



LORAS COLLEGE™

1450 ALTA VISTA
DUBUQUE, IOWA 52001

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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
2018-2019

Volume LXXXVIII

Last Updated: May 2018

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

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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 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.

The Loras College Graduate Program is fully 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 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 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 (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.

Catalog Rights

Graduation requirements are determined according to the catalog in effect at the time of first enrollment. If enrollment is in any credit course and is continuous (at least one course is taken each academic year), then graduation requirements are taken from the catalog in effect at the time of first enrollment. To protect initial catalog rights, leaves of absence must be requested and approved in advance of the term for which absence is anticipated.

If students take an unapproved break in their studies, graduation requirements are determined according to the catalog in effect at the time of re-entry into continuous enrollment. Each new academic year begins with the fall semester.

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 Associate Director of Admission for Graduate Programs:

1. Completed online application for admission to the graduate program
2. Official transcripts from each undergraduate and graduate institution attended
3. Three (3) letters of recommendation (only 2 are required for MBA and Athletic Training programs)
4. Professional résumé (not required for Athletic Training)
5. Personal Statement of Intent
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 which is recognized by its own regional accrediting association.
2. A minimum cumulative undergraduate grade point average of 2.75 on a 4.0 scale. (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 9 specific science prerequisite course requirements (for Athletic Training).

After all application materials are submitted, the student will 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 Associate Director of Admission for Graduate Programs notifies the applicant regarding the program's decision. Upon acceptance, students are required to pay a confirmation deposit of \$100. 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). Eligibility for loans requires United States citizenship or permanent resident status. It should also be noted that federal legislation frequently modifies requirements and eligibility standards for financial aid.

Application Procedures

Because financial aid is awarded on an annual basis, these procedures must be followed each year. While admission 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.

- The Free Application for Federal Student Aid (FAFSA) should be completed as soon as possible after October 1, but not later than March 1, preceding the academic year for which assistance is requested. Students are requested to file the FAFSA on the internet 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 some graduate classes for professional development, continuing education credits, or just personal enrichment may take up to 9 graduate credits as a non-degree ("Special") student.

In order to enroll in the course(s), students must complete the standard online application (select "Graduate Non-Degree" as the Admit Type), and email unofficial copies of transcripts from each institution attended to: 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) weeks 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 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.

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 Counseling Psychology 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 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 Director of Graduate Programs, in consultation with program faculty.

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 director of his/her program. Requests for acceptance of transfer credit must be made in writing to Loras College, Dubuque, Iowa 52001. 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 -):

- 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 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 course for which the F grade was received without the approval of the Graduate Council and the division.
- 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 Associate Dean of Instruction and Assessment.

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 registration takes place. Registration must be completed before the student begins the work.

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 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.

Credit by Competency Assessment

At the discretion of the Academic Dean and the 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 Credit

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: 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 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 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) to provide a written record of their request. Questions may be directed to the Office of the Registrar (Keane 135) 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 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 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. 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 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

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 director of the student's program or on the IQ main page. This form must be filed by all graduating students with the Registrar's Office.

Graduates are invited to participate in the spring Commencement ceremony if they have completed or will complete degree requirements in the summer or fall semester following the ceremony.

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, a representative of each academic program that offers graduate courses, the Associate Director of Admissions for Graduate Programs and one representative of Academic Council appointed by Academic Council. The Chairperson shall be the Academic Dean or her/his designate.

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.

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 135 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 Honesty Policy

As a Catholic liberal arts institution, the mission of Loras College calls us to create a community of active learners, reflective thinkers, ethical decision-makers, and responsible contributors. When students begin graduate study, we expect these characteristics to serve as the structure upon which their graduate education is built. We recognize academic integrity as foundational to our work together, and we urge students to be aware of the role that ethical decision-making plays, not only in the fields they have chosen to study, but in the ways in which they approach their academic work.

Academic honesty specifically prohibits the following types of misconduct:

Cheating

- Intentionally acquiring privileged information pertaining to content or means of testing prior to an examination
- Using any means to share, exchange or retrieve privileged exam questions or answers (e.g., communicating during exams, using unauthorized notes during exams)

Plagiarism

- Using another person's exact language in any work without proper attribution
- Summarizing/paraphrasing another person's thoughts or ideas in any work without properly citing the source
- Taking any digital product created by another person and using it 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 work
- Submitting a translation of another's original work as one's own

Group Collusion or Unauthorized Collaboration

- Rewriting large portions of another person's work, and any critical feedback that person received, and presenting that work as one's own
- Presenting work as one's own when the work is the result of an unauthorized joint effort)

Duplicate Submission of Work

- Turning in any work from a previous or concurrent course, whether that work was completed at Loras College or at another institution, without the prior permission of the course instructor to whom the work is being submitted

Fabrication, Falsification or Distortion of Information

- Creating false data and representing it as genuine, research, or sources for use in any work (e.g., providing erroneous sources, taking an exam for another student, altering college or career documents, providing false documentation of hours completed for an internship, clinical, or field experience)
- Altering data or using biased portions of data to prove a claim when the entire scope of the research supports a different claim

Facilitating Academic Dishonesty

- Helping another student commit an act of academic dishonesty
- Neglecting to report a violation of the academic honesty policy to the course instructor or another appropriate individual in academic affairs

Fraudulent Alteration of Academic Materials and/or Forgery

- Altering, falsifying, or intentionally providing misleading information on any college documents
- Forging the signature (for example, of an instructor, advisor, preceptor, internship coordinator)

Theft, Abuse, Destruction of Academic Property

- Stealing library materials
- Vandalizing academic property
- Making unauthorized copies of copyrighted materials, including software and non-print media

Unauthorized Use of Information Technology

- Using a laptop, tablet, cell phone, calculator, or any other device to access information without permission or to copy privileged materials for a course

Unfair Advantage

- Seeking an extension on any work by means of a falsified excuse
- Obtaining an exam prior to its administration
- Denying access to information or material to others (e.g., stealing or defacing print or non-print materials)
- Incorporating a paragraph or more of text from another individual when the intent was simply to provide feedback and suggestions on the student's work

CONSEQUENCES FOR ACADEMIC DISHONESTY AND MISCONDUCT

Violations of academic integrity will be treated as a serious matter and may result in:

- Penalties ranging from failure of an assignment or examination to failure of a course, at the discretion of the instructor
- Probationary status in the program
- Recommendation for dismissal from the institution

Students facing allegations of academic misconduct may not withdraw from the course(s) in which the alleged violations occurred. They should continue to attend class(es) and meet course requirements until a sanction has been determined.

ACADEMIC DISHONESTY REPORTING PROCESS

The reporting and appeals process may be comprised of several steps. In terms of the reporting process, the following step will occur if a faculty member believes that there has been an act of academic dishonesty:

- The faculty member fills out the reporting form, discusses recommendations and/or sanctions with the student, the student signs the form and the case is reported to the program chair and to the Associate Dean of Instruction and Assessment, who maintains all files related to academic dishonesty.

ACADEMIC DISHONESTY APPEAL PROCESS

- Should the student wish to contest the faculty findings and/or recommendations for sanctions, s/he must contact the Associate Dean of Instruction and Assessment within 5 business days of the initial report of misconduct. The student may submit additional supporting information regarding the case to the Associate Dean of Instruction and Assessment. The Associate Dean of Instruction and Assessment will consider the materials and the faculty recommendation, and may opt to meet with members of the Graduate Council for discussion. The Associate Dean of Instruction and Assessment then makes a decision regarding the case and the faculty recommendation for sanctions and communicates that to the student.
- The student has the right to appeal the decision of the Associate Dean of Instruction and Assessment. Within 5 business days of receiving the decision, the student may contact the office of the Vice President for Academic Affairs to indicate her/his intent to contest the decision.
- The Vice President for Academic Affairs will review the findings of the Associate Dean of Instruction and Assessment, the original report from faculty and any additional materials that the student chooses to submit with the appeal. The Vice President for Academic Affairs may request a meeting with the student and may consult with the faculty member who originally reported the case. After consideration of all available information and materials, the Vice President for Academic Affairs will make the final decision regarding the recommendation. There can be no further appeal.

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, 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 Harrassment

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.

Family Education Rights and Privacy Act of 1974 (Buckley Amendment)

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, dean, head of the academic department, 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 college 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, D.C. 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 the school has designated as directory information under §99.37. (§99.31(a)(11))
- 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—Scott Stran, Assistant Registrar, scott.stran@loras.edu

Student Development Records—Arthur W. Sunleaf, Vice President for Student Development, arthur.sunleaf@loras.edu.

Directory Information

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.

1. Student's name, local, and permanent address
2. Telephone number/e-mail address
3. Date and place of birth
4. Major field of study
5. Dates of attendance
6. Degrees, honors, and awarded granted or received
7. Academic classification (graduate)
8. Gender
9. Educational institutions previously attended
10. Degree(s) held, date(s) granted, and institution(s) granting degree(s)
11. Thesis title
12. Participation in officially recognized organizations or activities
13. Photographs
14. Enrollment status

MASTER OF ATHLETIC TRAINING

Program Director: Molly McDonald 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.

Master of Athletic Training Student Learning Outcomes & Objectives
<p>1. Students will demonstrate comprehension of concepts and skills vital to basic function in health sciences careers.</p> <p>1.1 – express competency professional knowledge areas in athletic training 1.2 – recall foundational concepts in the health sciences</p>
<p>2. Students will be active learners and reflective thinkers by using common research techniques to discover and implement athletic training evidence based medicine.</p> <p>2.1 – read, reflect and summarize research related to athletic training clinical practice 2.2 – formulate clinical treatment plans using evidence based medicine 2.3 – use patient outcomes to determine quality of care 2.4 – preceptors will assist the students in the discovery and implementation of evidence based medicine in their practice. 2.5 – faculty will provide a classroom environment that allows students to grow</p>
<p>3. Students will demonstrate the ability to be responsible contributors by transitioning classroom knowledge into effective clinical practice.</p> <p>3.1 – employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations 3.2 – use administrative techniques common in healthcare 3.3 – preceptors will provide quality education opportunities.</p>
<p>4. Students will be able to use professional communication skills in order to efficiently communicate with both patients and healthcare professionals.</p> <p>4.1 – utilize proper medical terminology in verbal and written communication</p>
<p>5. Students will demonstrate ability to contribute in post-graduate settings.</p> <p>5.1 – practice effectively in post graduate jobs and post-professional settings</p>

Application Procedures for Admission as a Degree Student

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

1. Online Graduate Program application: www.loras.edu/apply
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. Developmental Psychology
 - f. Biomechanics
 - g. Statistics
 - h. Physics
4. Applicant statement
5. Two recommendations
6. 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 of all application materials, 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.

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

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.

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. With the exception of Drake University, no other 3+2 programs are planned to exist in the state of Iowa as of this moment.

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 of Academic Affairs. The MAT Program Director and the 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

Evaluate injuries found in the lumbar spine and lower extremity.

L.ATR-511 Evaluation of Injuries II

Evaluate injuries in the upper extremity, head, neck and spine.

L.ATR-520 Therapeutic Interventions I

Learning how to use common treatments to heal injuries.

L.ATR-521 Therapeutic Interventions II

Learning how to use common rehab exercises and techniques to rehabilitate patients with injuries.

L.ATR-530 Evidence Based Practice of Athletic Training

Introduction to research and develop research thesis.

L.ATR-540 Epidemiology

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.

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.

L.ATR-542 Health and Wellness Promotion

This course is intended to enhance student understanding of chronic disease and personal health and wellness promotion.

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

Course in advanced emergency care and athletic training skills.

L.ATR-580 Pathophysiology

This course will focus on common diseases and illnesses that impact the human body.

L.ATR-601 Clinical Experience I

Clinical Education practical hours

L.ATR-602 Clinical Experience II

Clinical Education practical hours

L.ATR-603 Clinical Experience III

Clinical Education practical hours

L.ATR-604 Clinical Experience IV

Clinical Education practical hours

L.ATR-605 Clinical Experience V

Clinical Education practical hours

L.ATR-606 Clinical Experience VI

Clinical Education practical hours

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.

L.ATR-611 Topics In Athletic Training

Topics course

L.ATR-640 Healthcare Administration

This course provides experience in healthcare administration.

L.ATR-680 Research on Athletic Training

Thesis

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 Athletic Training Skills II
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: Mary Johnson, Ph.D. Counseling Psychology, University of Iowa
David Paine, Ph.D. Counseling Psychology, Boston University School of Education
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.

Counseling Student Learning Outcomes
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.

General Psychology Student Learning Outcomes
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 Student

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

1. Online Graduate Program application: 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 a D or 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.

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

Students may request permission to enroll in graduate courses as a special (non-degree seeking) student for up to 9 credits of coursework. Special students may not enroll in practicum, internship courses, or core counseling courses without approval. Special students will be evaluated after 9 credits for full admission to the program. Financial aid is not available to special students.

Required Courses for the 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)
L.PSY-698 Supervised Clinical Internship II (CR) (PREQ 694, 696)
L.PSY-699 Supervised Clinical Internship III (CR) (PREQ 694, 696, 698)

Loras College Requirements for LMHC

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 commonalities, 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 Schedule

In the fall of even-numbered years: <i>Courses for State of Iowa licensure:</i>	In the fall of odd-numbered years: <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)
In the spring of odd-numbered years: <i>Courses for State of Iowa licensure:</i>	In the spring of even-numbered years: <i>Courses for State of Iowa licensure:</i>
PSY 643 Group Work (CR) <i>Major Required Courses:</i>	PSY 626 Diagnosis & Treatment Planning PSY 635 Social & Cultural Diversity PSY 637 Career Development <i>Major Required Course:</i>
PSY 535 Addictions <i>Electives:</i>	PSY 649 Techniques of Counseling & Psychotherapy (CR) (PREQ = PSY 647) <i>Practicum/Internship:</i>
PSY 645 Criminal Justice Risk Assessment PSY 558 Child Psychopathology or PSY 648 Marriage & Family Counseling <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)	
In the summer of odd-numbered years: Other Psychology electives as needed Practicum/Internship	In the summer of even-numbered years: 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.

MASTER OF ARTS IN SCHOOL COUNSELING

Program Director: Kimberly Tuescher, Ph.D. Counseling Psychology, University of Wisconsin-Madison
Mary Johnson, Ph.D. Counseling Psychology, University of Iowa
Steffanie Schilder, Ph.D. Counseling Psychology, University of Wisconsin - Milwaukee

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.

<p>3. Fostering of relationships.</p> <ul style="list-style-type: none"> - 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.
<p>4. Group work.</p> <ul style="list-style-type: none"> - 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.
<p>5. Career development, education, and postsecondary planning.</p> <ul style="list-style-type: none"> - 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.
<p>6. Assessment and evaluation.</p> <ul style="list-style-type: none"> - 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.
<p>7. Professional orientation.</p> <ul style="list-style-type: none"> - 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.
<p>8. School counseling skills.</p> <ul style="list-style-type: none"> - 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"> - Collaborate with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided that allow all students to achieve success. - Assist in the process of identifying and addressing the needs of the exceptional student. - Apply knowledge of legal and ethical issues related to child abuse and mandatory reporting. - Advocate for the educational needs of students and work to ensure that these needs are addressed at every level of the school experience. - Promote use of counseling and educational and career planning activities and programs involving the total school community to provide a positive school climate.
<p>9. Classroom management.</p> <ul style="list-style-type: none"> - Apply effective classroom management strategies as demonstrated in deliver of classroom and large group school counseling curriculum. - Consult with teachers and parents about effective classroom management and behavior management strategies.
<p>10. Curriculum.</p> <ul style="list-style-type: none"> - Write classroom lessons including objectives, learning activities, and discussion questions. - Utilize various methods of evaluating what students have learned in classroom lessons. - 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. - Design a classroom unit of developmentally appropriate learning experiences. - Demonstrate knowledge in writing standards and benchmarks for curriculum.
<p>11. Learning theory.</p> <ul style="list-style-type: none"> - 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. - 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. - Demonstrate knowledge of child and adolescent development and identify developmentally appropriate teaching and learning strategies.
<p>12. Human Relations, Cultural Competency, Diverse Learner</p> <ul style="list-style-type: none"> - 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.

Application Procedures for Admission as a Degree Student

Applicants must submit the following application materials to the Associate Director of Admission:

Graduate Programs, Loras College, 1450 Alta Vista, Dubuque, Iowa 52001:

1. Online Graduate Program application: 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 12 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 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 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 a D or 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

Students may request permission to enroll in graduate courses as a special (non-degree seeking) student for up to 9 credits of coursework. Admitted special students may not enroll in practicum and internship courses without approval, but may enroll in core counseling courses. Special students will

be evaluated after 9 credits for full admission to the program. Financial aid is not available to special students.

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 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.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

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
 Dr. Shikhar Acharya, Ph.D., Systems Engineering, Missouri University of Science and Technology
 Dr. Doug Gambrall, Ed.D., Leadership Education, Cognate in Business Management, Spalding University
 Dr. Roman Ciapalo, Ph.D., Philosophy, Loyola University
 Dr. Eric Eller, Ph.D., Economics, University of Virginia

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 Student

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

1. Online Graduate Program application: 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 is required for admission.
3. Applicant statement
4. Current resume or vitae

5. Two letters of recommendations

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

Students may request permission to enroll in graduate courses as a special (non-degree seeking) student for up to 9 credits of coursework. Special students may not enroll in practicum, internship courses, or core counseling courses without approval. Special students will be evaluated after 9 credits for full admission to the program. Financial aid is not available to special students.

**Required Courses for Executive MBA in Business Analytics
(36 Credit Hours)**

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

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 510 Managerial Effectiveness

This course is an examination of best practices for both current managers and those aspiring to a management position. Particular focus is placed on small group behavior and how group functioning affects organizational effectiveness. Since communication permeates every management function, emphasis will include the processes involved in management communication. This course will utilize case studies to discuss and apply the principles presented during class discussion. 3 credits.

L.MBA 511 Business Analytics Overview

This course provides an overview of business analytics, including recognition of the roles of analytics in decision-making, and overview of analysis techniques, an understanding of the process of incorporating data analysis into organizational processes, and the ethical dimensions associated with using data analysis for improved decision-making. 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 Analytics Methods

Business Analytics is the process of transforming data into business value. This process is often broken into stages of Data Science and Analytics Methods. The purpose of Analytics Methods is to use the data and rules resulting from data science methods and develop, test, and innovate business intelligence models to help solve common business problems. These methods originate in the fields of operations research, simulation, statistics, and machine learning. In this course, we model common business problems from the business domains of logistics, finance, marketing, and operations management using spreadsheets. 3 credits.

L.MBA 535 Communication for the Organization

This course offers an in-depth treatment of Organizational Communication research and theory, providing critical and analytical resources to make sense of complex organizational processes and experiences. The core focus of the course is examining the ways communication constitutes organizational life. From this perspective organizations are viewed as ongoing systems of interconnected discursive practices that generate and are dependent on entangled political, cultural and economic processes. Deeper understanding of organizational communication scholarship will aid students in achieving the core dispositions of nurturing active learners, reflective thinkers, ethical decision makers and responsible contributors by providing opportunities to critically analyze the role of communication in creating and sustaining organizations and the ways people communicate effectively and ineffectively in organizational contexts. 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

Year 1 Offerings		
Fall	Spring	Summer
MBA 550 Visualization	MBA 530 Analytics Methods	MBA 515 Ethical and Social Responsibilities of Business
MBA 520 Data Science	MBA 509 Big Data Ecosystem	MBA 560 Marketing Analytics

Year 2 Offerings		
MBA 512 Business Strategy for Analytics	MBA 571 Risk Analysis	MBA 525 Managerial Economic Analysis
MBA 555 Financial Management	MBA 540 Machine Intelligence	MBA 581 Capstone Project