council. The Chairperson shall be the Director of Graduate and Continuing Education Programs.

## **STUDENT RECORDS**

### **TRANSCRIPTS OF ACADEMIC RECORDS**

Ordering Online:

Loras College and National Student Clearinghouse have partnered to provide students and alumni with access to an online transcript ordering system through a secure website called [getmytranscript.com](http://getmytranscript.com).

When ordering online, transcripts can be sent by one of the following methods:

- Electronic PDF
- ETX (Electronic Transcript Exchange)
- Printed and sent by U.S. mail
- Printed and sent by Federal Express

By Mail:

To request a transcript by U.S. mail, send a signed request and enclose a check or money order in the amount of \$10 for each transcript requested.

In person:

Transcripts can be requested in the Registrar's Office, Room 121 Keane Hall, Monday through Friday between the hours of 8:00am and 4:30pm. Transcripts are \$10 per copy.

Please see <http://www.loras.edu/academics/registrar/> for more information.

**INSURANCE**

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

## **GRADUATE ACADEMIC INTEGRITY POLICY**

### **STATEMENT OF PURPOSE**

Loras College strives to nurture active learners, reflective thinkers, ethical decision-makers and responsible contributors. Consistent with this mission, Loras students are expected to uphold the core values of academic integrity: honesty, trust, fairness, respect, responsibility, and courage. The institution will hold students accountable for acts of academic misconduct.

### **CREATING ACADEMIC HONESTY WITHIN THE LEARNING ENVIRONMENT**

- A. Students have the responsibility to:
- Read and understand the Academic Integrity Policy as stated in the Loras College Bulletin and on course syllabi.
  - Utilize available resources on the Loras College Campus to comply with the Academic Integrity Policy.
  - Be proactive in reaching out to faculty or support services staff to address questions and seek clarifications regarding academic integrity.
  - Respond within three (3) business days to requests from faculty to meet regarding concerns about academic integrity.
- B. Course instructors have the responsibility to:
- Reference the Loras College Academic Integrity Policy and include any course specific policies in their course syllabus.
  - Direct students to available academic support services (e.g. The Writing Center or Library) to avoid academic integrity violations.
  - Maintain academic integrity in their courses.
  - Request a meeting with any student suspected of engaging in academic misconduct and inform the student if an Academic Misconduct Report will be filed.
  - Report violations of the Academic Integrity Policy to the Associate Dean of Instruction & Assessment.
  - Contact the Associate Dean of Instruction & Assessment if in doubt about a situation.

### **VIOLATIONS OF ACADEMIC INTEGRITY**

The following list outlines examples of policy violations. The list is not designed to be all-inclusive, but reflects examples of types of academic misconduct included under this policy.

- A. Cheating
- Intentionally acquiring privileged information pertaining to content or means of testing prior to an exam
  - Using any means to share, exchange or retrieve privileged test questions or answers
- B. Group Collusion or Unauthorized Collaboration
- Rewriting large portions (a paragraph or more) of another student's work is dishonest when the intention was for the student to only offer feedback and suggestions on the work
  - Presenting work as solely one's own when in fact it is the result of an unauthorized joint effort

- C. Duplicate submission of work
  - Turning in any work from a previous or concurrent course, whether that work was completed at Loras College, another college or high school, without the prior permission of the course instructor to whom the work is being submitted
- D. Fabrication, Falsification, Distortion of Information
  - Creating false data, research, or sources for use in any work
  - Altering data or only using a certain biased portion of data to prove a certain claim when the entire scope of the research proves a different claim
  - Falsely documenting hours completed for an internship, clinical or field experience
  - Providing false information on career documents such as resumes, letters or transcripts
- E. Facilitating Academic Misconduct
  - Not reporting a violation of the Academic Integrity Policy to the course instructor or other appropriate individual
  - Helping another student commit an act of academic misconduct
- F. Fraudulent Alteration of Academic Materials and Forgery
  - Altering, falsifying or intentionally providing any misleading information on any college documents
  - Forging a course instructor or advisor signature
- G. Plagiarism
  - Using another person's exact words in any work without properly designating the quote or citing the source
  - Summarizing/paraphrasing another person's thoughts or ideas in any work without properly citing the source
  - Taking any digital media product that was created by another person and using it in any work without properly citing the source
  - Copying another person's computer program without the owner's permission and without properly citing the source
  - Purchasing or borrowing a paper and submitting it as one's own
- H. Theft, Abuse, Destruction of Academic Property
  - Not returning academic materials to the library or course instructor that loaned them
  - Vandalizing academic property
- I. Unauthorized Use of Information Technologies
  - Using a laptop, cell phone, calculator or any other device to access information without permission or to copy privileged test questions or answers from an exam. \*\* Please also read Loras College's Technology Resource Policies and Procedures from the Loras Student Handbook.\*\*
- J. Unfair Advantage
  - Seeking an extension on any work by use of a falsified excuse
  - Accepting and using a paragraph or more of text rewritten by another individual is misconduct when the intention was for the student to only receive feedback and suggestions on the work.



## **CONSEQUENCES FOR VIOLATIONS**

Consequences for academic misconduct are determined based upon the severity and existence of a previous offense. The sanction for a first offense is a grade of “F” for the course. The sanction for a second offense is typically suspension or expulsion. Course level sanctions are at the primary discretion of the instructor. Institutional-level sanctions, including suspension and expulsion, are at the discretion of the Admissions and Academic Standards Committee and the Academic Dean. In addition, to assure student understanding of the core principles of academic integrity, students found to have engaged in academic misconduct complete an Academic Integrity Tutorial.

The Admissions and Academic Standards Committee has the right to review all instances of academic misconduct and assign additional institutional sanctions. Review of second offenses by the Admissions and Academic Standards Committee is automatic. First offenses may be reviewed by the Admissions and Academic Standards Committee at the request of the course instructor or discretion of the Associate Dean for serious and severe offenses.

## **STUDENT RIGHT OF APPEAL**

A student may appeal a course instructor’s finding that the student engaged in academic misconduct, but may not contest the instructor assigned sanction for the offense. A student wishing to challenge a finding of academic misconduct must do so within three (3) business days of notification of the finding. The procedure for appeal of a finding of academic misconduct is as follows:

1. The student must submit a letter of appeal along with any relevant documentation to the Division Chairperson of the course instructor within three (3) business days following notification of the finding of academic misconduct. For instructors housed in the Noonan School of Business, letters of appeal should be submitted to the Dean of the School of Business.
2. The Division Chairperson/Dean will contact the course instructor for documentation of the alleged violation.
3. The Division Chairperson submits all documentation and a recommendation regarding the appeal to the Associate Dean of Instruction & Assessment.
4. The Associate Dean of Instruction & Assessment will bring the appeal and documentation to the Admissions and Academic Standards Committee for a final decision.
5. The Associate Dean of Instruction & Assessment will notify the student, his/her advisor, the course instructor, and the Division Chairperson in writing of the Committee’s decision in regard to the appeal.

A student who wishes to appeal the decision of the Admissions and Academic Standards should submit a petition for review directly to the Vice President for Academic Affairs and Academic Dean ([office.academicdean@loras.edu](mailto:office.academicdean@loras.edu)) within three (3) business days of notification of the decision of the Admissions and Academic Standard Committee. The decision of the Academic Dean is final.

## **RECORDS OF ACADEMIC MISCONDUCT**

Academic misconduct files are considered educational records and are maintained by the Office of Academic Affairs in accordance with FERPA (Family Educational Rights and Privacy Act).

Findings of academic misconduct do not appear on a student's transcript or become a part of the student's permanent academic record unless the student is suspended or expelled as a result of the infraction. However, reports of academic misconduct are shared with the student's academic advisor and may be shared with other school officials with a legitimate educational interest. This may include, but is not limited to, review of records for scholarship or leadership position eligibility and confirmation of repeat violations.

Academic misconduct reports are destroyed when one of the following has occurred:

- The student graduates
- Seven (7) years have passed since the date of the report

The Associate Dean of Instruction and Assessment shall keep a database of academic misconduct reports and report statistics concerning violations of the Academic Integrity Policy to the Academic Council annually. This report will not contain names of students or instructors involved in the incidents.

### **NONDISCRIMINATION POLICIES: RACE, DISABILITY, GENDER**

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

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

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

### **AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYMENT**

Loras College is in compliance with the Affirmative Action and Equal Employment Opportunity laws as required by the state of Iowa and the federal government. Loras College does not discriminate on the basis of gender, race, color, age, national, ethnic origin or handicapping condition in the educational programs which it operates or in its employment policies, practice and procedures. Inquiries regarding Affirmative Action and Equal Employment Opportunity may be addressed to Affirmative Action Officer, Box 119, Loras College.

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

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

## **POLICY AGAINST SEXUAL HARASSMENT**

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

The complete policy is available in both the Student Handbook and Staff Handbook (available on the Human Resources Portal page.

Student handbook: <https://loras.edu/Campus-Life/Student-Handbook.aspx>

Staff Handbook: <https://lorasedu.sharepoint.com/AdministrativeOffices/HRSite>

## **FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974**

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

- 1) The right to inspect and review the student's education records within 45 days after the day Loras College receives a request for access. A student should submit to the registrar, Academic Dean, Division Chair, School Dean, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to provide written consent before the Institution discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Loras College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Loras College who performs an institutional service of function for which the school would otherwise use its own employees

and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Loras College.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Loras College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student to the following individuals and in the following circumstances:

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

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information that Loras College has designated as “directory information” under §99.37. (§99.31(a)(11)) include the following:
  - a. Name
  - b. Local address
  - c. Honors and awards
  - d. Email address
  - e. Birthdate (month only)
  - f. Major fields of study
  - g. Last date of attendance
  - h. Current academic classification
  - i. Enrollment status
  - j. Recognized activities or sports
  - k. Participation in officially recognized organizations, activities and sports
  - l. Weight and height of student participating in officially recognized sports
  - m. Damage charges and costs
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

**FERPA Contacts**

Student Academic Records – Michael Friend, Registrar, [michael.friend@loras.edu](mailto:michael.friend@loras.edu)

Student Development Records – Dr. Arthur W. Sunleaf, Vice President for Student Development, [arthur.sunleaf@loras.edu](mailto:arthur.sunleaf@loras.edu)

**NCAA REGULATIONS FOR GRADUATE STUDENT PARTICIPATION IN ATHLETICS**

Loras College observes all NCAA regulations regarding participation of students in athletics. For graduate students who may continue to be eligible, the following guidelines will apply. For additional information, please consult the NCAA site ([www.ncaa.org](http://www.ncaa.org)).

### **Students Coming from Division III Institutions**

A student who has graduated from an NCAA Division III institution may participate as a graduate or post baccalaureate student at the Division III institution he or she most recently attended as an undergraduate or another Division III institution, provided:

- a) the student is enrolled and seeking a second baccalaureate or graduate degree;
- b) the student has eligibility remaining; and
- c) the student's participation occurs within the applicable 10-semester/15 quarter period set forth in Bylaw 14.2.

***Students pursuing the Master of Athletic Training should consult p. 41 of the Bulletin for program-specific regulations.***

### **Students Coming from Division I or II Institutions**

If a student-athlete would like to participate as a graduate or postbaccalaureate student at an institution other than the one he or she most recently attended as an undergraduate, the institution would have to submit a legislative relief waiver on behalf of the student-athlete. The most common waiver is for compelling and exemplary academic success. To qualify for this waiver a student-athlete must have received his/her undergraduate degree in less than four academic years with no breaks in full-time enrollment and a minimum cumulative grade-point average of 3.000. For student-athletes who do not meet these criteria, an institution may submit a waiver for students who demonstrate extenuating or extraordinary circumstances.

# MASTER OF ATHLETIC TRAINING

*Program Director:* Molly Figgins, M.S., ATC Athletic Training, University of Northern Iowa  
Ph.D. in progress, Concordia University

*Clinical Education Coordinator:* Aaron Herbst, M.S., ATC Exercise Physiology, University of Iowa  
Ed.D. in progress, Walden University

## PROGRAM MISSION

The mission of the Loras College Master of Athletic Training Program is to produce active learners, responsible contributors, and reflective thinkers that can provide exceptional healthcare to an active population through quality didactic and clinical athletic training educational experiences.

<b>Master of Athletic Training Student Learning Outcomes &amp; Objectives</b>	
<b>1. Students will demonstrate comprehension of concepts and skills vital to basic function in health sciences careers.</b>	1.1 – express competency professional knowledge areas in athletic training - clinical rotation 1.2 – recall foundational concepts in the health sciences - classroom
<b>2. Students will be active learners and reflective thinkers who use common research techniques to discover and implement athletic training evidence based medicine.</b>	2.1 – read, reflect and summarize research related to athletic training clinical practice - classroom 2.2 – formulate clinical treatment plans using evidence based medicine - clinical rotation 2.3 – use patient outcomes to determine quality of care – clinical rotation 2.4 – preceptors will assist the students in the discovery and implementation of evidence based medicine in their practice – clinical rotations 2.5 – faculty will provide a classroom environment that allows students to grow
<b>3. The program’s didactic and clinical education will develop and educate students with the ability to be responsible contributors by transitioning classroom knowledge into effective clinical practice.</b>	3.1 – employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations – classroom and clinical 3.2 – use administrative techniques common in healthcare – clinical rotations 3.3 – preceptors will provide quality education opportunities – clinical rotations
<b>4. Students will demonstrate professional communication skills in order to efficiently communicate with both patients and healthcare professionals throughout the program’s didactic and clinical education and in post-graduate settings.</b>	4.1 – utilize proper medical terminology in verbal and written communication – classroom
<b>5. The program will ensure that graduates are prepared for autonomous practice as a Certified Athletic Trainer in post-graduate settings.</b>	5.1 – practice effectively in post graduate jobs and post-professional settings 5.2 – demonstrate a BOC pass rate compliant with CAATE standards 5.3 – demonstrate an acceptable post-graduate employment rate

## **APPLICATION PROCEDURES FOR ADMISSION AS A DEGREE-SEEKING STUDENT**

Applicants must submit the following application materials through the ATCAS website:

1. Online application: [caate.net/apply-now](http://caate.net/apply-now)
2. All official transcripts from each institution attended, including undergraduate and graduate
  - a. A minimum cumulative GPA of at least 3.0 is required for full admission, 2.75 or higher for conditional admission.
3. Completion of prerequisite course requirements:
  - a. Principles of Biology I
  - b. General Chemistry I
  - c. Anatomy & Physiology I & II
  - d. Nutrition
  - e. Lifespan Development
  - f. Biomechanics
  - g. Statistics
  - h. Physics
  - i. Exercise Physiology
4. Two letters of recommendation
5. Observation Hour Log form

### **Deadlines are as follows:**

*Summer enrollment — materials due by December 1*

*Applications submitted after these deadlines will be considered on an individual basis.*

## **THE OFFER OF ADMISSION**

Immediately following receipt and verification of all application materials in ATCAS, the application file will be reviewed by the Program Director and the applicant will be contacted with information about setting up their interview. After completion of the interview, the applicant will be notified of an admission decision via email within two weeks.

Please note that acceptance is contingent upon the completion of the following items:

- Evidence of a valid American Red Cross CPR/AED certification for the Professional Rescuer OR American Heart Association Lifesaver Certification OR an equivalent certification from another organization
- Must pass a routine background check
- Must sign a technical standards form
- Must purchase professional liability insurance



## **CONDITIONAL ADMISSION**

Those students who have a GPA between 2.75 and 2.99 may be offered a conditional admission to the program. These students will be required to demonstrate minimal academic achievement during the summer session in order to be fully admitted into the program. Students on a conditional admit must achieve a GPA of 3.00 during the first summer session in the required graduate level courses. If a GPA of 3.00 in the graduate courses is not achieved during the summer session, the offer of admission will be withdrawn.

## **MAT DISTINCTIVENESS**

The Loras MAT program was designed to be distinctive from other entry-level programs due to the strengths and educational backgrounds of the faculty in addition to the unique opportunities provided on the Loras campus and in the Tri-State area. The faculty will provide a quality background in athletic training based upon their varying career paths prior to entering academia. This includes a focus on health, wellness, and providing quality healthcare. This will allow the graduate of the Loras MAT program to be prepared for the ever changing field of athletic training. At the national level, the focus of athletic training is shifting toward a bigger seat at the table with other allied healthcare providers. This is provided by the Loras MAT program through the 9+ credits focused on health and wellness in both athletes and the general public. Additionally, the clinical experiences have been set up to provide quality experiences in a shortened time frame.

## **PROGRAM REQUIREMENTS**

Each student is assigned a faculty advisor who is the director of that student's program. The student is to meet with the advisor at the beginning of enrollment and prior to registration thereafter to design an individualized program of courses, clinical experiences, etc.

A minimum of 64 credits for the degree program are required. Up to 12 credits of coursework can be transferred from another CAATE Accredited program if approved by Program Director.

## **PROGRAM RETENTION POLICY**

Students enrolled in the MAT program must maintain a 3.0 GPA, and receive a grade of C or above in all MAT courses required for degree completion. In addition to maintaining a 3.0 GPA students are expected to achieve success in assigned clinical education courses and experiences. This includes but is not limited to a score of 70% or higher on all clinical evaluation performed by preceptors, professional behavior, and adherence to all program clinical education policies and procedures.

## **ACADEMIC PROBATION STATUS**

Students who fail to achieve a 3.0 GPA during a given semester are placed on academic alert, and must achieve a minimum 3.0 GPA the following semester, and MAT course grades with a C or above the following semester. Students who fail to meet the 3.0 GPA requirement for two consecutive semesters are placed on academic probation and will be removed from clinical education courses. The student may continue in didactic coursework. Probationary status will be reviewed at the conclusion of the next academic term. The student will be required to demonstrate that any cause of probationary status has been remedied through the submission of a written statement, and achievement of satisfactory grades and GPA. The written statement will be reviewed by program faculty who will make a recommendation for return to good academic standing or dismissal. If the student is taken off probation, s/he will return

to clinical coursework. Any missed clinical education experiences will have to be made up at a future time and will result in a delay in program completion.

## **GRADUATE ACADEMIC PROBATION AND DISMISSAL POLICY**

Students in the Athletic Training graduate program may be placed on probation based on any one of the following criteria:

1. Cumulative graduate level GPA falls below 3.0 or a student earns more than 2 C's in graduate level coursework for more than 2 consecutive semesters.
2. A student has been negatively evaluated by two or more preceptors.
3. A student has been found to be in violation of the College's student code of conduct.
4. A student has been found to violate ethical guidelines during coursework or during clinical education experiences.
5. Other grounds for program probation or dismissal may include: failure to adhere to technical standards, professional misconduct, or failure to successfully pass other programmatic requirements.

Graduate Athletic Training students may be dismissed from the program in the event of repeated or serious offenses, given that those who hold a Master of Athletic Training degree require a high level of professional competence and personal integrity. This probation/dismissal policy is not exclusive of other academic or professional deficiencies.

## **PROBATION/DISMISSAL PROCESS**

The Athletic Training Program Director will initiate a Probation/Dismissal process by completing the Recommendation for Probation/Dismissal form.

1. The Recommendation for Probation/Dismissal form must be supported by other faculty members. Faculty members in support of probation/dismissal must provide written statements outlining their rationale for probation/dismissal. These statements will be attached to the Probation/Dismissal form.
2. A copy of the Recommendation for Probation/Dismissal form is then sent to the student for review. The student is urged to meet with the Athletic Training Program Director for discussion and, in the case of recommendation for probation, to outline steps for remediation. The Program Director will invite other faculty members to be present at this meeting.
3. If a student does not indicate a desire to appeal the recommendation for probation/dismissal within 5 business days, the recommendation will stand.
4. If the student chooses to contest the recommendation, s/he must do so, in writing, within 5 business days of the receipt of the recommendation, following the steps below for the appeal process.

## **APPEAL OF PROGRAM PROBATION/DISMISSAL**

1. A student who has been placed on probation or dismissed from the Graduate Athletic Training Program may appeal the decision to the Graduate Council, but must do so in writing within 5 business days from the date of his/her probation or dismissal. The MAT Program Director will provide the Graduate Council with the Recommendation for Probation/Dismissal Form that was completed for the student and all corresponding statements from faculty.

2. The Graduate Council charged with reviewing the student appeal will consist of at least 3 Graduate Program Chairs or Faculty. If the Graduate Council overturns the probation/dismissal the student may return to the Graduate Athletic Training program either in good standing, or on probationary status depending on the decision of the Graduate Council.
3. If the Graduate Council upholds the Program's decision for probation or dismissal, the student may make a final written appeal within 5 business days of the Graduate Council's decision to the Vice President for Academic Affairs. The MAT Program Director and the Chair of Graduate Council will provide the VPAA with all documents pertinent to the student's probation/dismissal case. If the VPAA overturns the probation/dismissal the student may return to the Graduate Athletic Training program either in good standing, or on probationary status depending on the decision of the VPAA. The decision of the VPAA is final; no further appeal is possible.

## **REQUIRED COURSES FOR THE MASTER OF ATHLETIC TRAINING DEGREE**

(64 semester credits)

- L.ATR-510 Evaluation of Injuries I
- L.ATR-511 Evaluation of Injuries II
- L.ATR-520 Therapeutic Interventions I
- L.ATR-521 Therapeutic Interventions II
- L.ATR-530 Evidence Based Practice of Athletic Training
- L.ATR-540 Epidemiology
- L.ATR-541 Public Health
- L.ATR-542 Health and Wellness Promotion
- L.ATR-575 Advanced Care of Athletic Illness & Injury
- L.ATR-580 Pathophysiology
- L.ATR-601 Clinical Experience I
- L.ATR-602 Clinical Experience II
- L.ATR-603 Clinical Experience III
- L.ATR-604 Clinical Experience IV
- L.ATR-605 Clinical Experience V
- L.ATR-606 Clinical Experience VI
- L.ATR-610 Advanced Psychology of Injuries
- L.ATR-611 Topics in Athletic Training
- L.ATR-640 Healthcare Administration
- L.ATR-680 Research in Athletic Training

## **COURSE DESCRIPTIONS**

### **L.ATR-510 Evaluation of Injuries I**

In this course, students are introduced to the injury evaluation process and the assessment of athletic injuries found in the lumbar spine and lower extremity.

Prerequisite: Admitted into MAT program. Offered Summer term. 3 credits

### **L.ATR-511 Evaluation of Injuries II**

In this course, students are introduced to the assessment of conditions affecting the upper extremity, head and neck. Additionally, management of emergency care of head and neck injuries is covered.

Prerequisite: L.ATR-510. Offered Fall term. 3 credits.

**L.ATR-520 Therapeutic Interventions I**

This is an introduction to the theory and practical use of therapeutic modalities in sports medicine. Classroom instruction and laboratory practical components will allow the students to learn and develop necessary athletic training competencies regarding therapeutic modalities and therapeutic agents. Prerequisite: L.ATR-510. Restriction: Declared majors only. Offered Fall term. 3 credits.

**L.ATR-521 Therapeutic Interventions II**

This course will focus on methods and techniques in the selection and application of rehabilitation techniques in sports medicine. Key components will focus on the overall functional progression of rehabilitative exercise, specific rehabilitative exercises, and the addition of advanced techniques such as joint manipulations will be also be taught. Prerequisite: L.ATR-520. Restriction: Declared majors only. Offered Spring term. 3 credits.

**L.ATR-530 Evidence Based Practice of Athletic Training**

This course will serve as a foundation to the research aspect of the MAT program. Students will be exposed to the need for research, common research techniques in athletic training, and outline a research question to serve as their capstone project. Prerequisite: L.ATR-510. Offered Fall term. 3 credits.

**L.ATR-540 Epidemiology**

This course is intended to enhance the students' understanding of the role of epidemiologic study in evaluating the relationships between physical activity and health and/or disease outcomes. Students will learn about the development of current physical activity recommendations, trends in physical activity in the U.S., epidemiologic study designs and the techniques used to measure physical activity, and most importantly, will learn to critically evaluate the evidence and literature in this topic area. Prerequisite: L.ATR-510. Offered Summer term. 3 credits.

**L.ATR-541 Public Health**

Students will be introduced to the concept of public health and the importance of improving the lives of people where they live, work, and play. The methods to track diseases, prevent illnesses, and understand the etiologies and risk factors for conditions that effect health are also discussed. Prerequisite: L.ATR-510. Offered Summer term. 3 credits.

**L.ATR-542 Health and Wellness Promotion**

This course is intended to enhance student understanding of chronic disease, public and community health, and health and wellness promotion. The course will focus on methods used in disease prevention in the form of preventative healthcare, and behavior change in nutrition, and exercise in relation to the individual, in the workplace, and greater society. Students will learn and develop health and wellness promotion programming to reduce health risks and chronic disease, including fitness prescription, weight management, body composition, and disordered eating. Prerequisite: L.ATR-510. Offered Fall term. 3 credits.

**L.ATR-575 Advanced Care of Athletic Illness & Injury**

This course is designed to give students advanced skills necessary to provide healthcare to an active population. Key topics will focus on emergency care, injury prevention, and administrative tasks associated in the provision of healthcare. Prerequisite: CPR Certification for Professional Rescuer or Health Care Provider. 3 credits.

### **L.ATR-580 Pathophysiology**

This course will focus on common diseases and illnesses that impact the human body and impact homeostasis. The common etiology, signs and symptoms, diagnostic testing and appropriate referrals and treatment will be examined for each disease covered. Diseases covered in this course cover the entire lifespan. Prerequisite: L.ATR-510. Offered Spring term. 3 credits.

### **L.ATR-601 Clinical Experience I**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. Clinical experiences are provided in a variety of athletic training settings but can include a variety of sports on the Loras College campus, and at local high schools. Athletic Training Students are to adhere to all Loras MAT policies concerning clinical assignments. These policies can be located in the Loras MAT Handbook. Students will meet once a week during this Clinical Experience to review clinical progress and proficiencies. This Clinical Experience will focus on Pre-participation exams, Concussion baseline testing, AT Skills I & II, Evaluation of Lower Extremity. Prerequisite: Admitted into MAT program. Restriction: Declared majors only. Offered Summer term. 2 credits.

### **L.ATR-602 Clinical Experience II**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. Clinical experiences are provided in a variety of athletic training settings but can include a variety of sports on the Loras College campus, local high schools, Dubuque Fighting Saints Hockey, Paramount Ambulance Service, and Finley Hospital. Athletic Training Students are to adhere to all Loras M.A.T policies concerning clinical assignments. These policies can be located in the Loras M.A.T Handbook. Students will meet once a week in the classroom during this Clinical Experience to review clinical progress, proficiencies, and practice skills. This clinical experience will focus on emergency care of athletic injury, lower extremity orthopedic evaluation, therapeutic modalities, and surgical observations. Prerequisite: L.ATR-601. Restriction: Declared majors only. Offered Fall term. 3 credits.

### **L.ATR-603 Clinical Experience III**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. Clinical experiences are provided in a variety of athletic training settings but can include a variety of sports on the Loras College campus, local high schools, Dubuque Fighting Saints Hockey, local Geriatric Care Facilities, Spine & Sport Chiropractic, Clarke & Associates Orthotics, Dubuque Physical Therapy, and Finley Hospital. Athletic Training Students are to adhere to all Loras MAT policies concerning clinical assignments. These policies can be located in the Loras MAT Handbook. Students will meet once a week in the classroom during this Clinical Experience to review clinical progress, proficiencies, and practice skills. This Clinical Experience will focus on rehabilitation of athletic injury, orthotics, surgical observations, and upper extremity & spinal evaluation. Prerequisite: L.ATR-602. Restriction: Declared majors only. Offered Spring term. 3 credits.

### **L.ATR-604 Clinical Experience IV**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. Clinical experiences are provided in a variety of athletic training settings but can include Crescent Community Health Center, Finley Occupational Health, Finley Convenient Care, or additional general medical care sites. Athletic Training Students are to adhere to all Loras MAT policies concerning clinical assignments. These policies can be located in the Loras MAT Handbook.

Students will meet once a week in the classroom during this Clinical Experience to review clinical progress, proficiencies, and practice skills. This Clinical Experience will focus on general medical conditions and appropriate treatment for general medical illness and injury. Prerequisite: L.ATR-603. Restriction: Declared majors only. Offered Summer term. 2 credits.

#### **L.ATR-605 Clinical Experience V**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. This is an immersive clinical experience. Clinical experiences are provided in a variety of athletic training settings but can include a variety of sports on the Loras College campus, local high schools, Dubuque Fighting Saints Hockey, or additional sports medicine sites. Athletic Training Students are to adhere to all Loras MAT policies concerning clinical assignments. These policies can be located in the Loras MAT Handbook. Students will meet once a week in the classroom during this Clinical Experience to review clinical progress, proficiencies, and practice skills. This Clinical Experience will focus on rehabilitation of athletic injury, evaluation of injury and illness, and administration. Prerequisite: L.ATR-604. Restriction: Declared majors only. Offered Fall term. 6 credits.

#### **L.ATR-606 Clinical Experience VI**

Clinical Education practical hours in an athletic training setting for the athletic training student are a large component of this course. This is an immersive clinical experience. Clinical experiences are provided in a variety of athletic training settings but can include a variety of sports on the Loras College campus, local high schools, Dubuque Fighting Saints Hockey, or additional sports medicine sites. Athletic Training Students are to adhere to all Loras MAT policies concerning clinical assignments. These policies can be located in the Loras MAT Handbook. Students will meet once a week in the classroom during this Clinical Experience to review clinical progress, proficiencies, and practice skills. This Clinical Experience will focus on rehabilitation of athletic injury, evaluation of injury and illness, and administration. Prerequisite: L.ATR-605. Restriction: Declared majors only. Offered spring term. 6 credits.

#### **L.ATR-610 Advanced Psychology of Injuries**

This course serves as an exploration in the psychological aspect of working with patients in a healthcare setting. Specifically, how patients recovering from injuries deal with the many factors that influence their recovery and what impact and specific strategies the athletic trainer can have and use. Prerequisite: L.ATR-510. Restriction: Declared majors only. Offered fall term. 3 credits.

#### **L.ATR-611 Topics In Athletic Training**

This course will allow students to discuss the most pertinent and evolving topics in the profession. This will likely include changes in the standards of practice, professional regulation, interprofessional education, and emerging areas of practice. Prerequisite: L.ATR-510. Restriction: Declared majors only. Offered spring term. 3 credits.

#### **L.ATR-640 Healthcare Administration**

This course provides experience in healthcare administration. Key components focus on reimbursement for services, legal concepts associated with healthcare, and planning, coordinating, and supervising all administrative components of a healthcare organization. Prerequisite: L.ATR-510 Offered Spring term. 3 credits.

**L.ATR-680 Research in Athletic Training**

This course provides a capstone experience for students in healthcare research. Students will use skills in evidence based medicine to propose, conduct, and analyze a research project. Students will be required to disseminate this research at a minimum at local research symposiums. . Prerequisite: L.ATR-530. Offered Spring term.3 credits.

**ATHLETIC TRAINING GRADUATE COURSE ROTATION SCHEDULE****Fall Offerings**

L.ATR-511 Evaluation of Injuries II  
L.ATR-520 Therapeutic Interventions I  
L.ATR 530 Evidence Based Practice of Athletic Training  
L.ATR-602 Clinical Experience II  
L.ATR- 605 Clinical Experience V  
L.ATR- 610 Advanced Psychology of Injuries  
L.ATR- 642 Health and Wellness Promotion  
L.ATR- 643 Healthcare Administration

**Summer Offerings**

L.ATR-510 Evaluation of Injuries I  
L.ATR-540 Epidemiology  
L.ATR-541 Public Health  
L.ATR-575 Advanced Care of Athletic Illness & Injury  
L.ATR-601 Clinical Experience I  
L.ATR- 604 Clinical Experience IV

**Spring Offerings**

L.ATR-521 Therapeutic Interventions II  
L.ATR-580 Pathophysiology  
L.ATR-603 Clinical Experience III  
L.ATR- 606 Clinical Experience VI  
L.ATR- 611 Topics in Athletic Training  
L.ATR- 675 Research in Athletic Training

# MASTER OF ARTS IN COUNSELING AND MASTER OF ARTS IN GENERAL PSYCHOLOGY

*Graduate Program Director:* Steffanie Schilder, Ph.D. Counseling Psychology, University of Wisconsin - Milwaukee

## GENERAL INFORMATION

The Master of Arts in Counseling and Master of Arts in General Psychology programs are designed to meet graduate educational needs by:

1. Enhancing the professional competencies and involvement of people already engaged in an applied field of psychology.
2. Providing educational and field experiences for those wishing to change their occupation to an area of Counseling.
3. Providing a master's level education for those students wishing to pursue doctoral education elsewhere.
4. Providing a general master's level education for those individuals not interested in applied clinical work.
5. The Counseling program is designed to allow the student to fulfill the current course requirements for the State of Iowa's Mental Health Counselor License.

<b>Counseling Student Learning Outcomes</b>
1. Students will be knowledgeable about ethical principles which govern the practice of mental health counseling
2. Students will be knowledgeable about Psychological theories and research related to the practice of mental health counseling
3. Students will be able to demonstrate competency in providing mental health counseling
4. Students will be able to demonstrate the capacity to develop empirically supported strategies for specific types of therapeutic interventions targeted to identified populations.

<b>General Psychology Student Learning Outcomes</b>
1. Students will be knowledgeable about ethical principles which inform the field of Psychology
2. Students will be knowledgeable about areas of Psychology that are central to understanding human functioning
3. Students will be knowledgeable about Psychological theories and research related to the field of Psychology

## APPLICATION PROCEDURES FOR ADMISSION AS A DEGREE-SEEKING STUDENT

Applicants must submit the following application materials to the Director of Admission: Graduate and Postbaccalaureate Programs, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001:

1. Online Graduate Program application: [www.loras.edu/apply](http://www.loras.edu/apply)
2. All official transcripts from each institution attended, including undergraduate and graduate
  - a. A minimum cumulative GPA of at least 2.75 (or 2.9 in the last 60 credits) is required for admission.



- b. Completion of at least 9 credits in the behavioral sciences is required for admission.
3. Applicant statement
4. Current resume or vitae
5. Three recommendations

**Deadlines are as follows:**

*Fall enrollment — materials due by July 1*

*Spring enrollment — materials due by December 1*

*Summer enrollment — materials due by April 1*

*Applications submitted after these deadlines will be considered on an individual basis.*

**THE OFFER OF ADMISSION**

Immediately following receipt of all application materials, the file will be reviewed by the Program Director to determine whether to move forward with an interview. The applicant will then be contacted with information about their next steps. After completion of the interview (or after review of the file), the applicant will be notified of an admission decision via email.

A student is not officially accepted into the program until the following conditions have been met:

\*The student must sign an informed consent form of professional ethical conduct.

*Notice to applicants who are still enrolled in classes at their current institution: In lieu of an official copy of your undergraduate transcript, please submit an unofficial copy of your current undergraduate transcript including your courses in progress. Upon receipt of all other application materials, you may still be invited for an interview and be given a provisional admission decision, contingent upon our receipt of your final, official transcript once your final grades are posted.*

**CREDIT REQUIREMENTS**

Each student is assigned a faculty advisor who will assist him/her as s/he moves through graduate studies. The student is to meet with the advisor at the beginning of enrollment and prior to registration for subsequent semesters to design an individualized program of courses, field experiences, etc.

A minimum of 60 credits for the Counseling degree and 39 credits for the General Psychology degree program are required.

Up to 9 credits of coursework can be transferred from another institution for the General Psychology degree and 12 credits for the Counseling degree.

Courses in the counseling sequence (PSY 647 & PSY 649) must be taken from Loras College faculty.

**CANDIDACY**

Students who have been admitted as a degree-seeking student will be reviewed after the completion of at least 15 credits from Loras College and not more than 21 credits. This review will be conducted by faculty members in the psychology program and will assess adequacy of academic performance as well as overall suitability of the student for work in the area of counseling which has been selected. A recommendation regarding admission to candidacy will be made by graduate program faculty. A student will receive one of the following three recommendations.

1. **Acceptance to Candidacy:** The student is fully accepted into the program and may proceed with further coursework and internship experiences.
2. **Acceptance to Candidacy Deferred:** The student may continue his/her coursework but will need to successfully address areas of concern raised by the faculty during the candidacy review. The student, upon addressing said concerns, must reapply for acceptance to candidacy within 6 months of notification of deferred status. If the student has successfully addressed the specified said concerns, he/she will be recommended for **Acceptance to Candidacy**.
3. **Acceptance to Candidacy Denied:** The student will be denied acceptance to candidacy if he/she has demonstrated an inability to meet the academic standards of the program. This would be manifested in a GPA of under 3.0 for their graduate coursework. A student may also be denied candidacy if he/she demonstrates unethical behavior or a pattern of misbehavior or inappropriate behavior in his/her dealings with classmates, professors, internship supervisors, or clients. Denial of candidacy will result in the student's dismissal from the program.

## **COMPREHENSIVE EXAMINATION**

A written comprehensive examination is required for completion of the Master of Arts degree in Psychology. After completion of 30 credits, candidates in the general psychology track are eligible to take the required comprehensive examination; after completion of 50 credits candidates in the clinical-counseling track are eligible to take the required comprehensive exam.

The comprehensive examination can be taken only during the following months: October and March. Students will meet with the faculty member overseeing the comprehensive exam process and receive instructions and deadlines regarding the exam.

## **GRADUATE ACADEMIC PROBATION AND DISMISSAL POLICY**

Probation and dismissal from the Psychology graduate program are based on the following criteria:

1. A student who has been denied candidacy—the student has less than a 3.0 GPA for all courses completed at Loras College and has accumulated three grades of C or lower. A student who has earned an F in any course will be dismissed.
2. A student who has received negative evaluations from two or more faculty members.
3. A student who has been found to violate the College's student code.
4. A student who has been found to violate ethical guidelines during coursework or during practicum or internship.
5. Other grounds for program probation and dismissal may include: failure to adhere to technical standards, failure to pass comprehensive examinations, professional misconduct, or failure to successfully pass other programmatic requirements.

Given that the holders of a Counseling Psychology MA degree require a high degree of professional competence and personal integrity, this probation/dismissal policy is not designed to be exclusive.

## **DISMISSAL FOR UNSATISFACTORY ACADEMIC PROGRESS**

If a student is dismissed for reasons of unsatisfactory academic progress (e.g., low GPA, F in any coursework), the program director may notify the student that his/her work does not meet program standards. A letter will be sent to the student, with copies to the Vice President for Academic Affairs, the Director of Graduate Programs, and the Office of the Registrar.

## **PROBATION/DISMISSAL PROCESS**

The director of the Psychology program will initiate a probation/dismissal process by completing the Recommendation for Dismissal form.

1. The Recommendation for Probation/Dismissal form must be supported by at least two other faculty members. Faculty members may be full or part-time instructors. Faculty in support of probation/dismissal must provide a written statement outlining his/her rationale for probation/dismissal. This statement will be attached to the Probation/Dismissal form.
2. The Recommendation for Probation/Dismissal form and attachments are sent to the VPAA for review only in the case of a recommendation of dismissal from the program. If the VPAA supports Dismissal, the signed form is returned to the director of the Psychology program.
3. A copy of the Recommendation for Probation/Dismissal form is then sent to the student for review. A student may request a meeting with the director of the Psychology program. The Graduate Program Director will invite other faculty members to be present at this meeting.
4. If a student does not request a meeting within a timely fashion, it will be assumed that he/she does not intend to contest the Recommendation for Probation/Dismissal.
  - a. In the case of a student who does not appear for a meeting following a Recommendation for Dismissal, the student will be dismissed from the Psychology MA program. This decision will be communicated to the student in writing.
  - b. In the case of a student who does not appear for a meeting following a Recommendation for Probation, the director of the Psychology program, in consultation with other Psychology graduate faculty may move to dismiss the student from the program. In this case, the director of the Psychology program will amend the Recommendation for Probation to a Dismissal Action, at which time the Recommendation for Dismissal form will be sent to the VPAA for review.

## **APPEAL OF ACADEMIC DISMISSAL**

A student who has been dismissed from the Psychology Master's Program may appeal the decision to the VPAA, but must do so in writing within 30 days from the date of his/her dismissal.

## **SPECIAL STUDENT STATUS**

See Special Student Policy on Page 11.

**REQUIRED COURSES FOR THE MASTER OF ARTS IN COUNSELING DEGREE  
(60 semester credits) (CR = candidacy required)**

**Meets Iowa Code requirements for Licensed Mental Health Counselor (LMHC)**

L.PSY-527 Human Growth and Development  
L.PSY-605 Research and Program Evaluation  
L.PSY-612 Professional Orientation & Identity  
L.PSY-615 Assessment  
L.PSY-625 Psychopathology  
L.PSY-626 Diagnosis and Treatment Planning  
L.PSY-635 Social and Cultural Diversity  
L.PSY-637 Career and Lifestyle Development  
L.PSY-643 Group Work  
L.PSY-647 Helping Relationships  
L.PSY-694 Practicum (CR)  
L.PSY-696 Supervised Clinical Internship I (CR) (PREQ 694) (200 hours)  
L.PSY-698 Supervised Clinical Internship II (CR) (PREQ 694, 696) (200 hours)  
L.PSY-699 Supervised Clinical Internship III (CR) (PREQ 694, 696, 698) (200 hours)

**Loras College Requirements for LMHC**

*(this is required for degree-seeking students completing their entire degree at Loras)*

L.PSY-533 Addictions  
L.PSY-633 Physiological Psychology  
L.PSY-649 Techniques of Counseling and Psychotherapy (CR) (PREQ 647)

**Total Required Credits: 51**

**The remaining 9 elective credits to be determined in consultation with the student's advisor.**

**Regularly Offered Electives:**

L.PSY-539 Psychology of Stress & Coping  
L.PSY-558 Child Psychopathology  
L.PSY-595 Special Topics  
L.PSY-623 Adulthood and Aging  
L.PSY-648 Marriage and Family Counseling

\*(PREQ): there is a required course which must be taken prior to this course.

\*\* (CR): this course should be taken later in course of study; it cannot be taken prior to candidacy and it preferably should be taken close to the time of the practicum and internship.

## **REQUIREMENTS FOR THE GENERAL PSYCHOLOGY DEGREE**

**(39 Credit Hours)**

L.PSY-527 Human Growth & Development  
L.PSY-605 Research & Program Evaluation  
L.PSY-612 Professional Orientation & Identity  
L.PSY-615 Assessment  
L.PSY-635 Social & Cultural Diversity  
L.PSY-637 Career & Lifestyle Development

**Required Course Credits: 18**

**The remaining 21 credits of course work can be selected from the following course offerings:**

L.PSY-535 Addictions  
L.PSY-539 Psychology of Stress & Coping  
L.PSY-558 Child Psychopathology  
L.PSY-595 Special Topics  
L.PSY-623 Adulthood and Aging  
L.PSY-625 Psychopathology  
L.PSY-633 Physiological Psychology  
L.PSY-643 Group Work

Any other non-clinical course offerings.

**Total Credits Required for General Track Degree: 39 credits**

**General track Students may not take clinical coursework including - PSY 649, 696, 698, 699.**

## **COURSE DESCRIPTIONS**

### **L.PSY-527 Human Growth and Development**

This course provides an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

1. Theories of individual and family development and transitions across the life span;
2. Theories of learning and personality development including current understandings about neurobiological behavior;
3. Effects of crises, disasters, and other trauma-causing events on persons of all ages;
4. Theories and models of individual, cultural, couple, family, and community resilience;
5. A general framework for understanding exceptional abilities and strategies for differentiated interventions;
6. Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
7. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
8. Strategies for facilitating optimum development over the life span. 3 credits.

### **L.PSY 539 Psychology of Stress & Coping**

In this course the student will learn basic principles related to the psychobiology of stress & coping. Current psychological research regarding stress & coping will be examined. A variety of coping strategies will be outlined. The use of stress reduction techniques in therapy and in one's own life will be highlighted. 3 credits.

### **L.PSY-558 Child Psychopathology**

A study of behavioral, developmental, and psychological disorders of childhood and adolescence. Emphasis is placed on the assessment and treatment of child psychopathology. 3 credits.

### **L.PSY-561 The Psychology of Gender**

A cross-disciplinary examination of how gender influences and shapes the lives of women and men. Topics include: the process and history of gender socialization; gender in the workplace; gender images in the media and literature; differences and similarities in cognitive styles and moral reasoning. 3 credits.

### **L.PSY-595 Special Topics in Psychology**

Flexible offerings that allow students an opportunity to explore, with a professor and other students, an area of mutual interest. The students for these courses are screened by the teacher(s) to ensure their potential for course contribution, since students as well as teachers are expected to present positions in the area to be studied. 3 credits.

### **L.PSY-605 Research and Program Evaluation**

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

1. The importance of research in advancing the counseling profession;
2. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. Statistical methods used in conducting research and program evaluation;

4. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
5. Use of research to inform evidence-based practice; and
6. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies. 3 credits.

### **L.PSY-612 Professional Orientation & Identity**

This course that provides an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing. Studies in this area include, but are not limited to, the following:

1. History of the helping professions, including significant factors and events;
2. Professional roles and functions, including similarities with and differences from other types of professionals;
3. Professional organizations (primarily ACA, its divisions, and its branches), including membership benefits, activities, services to members, and current emphases;
4. Ethical standards of the ACA and their evolution, legal issues, and applications to various professional activities (e.g., appraisal and group work);
5. Professional preparation standards and their evolution and current applications; and
6. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
7. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
8. The role and process of the professional mental health counselor advocating on behalf of the profession;
9. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
10. Ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. 3 credits.

### **L.PSY-615 Assessment**

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including the following:

1. Historical perspectives concerning the nature and meaning of assessment;
2. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations;
3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
4. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
5. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
6. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
7. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; and
8. An understanding of general principles and methods of case conceptualization, assessment, or

diagnoses of mental and emotional status. 3 credits.

**L.PSY-623 Psychology of Adulthood and Aging**

A survey of modern knowledge about the processes of becoming old (aging) and old age itself. Emphasis is placed on cognitive processes, personality, and mental health. 3 credits.

**L.PSY-625 Psychopathology**

This course provides an understanding of emotional and mental disorders experienced by persons of all ages, characteristics of disorders, and common nosologies of emotional and mental disorders utilized within the U.S. health care system for diagnosis and treatment planning.

Studies in this area include, but are not limited to, the following:

1. Study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors;
2. Role of genetic, physiological, cognitive, environmental and interpersonal factors and their interactions on development of the form, severity, course and persistence of the various types of disorders and dysfunction;
3. Research methods and findings pertinent to the description, classification, diagnosis, origin, and course of disorders and dysfunction;
4. Theoretical perspectives relevant to the origin, development, and course and outcome for the forms of behavior disorders and dysfunction; and
5. Methods of intervention or prevention used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation. 3 credits.

**L.PSY-626 Diagnosis and Treatment Planning**

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Studies in this area include, but are not limited to the following:

1. The principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual;
2. The established diagnostic criteria for mental or emotional disorders that describe treatment modalities and placement criteria within the continuum of care;
3. The impact of co-occurring substance use disorders on medical and psychological disorders;
4. The relevance and potential biases of commonly used diagnostic tools as related to multicultural populations;
5. The appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental or emotional impairments;
6. The ability to conceptualize accurate multi-axial diagnoses of disorders presented by clients and discuss the differential diagnosis with collaborating professionals; and
7. The ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. 3 credits.

**L.PSY-633 Physiological Psychology**

Neuroanatomical and neuro-physiological basis of behavior, relationships among anatomy and physiology, and motivation, emotion, learning, memory, and sleep. This course will also include a consideration of current major psychotropic medications, their use and impact on behavior. 3 credits.



### **L.PSY-635 Social and Cultural Diversity**

This course provides an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society including all of the following:

1. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
3. Theories of multicultural counseling, identity development, and social justice;
4. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
5. Counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind or body; and
6. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.3 credits.

### **L.PSY-637 Career and Lifestyle Development**

This course provides an understanding of career development and related life factors, including all of the following:

1. Career development theories and decision-making models;
2. Career, avocational, educational, occupational and labor market information resources and career information systems
3. Career development program planning, organization, implementation, administration, and evaluation;
4. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development;
5. Career and educational planning, placement, follow-up, and evaluation;
6. Assessment instruments and techniques relevant to career planning and decision making; and
7. Career counseling processes, techniques, and resources, including those applicable to specific Populations. 3 credits.

### **L.PSY-643 Group Work**

This course provides both theoretical and experiential understanding of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
3. Theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
5. Experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. 3 credits.

### **L.PSY-645 Criminal Justice Risk Assessment**

How the field of Psychology identifies and measures risk provides the necessary framework to understand the use of risk assessment in the correctional system in the United States. Examination of the historical context of risk assessment and the discovery of the principles of risk, need, and responsivity provide the backdrop for an understanding of the necessity of including risk assessment in the correctional system for purposes of prediction of recidivism and case management. Course work further extends the risk, need, and responsivity concepts in an examination of three major types of risk assessments (adult male/female, adult female, and juvenile). In addition, the impact of age, race, and gender on the validity of risk assessment is examined.

### **L.PSY-647 Helping Relationships**

This course provides an understanding of counseling processes in a multicultural society, including all of the following:

1. An orientation to wellness and prevention as desired counseling goals;
2. Counselor characteristics and behaviors that influence helping processes;
3. An understanding of essential interviewing and counseling skills;
4. Counseling theories that provide the student with a model(s) to conceptualize client presentation and select appropriate counseling interventions. Students shall be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
5. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
6. A general framework for understanding and practicing consultation; and
7. Crisis intervention and suicide prevention models, including the use of psychological first-aid strategies. 3 credits.

### **L.PSY-648 Marriage and Family Counseling**

A course intended for those who plan to work with couples whose marriages are either in trouble or who wish to actualize their marriage to a high level of fulfillment and functioning. The student will be taught how to utilize family systems theory in resolution of conflicts, communications, achieving compatibility, and in handling spousal anger. The student will also acquire diagnostic and interpretive skills in uncovering underlying dynamics in marriages. 3 credits.

### **L.PSY-649 Techniques of Psychotherapy (CR) (PREQ 647)**

This course is intended to review major schools of thought and theories about counseling techniques. The chief aim is to develop the student's ability to demonstrate competency in selecting and applying appropriate techniques with given specific client demographics and specific diagnosis. The student will also be able to analyze research support for the selection of techniques that are used. A personal/professional philosophy of how to encourage and support therapeutic change by clients in clinical work will also be developed. Prerequisite: L.PSY-647 Open to degree candidates only. 3 credits.

### **L.PSY-650 Research Project**

Under the direction of a faculty advisor the student designs, conducts, and interprets a research study. Prior to conducting the study the student presents a research proposal. Upon acceptance of the proposal, the student proceeds with the study. The course is completed with a final oral presentation. The research project must be completed no later than July 1 for summer graduation, November 15 for fall graduation, or April 15 for spring graduation. *Open to degree candidates only.* 3 credits.

**L.PSY-694 Practicum (CR)**

A graduate-level clinical supervised counseling practicum in which students complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum will include:

1. Forty hours of direct service with clients including both individual and group work.
2. Weekly interaction with an average of one hour per week of individual and triadic supervision by a program faculty member or his/her designee.
3. An average of one and one-half hours per week of group supervision that is provided regularly over the course of the practicum by a program faculty member or his/her designee.
4. Evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. 3 credits

**L.PSY-695 Seminar**

Special topics in Psychology. Prerequisite: Written consent of instructor. Primarily for master's candidates in Psychology. 3 credits.

**L.PSY-696 Clinical Internship I (CR) (PREQ L.PSY-694)**

A graduate-level clinical supervised counseling internship of 600 clock hours. Students need to take, at a minimum, two 3-credit internships as a part of their degree program. This experience provides an opportunity to perform, under supervision, counseling activities similar to those professional counselors are expected to perform. The internship includes:

1. A minimum of 240 hours of direct service to clients.
2. A minimum of one hour per week of individual supervision or triadic supervision, usually performed by the on-site supervisor.
3. A minimum of one and one-half hours per week of group supervision, throughout the internship usually performed by a program faculty supervisor.
4. Exposure to collateral professional activities (e.g. record keeping, information and referral and staff meetings).
5. An opportunity for students to develop program-appropriate audio and/or videotapes of client interactions.
6. An opportunity for students to gain supervised experience in the use of professional resources (e.g. assessment instruments, professional literature and research etc.)
7. Formal evaluation of the student's performance by a program faculty member in consultation with the site supervisor. 3 credits.

**L.PSY-697 Independent Study**

Primarily for master's candidates in psychology. Individual investigation of a special topic under the direction of a faculty member. Permission of the director of the program required prior to registration. *Only open to degree candidates.* 3 credits.

**L.PSY-698 Clinical Internship II (CR) (PREQ L.PSY 694, 696)**

Successful completion of L.PSY-698, Clinical Internship II, fulfills the second internship experience required for completion of the degree program. Please see L.PSY-696 for more specific information. 3 credits.

**L.PSY-699 Clinical Internship III (CR) (PREQ L.PSY 694, 696, 698)**

Students are not required to take Clinical Internship III. If they do not they will need to choose an elective course to meet the credit requirement for the clinical-counseling program. 3 credits.

**COUNSELING AND GENERAL PSYCHOLOGY GRADUATE COURSE ROTATION**

<b>In the fall of even-numbered years:</b> <i>Courses for State of Iowa licensure:</i>	<b>In the fall of odd-numbered years:</b> <i>Courses for State of Iowa licensure:</i>
PSY-612 Professional Orientation & Identity PSY-615 Assessment PSY-625 Psychopathology <i>Major Required Course:</i>	PSY-527 Human Growth & Development PSY-605 Research & Program Evaluation PSY-647 Helping Relationships <i>Elective:</i>
PSY-633 Physiological Psychology <i>Practicum/Internship:</i>	PSY-595 Special Topics <i>Practicum/Internship:</i>
PSY-694 Practicum (CR) or PSY-696/698/699 Internship I/II/III (CR)	PSY-694 Practicum (CR) or PSY-696/698/699 Internship I/II/III (CR)
<b>In the spring of odd-numbered years:</b> <i>Courses for State of Iowa licensure:</i>	<b>In the spring of even-numbered years:</b> <i>Courses for State of Iowa licensure:</i>
PSY-643 Group Work (CR) <i>Major Required Courses:</i>	PSY-626 Diagnosis & Treatment Planning PSY-637 Career Development <i>Major Required Course:</i>
PSY-535 Addictions PSY-635 Social and Cultural Diversity <i>Electives:</i>	<i>Electives:</i> PSY-539/558/595/623/648
PSY-645 Criminal Justice Risk Assessment PSY-558 Child Psychopathology or PSY-648 Marriage & Family Counseling <i>Practicum/Internship:</i>	PSY-649 Techniques of Counseling & Psychotherapy (CR) (PREQ = PSY-647) <i>Practicum/Internship:</i>
PSY-694 Practicum (CR) or PSY-696/698/699 Internship I/II/III (CR)	PSY-694 Practicum (CR) or PSY-696/698/699 Internship I/II/III (CR)
<b>In the summer of odd-numbered years:</b> Other Psychology electives as needed Practicum/Internship	<b>In the summer of even-numbered years:</b> Other Psychology electives as needed Practicum/Internship

**PLEASE NOTE:** Courses designated with (CR) require Candidacy status before students can register. Course offerings may change due to student needs, course enrollment, and/or other factors. Please see the graduate bulletin for course descriptions; see IQ for course schedules.

## **MENTAL HEALTH COUNSELOR PATHWAY TO LICENSURE**

Loras College offers a special non-degree graduate program of study designed for individuals who have already completed a graduate degree in psychology or a related field within the past ten years and are interested in pursuing coursework so that they may be eligible for licensure as a Mental Health Counselor.

The number of credits required may vary significantly from student to student and will depend upon prior graduate coursework taken (either at Loras College or at another institution).

Applicants should be aware that no federal financial aid exists for this coursework, though they may seek private funding options.

Individuals must complete the same application process and must meet the same admission standards as degree-seeking Master of Arts in Counseling students.

Before applying, the faculty of the Counseling program urge interested individuals to consult the required coursework for Loras' Master of Arts in Counseling program to formulate an unofficial outline comparing the graduate coursework they have already completed with the requirements for the degree. The Counseling program maintains standards set by the Center for Credentialing and Education (CCE), and individuals may also refer to that website as they prepare their self-assessment (<https://www.cce-global.org/Assets/StateLicensure/IA-MHCapp.pdf>).

Upon admission, the director of the Master of Arts in Counseling program will work with the student to finalize their program plan.

Non-degree-seeking students will be held to the same academic and professional ethics requirements and program policies as degree-seeking students in order to maintain good standing within the program and to continue their coursework.

# MASTER OF ARTS IN SCHOOL COUNSELING

*Program Director:* Kimberly Tuescher, Ph.D. Counseling Psychology, University of Wisconsin-Madison

## GENERAL INFORMATION

The School Counseling Program offers courses leading to the Master of Arts degree in School Counseling.

Graduates will:

- Demonstrate professional judgment and therapeutic interpersonal skills
- Apply critical knowledge of human development, counseling roles, measurement, and assessment
- Demonstrate competency in using counseling processes
- Apply critical knowledge, skills, and disposition of the Professional School Counselor Standards
- Exhibit a working knowledge of the ethical standards of the American School Counseling Association
- Demonstrate competence in the use of research methodology applied to the field of school counseling
- Show self-awareness and sensitivity to one's impact on others
- Exhibit respect for the dignity and worth of the individual and appreciation of human diversity
- Display active involvement in the school counseling profession

### School Counseling Student Learning Outcomes

Graduates of the School Counseling Program will demonstrate proficiency in knowledge and skills identified in their Level I and Level II portfolios, respectively, in the following areas of study:

#### 1. Nature and needs of individuals at all developmental levels.

- Develop strategies for facilitating development through the transition from childhood to adolescence and from adolescence to young adult.
- Apply knowledge of learning and personality development to assist students in developing their full potential.

#### 2. Social and cultural foundations.

- Demonstrate awareness of and sensitivity to the unique social, cultural, and economic circumstances of students and their racial/ethnic, gender, age, physical, and learning differences.
- Demonstrate sensitivity to the nature and the functioning of the student within the family, school and community contexts.
- Demonstrate the counseling and consultation skills needed to facilitate informed and appropriate action in response to the needs of students.

**3. Fostering of relationships.**

- Employ effective counseling and consultation skills with students, parents, colleagues, administrators, and others.
- Communicate effectively with parents, colleagues, students and administrators.
- Counsel students in the areas of personal, social, academic, and career development.
- Assist families in helping their children address the personal, social, and emotional concerns and problems that may impede educational progress.
- Implement developmentally appropriate counseling interventions with children and adolescents.
- Demonstrate the ability to negotiate and move individuals and groups toward consensus or conflict resolution or both.
- Refer students for specialized help when appropriate.
- Value the well-being of the students as paramount in the counseling relationship.

**4. Group work.**

- Implement developmentally appropriate interventions involving group dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
- Apply knowledge of group counseling in implementing appropriate group processes for elementary, middle school, and secondary students.

**5. Career development, education, and postsecondary planning.**

- Assist students in the assessment of their individual strengths, weaknesses, and differences, including those that relate to academic achievement and future plans.
- Apply knowledge of career assessment and career choice programs.
- Implement occupational and educational placement, follow-up and evaluation.
- Develop a counseling network and provide resources for use by students in personalizing the exploration of postsecondary educational opportunities.

**6. Assessment and evaluation.**

- Demonstrate individual and group approaches to assessment and evaluation.
- Demonstrate an understanding of the proper administration and uses of standardized tests.
- Apply knowledge of test administration, scoring, and measurement concerns.
- Apply evaluation procedures for monitoring student achievement.
- Apply assessment information in program design and program modifications to address students' needs.
- Apply knowledge of legal and ethical issues related to assessment and student records.

**7. Professional orientation.**

- Apply knowledge of history, roles, organizational structures, ethics, standards, and credentialing.
- Maintain a high level of professional knowledge and skills.
- Apply knowledge of professional and ethical standards to the practice of school counseling.
- Articulate the Professional School Counselor role to school personnel, parents, community, and students.

**8. School counseling skills.**

- Design, implement, and evaluate a comprehensive, developmental school counseling program.
- Implement and evaluate specific strategies designed to meet program goals and objectives.
- Consult and coordinate efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives.
- Provide information appropriate to the particular educational transition and assist students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities.
- Assist parents and families in order to provide a supportive environment in which students can become effective learners and achieve success in pursuit of appropriate educational goals.
- Provide training, orientation, and consultation assistance to faculty, administrators, staff, and school

<p>officials to assist them in responding to the social, emotional, and educational development of all students.</p> <ul style="list-style-type: none"> <li>- Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success.</li> <li>- Assist in the process of identifying and addressing the needs of the exceptional student.</li> <li>- Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting.</li> <li>- Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience.</li> <li>- Promote use of counseling and educational and career planning activities and programs involving the total school community to provide a positive school climate.</li> </ul>
<p><b>9. Classroom management.</b></p> <ul style="list-style-type: none"> <li>- Apply effective classroom management strategies as demonstrated in deliver of classroom and large group school counseling curriculum.</li> <li>- Consult with teachers and parents about effective classroom management and behavior management strategies.</li> </ul>
<p><b>10. Curriculum.</b></p> <ul style="list-style-type: none"> <li>- Write classroom lessons including objectives, learning activities, and discussion questions.</li> <li>- Utilize various methods of evaluating what students have learned in classroom lessons.</li> <li>- Demonstrate competency in conducting classroom and other large group activities, utilizing an effective lesson plan design, engaging students in the learning process, and employing age appropriate classroom management strategies.</li> <li>- Design a classroom unit of developmentally appropriate learning experiences.</li> <li>- Demonstrate knowledge in writing standards and benchmarks for curriculum.</li> </ul>
<p><b>11. Learning theory.</b></p> <ul style="list-style-type: none"> <li>- Identify and consult with teachers about how to create a positive learning environment utilizing such factors as effective classroom management strategies, building a sense of community in the classroom, and cooperative learning experiences.</li> <li>- Identify and consult with teachers regarding teaching strategies designed to motivate students using small group learning activities, experiential learning activities, student mentoring programs, and shared decision-making opportunities.</li> <li>- Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.</li> </ul>
<p><b>12. Human Relations, Cultural Competency, Diverse Learner</b></p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge in the study of human relations, cultural competency, and diverse learners, and is prepared to work with students from diverse groups, including: Students from diverse ethnic, racial and socioeconomic backgrounds, students with disabilities, students who are gifted and talented, English language learners, and students who may be at risk of not succeeding in school.</li> </ul>

**POLICY STATEMENT: Training and credentials in School Counseling**

**Students may not practice as a Professional School Counselor without the requisite training and appropriate credential.**

The Loras College School Counseling Program, with support of Loras College administration, prohibit actively enrolled School Counseling graduate students to secure employment as a school counselor in full or part-time positions at any public or private school without having, or being eligible for, the



appropriate license/endorsement credential and prior to completion of the full curriculum. An exception may be granted with consultation and recommendation of the School Counseling Program Director during the final internship semester. If a student chooses to secure a professional school counselor position while enrolled in the program, and has not been granted the exception, the student will no longer be eligible to continue enrollment at Loras College. This policy is consistent with ethical practice assuring that PK-12 students are served by qualified school counselor professionals.

## **APPLICATION PROCEDURE FOR ADMISSION AS A DEGREE-SEEKING STUDENT**

Applicants must submit the following application materials to the Director of Admission: Graduate and Postbaccalaureate Programs, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001:

1. Online Graduate Program application: [www.loras.edu/apply](http://www.loras.edu/apply)
2. All official transcripts from each institution attended, including undergraduate and graduate.
  - a. A minimum cumulative GPA of at least 2.75 (or 2.9 in the last 60 credits) is required for admission.
  - b. Completion of at least 12 credits in the behavioral sciences is required for admission.
3. Applicant statement
4. Current resume or vitae
5. Three recommendations

## **Application Deadlines**

**Deadlines are as follows:**

*Fall enrollment — materials due by July 1*

*Spring enrollment — materials due by December 1*

*Applications submitted after these deadlines will be considered on an individual basis.*

## **THE OFFER OF ADMISSION**

Immediately following receipt of all application materials, the file will be reviewed by the Program Director to determine whether to move forward with an interview. The applicant will then be contacted with information about their next steps. After completion of the interview (or after review of the file), the applicant will be notified of an admission decision via email.

A student is not officially accepted into the program until the following conditions have been met:

\*The student must sign an informed consent form of professional ethical conduct.

***Notice to applicants who are still enrolled in classes at their current institution: In lieu of an official copy of your undergraduate transcript, please submit an unofficial copy of your current undergraduate transcript including your courses in progress. Upon receipt of all other application materials, you may still be invited for an interview and be given a provisional admission decision, contingent upon our receipt of your final, official transcript once your final grades are posted***

## **COURSE REQUIREMENTS**

Each student is assigned a faculty advisor who will assist him/her as s/he moves through the program. The student is to meet with the advisor at the beginning of enrollment and prior to registration thereafter to design an individualized program of courses, field experiences, etc.

A minimum of 39 credits for the degree program are required.

Up to 9 credits of coursework can be transferred from another institution.

Core course in the counseling sequence (SCP 647) must be taken from Loras College faculty.

**Students are not permitted to take more than 9 credits of Loras College graduate coursework in their first semester.**

## **CANDIDACY**

Students who have been admitted as degree-seeking students will be reviewed after the completion of at least 9-12 credits from Loras College and not more than 18 credits. This review will be conducted by faculty members in the school counseling program and will assess adequacy of academic performance as well as overall suitability of the student for professional work in the school counseling.

The student will fill out a form initiating this process and will also distribute a rating form to two independent outside raters. This form indicates a request to the raters to assess the student on attributes of **Sociability** (the capacity to form cooperative and interdependent relationships with one's fellows), **Interpersonal Sensitivity** (the capacity to relate to others with compassion and empathy), and **Professionalism** (the capacity to commit one's self to the technical and ethical standards of the counseling profession). The faculty will assess the progress of each student specific to success demonstrated in coursework and review the assessment forms completed by the two external independent professional raters. Faculty will also assess students on the same attributes as the independent raters. Based on the combined information, the faculty will make a recommendation on behalf of the student regarding admission to candidacy.

A student will receive one of the following three recommendations.

1. **Acceptance to Candidacy:** The student is fully accepted into the program and may proceed with further coursework and internship experiences
2. **Acceptance to Candidacy Deferred:** The student may continue his/her coursework but will need to successfully address areas of concern raised by the faculty during the candidacy review. The student, upon addressing said concerns, must reapply for acceptance to candidacy within six months of notification of deferred status. If the student has successfully addressed the specified said concerns, he/she will be recommended for **Acceptance to Candidacy**.
3. **Acceptance to Candidacy Denied:** The student will be denied acceptance to candidacy if he/she has demonstrated an inability to meet the academic standards of the program. This would be manifested in a GPA of under 3.0 in his/her graduate coursework. A student may also be denied candidacy if he/she demonstrates unethical behavior or a pattern of misbehavior or inappropriate behavior in his/her dealings with classmates, professors, internship supervisors, or clients. Denial of candidacy may result in the student's dismissal from the program.

## **COMPREHENSIVE EXAMINATION**

A written comprehensive examination is required for completion of the Master of Arts degree in School Counseling. In the last semester of coursework, candidates are eligible to take the required comprehensive examination.

The comprehensive examination can be taken only during March, July, and October. Students will meet with the faculty member overseeing the comprehensive exam process and receive instructions and deadlines regarding the exam.

## **GRADUATE ACADEMIC PROBATION AND DISMISSAL POLICY**

Probation and Dismissal from the School Counseling graduate program is based on the following criteria:

1. A student who has been denied candidacy—the student has less than a 3.0 GPA for all courses completed at Loras College and has accumulated three grades of C or lower. A student has earned an F in any course will be dismissed.
2. A student has been negatively evaluated by two or more faculty members.
3. A student who has been found to be violating the College's student code.
4. A student who has been found to violate ethical guidelines during coursework or during practicum or internship.
5. Other grounds for program probation and dismissal may include: failure to adhere to technical standards, failure to pass comprehensive examinations, professional misconduct, or failure to successfully pass other programmatic requirements.

Given that the holders of a School Counseling MA degree require a high degree of professional competence and personal integrity, this probation/dismissal policy is not designed to be exclusive.

## **PROBATION/DISMISSAL PROCESS**

The School Counseling Program Director will initiate a Probation/Dismissal process by completing the Recommendation for Dismissal form.

1. The Recommendation for Probation/Dismissal form must be supported by at least two other faculty members. Faculty members may be full or part-time instructors. Faculty in support of probation/dismissal must provide a written statement outlining his/her rationale for probation/dismissal. This statement will be attached to the Probation/Dismissal form.
2. The Recommendation for Probation/Dismissal form and attachments are sent to the VPAA for review only in the case of a recommendation of dismissal from the program. If the VPAA supports Dismissal, the signed form is returned to the director of the program.
3. A copy of the Recommendation for Probation/Dismissal form is then sent to the student for review. A student may request a meeting with the director of the School Counseling program, who will invite other faculty members to be present at this meeting.
4. If a student does not request a meeting within a timely fashion, it will be assumed that he/she does not intend to contest the Recommendation for Probation/Dismissal.
  - a. In the case of a student who does not appear for a meeting following a Recommendation for Dismissal, the student will be dismissed from the School Counseling MA program. This decision will be communicated to the student in writing.

- b. In the case of a student who does not appear for a meeting following a Recommendation for Probation, the School Counseling Program Director, in consultation with faculty may move to dismiss the student from the program. In this case, the Director will amend the Recommendation for Probation to a Dismissal Action, at which time the Recommendation for Dismissal form will be sent to the VPAA for review.

## **APPEAL OF ACADEMIC DISMISSAL**

A student who has been dismissed from the School Counseling Master's Program may appeal the decision to the VPAA, but must do so in writing within 30 days from the date of his/her dismissal.

## **SPECIAL STUDENT STATUS**

See Special Student Policy on Page 11.

## **REQUIRED COURSES FOR THE SCHOOL COUNSELING DEGREE**

### **(39 semester credits)**

- L.SCP-527 Human Growth and Development
- L.SCP-605 Research and Program Evaluation
- L.SCP-615 Assessment
- L.SCP-635 Social and Cultural Diversity
- L.SCP-637 Career and Lifestyle Development
- L.SCP-643 Group Methods
- L.SCP-647 Helping Relationships
- L.SCP-690 School Counseling
- L.SCP-694 Practicum in School Counseling
- L.SCP- 696 Internship in School Counseling (Grades K-8)
- L.SCP- 698 Internship in School Counseling (Grades 5-12)

## **COURSE DESCRIPTIONS**

### **L.SCP-527. Human Growth and Development.**

This course is designed to enhance understanding of how we develop and change across the life span both as individuals and within a family context. Course materials include the study the characteristics of various aspects of development at different ages and the influences and factors that produce change and stability as well as crisis, disability and psychopathology. This course is structured by topic versus by chronology, thereby lending the learning process to a greater in depth understanding of areas of development (e.g. intelligence, language, gender identification and other topics). Course materials also consider controversies associated with our understanding of development. Examples include the nature nurture debate, the continuity (or lack of continuity) in development, the value and limitations of various theories of development. The range of developmental theories covered in this course includes learning theory, theories that emphasize biology and theories of personality development. In the consideration of situational and environmental factors that influence development course materials will contrast those factors that contribute to both abnormal and normal behavior with particular emphasis on strategies that facilitate optimum development. Ethical and legal considerations that health professionals need to consider will also be covered. 3 credits.

**L.SCP-605. Research and Program Evaluation.**

This course is designed to provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. It will include an awareness of the importance of research as well as the limitations and difficulties in conducting research in the counseling field. Course materials will include information about specific methods such as single case designs, action and outcome-based research as well as both quantitative and qualitative approaches. Students will be able to demonstrate basic computer literacy and access technological tools for conducting research. Program evaluation is a major component of the course and includes awareness of needs assessment, outcome evaluation and program modification strategies. A consideration of the application of research findings to improving counseling effectiveness is also a component of the course. Relevant legal and ethical issues will be considered in all aspects of the course. 3 credits.

**L.SCP-615. Assessment**

In this course students be provided an understanding of individual and group approaches to assessment. Course materials include a consideration of historical perspectives on assessment, basic concepts of standardized and non-standardized testing including norm and criterion referencing, environmental and performance evaluation, individual and group testing, behavioral observation, and computer bases methods of assessment. There will be a review of statistical concepts central to the assessment process with an emphasis on concepts of reliability and validity. Person and environmental variables such as age, gender, culture and other variables related to accurate assessment processes will be considered thoroughly. Students will become familiar with strategies for selecting, administering and interpreting assessment instruments as they relate to case conceptualization, diagnosis and the overall counseling process. Ethical and legal considerations will be considered throughout all aspects of the course. 3 credits.

**L.SCP-635. Social and Cultural Diversity**

This course is designed to introduce students to multicultural issues involved in counseling. The course will emphasize both the cultural components and the social/political nature of groups nationally and internationally based on nationality, culture, age, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, race, ethnicity, gender, sexual orientation and disability. Topics of prejudice and discrimination as well as multicultural and pluralistic trends among and within these groups will be discussed. Course material will include theories of multicultural counseling, identity development and multicultural competency and also ethical and legal considerations. The course will consider the process of becoming an effective multicultural counselor in terms of becoming familiar with strategies for working with diverse populations and ethnic groups, individuals, couples, families and communities. Self-awareness of one's perceptions, preconceptions, expectations, and behaviors towards various social groups, including one's own groups, will be explored through experiential learning activities. 3 credits.

**L.SCP-637. Career and Lifestyle Development**

The course is designed to create an understanding of career development theories and decision-making models. Course materials will incorporate information about career information systems including technology-based career development applications and strategies, computer-assisted career guidance, relevant Web sites, labor market information resources, visual and print media and other relevant resources. The course will include information about career and educational planning, placement, and follow up evaluation. Students will become familiar with career assessment instruments, evaluation techniques and other resources which incorporate an awareness of the needs of specific populations. Students will also learn about the interrelationships among and between work, family, life roles and the

influence of diversity and gender in career development. An emphasis on career program development, implementation and evaluation will also be included. Throughout the course there will be a consideration of ethical and legal issues associated with all aspects of career development. 3 credits.

#### **L.SCP-643. Group Methods**

This course is designed to develop skills in order to facilitate groups for specific problem issues and developmental needs primarily targeted for school-aged populations. The history of group counseling as a medium for delivering intervention and prevention services will be presented. Research will also be reviewed, which supports specific outcomes, the economics of group counseling and the role of group counseling in the broader continuum of education based services. Students will primarily use role-play and class discussion as a means for developing knowledge and skills. 3 credits.

#### **L.SCP-647. Helping Relationships**

This course is designed to provide an understanding of counseling and consultation processes including an awareness of both counselor/consultant characteristics (such as age, gender, ethnicity, personal values and skills) and behaviors that influence the helping process as well as a knowledge of counseling theories. The consideration of counseling theories will include an examination of the historical developments and an exploration of affective, behavioral, and cognitive theories that are consistent with current professional research and practice in the field. Students will be encouraged to develop a personal style of counseling based on an understanding of essential microskills and intervention techniques, consistent with counseling theory. These skills will include the ability to establish appropriate goals, effective strategies for accomplishing those goals and clarity about the components of therapeutic relationships especially the importance of maintaining professional boundaries. Ethical consideration will be integrated into all aspects of the course. 3 credits

#### **L.SCP-690 School Counseling**

This course is an introduction to counseling in the K-12 school setting focusing on the history, philosophy, and trends in school counseling. Topics include the role and function of the counselor including the development, implementation, and evaluation of comprehensive school counseling program, individual and group facilitation skills, classroom management skills, curriculum development and delivery, counseling diverse students, coordination with programs inside and outside of the school, referrals, and consultation methods involving parents, educators, and the community. 3 credits.

#### **L.SCP-694 Practicum in School Counseling**

The purpose of this course is to become familiar with the school counselor role. Throughout the semester students will observe a variety of counselor styles and settings and have the opportunity to learn more about their future profession. Practicum is designed for students to observe counseling related activities that are new to them. Self-reflection and discussion will be encouraged. 3 credits

#### **L.SCP-696 Internship in School Counseling (Grades K — 8)**

Internship is an applied experience during which the Intern Student works as a professional counselor in training in cooperation with a school district's counseling personnel. The internship is the culmination of the school counseling student's preparation. The emphasis of the internship is to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The internship experience requires 600 hours of counseling tasks across all levels for grades K-8 endorsement. 6 credits.

### **L.SCP-698 Internship in School Counseling (Grades 5 – 12)**

Internship is an applied experience during which the Intern Student works as a professional counselor in training in cooperation with a school district’s counseling personnel. The internship is the culmination of the school counseling student’s preparation. The emphasis of the internship is to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The internship experience requires 600 hours of counseling tasks across all levels for grade 5 – 12 endorsement. 6 credits.

### **L. SCP-697 Independent Study**

Primarily for master’s candidates in the School Counseling Program. Individual investigation of a special topic under the direction of a faculty member. Permission of the Program Director is required prior to registration. Only open to degree candidates. 1-3 credits.

## **SCHOOL COUNSELING GRADUATE COURSE ROTATION SCHEDULE**

### **Fall Offerings**

SCP 527 Human Growth and Development  
SCP 647 Helping Relationships  
SCP 615 Assessment  
SCP 605 Research and Program Development  
SCP 690 School Counseling  
SCP 694 Practicum in School Counseling\*  
SCP 696 Internship in School Counseling (K-8)\*  
SCP 698 Internship in School Counseling (5-12)\*  
SCP 697 Independent Study (prior approval)

### **Spring Offerings**

SCP 643 Group Work  
SCP 635 Social and Cultural Diversity  
SCP 637 Career and Lifestyle Development  
SCP 694 Practicum in School Counseling\*  
SCP 696 Internship in School Counseling (K-8)\*  
SCP 698 Internship in School Counseling (5-12)\*  
SCP 697 Independent Study (prior approval)

\* Denotes courses that require candidacy and clinical acceptance with corresponding application

## **SCHOOL COUNSELOR PATHWAY TO LICENSURE**

Loras College offers a special non-degree graduate program of study designed for individuals who have already completed a graduate degree in psychology or a related field within the past ten years and are interested in pursuing coursework so that they may be eligible for licensure/endorsement for the Professional School Counselor credential.

The number of credits required may vary significantly from student to student and will depend upon prior graduate coursework taken (either at Loras College or at another institution).

Applicants should be aware that no federal financial aid exists for this coursework, though they may seek private funding options.

Individuals must complete the same application process and must meet the same admission standards as degree-seeking Master of Arts in School Counseling students.

Before applying, interested individuals should consult with the School Counseling program director to determine which additional courses need to be taken to ensure that they meet the state requirements for licensure/endorsement in the field.

Non-degree-seeking students will be held to the same academic and professional ethics requirements and program policies as degree-seeking students in order to maintain good standing within the program and to continue their coursework.



# EXECUTIVE MBA IN BUSINESS ANALYTICS & GRADUATE CERTIFICATE IN BUSINESS ANALYTICS

The Graduate Certificate in Business Analytics is comprised of the first 5 courses in the full Executive MBA in Business Analytics program and its credits can be applied towards that degree.

**Program Director:** Dr. Dale Lehman, Ph.D., Economics, University of Rochester

## GENERAL INFORMATION

The Loras College Executive MBA Program in Business Analytics is ideal for those looking to enter a rapidly growing field which uses data management and analytical tools to evaluate and analyze past performance to improve decision-making and business outcomes. There is anticipated to be a 1.5 million person shortage in the area of analytics nationwide in the next several years. Our program provides unique features tailored to meet the needs of working professionals or new graduate students.

1. Partnerships with the local business community, other academic institutions, and alumni with expertise in the field of analytics and performance management
2. A liberal arts focus, infusing the science of data management with the art of communication
3. A unique curriculum consortium of experienced business leaders in the analytics field
4. Faculty bring real-world experiences to their teaching

MBA Student Learning Outcomes
1. Examine business problems suitable for analytic modeling
2. Demonstrate the strategic relevance of analytics to organizational mission and success
3. Differentiate applications of quantitative techniques, including major data mining and visualization software
4. Demonstrate well-reasoned ethical decisions regarding data management and use
5. Present analysis results via visualization, written, and oral methods
6. Demonstrate ability to work effectively in groups of diverse backgrounds
7. Apply core financial, marketing, and management concepts to making data-informed business decisions

## APPLICATION PROCEDURES FOR ADMISSION AS A DEGREE-SEEKING STUDENT

Applicants must submit the following application materials to the Director of Admission: Graduate and Postbaccalaureate Programs, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001:

1. Online Graduate Program application: [www.loras.edu/apply](http://www.loras.edu/apply)
2. All official transcripts from each institution attended, including undergraduate and graduate. A minimum cumulative GPA of 2.75 is required for admission.
3. Applicant statement
4. Current resume or vitae
5. Two letters of recommendation

### Deadlines are as follows:

*Fall enrollment — materials due by August 1*

*Applications submitted after these deadlines will be considered on an individual basis.*

## **THE OFFER OF ADMISSION**

Immediately following receipt of all application materials, the file will be reviewed by the Program Director to determine whether to move forward with an interview. The applicant will then be contacted with information about their next steps. After completion of the interview (or after review of the file), the applicant will be notified of an admission decision via email.

## **SPECIAL STUDENT STATUS**

See Special Student Policy on Page 11.

## **REQUIRED COURSES FOR THE EXECUTIVE MBA IN BUSINESS ANALYTICS (36 Credit Hours)**

L.MBA 509 Big Data Ecosystem\*  
L.MBA 520 Data Science\*  
L.MBA 530 Programming for Analytic Methods\*  
L.MBA 540 Machine Intelligence\*  
L.MBA 550 Data Visualization\*  
L.MBA 512 Business Strategy for Analytics  
L.MBA 515 Ethical and Social Responsibilities of Business  
L.MBA 525 Managerial Economic Analysis  
L.MBA 555 Financial Management  
L.MBA 560 Marketing Analytics  
L.MBA 571 Risk Analysis  
L.MBA 581 Capstone Project

\* The first five courses in the Executive MBA comprise the Graduate Certificate in Business Analytics

## **COURSE DESCRIPTIONS**

### **L.MBA 509 Big Data Ecosystem**

This course examines the data management process from access to data sources through implementation of scalable processes. Big data requires understanding database design, and increasingly involves parallel processing and cloud-based data storage and analysis. Data formats and database architectures are examined. Tools for extracting data from relational, structured, and non-structured databases are explored. Included are issues related to data security and governance. Students will also learn how to evaluate technologies used to implement scalable decision analytic systems. 3 credits.

### **L.MBA 512 Business Strategy for Analytics**

This course examines how analytics can be applied in various parts of the value chain. Students, working in teams, select an industry or canonical company and identify how analytics can be applied in various parts of its value chain. From this, they map out drivers of analytics value in the industry, and identify examples of analytics across functional areas or – ideally – segments of the value chain, for different users and with different time frames, e.g. smaller-data, more synthetic, strategic decisions for executives, down to real-time predictive analytics embedded in operational systems. Students will also examine how different functional managers (e.g., CFO, CTO, etc.) would view analytics decisions. 3 credits.

### **L.MBA 515 Ethical and Social Responsibilities of Business**

This course consists of two parts. In the first, relatively brief part, we examine the ethical principles and theories that are relevant to resolving any moral issue. In the second part, we apply these principles and theories to the key moral issues in business (with emphasis, where appropriate and relevant, on questions dealing with data/information acquisition, analysis, and application) by studying, discussing, and debating them, principally through a case-study approach. The focus of our attention is on the three basic kinds of moral relationships in business: a) between the firm and the employee; b) between the firm and other economic agents (i.e., customers, competitors); and c) between the firm and various non-business groups (i.e., the environment). 3 credits.

### **L.MBA 520 Data Science**

Analytics is the process of taking data and turning it into new forms of value. The beginning of this process is often referred to as Data Science and the second stage of the process encompasses algorithms and visualization. As an introduction to data science, we proceed to cover practical data analytic skills including accessing and transferring data (ETL — extract, transform, load), applying analytical frameworks or patterns, applying methods from data mining and machine learning, and learning analysis methods for processing text. The course will also provide students an opportunity to do hands-on exercises with Big Data. The emphasis will be on practical usefulness and analytics patterns. 3 credits.

### **L.MBA 525 Managerial Economic Analysis**

In this course, students will build on the basic undergraduate microeconomic framework by application and evaluation of theoretical models of decision making specifically related to business operations. Managerial economic analysis will proceed by covering practical microeconomic skills including supply and demand theory, consumer theory, cost analysis, market structures, regulation, and forecasting economic models. Exploration of these models will include derivation and application geared toward scenarios applicable from a managerial perspective. The course will also provide

students an opportunity to do hands-on exercises with data to aid in application and interpretation of data in a microeconomic framework to comprehend and interpret consumer behavior and influence appropriate decision making within business settings. 3 credits.

### **L.MBA 530 Programming for Analytic Methods**

Business Analytics is the process of transforming data into business value. The Data Science course explores a variety of analytical methods for building models (predictive or explanatory). This course will focus on programming languages used for accessing, analyzing, and implementing such models. While many software platforms are available to automate various parts of this process, programming languages are commonly used – primarily R and Python at present. This course exposes students to the use of these languages, focusing on their use for accessing and cleaning data sources and implementing models in a production environment. The subsequent course (Big Data Ecosystem) utilizes these languages for an understanding of the entire process of Business Analytics. While some students may develop a proficiency with coding in these programming languages, the purpose of the course is to provide sufficient exposure to the use of these languages for making business decisions regarding choices of software, human resources, and organizational structures necessary for developing Business Analytics efforts. 3 credits

### **L.MBA 540 Machine Intelligence**

Machine intelligence involves the set of technologies that permit computers to learn, including pattern recognition (text, image, and data), classification modeling, recommendation systems, natural language processing, and a variety of applications that increasingly are part of everyday life. Often referred to as “artificial intelligence,” this course goes further to explore techniques (such as recurrent neural networks and deep learning) which automate the ability of computers to recognize and identify patterns and learn from these. These techniques are scalable in ways that provide automatic implementation – ranging from web search algorithms to intelligent agents to self-driving cars. This course will provide hands-on experience building such systems, but with the focus on understanding the implications for business. Students will gain an appreciation for the scope of potential applications, the limits of machine intelligence, ethical aspects of their use, and disruptive tendencies of these technologies. 3 credits.

### **L.MBA 550 Data Visualization**

Data/Information visualization is widely used in a number of industries, including business, engineering, and media disciplines to help people analyze and understand what the data is telling us. The industry has grown exponentially over the last few years, and as a result there are more tools available to help us quickly and efficiently create compelling visualizations. This course provides an overview of the data/information visualization discipline. Using a hands-on approach, readings and lectures will cover various visualization principles and tools. Our labs will focus on practical introductions to tools and frameworks, with plenty of time to explore & utilize additional applications. We will discuss existing visualizations (e.g. what we find in various publications and government data sources) and critique their effectiveness in conveying information. All students are expected to participate in class discussion, complete lab assignments, and create & critique many data visualization examples throughout the session. 3 credits.

### **L.MBA 555 Financial Management**

The objective of this course is to help students understand financial decision making and modeling and how these are impacted by real world uncertainty. To achieve this, students will review basic financial concepts and then work on applying them through case studies and a course project. This is all done in the context of the need for socially responsible decisions to be made with all stakeholders in mind. Students will also learn about a variety of financial regulations and why they have been put in place.

Through the use of case studies and using Microsoft Excel, students will apply financial concepts to evaluate and analyze decisions that businesses make. To understand how financial decisions are made, students will create their own financial projections for a company and experience how financial decision making is impacted by the assumptions that go into the financial model. Financial concepts will include: current financial statement analysis and how to forecast future financial statements; capital budgeting; the cost of capital; financing operations; and risk management. 3 credits.

### **L.MBA 560 Marketing Analytics**

Marketing remains a branch of business as well as a social science, and is often characterized by the “4 Ps” of product, place, promotion, and price, and has been extended in many contexts to include people, packaging, and positioning. Each of these Ps is a candidate for improvement through the use of analytics. In Marketing Analytics, we consider the analytics of:

1. Pricing, Forecasting Sales
2. Understanding Customer Demand
3. Customer Value
4. Market Segmentation
5. Retailing
6. Advertising
7. Market Research Tools
8. Internet and Social Marketing.

Topics include but are not limited to Price Bundling, Willingness to Pay, Profile Conjoint Analysis, Discrete Choice Analysis, Value Templates, Clustering and Collaborative Filtering, Bass Diffusion Models, Market Basket Analysis, Pay-per-Click Advertising, Principal Components Analysis, Measuring Nodes and Links, Network Contagion, and Viral Marketing Models. 3 credits.

### **L.MBA 566 Advanced Topics**

3 credits.

### **L.MBA 571 Risk Analysis**

An important part of business planning is identification, analysis, and management of risk. This spreadsheet-based course examines a variety of models geared to addressing business and social needs. Uncertainty is explicitly analyzed through the use of scenarios, simulation, and other techniques. Emphasis is placed on understanding and communicating the important uncertainties associated with any plan, and developing ways to incorporate these into business plans. 3 credits.

### **L.MBA 576 Analytics Internship**

This project-based internship is associated with the Center for Business Analytics. Students will apply what they have learned in prior courses to their work on various data analysis projects undertaken by the Center.

In doing so, they will synthesize those concepts and approaches and apply these in an extended and more thoroughgoing way to data in the health care, finance, manufacturing, consumer products, or other business sectors related to the mission of the Center. Some projects will be oriented to data-underserved populations. 6 credits.

**L.MBA 581 Capstone Project**

The goal of this course is to have students complete a data project (generally in groups) of a complex nature. This includes obtaining and cleaning relevant data, conducting appropriate analysis and communications of findings, and planning implementation of organizational processes that utilize the results of the project. Projects may come from students’ work environment, Center for Business Analytics sponsored projects, or other timely data projects that may arise at appropriate times. 3 credits.

**EXECUTIVE MBA GRADUATE COURSE ROTATION SCHEDULE FOR FALL 2019 COHORT**

Year 1 Offerings		
Fall	Spring	Summer
MBA 550 Visualization	MBA 530 Programming for Analytic Methods	MBA 509 Big Data Ecosystem
MBA 520 Data Science	MBA 540 Machine Intelligence	MBA 560 Marketing Analytics

Year 2 Offerings		
MBA 512 Business Strategy for Analytics	MBA 571 Risk Analysis	MBA 515 Ethical and Social Responsibilities of Business
MBA 555 Financial Management	MBA 525 Managerial Economics	MBA 581 Capstone Project

## LEADERSHIP ADMINISTRATION FACULTY AND STAFF

### BOARD OF REGENTS

Chancellor	<b>Most Rev. Michael O. Jackels</b> Archbishop of Dubuque Dubuque, IA
Vice Chancellor	<b>Rev. Msgr. James Barta, Ph.D. ('52)</b> Dubuque, IA
Chairperson	<b>Anthony Reardon ('72)</b> Carson, CA
Co-Vice Chairperson	<b>Joseph Schiesl ('76)</b> Triple Tree LLC Minneapolis, MN
Co-Vice Chairperson	<b>Mary Meehan</b> South Orange, NJ
Secretary	<b>Rich Clayton ('87)</b> Pleasanton, CA
<b>J. Paul Breitbach ('60)</b> Winston-Salem, NC	<b>Eugene (Gene) Murphy ('84)</b> Murphy & Hourihane LLC, Chicago, IL
<b>Troy L. Cicero ('84)</b> MulticultuReal Communications, New Lenox, IL	<b>Siobhan O'Connor Hartsell ('84)</b> Northwestern Medicine Chicago Proton Cancer Center, Warrenville, IL
<b>James E. Collins ('84)</b> Loras College, Dubuque, IA	<b>Michael D. Rice, II</b> JLT Specialty, Denver, CO
<b>Mark Cloghessy ('80)</b> Western Springs, IL	<b>Richard Scalise ('76)</b> Naperville, IL
<b>Rev. Msgr. John Enzler ('69)</b> Catholic Charities, DC, Washington, DC	<b>John K. Schmidt</b> AY McDonald Industries, Dubuque, IA
<b>William C. Glynn ('68)</b> Boise, ID	<b>Thomas Shey ('88)</b> Shey Systems, Hiawatha, Iowa
<b>Greg Gumbel ('67)</b> M3G Incorporated, Ft. Lauderdale, FL	<b>Dr. Steven Sloan ('78)</b> Vision Health Center, PC, Dubuque, IA
<b>Theresa (Obermann) Hoffman ('81)</b> Beecher, Field, Walker, Morris, Hoffman & Johnson, Waterloo, IA	<b>David W. Spahn ('71)</b> Dubuque Stamping & Manufacturing, Dubuque, IA

**Dennis Houlihan ('72)**  
Wells Fargo Advisors, Dubuque, IA

**Richard J. Kenney ('63)**  
Wisconsin Rapids, WI

**Sha-Chelle (Devlin) Manning ('90)**  
McKinney, TX

**Dr. David Meyers ('72)**  
Chesterfield, MO

**Mark Molo ('85)**  
Molo Companies, Dubuque, IA

**Tim Suther**  
Change Healthcare Lombard, IL

**Thomas Tauke ('72)**  
Alexandria, VA

**Donald Ulrich ('58)**  
RSI Enterprises, Inc., Glendale, AZ

**Michael Valder ('62)**  
Phoenix, AZ

## REGENTS EMERITI

Rev. Msgr. James Barta, Ph.D. ('52)  
James W. Bear ('67)  
Paul Breitbach ('60)  
Thomas J. Cashman ('60)  
J. Michael Colloton ('63) +  
John W. Colloton ('53)  
Jack B. Crahan +  
James M. Davis ('67)  
Donald P. Dupont ('51)  
The Rev. Msgr. Francis P. Friedl, Ph.D. ('39) +  
Paul Frommelt ('56) +  
John C. Gavin ('65)  
The Rev. Patrick G. Geary ('51) +  
Bernard T. Gillis, Ph.D. ('52)  
Thomas P. Giovingo ('78)  
Ramon J. Green ('51)  
The Most Rev. Jerome Hanus, O.S.B.  
Mary E. Hendry  
Sister Helen Huewe, O.S.F.  
Kathy (Stuermer) Jirak ('81)  
Joan Healy Joyce  
John R. Kromer ('67)  
The Most Rev. Daniel W. Kucera, O.S.B. +  
Jeffrey R. Ladd ('63)  
Allan J. Ludwig ('60)  
Carol Ludwig  
William T. Lynch ('64)

Kevin Malone ('69)  
Mark McCarville ('68)  
John J. Mulherin ('73)  
James P. Murphy ('67)  
Sister Colman O'Connell, O.S.B. +  
Luanus Ott  
Dr. Fred Pilcher ('69)  
Michael D. Rice ('64)  
Albert Ruffalo ('69)  
John V. Saeman ('58)  
The Rev. John Schlegel ('66) +  
Nicholas J. Schrup, III ('77)  
Michael J. Starshak ('63)  
Andrew P. Studdert  
Richard T. Sulentic ('52)  
Thomas J. Tauke ('72)  
Jim Theisen ('56)  
Thomas J. Tropp ('69)  
James J. Virtel ('66)  
David J. Vogel ('65)  
David J. Walsh ('71)  
David J. Wertzberger ('65)  
Sister Margaret Wick, O.S.F.  
Barbara Sullivan Woodward, Ph.D. ('72)

*+ deceased*



## LORAS COLLEGE ADMINISTRATION

JACKELS, The Most Rev. Michael O., 2013-  
B.A., St. Pius X Seminary in Erlanger, Kentucky, 1977  
M.A., Mt. St. Mary's Seminary in Emmitsburg, Maryland, 1981  
S.T.D., Pontifical University of St. Thomas in Rome, Italy, 1989

Chancellor

COLLINS, James E., 2004-  
B.A., Loras College, 1984  
M.A. University of Iowa, 2004

President

CARROLL, Mary Ellen, 2004-  
B.A., The University of Chicago, 1987  
M.Ed., Harvard Graduate School of Education, 1991  
Ph.D., The University of Chicago, 1999

Senior Vice President  
Dean of Experiential Learning

DOYLE, Michael (Mike) H., 2007-  
B.A., Loras College, 1991  
J.D., Marquette University, 1994

Vice President for  
Advancement | Treasurer

HEALD, Donna N., 2017-  
B.S., University of Scranton, 1985  
M.S., Rensselaer Polytechnic Institute, 1988  
Ph.D., Rensselaer Polytechnic Institute, 1991

Vice President for Academic Affairs &  
Academic Dean

SUNLEAF, Arthur W, 2000-  
B.A., Wartburg College, 1989  
M.A., Michigan State University, 1994  
Ed.D., Edgewood College, 2013

Vice President for Student Development  
and Dean of Students

## ACADEMIC AFFAIRS

ADAMS, Robert M., 2000- B.Mus., Central Michigan University, 1974 M.Mus., University of North Texas, 1981 M.A., Clarke College, 1984	Professor of Instructional Design and Technology Director, Center for Learning & Teaching
FRIEND, Michael P., 2017- B.A., Loras College, 1991	Registrar
GLOVER, Sara A., 2006- A.A., American River College, 1996 B.S., California State University-Sacramento, 2000 M.S., California State University-Sacramento, 2003 Ph.D., University of Virginia, 2006	Associate Dean of Instruction & Assessment
MORALES, Abigail A., 2018- B.A., University of Northern Iowa, 2011 M.A., St. Catherine University – St. Paul, 2016	Assistant Registrar
NELSON, Heidi M. 2019- B.S., South Dakota State University, 2008 D.P.T., University of South Dakota, 2011 D.S.c., University of Oklahoma Health Sciences Center, 2019	Director of Graduate & Continuing Education Programs
PADILLA, James, 2018- B.A., Northern Illinois University, 1992 J.D., Southern Illinois University at Carbondale, 1996 Executive Certificate, Loyola University at Chicago, 2002	Dean, Francis J. Noonan School of Business
STRAN, Scott M., 2016- B.A., Loras College, 1999	Associate Registrar

## MILLER ACADEMIC RESOURCE CENTER

GIBSON, Michael D., 1983- B.A., Idaho State University, 1970 M.A., Loras College, 1991	College Archivist Director of Center for Dubuque History
MELDREM, Joyce A., 2004- B.S., Iowa State University, 1978 M.A., University of Iowa, 1985 M.B.A., Northwest Missouri State University, 1997	Director of the Miller Academic Resource Center Associate Professor
KREIN, Marissa, 2019- B.A., University of Northern Iowa, 2011 M.A., University of Northern Iowa, 2015 M.S., University of Illinois at Urbana-Champaign, 2017	Instructional Coordinator & Assessment Librarian
PETTITT, Heidi R., 2008- A.A.S., State University of New York at Cobleskill, 2000 B.S., Morrisville State University, 2004 M.L.I.S., Syracuse University, 2008	Special Collections and Technical Services Librarian Instructor
SMITH, Kristen (Kris) L., 1984- B.A., Illinois Wesleyan University, 1983 M.S., University of Illinois, 1984	E-Resources and Research Services Librarian Associate Professor

## **CENTER FOR EXPERIENTIAL LEARNING**

BAKER, Maggie, 2006- B.S., University of Arizona, 1993 M.A., Universiteit van Amsterdam – The Netherlands, 1997	Service Learning Coordinator
WEBER, Jennifer L., 2016- B.S., University of Wisconsin – Platteville, 1997 M.S., University of Wisconsin – Platteville, 2002	Academic Internship Coordinator
ROBERTS, Jeffrey D., 2010- B.S., Ursinus College, 1977 M.Ed., University of Missouri – Columbia, 1980	Career Services Coordinator
BEHRENS, Abigail (Abbie) L., 2011- B.A., University of Wisconsin – Platteville, 2008 M.Ed., Marquette University, 2011	Study Abroad Program Coordinator

## **HEADWATERS ACADEMIC SUPPORT CENTER**

CLARK, Naomi K., 2014- B.A., Southwestern Oklahoma State University, 2005 M.A., University of Missouri, 2010 Ph.D., University of Missouri, 2014	Assistant Professor of English Director of Writing Center
GALLAGHER, Lynn L., 2011- B.S., Mundelein College of Loyola University, 1979 M.S. Ed., University of Wisconsin – Platteville, 2004 Ed.D., National-Louis University, 2008	Director, Disability Services
MULLIGAN, Daniel (Dan) J., 2016- B.A., University of Northern Iowa, 1992 M.A., University of Saint Mary, 2006	Academic Success and Retention Coordinator
WEBER, Kathleen (Kathy) A., 2016- B.A., St. Norbert College, 1987 M.A., Ball State University, 1990	Academic Counselor
WOLFF, Miriam (Mir) E., 2010- B.A., University of Iowa, 1985 M.A., The Johns Hopkins University, 1997 Ph.D., Northern Illinois University, 2015	Academic Counselor

## PROFESSORS EMERITI

Allen, Paul	2006	Maslowsky, Edward	2017
Bamrick, John F. +	1992	Miller, Frank	1994
Barta, Rev. Msgr. James	1995	Morton, Rodger (Fred)	2010
Bauerly, Donna	2007	Mosiman, Steven E. +	2010
Beck, Rev. Robert R.	2010	Noonan, Gerard B.	1995
Carroll, Roy W.	2015	O'Connor, Dennis A.	2016
Dansart, Bernard R.	2000	Pauly, Deborah M.	2012
Dunn, Robert J.	2015	Pommerich, Robert G.	1999
Eagleson, Gerald W.	2008	Reuland, Robert J.	2000
Flanagan, Patrick	2007	Rudin, Barry	2000
Friedl, Rev. Msgr. Francis P. +	1989	Schaefer, Joseph A.	2000
Goodman, Thomas	1995	Schramm, Alphonse A. +	1981
Idziak, Janine	2017	Skurnowicz, Joan S.	2000
Jewell-Vitale, Thomas A.	2013	Smith, Cynthia	2018
Johnson, Mary M.	2019	Speckhard, David	2018
Kapler, Joseph E.	1989	Sturm, Karen	2018
Kopp, Jay +	2002	Sula, Laddie J.	2012
Kraus, Kenneth W. +	2000	Tucker, Robert	2007
Lang, Rev. Charles +	2003	Upstrom, John P.	2014
Litka, Brenda G. Tuomi	2015	Willis, Daniel G.	2016
Mack, Teresa J.	2002	Wittine, Alfred J.	2003
Marxen, Donald J.	2007	Zettel, Larry	2006

*+ deceased*

## FACULTY

ACHARYA, Shikhar P., 2017- B.E., Kathmandu University, 2004 M.B.A., Ace Institute of Management, 2007 Ph.D., Missouri University of Science & Technology, 2015	Assistant Professor of Business Analytics
CASSELLA, Sarah N., 2017- B.A., Oberlin College, 2009 Ph.D., University of Cincinnati, 2015	Assistant Professor of Neuroscience
CIAPALO, Roman T., 1982- B.A., Loyola University – Chicago, 1972 M.A., Loyola University – Chicago, 1978 Ph.D., Loyola University – Chicago, 1987	Professor of Philosophy
ELLER, Eric P., 2014- B.S., Southwest Missouri State University, 1989 M.A., University of Missouri, 1991 M.A., University of Virginia, 1993 Ph.D. University of Virginia, 1998	Associate Professor of Finance
FIGGINS, Molly M., 2015- B.S., Clarke College, 2004 M.S., University of Northern Iowa, 2006	Assistant Professor of Athletic Training Director, Master of Athletic Training Program
GAMBRALL, Bernard (Doug) D., 2011- B.B.A., University of Notre Dame, 1979 M.B.A., University of Evansville, 1985 Ed.D., Spalding University, 2005	Associate Professor of Business Administration
GRINDE, Lisa R., 2001- B.A., Northern Michigan University, 1994 M.S., Virginia Commonwealth University, 1997 Ph.D., Virginia Commonwealth University, 1999	Associate Professor of Psychology
HERBST, Aaron M., 2017- B.S., Clarke College, 2007 M.S., University of Iowa, 2012	Assistant Professor of Athletic Training
KELLER, Robert S., 1999- B.A., St. Olaf College, 1993 Ph.D., University of North Carolina – Chapel Hill, 1999	Professor of Mathematics Chair, Division of Mathematics, Engineering and Computer Science
KURCZEK, Jake C., 2016- B.A., St. Olaf College, 2009 Ph.D., University of Iowa, 2014	Assistant Professor of Psychology and Neuroscience

LAURITSEN, Kirstin J., 2019- B.A., Luther College, 2005 M.A., University of Northern Iowa, 2011 Ph.D., Bowling Green State University, 2017	Assistant Professor of Psychology
LEHMAN, Dale E., 2014- B.A., State University of New York – Stony Brook, 1972 M.A., University of Rochester, 1975 Ph.D., University of Rochester, 1981	Professor of Business Administration Director of MBA program
MASKAY, Biniv K., 2012- B.S., Illinois Wesleyan University, 2007 M.S., University of Kentucky, 2009 Ph.D., University of Kentucky, 2012	Associate Professor of Economics
OMARZU, Julia S., 2002- B.S., San Diego State University, 1983 M.A., California State University – Fresno, 1995 Ph.D., The University of Iowa, 1999	Associate Professor of Psychology
PADILLA, James, 2018- B.A., Northern Illinois University, 1992 J.D., Southern Illinois University at Carbondale, 1996 Executive Certificate, Loyola University at Chicago, 2002	Dean, Francis J. Noonan School of Business
PAINE, David R., 2018- B.A., Harvard University, 2008 M.A., William James College, 2011 Ph.D., Boston University School of Education, 2017	Assistant Professor of Psychology
SCHILDER, Steffanie J., 2015- B.S., University of Wisconsin – Madison, 2004 M.S., University of Wisconsin – Milwaukee, 2006 Ph.D., University of Wisconsin – Milwaukee, 2011	Associate Professor of Psychology Director, Graduate Psychology Program
TRINGALE, Allison M., 2018- B.A., Clarke University, 2014 M.A., University of Houston, 2016 Ph.D., University of Houston, 2018	Assistant Professor of Business Administration
TUESCHER, Kimberly D., 2016- B.S., University of Wisconsin – Oshkosh, 1980 M.S., University of Wisconsin – Oshkosh, 1983 Ph.D., University of Wisconsin – Madison, 1997	Professor of School Counseling Director, School Counseling Program