



LORAS COLLEGE™

GRADUATE DIVISION BULLETIN

2010-2011

MASTER OF ARTS DEGREE

in

EDUCATIONAL LEADERSHIP

PSYCHOLOGY

THEOLOGY

MINISTRY

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Registrar
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LORAS COLLEGE
BE MORE. BE LORAS.

GENERAL INFORMATION

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 Du Buque, 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.

The Loras College Graduate Program is fully accredited by the North Central Association of Colleges and Schools. The Iowa State Department of Education has granted approval to all graduate practitioner endorsement programs at Loras College.

The Graduate Program offers graduate courses on the Loras campus in the evening and during the summer. In addition to students enrolled in degree programs, the Graduate Program offers continuing education for students who do not propose 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 the Graduate Program as either a degree-seeking student or as a graduate special 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 student.

GENERAL REQUIREMENTS FOR ADMISSION TO DEGREE STUDY

See Individual Programs for Specific Application Procedures and Application Deadlines.

Students desiring admission to the Graduate Program as a degree-seeking student *must* submit the following materials to the Admissions Office prior to enrollment:

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Official transcripts from each undergraduate and graduate institution attended.
4. Letters of Recommendation.
5. Addendum to the Application.
6. Test Scores: *Please see individual programs for requirements.*
7. Photocopies of all teaching certificates and licenses held (for those students entering Education).

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 which is recognized by its own regional accrediting association.
2. A minimum cumulative undergraduate grade point average of 2.75 (A=4.00). If the student has not completed any graduate study, the cumulative grade point average is computed on undergraduate work. Only the graduate grade point average will be considered for those who have completed at least 12 graduate credits. Students seeking admission to candidacy after completing 12 graduate credits must have a cumulative grade point average of 3.00. (Students in the Educational Leadership master's program should consult the program section for additional details.)
3. Acceptance by the program in which the applicant desires to study toward Master of Arts degree and compliance with specific program's admission requirements.
4. The decision on the application for admission to study is made by the Graduate Coordinator or Program Director in which the applicant wishes to study. The Admission Office notifies the applicant regarding the program's decision. Appeals are reviewed by the Graduate Council.

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 Loras Graduate Program (see requirements for Admission to Candidacy).

GENERAL REQUIREMENTS FOR ADMISSION TO STUDY AS A GRADUATE SPECIAL STUDENT

A person with a baccalaureate degree who wishes to earn graduate credit, but not a graduate degree or who does not meet the requirements for admission to degree study may be accepted as a graduate special student. Loras graduate courses completed by a graduate special student with a grade of “B” or above may be applied to a graduate degree at Loras College with the approval of both the Graduate Coordinator or Program Director and the Provost.

Specific Requirements for Admission to Study as a Special Student in the Areas of Applied Psychology, Ministry or Theology

A graduate special student may complete a maximum of 18 credits in the areas of Applied Psychology, Ministry or Theology. To be admitted as a special student the following materials must be submitted to the Admission Office by May 15 for summer courses; by August 15 for fall courses; and by January 15 for spring courses:

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Unofficial transcripts from each undergraduate and graduate institution attended.

Specific Requirements for Admission to Study as a Graduate Special Student in the Area of Educational Leadership

A graduate special student may only complete LADM 510, 520, 530 and 540 (12 credits) in the area of Educational Leadership. To be admitted as a special student the following materials must be submitted to the Admissions Office by the last day of May for summer courses, by August 10 for fall courses and by January 10 for spring courses.

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Unofficial transcripts from each undergraduate and graduate institution attended. A cumulative undergraduate grade point average of 2.5 (or minimum of 2.75 in the last 60 hours; A=4.00) or above is required.
4. Addendum to the application.
5. Photocopies of all teaching certificates and licenses held.

REQUIREMENTS FOR ADMISSION TO CANDIDACY

Formal application for admission to candidacy must be made by the graduate student after the completion of 12, but not more than 18 credits. A minimum cumulative grade point average of 3.00 is required to be eligible for candidacy. Application forms are available from the students’ advisor, from the program chair, from the Graduate Coordinator or online on the IQ main page.

A degree seeking graduate student who has completed 18 credits and who has not filed the candidacy form will not be allowed to register for additional credits until the form is submitted.

The completed application is submitted to the Program Chair or Graduate Coordinator who reviews the form and signs the application. The signed form is forwarded to the Office of the Provost for review by the Graduate Council. The Registrar's Office will notify the student of the Graduate Council's decision.

Appeal of Decision

In situations where the applicant has been denied candidacy and wishes to appeal the decision, the applicant may request a meeting with the Provost. The Provost will review the decision only if one of the following criteria is met:

1. New information is available.
2. Program faculty or Graduate Council have not followed stated procedures.

Student appeals must take place within one month of the date the notification letter was sent from the Registrar's Office communicating the Graduate Council's decision to the student. The decision of the Provost is final and not subject to additional appeal.

REQUIREMENTS FOR THE DEGREE

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

1. Admission to candidacy (see above).
2. 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.)
3. Complete at least 27 of the total requirements for a 30+ credit degree at Loras College.
4. Earn a minimum cumulative grade point average of 3.00.
5. Submit the *Application for Graduation* form to the Registrar's Office at least four (4) weeks prior to graduation. The form is available from the student's advisor, from the graduate coordinator or online on the IQ main page.
6. Complete the degree requirements within eight (8) years from the date of admission to study as a degree seeking student at Loras College. If a student wishes to extend beyond eight 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.

COMPREHENSIVE EXAMINATION

A graduate student requests permission to take the comprehensive examination from the Graduate Coordinator or Program Director at least one month prior to the examination (see program sections for specific restrictions). The comprehensive examination will be scheduled by the Graduate Coordinator or Program Director. If a graduate student fails the comprehensive examination, only one (1) retake examination is permitted. An additional period of study is required before the re-

examination. The comprehensive examination must be completed by the end of the semester in which a student plans to graduate.

COURSE LOAD

An enrollment of nine (9) graduate credits during a semester is considered full-time. Three (3) credits during a summer session is considered full-time.

ADVISEMENT

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 and registration of classes.

TRANSFER OF CREDIT

No more than nine (9) transfer credits in a program of 30+ credits will be accepted. 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 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 Education no more than three (3) hours of correspondence credit will be accepted. Transfer and correspondence credit taken eight (8) years or more prior to admission to the study will not be accepted. Decisions concerning the transfer of credit are made by the Graduate Coordinator or Program Director. (Students in the Educational Leadership Master’s program should consult individual program section for additional details.)

A graduate student who wishes to take graduate credits at another institution for transfer to Loras College must have the prior written approval of the Graduate Coordinator or Program Director. Requests for acceptance of transfer credit must be made in writing to the Graduate Coordinator, Loras College, Dubuque, Iowa 52001. Requests should include the course title(s), and the course description(s) of the requested transfer credits. Only transfer credits which have been approved by the Graduate Coordinator or Program Director are posted to the Loras College graduate transcript.

GRADES

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

- A Superior: above average for graduate students
- B Good: average for graduate students
- C Passing: below average for graduate students
- I Incomplete: a temporary mark indicating that the student has been doing passing work, but must still 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.
- F Failure: no credit earned. A student earning an “F” grade may not repeat the failed course without the approval of the graduate program director and the division chair.
- P Pass: a mark used to show satisfactory performance in workshops and some practica.

- W Withdraw: 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

A graduate student appeals a grade first to the instructor. If a student cannot resolve his/her problem directly with the instructor, then the student meets with the chair of the academic division that houses the graduate program. If a student cannot resolve problems with the division chair, he/she may appeal to the Provost.

ACADEMIC STANDING/PROBATION

Graduate students are expected to maintain a minimum grade point average of 3.0. A student whose cumulative grade point average falls below 3.0 will be placed on probation and the student will have two consecutive semesters to remove that status. If the student fails to earn a minimum grade point average of 3.0 within that time, the student will be dismissed from the program.

REPEATING COURSES

With the approval of the Graduate Coordinator or 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 grade earned and the repeated final grade remain on the transcript. The cumulative grade point average will include only the second grade.

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; or complete empirical research, directed readings, or an arranged course.

698. Independent Study: Empirical Research

This course aims to give 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 aims to give students an opportunity to pursue a focused study on a particular topic primarily through library research. This course is not designed to duplicate current divisional 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.

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.

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

1. Completes the form *Request for Independent Study in the Graduate Program*.
2. Obtains the signature of the faculty member and the Graduate Coordinator or Program Director.
3. Submits the completed form to the Provost 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 the Graduate Coordinator or Program Director. *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 can be used to satisfy degree requirements.

CREDIT BY COMPETENCY ASSESSMENT

At the discretion of the Provost and Graduate Coordinator or Program Director, a qualified graduate student may demonstrate competency in a particular area without taking specific coursework. If a student successfully demonstrates competency the college either (a) waives a requirement or (b) grants credit for a specific course.

Waiver of Credits

A waiver does not change the total number of credits a student must complete, although a waiver may reduce the number of credits required in a specific area. In order for a student to be eligible for a waiver the student must demonstrate that he/she has received direction and has been successful in the area that is relevant to the waiver.

Granting Credit

If a student is granted credit through the competency assessment process the student pays tuition for each credit granted. The fee is one-fifth the current tuition rate. Competency assessment credit is recorded on a student's graduate transcript. The number of credits that a student may earn through competency assessment varies by program, but the total number of credits may not exceed six (6) credits in a 30+ credit program.

FEES

The tuition and technology fees are found on the Loras College website. 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 Registrar's Office either in person (Room 135 Keane Hall); by email (registrar@loras.edu); or by fax (563.588.4962). The date of the withdrawal is the day on which the student officially notifies the Registrar's Office. Refunds of adjustments are made according to a schedule published by the Business Office.

CLASS ATTENDANCE

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

GRADUATION

Graduate students may apply for graduation during the semester in which they complete all degree requirements. An *Application for Graduation* form is available from the Graduate Coordinator or Program Director or on the IQ main page. This form must be filed by all graduating students. The *Application for Graduation* form needs to be signed by the Graduate Coordinator or Program Director, and the student's advisor, when all degree requirements have been completed.

May graduates are invited to participate in the spring baccalaureate and commencement ceremony. Students who graduate in August or in December may participate in the December commencement ceremony. *Students must have completed ALL degree requirements, including the comprehensive examination, capstone or thesis, before graduating or participating in commencement.*

Students not wishing to have their names printed in the graduation program or in a news release must notify the Registrar's Office in writing at least six (6) weeks prior to the date of graduation.

AUDIT

Graduate students registered in a course may change from credit to audit with permission of the instructor. To change a course from credit to audit the student must notify the Registrar's Office in writing by the end of the first week of class during the fall and spring semesters or by the second day of a summer class.

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*, pay the application fee, and secure the approval of the division in which they wish to earn graduate credit.
5. For Education courses, the student must be admitted to Teacher Education.

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 Graduate Coordinator or Program Director.

THE GRADUATE COUNCIL

The Graduate Council is responsible for the organization, supervision, and administration of the Graduate Program. It is composed of the Provost; the Registrar or designee; the chair or representative of each of the divisions offering graduate degrees; and two (2) members of the teaching faculty appointed by the Faculty Senate. The Council formulates policy for the Graduate Program. It determines the credit value for courses, approves new courses, new programs and laboratory experiences, and approves candidates for candidacy. The Council formulates policy concerning grading, the comprehensive examination, the thesis, and admission requirements. The Council approves the Graduate Bulletin. The Graduate Council also acts on the petitions of graduate students to depart from the listed requirements and regulations.

STUDENT RECORDS

Transcripts of Academic Records

A student may request up to five (5) transcripts at one time at no charge. Requests for more than five transcripts will be honored at the rate of \$5 per transcript for each additional transcript over five. Transcripts will not be issued to anyone who has an outstanding balance with Loras College.

To request a transcript Loras College requires that a written request be submitted to the Registrar's Office. The request should include the following information: Full name (including maiden name); current address; last four (4) digits of the social security number; date of birth; day telephone number; dates attended Loras College; type of transcript being requested – undergraduate, graduate or both; address where the transcript is to be sent; student's signature. Requests can be submitted in person (Keane Hall room 135), by fax (563.588.4962) or by mail (Registrar's Office, Mail #1, Loras College, 1450 Alta Vista Street, Dubuque, IA 52001). Transcript requests are generally processed within one business day of receipt.

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.

NON-DISCRIMINATION 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 the 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 Loras College's Human and Organizational Development Office or to the Director of the Office for Civil Rights of the Department of Health and Human Services.

AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY

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 Loras College's Human and Organizational Development Office.

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. Copies of the policy may be obtained by contacting the Department of Campus Safety or the Office of the Associate Vice President for Student Development.

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.

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

The Family Educational Rights and Privacy Act (FERPA) affords students and parents, under certain circumstances, specific rights with respect to education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day Loras College receives a request for access. Students or parents of a dependent student (as defined in Section 152 of the Internal Revenue Code of 1954) should submit to the appropriate official (Office of the Registrar for academic records, Office of Vice President for Student Development for disciplinary records; and Center for Experiential Learning for employment/placement records), written requests that identify the record(s)

they wish to inspect. The appropriate official will make arrangements for access and notify the student or parent of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student or parents believe are inaccurate or misleading. A student or parent may ask Loras College to amend a record that they believe is inaccurate or misleading. They should write the Loras College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Loras College decides not to amend the record as requested, the College will notify the student or parent of the decision and of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student or parent when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting 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 responsibility.
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 are:

**Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue SW
Washington, DC 20202-4605**

Further, notice is hereby given that Loras College may release "directory information" without the prior consent of the student unless the student formally and timely requests that such information be kept confidential. Written requests not to release directory information must be filed with the Vice President for Student Development during the first two weeks of fall semester and must be renewed each fall. Such requests must apply to all of the following categories; a student may not specify that only some of the categories not be released. Directory information consists of the following information and is subject to change provided the change is effective only in the subsequent year (i.e., fall term) and provided the change(s) is/are appropriately publicized.

- a. student's name, local and permanent address
- b. telephone number/e-mail address
- c. date and place of birth
- d. major field of study
- e. dates of attendance

- f. degrees, honors and awards granted or received
- g. academic classification such as first year, sophomore, junior, senior, etc.
- h. gender
- i. educational institutions previously attended
- j. degree(s) held, date(s) granted and institution(s) granting such degree(s)
- k. thesis title
- l. participation in officially recognized organizations, activities and sports
- m. weight and height of student participating in officially recognized sports
- n. photographs
- o. e-mail addresses
- p. enrollment status
- q. credits enrolled

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

The Loras/St. Ambrose Consortium for Educational Leadership(*LSACEL*)

Division of Education

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Graduate Degrees and Endorsement Options

At Loras College graduate students may seek a Master of Arts in Educational Leadership.

General Information

The *LSACEL* preparation program is designed to serve persons in the field of education through providing a practitioner's degree that enables graduate students to acquire the competencies to be teacher leaders, school administrators, and supervisors of special education.

The *LSACEL* preparation program is a two year cohort model of professional administrator preparation involving 36 semester hours of licensure credits.

Components of Candidate Admission to the LSACEL Program

See LSACEL Graduate Handbook for additional program information.

See General Requirements for Admission to Study, page 2.

Portal I – Admission to Graduate School

Applicants must have access to a computer, Internet access, and e-mail capability. Applicants must submit the following application materials to the Admissions Office, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001, **by the last day of May for summer courses and by August 10 for fall courses.** *The LSACEL Program does not offer a spring start date:*

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Official transcripts from each undergraduate and graduate institution attended. A cumulative grade point of 2.5 (or minimum 2.75 GPA in last 60 hours; A=4.0) or above is required.
4. A bachelor's degree from an institution which is recognized by its own regional accrediting association.
5. Two (2) *Recommendation to Candidacy* forms. One from the applicant's supervisor and one from another person capable of judging the applicant's academic potential (required for all degree seeking students and admission to Portal II).
6. Completed *Loras Division of Education Information Form: Addendum to the Application*.
7. Current resume.
8. Copies of all teaching certificates and licenses.

Portal II – Admission to Candidacy

1. Successful completion of requirements from Portal I.
2. Nine hours of graduate credit with a minimum GPA of 3.0 in consortium coursework and all graduate coursework.
3. File paper submitted (from 530).
4. Mentor assigned.
5. Program of Study created.
6. Complete an interview with leadership faculty.

(Loras College students please also see Admission to Candidacy on page 3 for procedures which will apply.)

Portal III – Admission to Internship

1. Completion of L.ADM 510 – 590.
2. Twenty-seven hours of graduate credit with a minimum GPA of 3.0 in Consortium coursework and all graduate coursework.
3. Application for internship must be submitted the semester before the internship begins.
4. Approval of internship placement and site.
5. Approval for Graduation pending completion of internship.
6. Supervisors agreement letter to mentor intern.
7. Review and approval of Portfolio which demonstrates competencies.

Portal IV

1. Thirty-six hours of graduate credit with a minimum GPA of 3.0 in Consortium coursework and all coursework.
2. Presentation of Masters Project and display of Comprehensive Portfolio.
3. Three (3) years of teaching experience verified (for licensure).

Transfer Guidelines

Transfer credit requests must be submitted to the LSACEL program administrative assistant and will be evaluated by the program director in consultation with LSACEL program faculty, based on the viability of transfer, substitution, or equivalency. With Program Director approval, students may transfer up to 12 semester graduate credits from accredited institutions, provided these credits have a grade of B or higher on a 4.00 scale, are not older than seven years and will not be older than 12 years upon program completion. Under no circumstance may a candidate begin the internship sequence without verified eligibility and admission to Portal III. Further, the internship requires two semesters of experience and may not be completed by increasing the hours logged during any one semester.

Certification/Licensure

The licensure officer and academic advisor should be consulted regarding additional requirements for licensure that may not be included in the student's plan of study. A student seeking licensure is responsible for checking the current requirements of the state(s) in which the student plans to be licensed. The Loras College Education Programs are approved for licensure by the State of Iowa.

COURSES IN EDUCATIONAL LEADERSHIP

L.ADM-510. Visioning and School Administration: The School as a Professional Learning Community.

Explores the principles of behavior in educational organizations, the elements related to school reform and leadership activities that facilitate the development of a school culture that embraces change and school reforms that result in high quality schools and a professional learning community resulting in improved student achievement. These principles include the concept of leadership, the change process, current issues in education, and developing a shared vision and mission, the study of principles of transformational leadership, and collaborative decision-making skills. Includes completion of Self-assessment Standards Survey. 3 credits. Summer session.

L.ADM-520. Legal and Ethical Foundations of Educational Leadership.

Study of a broad knowledge of statutory considerations with specific attention to constitutional, statutory, and judicial provisions as a basis for the legal operation of educational systems. The rights of all stakeholders and ethical responsibilities of school leaders, especially related to diversity issues, are examined and linked to the administrative roles and responsibilities with boards, other school personnel, students, and other publics. 3 credits. Summer session.

L.ADM-530. Educational Research.

Using both quantitative and qualitative data including action research, students become consumers of research with a focus on using data for school improvement and for educational program planning and evaluation. Further, they will develop an understanding of and demonstrate the use of the Iowa Data Driven Leadership skills; complete a review of the literature; explore research

problems and questions; investigate research design, data collection and analysis issues, and evaluate research studies. Data Driven Leadership (DDL) certification approval will be determined separately from the overall course grade. 3 credits. Fall semester.

L.ADM-540. Leadership in Curriculum I: Teaching, Learning, and Instructional Assessment.

Explores a systematic study of the history, theory, and practice of curriculum development in American education. Further, candidates will understand administrative approaches to the design and delivery of elementary and secondary school curricula aligned with organizing for learning; cognition, diversity and learning theories; school goals, and student assessments and reporting of progress. 3 credits. Fall semester.

L.ADM-550. Current Issues Addressing Students with Special Needs.

Aspiring administrators will explore the monitoring and supervisory practices and procedures related to delivery of programs for individuals with special needs. The course, through literature review, analysis of effective program characteristics, and review of legal precedent strengthened through class discussion, will assist candidates in understanding the current issues, trends, and developments (inclusion, IEP procedures, teacher attitudes, teacher preparation and effective instructional practices) addressing programs for students with special needs. 3 credits. Summer session.

L.ADM-560. Leadership in Curriculum II: Instructional Assessment and the Professional Learning Community.

An in-depth study of administrative approaches to the design and delivery of elementary and secondary school curriculum completing a Strengths, Weaknesses, Opportunities, Threats (SWOT) campus analysis and identifying instructional strategies and curriculum practices aligned with professional development; development of curriculum guides, and curriculum mapping aligned with national standards and benchmarks. 3 credits. Spring semester.

L.ADM-570. Personnel Administration and Professional Development.

Explores the concepts and practices in recruitment, selection, professional development, and effective utilization of school staff to promote improved student learning for all. Topics will include evaluation of school personnel, legal aspects of hiring, retention, and dismissal, evaluation systems for professional and classified staff, and professional development models supporting lifelong learning and reflective practice. Including completion of 2nd Self-assessment Standards Survey and submission of request for internship. 3 credits. Spring semester.

L.ADM-580. Sustaining the Professional Learning Community through School and Community Relations.

Aspiring administrators will examine the school and its environment with an exploration of strategies to sustain the mission, vision, values, and goals of the school as a professional learning community and the selection of effective communication practices for developing and maintaining multiple opportunities for involvement with internal and external publics. 3 credits. Summer session.

L.ADM-590. Elementary/Secondary School Principalship.

Aspiring administrators will experience an instructional leadership focus for exploring the SREB building level leadership critical success factors (focused mission, high expectations, instructional practices, data driven decision making, parents as partners, adult learning theory) aligned with management concepts including: curriculum and organizational structure, theory and practice of scheduling, financial management, roles and responsibilities of governance, communication and public relations skills, home/parental involvement and relationships, project and crisis management, technology integration, school climate and culture, attendance and discipline in contemporary school settings, and effective support programs (counseling and guidance) which honor diversity. 3 credits. Fall semester.

L.ADM-610. Supervision of Instruction and the Learning Environment.

Explores theory, models, and the application of instructional leadership, supervision, and evaluation of instruction with a focus on effective classroom instructional practices that reflect current principles of learning. Candidates will practice supervisory techniques to support educators in improving the teaching and learning process by demonstrating skills in observational data collection, data analysis, collaboration, certified and classified staff evaluation, and conferencing skills. Evaluator Training certification approval will be determined separately from the overall course grade. 3 credits. Spring semester.

L.ADM-611. Supervised Internship Field Experience.

The internship, which will be required of all candidates, serves as the culminating experience and the capstone of the degree/certification program. Aspiring administrators will complete this first segment (200 hours) of the two semester internship which requires a total of 400 logged hours of internship experience. Although the internship candidate will be permitted to work in his/her own building with district administrators, a supervisor outside his/her school campus will be assigned for the internship experience. Candidates will be required to complete no less than 100 hours of internship at the PreK-6 grade level and no less than 100 hours of internship at the 7-12 grade levels. The remaining 200 hours of internship experience will be determined based on candidate needs, collaboratively with the internship supervisor, candidate, and campus administrators. The activities comprising the field experience for each intern will vary depending upon the intern's competencies, dispositions, and opportunities to become socialized into the administrative role. 2 credits. Fall semester.

L.ADM-612. Masters Project Comprehensive Portfolio Presentation.

Reflective thought concerning the preparation of school-based leaders supports the premise that there are many things to learn in the classroom but the most important knowledge and skills come on the job, learning from job assignment experiences. This course provides that opportunity representing the melding of theory and practice through an action research project linked to campus based improvement. This component linked directly to field-based learning and the courses in the program of study will require candidates to utilize the skills explored in program classes to identify, select, and implement a campus based strategy focused on improved student learning. Candidates will experience a leadership role similar to that of the campus administrator while leading key stakeholders in the selection, implementation, and evaluation of the selected strategy. 2 credits. Spring semester.

PRESENTATION OF MASTERS PROJECT AND DISPLAY OF COMPREHENSIVE PORTFOLIO.

L.ADM-613. Supervised Internship.

The internship, which will be required of all candidates, serves as the culminating experience and the capstone of the degree/certification program. Aspiring administrators will complete this second segment (200 hours) of the two semester internship which requires a total of 400 logged hours of internship experience. Although the internship candidate will be permitted to work in his/her own building with district administrators, a supervisor outside his/her school campus will be assigned for the internship experience. Candidates will be required to complete no less than 100 hours of internship at the PreK-6 grade level and no less than 100 hours of internship at the 7-12 grade levels. The remaining 200 hours of internship experience will be determined based on candidate needs, collaboratively with the internship supervisor, candidate, and campus administrators. The activities comprising the field experience for each intern will vary depending upon the intern's competencies, dispositions, and opportunities to become socialized into the administrative role. 2 credits. Spring semester.

MASTER OF ARTS IN APPLIED PSYCHOLOGY

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General Information

The Psychology Program offers courses leading to the Master of Arts degree in Applied Psychology. After admission to the program, degree students enter one of two areas of study: clinical-counseling psychology or general psychology. The program is 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 applied psychology, 3) providing a master's level education for those students wishing to pursue doctoral education elsewhere, and 4) providing a general master's level education for those individuals teaching or planning to teach

psychology in the secondary schools. The clinical-counseling program is designed to allow the student to fulfill the current course requirements for the State of Iowa's Mental Health Counselor license.

Application Procedures for Admission as a Degree Student

See General Requirements for Admission to Study, page 2.

Applicants must submit the following application materials to the Admissions Office, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001, **by May 15 for summer courses; by August 15 for fall courses; and by January 10 for spring courses:**

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Official transcripts from each undergraduate and graduate institution attended.
4. Three (3) letters of recommendation. One (1) letter should be from a person capable of judging the applicant's academic potential.
5. Psychology addendum to the application.
6. Test scores from either the Ohio State University Psychological Test (available in the Loras Counseling Center, telephone, 563.588.7024) or the Graduate Record Exam (general section, not the psychology version).
7. A typewritten statement (not to exceed three double-spaced pages) outlining the applicant's interests and professional goals. This statement is an integral part of the application process and will be weighed heavily in its evaluation. See addendum form for additional information.
8. Interview with at least two (2) members of the Psychology Program faculty (see addendum form for faculty names, office numbers, and telephone numbers).

Following a review of these materials, a letter notifying the applicant of his/her status will be sent.

Degree Requirements

1. **Admission to Candidacy.** Students who have been admitted as a degree-seeking student will be reviewed after the completion of at least 12 credits from Loras College and not more than 18 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 psychology which has been selected. A recommendation regarding admission to candidacy will be submitted to the Graduate Council (see page 4 for additional information on Candidacy).
2. **Comprehensive Examination.** A written comprehensive examination is required for completion of the Master of Arts degree in Psychology. After completion of 30 credits, candidates are eligible to take the required comprehensive examination. The comprehensive examination can be taken only during the following months: August, September, October, January, February, and March (see page 4 for application procedure).

3. Course Requirements

- a. 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, field experiences, etc.
- b. A minimum of 60 credits for the mental health counseling degree and 39 credits for the general psychology degree program are required.
- c. Up to 12 credits of coursework can be transferred from another institution to the Loras degree.

Required Courses for the Mental Health Counseling Track: (Meets Iowa Code requirements for LMHC) (60 semester credits)

L.PSY-612	Professional Identity
L.PSY-635	Social and Cultural Diversity
L.PSY-527	Human Growth and Development
L.PSY-637	Career and Lifestyle Development
L.PSY-647	Helping Relationships
L.PSY-643	Group Work
L.PSY-615	Assessment (PREQ 695)
L.PSY-695	Research and Program Evaluation
L.PSY-626	Diagnosis and Treatment Planning (CR) (PREQ 625)
L.PSY-625	Psychopathology
L.PSY-694	Practicum (CR)
L.PSY-696	Supervised Clinical Internship I (CR) (PREQ 694)
L.PSY-698	Supervised Clinical Internship II (CR) (PREQ 694, 696)
L.PSY-699	Supervised Clinical Internship III (CR) (PREQ 694, 696, 698)

Required Courses:

L.PSY-649	Techniques of Counseling and Psychotherapy (CR) (PREQ 647)
L.PSY-633	Physiological Psychology
L.PSY-535	Addictions

Total Required Credits: 51

The remaining 9 elective credits to be determined in consultation with the students advisor

Regularly Offered Electives:

L.PSY-595	Special Topics
L.PSY-558	Child Psychopathology
L.PSY-648	Marriage and Family Counseling
L.PSY-660	Individual Mental Measurement (CR) (PREQ 615m 695)
L.PSY-623	Adulthood and Aging

*(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 Practicum and Internship.

Total credits required for the Mental Health Counseling track: 60 credits

Requirements for the General Psychology M.A. Degree (39 semester credits):

L.PSY-612	Professional Identity
L.PSY-635	Social and Cultural Diversity
L.PSY-527	Human Growth and Development
L.PSY-637	Career and Lifestyle Development
L.PSY-615	Assessment (PREQ 695)
L.PSY-695	Research and Program Evaluation

Required Course Credits: 18

The remaining course work can be selected from the following course offerings:

L.PSY-595	Special Topics
L.PSY-625	Psychopathology
L.PSY-633	Physiological Psychology
L.PSY-535	Addictions
L.PSY-558	Child Psychopathology
L.PSY-647	Helping Relationships
L.PSY-643	Group Work
L.PSY-626	Diagnosis and Treatment Planning (CR) PREQ 625)
L.PSY-648	Marriage and Family Counseling
L.PSY-623	Adulthood and Aging
L.PSY-660	Individual Mental Measurement (PREQ 695, 615)

Any other non clinical course offerings.

Total Credits Required for General Track Degree: 39 credits

COURSES IN PSYCHOLOGY

L.PSY-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.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. 1-3 credits.

L.PSY-695 . 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.PSY-612. Professional Identity

This course provides an overview of counseling profession: its history and its connection to other human and health service providers. The course materials will include an understanding of ACA, its activities and services as well as its overall structure and philosophy. Students will learn about credentialing, licensure and accreditation procedures as well as public and private policy processes that constitute the professionalization of mental health work. The value of technological competence and computer literacy will be emphasized. In becoming aware of rights and privileges accorded to mental health professionals students will also learn about the importance of advocating for clients in addressing institutional and social barriers that limit or impede success. Course materials will include a thorough review of the ACA ethical code as well as code of other related professions as they contribute to and promote sound ethical and legal decisions making in professional counseling. 3 Credits.

L.PSY-615. Assessment (PREQ 695)

In this course students be provided and understanding of individual and group approaches to assessment. Course materials include a consideration of historical perspectives on assessment, basic concepts of standardized and nonstandardized testing including norm and criterion referencing,

environmental and performance evaluation, individual and group testing, behavioral observation, and computer based 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.PSY-626. Diagnosis and Treatment Planning (CR) (PREQ 625)

This course will familiarize students with the principles of the diagnostic process, including differential diagnosis and the use of tools such as the current edition of the Diagnostic and Statistical Manual. This objective includes awareness of treatment modalities and placement criteria within the continuum of care. In this course there will be consideration of the impact of co-occurring substance use disorders on medical and psychological variables and also a consideration of potential bias in assessment related to multicultural identity factors. There will be an emphasis on accurate conceptualization of multi-axial diagnosis using appropriate diagnostic tools including the DSM. We will also consider strategies for effective communication of differential diagnosis to clients and third party payers. 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 is designed to provide an understanding of mental disorders experienced by persons across the life span. It will include consideration of the characteristics of disorders as well as common categorizations of disorders utilized by the U.S. health care system. The course will emphasize the role of adaptation and stress mechanisms in the developments of disorders. The course materials will review genetic, physiological, cognitive, environmental and other variables as to their impact on the development, severity, course, and persistence of various types of disorders. Students will consider theoretical underpinnings/perspectives as well as various research methods and how they contribute to our understanding various aspects of disorders. A review of methods of prevention and intervention that can be used to minimize and modify the severity of disorders will also be included as a focus of this course. 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 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.PSY-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.PSY-643. Group Work.

This course is designed to introduce students to the practice of group work. Course materials will include a review of theories of group counseling, principles of group dynamics from the perspective of leader development as well as the roles and behaviors of group members. Students will learn about the therapeutic factors, stages of group development, selection criteria, group leader orientation and training, and methods for evaluating group effectiveness. The course will also include a consideration of relevant research pertaining to group processes and development and the various applications and types of group work. Ethical and legal considerations concerning the use of group practice and the professional development of group leaders will also be explored throughout all aspects of the course. 3 Credits.

L.PSY-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 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. This course will incorporate an awareness of systems theory particularly as it applies to family systems. Students will be encouraged to develop a personal model of counseling based on an understanding of essential interviewing and counseling skills. 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. An awareness of technological strategies and applications and their usefulness in developing outcome assessment will also be emphasized. The course will include a consideration of the major models of consultation, their history, and an awareness of the appropriate application of those models. Legal and ethical consideration will be integrated into all aspects of the course. 3 Credits.

L.PSY-648. Marriages and Family Counseling.

A course intended for those who plan to be involved in dealing 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 the spouse's anger. The student will also acquire diagnostic and interpretive skills in uncovering underlying dynamics in marriages. 3 credits.

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

This course is intended to develop a critical assessment of existing techniques in psychotherapy. The chief aim is to develop the student's ability to build successful methods of intervention for psychotherapy. Being able to adequately express all of the basic techniques of psychotherapy is stressed. 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*. 1 credit.

L.PSY-660. Individual Mental Measurement. (PREQ 695 and 615)

A study of intelligence testing with extensive practice and supervision in the administration and scoring of the WPPSI, WISC III, and WAIS III. Prerequisite: L.PSY-615. *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 a supervisor working under the supervision of a program faculty member.
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 a supervisor under the supervision of a program faculty member.
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. 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 member 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-698. Clinical Internship II (CR) (PREQ L.PSY 694, 696). 3 credits.

L.PSY-699. Clinical Internship III (CR) (PREQ L.PSY 694, 696, 698). 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 Graduate Coordinator and Provost required prior to registration. *Only open to degree candidates.* 1-3 credits.

MASTER OF ARTS IN THEOLOGY

MASTER OF ARTS IN MINISTRY

Division phone number: 563-588-7662

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General Information

The Archdiocese of Dubuque and Loras College have joined in a cooperative mission designed to meet the developing ministry needs of the regional Catholic Church and provide opportunities for continuing education and degree study. While dioceses and religious orders have made substantial investments in the education of priests and sisters for service in the church, there are increasing numbers of laity who are now assuming many new duties. Therefore, there is a corresponding need for new levels of training for the laity as the church continues to move in the direction of professional lay ministries.

At Loras, the Pastoral Education Program (PEP) offers graduate courses designed to meet professional needs. The PEP provides individuals with the chance to explore the opportunities and challenges of ministry, both as a special interest or as a degree program. Among those who could make use of the program are: directors of religious education; family and marriage ministers; liturgical ministers; members of boards, councils and committees; ministers in Christian initiation; pastoral administrators; pastoral associates; permanent deacons; social ministers; teachers of religious education; and youth ministers.

The Loras program uses online components in order to meet the needs of those who live a distance from Dubuque, and whose jobs and families limit their available time for class meetings. Each course is designed for 3 class meetings of 5-6 hours each, preceded by two to three weeks of work on one's own and online.

Prerequisites

Applicants should ordinarily have at least an undergraduate minor in religious studies or the equivalent. Evaluation of this prerequisite is done on an individual basis through the program. Contact Fr. Douglas Wathier, (563) 588-7013, or Dr. John Waldmeir, (563) 588-7966.

Application Procedures for Admission as a Degree Student

See General Requirements for Admission to Study, page 2.

Applicants must submit the following application materials to the Admissions Office, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001, **by May 15 for summer courses; by August 15 for fall courses; and by January 10 for spring courses:**

1. Completed *Application for Admission to Graduate Program*.
2. Nonrefundable \$25 application fee.
3. Official transcripts from each undergraduate and graduate institution attended.

4. Two (2) letters of recommendation. One (1) letter should be from a person capable of judging the applicant's academic potential.
5. Religious Studies addendum to the application.

Following a review of these materials, a letter notifying the applicant of his/her status will be sent.

Financial Assistance and Application Deadlines

The Archdiocese of Dubuque offers grants to persons who are accepted by Loras College to participate in the Pastoral Education Program. These students are recommended by their pastor and are individuals whose further education in theology and ministry will be of direct benefit to the parishes and schools of the Dubuque Archdiocese. Application forms are available upon request. The completed Application and Pastor Approval for Financial Assistance form must be submitted to the Academic Secretary for the Division of Philosophy, Religion and Theology, once per year.

Degree Requirements

Loras offers two graduate degrees with overlapping requirements, the Master of Arts in Theology and the Master of Arts in Ministry, both requiring 36 credits, 6 of which are a program specific Capstone Experience. For questions, contact either:

Dr. John Waldmeir
Loras College #50
1450 Alta Vista
Dubuque, IA 52001
John.Waldmeir@loras.edu
(563)588.7966

Fr. Douglas Wathier
Loras College #18
1450 Alta Vista
Dubuque, IA 52001
Douglas.Wathier@loras.edu
(563)588.7013

Course of Study

Core Courses: all required, 12 credits

- L.REL-621** Theological Reflection: Revelation and Inspiration
- L.REL-611** A Critical Introduction to Scripture
- L.REL-622** Christological Themes in Systematic Theology
- L.REL-631** Fundamental Moral Theology

Elective Courses: successful completion of 18 elective credits from any of the areas of study:

Scripture
Liturgy and Sacraments
Systematic Theology
Moral Theology
Ministry

Capstone: 6 credits

Master of Arts in Ministry: practicum project

Master of Arts in Theology: comprehensive examination and thesis

Graduate students are assisted in capstone research and writing by the thesis or practicum director, who is assigned by the Division Chair in consultation with the student. Students receive six (6)

credits for the capstone. The credits are granted only after the final thesis or practicum has been approved by the program and copies of the thesis have been deposited with the Division Chair.

COURSES IN RELIGIOUS STUDIES

SCRIPTURE

L.REL-611. A Critical Introduction to Scripture.

An introduction to the contents of the Old and New Testaments and the methods of studying and using the Bible, including scholarly methods, the use of the Bible in liturgy, and parish scripture study. 3 credits.

L.REL-612. Pentateuch.

A study of the first five books of the Old Testament with special attention to basic biblical themes and literary traditions. Prerequisite: L.REL-611. 3 credits.

L.REL-613. Synoptic Gospels.

This course helps the student understand the gospel texts in the framework of modern scholarship, thus enabling him or her to make sense of contemporary commentaries, and to distinguish among the evangelists and their theologies. The course begins with an introduction to the critical schools of source, form, redaction, and narrative criticism. After this, each gospel (Mark, Matthew, and Luke-Acts) is studied in turn, in terms of setting, purpose, and theological emphasis. Prerequisite: L.REL-611. 3 credits.

L.REL-615. The Letters of St. Paul.

This course studies the letters of Paul in the order of their probable chronology. The course is project centered, with each student adopting a letter of Paul as his/her project area. Student activity will include individual research and group study, performed largely in an on-line, distance-learning format. The class will gather as a group three times – at the beginning to establish our goals and methods, in the middle of the term for assessment and adjusting any new directions, and at the end to gather and share our findings. Prerequisite: L.REL-611. 3 credits.

L.REL-617. Psalms and Prophets.

A study of the liturgical and prophetic texts of the Hebrew scriptures. Attention paid to the literary form of poetry, the place of the second Temple, the role of the prophets, and the major texts. Prerequisite: REL 611. 3 credits.

L.REL-618. Special Topics in Scripture.

A compendium of topics for which we do not offer full courses.

SYSTEMATIC THEOLOGY

L.REL-621. Theological Reflection: Revelation and Inspiration.

This course is an introduction to theological reflection and two of the foundational categories in Christian theology: revelation and inspiration. Theological reflection begins with the lived experience of those doing the reflection; it correlates this experience with the sources of Christian tradition; and it draws out practical implications for Christian living. The course will examine several models of theological reflection and will investigate from a biblical, historical, and systematic point of view the divine self-revelation and the human response of faith. It is recommended that this course be taken as early as possible in the program of study. 3 credits.

L.REL-622. Christological Themes in Systematic Theology.

Since our appreciation of the mystery of Jesus Christ determines our attitude toward everything else in Christianity, including our approach to God, the reality of Jesus must be examined, exposed, and vindicated. This course provides a critical assessment of the historical foundations and theological content of the mystery of Jesus. Prerequisite: REL 621 or permission of instructor. 3 credits.

L.REL-623. Ecclesiology.

This course begins with New Testament and patristic perspectives on the church and continues with a theological/historical examination of post-patristic developments, including Reformation and Counter-reformation ecclesiology. It concludes with an examination of recent papal and conciliar documents and a discussion of contemporary issues. Prerequisite: REL 621 or permission of instructor. 3 credits.

L.REL-624. Sacramental Theology

This course undertakes a historical and theological investigation of the place of sacraments in faith life of the Christian community. By examining the varied ways in which the Church has proclaimed God's grace in action, this course will propose not just the value, but the necessity of celebrating sacramental rites, in order that the life of the Church might be sustained. 3 credits.

L.REL-628. Topics in Systematic Theology.

A compendium of topics for which we do not offer full courses e.g., mariology, eschatology, etc. Prerequisite: L.REL-621. 3 credits.

MORAL THEOLOGY

L.REL-631. Fundamental Moral Theology.

This course examines not only how contemporary Roman Catholic theologians attempt to integrate scripture and the mysteries of faith with reason's critical reflection on human experience in moral theology but also how they attempt to integrate the moral life and spiritual life. The course focuses on issues such as the nature of moral theology, the relationship between faith and morality, the Roman Catholic understanding of the human person, freedom and knowledge, sin, conscience, the use of scripture in moral theology, natural law, church authority and obedience, moral norms, moral decision making, discernment and the interplay of prayer and conscience in daily life. 3 credits.

L.REL-632. Issues in Christian Ethics

This course examines a variety of ethical issues from the perspective of Catholic moral theology. Issues to be covered could include those related to public policy such as poverty, immigration, racism, war, and the environment, as well as issues of sexual morality. For each issue covered during the course, magisterial statements on the issue, different theoretical perspectives on the issue, and social scientific interpretations of the issue will be examined. Prerequisites: REL 631. 3 credits.

L.REL-633. The Church's Social Teachings

This class will examine the official statements of the Catholic Church on social, economic, and political issues from the publication of Pope Leo XIII's *Rerum Novarum* in 1890 to the present day. Focus will be on both the guiding principles that remain relatively constant throughout all the documents and the specific recommendations made in particular times and places. The class will also look at the theological influences and political and economic theories that have influenced Catholic social teaching. 3 credits.

L.REL-636. Christian Spirituality.

This course surveys the foundations of Christian discipleship and its relationship to prayer and personal spiritual growth by drawing upon the Bible, the fathers of the church and major spiritual writers. Comparison and contrast with the values of today's society highlights the lasting value of this rich tradition. 3 credits.

Liturgy and Sacraments

L.REL-641. History and Sources of the Liturgy

This course undertakes a survey of liturgical history, sources, and shifts within the wide spectrum of both Eastern and Western liturgical rites. Through an examination of fundamental liturgical sources including basic homiletic and catechetical documents of the patristic period, this course will provide a basic introduction to the methodology of liturgical study. 3 credits.

L.REL-642. Sacraments of Initiation

This course will trace the historical development of the liturgies and theological interpretations of Christian Initiation in East and West from the New Testament period to the modern period of ecumenical convergence. In light of this historical investigation some modern forms of these rites (e.g., RCIA, LBW, BCP, etc.) will be considered theologically and ecumenically with an eye toward pastoral appropriations and implications. 3 credits.

L.REL-643. Eucharist: History and Theology

The Eucharist is at the heart of Christian life. It is the specifically Christian action above all others. Like the church itself, of which it is the summary and sign, it is a profound mystery. This course will attempt to provide an avenue to a deeper understanding of this mystery. Using an historical approach, the course will be concerned with investigating the theology associated with the celebration of the Eucharist in the early church, in the middle ages, and the post-Vatican II period. 3 credits.

L.REL-644. Sacraments of Healing

This course focuses on the theology and history of the sacraments of healing: Reconciliation and Anointing of the Sick. Scriptural and patristic foundations and later medieval and modern developments are examined, as are perspectives on current thought and practice relating to these sacraments. Using an historical approach, the course will be concerned with investigating the theology associated with the celebration of these sacraments in the early church, in the middle ages, and the post-Vatican II period. 3 credits.

L.REL-645. Worship and the Arts

Rooted in liturgical theology, this course will examine the relationship the worship of the Church, its proclamation and foreshadowing of the reign of God, and the ways in which the creative arts function as eschatological sacramentals. This course will examine theological aesthetics, and will examine the reciprocal way in which art and theology interact, thereby creating, within Christian worship, a genuine liturgical text. 3 credits.

L.REL-648. Special Topics in Liturgical Studies.

A compendium of topics for which we do not offer full courses. 3 credits.

MINISTRY

L.REL-651. Faith and Unbelief.

The purpose of the course is to focus the critical intellect on the possibility of faith in God in the contemporary world. It examines modern atheism in terms of its historic roots and modern forms. The case is made that individuals in the late twentieth century can reasonably believe in God. 3 credits.

L.REL-653. Catechesis and Faith Development.

This course considers the task of religious education in relationship to the stages of faith development for all ages. The course also includes the human development, spiritual needs and learning styles that pertain to each age level. Special emphasis is given to adult religious education, faith development, and faith enrichment. 3 credits.

L.REL-658. Special Topics in Religious Education.

A compendium of topics for which we do not offer full courses, e.g., media and religious education, aesthetics and religion, assessment, and special types of religious education. 3 credits.

L.REL-661. Theology of Ministry.

The concepts of ministry and service in the Bible are examined. This course then focuses on historical developments in church ministries, concluding with contemporary perspectives on the ministry of all the baptized in relationship with those ministries specially designated and commissioned by the community. The future shapes of ministry are discussed in the light of current developments. 3 credits.

L.REL-664. Becoming Ministers of the Word.

This course examines the foundations of preaching and promotes the importance of an operative theology when reflecting on the Word of God. Students who complete the course will gain the ability to move from biblical text to reflection through the practice of *contemplo, studeo, and praedico*; they will learn to craft reflections that are clear, concise, and insightful; they will gain the confidence to speak in a variety of settings, from catechetical sessions to prayer services, funeral vigils to retreats. Prerequisite: L.REL-611. 3 credits.

L.REL-668. Special Topics in Ministry.

A compendium of topics for which we do not offer full courses, e.g., ministry to special groups. 3 credits.

INTERDISCIPLINARY COURSES

L.REL-673. World Religions.

An introductory study of the world's largest religious traditions, with emphasis on: 1) their notions of God and 2) the values that underlie their ways of living. Similarities and differences between the basic attitudes and ideas are explored. 3 credits.

L.REL-674. Interpreting the Religious Experience.

Why do people engage in religious activity? What good does religion do? Is it an essential aspect of human existence? Are its pluriform ideas about “another dimension” or an “ultimate reality” truthful or illusory? Is it compatible with reason and science? The first half of the course examines the notion of the sacred, the idea of God, myth, ritual and symbol, sacrifice, the mystical experience, the notion of salvation, and the religious as a guide to life. The second half of the course examines the encounter of Christianity and world religions. 3 credits.

L.REL-675. Church History: European Religious Reformations, 1500-1750.

This course uses two methods to introduce students to an important period in the history of Western Christianity. In the manner of a historical survey, the course helps students to understand the sequence of events that constitute the major religious reforms of the period. From among that sequence, however, the course also focuses on certain themes, places and/or individuals; such a focused approach enables students to see in detail the themes that recur throughout the period. 3 credits.

L.REL-676. U.S. Catholic History.

The history of Roman Catholicism in the U.S. from colonial beginnings to the present with special emphasis on the changes in and anomalies of Catholic identity. 3 credits.

L.REL-677. Religion and Literature.

Imaginative literature like novels, plays, and poetry can bring religious ideas to life by dramatizing their purpose and meanings. This class will examine recent works of literature, including the fiction of Mary Grodon and Ron Hansen and the poetry of Robert Cooperwood and Annie Dillard. Together, the class will try to determine what these and other examples can teach readers about a side range of religious beliefs and practices. 3 credits.

L.REL-697. Independent Study.

The purpose of independent study is to provide a student an educational experience not normally offered through standard course work or through guided correspondence study. Independent study is the result of student initiative caused by the need for a certain course or learning experience. To register for an independent study the student must complete the appropriate Request for Independent Study form, available from the Graduate Office. The completed form is signed by the department chair, the director of the study, and the Provost Registration for an independent study cannot be done until all signatures have been obtained. The student is cautioned not to begin an independent study until all approvals have been received. Students in the Pastoral Education Program are allowed a maximum of six independent study credits. Credit variable.

CAPSTONE EXPERIENCES

L.REL-680. Thesis.

An in-depth research paper, supervised by a selected professor, on a topic approved by the department. The thesis must receive final approval from the thesis advisor and additional reader. Exams are three 15-minute oral exams in each of the following areas: Systematic Theology, Moral Theology, and Scripture. Prerequisite: Must receive written approval by director of the capstone. 6 credits.

L.REL-683. Practicum Project.

The capstone experience centers on designing and implementing a ministerial event. Following implementation, there is evaluation and a written report, including a theological chapter giving the principles and theological research invoked to support the project. A practicum advisor works with the student throughout the process, from proposal to final approval. Prerequisite: Must receive written approval by director of the capstone. 6 credits.

A

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 Admission to Degree Study.....2
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Campus Security.....10
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 Comprehensive Examination.....4
 Credit by Competency Assessment....7

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E

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Religious Studies Courses.....28
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