Student Handbook / Academic Catalog 2023-2024



****Click here for handbooks from 2014 - 2023**

Table of Contents

ADLER GRADUATE SCHOOL OVERVIEW---- 6
Introduction---- 6
General Administrative Information---- 6
History of the School---- 6
Mission, Vision and Diversity Statement---- 7
Core Values---- 7
Notice to Students---- 8
ALL-SCHOOL POLICIES - ADMINISTRATIVE----9
All-School Ethics Policy----9
Alcohol and Drug Abuse Prevention Policy---- 9
Health Risks----10
Treatment and Counseling Resources----10
Campus Crime Report---- 11
Faculty Ethics---- 12
Freedom of Inquiry----12
Gender-Based Misconduct Policy----12
Non-discrimination Policy---- 15
ALL-SCHOOL POLICIES - ACADEMIC / STUDENT---- 16
Academic Appeals, Complaints and Grievance Policy and Procedures----16
Additional Process for Resolving Complaints Involving Students from Outside MN----17
Academic Forgiveness Policy----18
Academic Freedom----18
Academic Progress Policy----19
Assessment of Academic Progress---- 20
Academic Probation----20
Dismissal----20
Americans with Disabilities Act---- 20
Calculating a GPA---- 22
Cancellation of Courses---- 22
Class Attendance----22
Class Meeting Times---- 22
Class Schedules----22
Confidentiality of Records (FERPA)---- 23
Continuous Enrollment Policy/Matriculation Requirements----23
Course Credit Waiver---- 24
Course and Faculty Evaluations---- 24
Course Withdrawal----24

Didactic Instruction---------- 25
Dismissal and Suspension Policy---------- 25
Field Experience----------26
Grade Extension Policy---------- 26
Grade Transcripts---------- 27
Grading System----------27
Leave of Absence---------- 28
Offensive Behavior---------- 28
Online Courses, Program and Related Academic Activities---------- 28
Overload Policy----------28
Plagiarism Policy---------- 29
Professional Identity Development---------- 30
Re-Admission Policy----------31
Registration---------- 32
“7 Year Rule”----------32
Student Conduct and Disposition Policy and Procedures (Retention, Remediation and Dismissal)---------- 32
Student Copyright and Infringement Policy---------- 36
Student Crisis Information----------36
Student Ethics---------- 37
Student Privacy in Online Courses----------37
Student Recommendation Policy---------- 37
Student Responsibility----------38
Transcript Access Policy---------- 38
Transfer of Course Credits---------- 39
Withdrawal from Program or School---------- 39
STUDENT SERVICES----------40
Academic Advising---------- 40
Alumni Association----------40
Degree Conferral and Commencement---------- 40
Oral Examinations----------40
Commencement----------40
Email Policy---------- 41
Financial Aid---------- 41
Financial Aid – Enrollment Guidelines----------41
Satisfactory Academic Progress Policy---------- 41
Return of Title IV Funds----------44
Tuition Discounts/Scholarships---------- 46
Tuition and Fees---------- 46

Tuition Refund Policy---- 47
Refunds of Federal Financial Aid----48
Emergency Loan Fund----48
Library---- 49
Policy Regarding Pets in the Building---- 49
Student Services Offices---- 50
Student Development Hub----50
Textbooks----50
ADMISSIONS----51
Admissions Committee----51
Full Admission to the Master of Arts Degree Program---- 51
Conditional Admission to the Master of Arts Degree Program----51
Student-at-Large---- 51
Immunization Records----52
Information for International Students:----52
COURSES----53
PROGRAMS---- 67
EDUCATIONAL OFFERINGS---- 67
Master of Arts in Counseling: Art Therapy---- 67
Art Therapy/Marriage, Couple and Family Counseling (MCFC) Track----68
Art Therapy/Clinical Mental Health Counseling Track---- 69
Master of Arts in Counseling: Clinical Mental Health Counseling----70
Master of Arts in Counseling: Co-Occurring Disorders and Addiction Counseling---- 71
Master of Arts in Counseling: Marriage, Couple and Family Counseling---- 73
CERTIFICATE PROGRAMS----75
Post-Master's Certificate in Art Therapy---- 75
Post-Master's Certificate in Counseling---- 76
Post-Master's Certificate in Expressive Arts Therapy---- 77
Post-Baccalaureate Certificate in Co-Occurring Disorders and Addiction Counseling---- 78
AREAS OF SPECIALTY----79
Expressive Arts Therapy----79
Board, Staff, and Faculty Information----80
Board of Directors---- 80
Administrative Staff---- 80
Faculty----81
Adjunct Faculty---- 82

2023-2024 Academic Calendar

Semester	Start	End
Summer Semester	July 10, 2023	September 18, 2023
Break	September 19, 2023	October 1, 2023
Fall Semester	October 2, 2023	December 17, 2023
Thanksgiving Break	November 20, 2023	November 26, 2023
Break	December 18, 2023	January 15, 2024
Winter Semester	January 16, 2024	March 25, 2024
Break	March 26, 2024	April 7, 2024
Spring Semester	April 08, 2024	June 17, 2024
Break	June 18, 2024	July 7, 2024

ADLER GRADUATE SCHOOL OVERVIEW

Introduction

Welcome to the Adler Graduate School (AGS). This Catalog will provide the student with information pertinent to the policies, requirements and programs of the school. Students are expected to be familiar with this information and to adhere to all policies. This catalog is designed to help guide the student through successful participation in the school's programs. The AGS Catalog contains curriculum and course requirements, descriptions and other academic information, including an outline of the requirements for courses and programs of study, applicable at the time of publication. This information is subject to change without notice. This Catalog should be consulted regarding questions concerning courses, curricula and policies.

General Administrative Information

The Adler Graduate School's administrative offices, classrooms and library are located at 10225 Yellow Circle Dr., Minnetonka, MN 55343 phone: 612-861-7554.

The school is governed by a Board of Directors and administered by a professional staff, including the President, Vice President of Academic Affairs, Director of Admissions, Registrar, and Director of Financial Aid.

Minnesota Office of Higher Education Required (Registration) Disclosure Statement:

"Adler Graduate School is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions."

Adler Graduate School is accredited by the **Higher Learning Commission**.

Questions and comments regarding accreditation may be directed to the Commission at **info@hlcommission.org** or 800.621.7440.

The Higher Learning Commission
230 S. LaSalle Street Suite 7-500
Chicago, IL 60604

All programs are approved by the Minnesota Office of Higher Education.

History of the School

The Minnesota Adlerian Society was founded in 1967 and was inspired by the work of Dr. Rudolf Dreikurs. The Society began in the Twin Cities area as a small movement to introduce Adlerian concepts to the community and provide practical ideas for parenting. Within two years, the Society was marked by broad public exposure and enthusiastic volunteerism. Initially a part of the Society, the School was started by a group of professionals dedicated to teaching the practice of Alfred Adler's "Individual Psychology". On May 25, 1969, the School was separately chartered as the Alfred Adler Institute of Minnesota (AAIM), an independent, 501(c)(3) tax-exempt organization, and began offering classes. The Alfred Adler Institute of Minnesota offered courses for graduate credit beginning in 1972, and coursework for graduate degrees beginning in 1977. In 1998 the Institute changed its name to the Alfred Adler Graduate School (AAGS), and in 2004 the school's name was further simplified to the Adler Graduate School (AGS).

The Adler Graduate School is a self-supporting, private, non-profit institution dedicated to fulfilling its commitment to providing quality education, clinical training, and public service to the communities of this region. Several factors contribute to the school's uniqueness. The organization grew out of a recognized community need for assistance in the development of more effective parenting skills. AGS' subsequent growth has resulted from an on-going effort to address a variety of educational needs in the Twin Cities area; e.g., classes for prospective and practicing human services professionals and educators, lectures, and programs for the general public. Today, AGS is a widely respected, graduate-level institution, dedicated to preparing students for a wide variety of professional roles and challenges.

The school's faculty consists of carefully selected, experienced, practicing counselors and counselor educators who have a demonstrated talent for inspired teaching. Faculty members share a commitment to enhancing the effectiveness of the human services and education professions by providing exceptional learning opportunities for students. Faculty members' work is guided by the ideals and philosophy of Individual Psychology. Faculty members are committed to making their community a healthier place in which to live.

The focus on field-based, experiential learning, with a strong, carefully supervised fieldwork component, and an emphasis on the integration of theory and practice (enabling the student to apply what is being learned during the educational process), results in significant clinical competence. This competence helps AGS graduates as they seek opportunities in the human service fields, both locally and beyond.

The Adler Graduate School offers a Master of Arts degree that can be customized into different emphasis areas. AGS' curriculum presents a broad spectrum of current theories of psychology, with an emphasis on Adlerian principles. Dr. Alfred Adler (1870-1937), the physician whose name the school bears, developed a theory known as Individual Psychology. Each person is viewed as an indivisible whole, as opposed to a being with distinct separation between mind and body. It is the school's conviction that healthy living comes from accepting oneself and others as equals, and continually balancing personal striving with the common good. Thus, throughout AGS' programs, students are encouraged to live and teach the concept of equality, to offer encouragement, to be cooperative, to overcome self-centeredness and to make meaningful contributions to society. The advancement of these concepts is the cornerstone of AGS' mission.

Mission, Vision and Diversity Statement

"Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging with the individuals, families, and the culturally diverse communities they serve."

Vision Statement

"Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action."

Diversity Statement

The Adler Graduate School is founded on the belief that all people are accepted and respected for their differences. As part of this commitment, AGS has adopted the Cultural Competency Continuum developed by Nuri-Robins and collaborators (State of Minnesota Mental Health) and the American Counseling Association's Multicultural and Social Justice Counseling Competencies to orient campus-wide cultural development and academic curriculum. With this combined framework and its descriptors as a guide, AGS will grow continuously through behaviors and activities that stimulate and enhance higher learning among all its members. These behaviors and activities will be characterized by inclusivity and sensitive awareness.

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, gender identity, veteran status, disability, or socio-economic status in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable state and federal laws.

Core Values

- Quality Education

- Adlerian Principles
- Diversity
- Institutional Sustainability

Notice to Students

The school reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment in specific sections of courses. The school also reserves the right to effect any other changes in curriculum, administration, tuition, fees, or any other phase of School activity without notice. The school expects each student to have knowledge of the information presented in this Catalog.

ALL-SCHOOL POLICIES - ADMINISTRATIVE

All-School Ethics Policy

It is the policy of the Adler Graduate School that its employees and Board members uphold the highest standards of ethical, professional behavior. To that end, these employees and Board members shall dedicate themselves to carrying out the mission of this organization and shall:

1. Hold paramount the safety, health and welfare of the students, the employees and the public in the performance of professional duties.
2. Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
3. Treat with respect and consideration all persons, regardless of race, religion, sex, gender orientation, sexual orientation, maternity, marital or family status, disability, age, socio-economic status or national origin.
4. Engage in carrying out the Adler Graduate School's mission in a professional manner.
5. Collaborate with and support other professionals in carrying out the Adler Graduate School's mission.
6. Build professional reputations on the merit of services and refrain from competing unfairly with others.
7. Recognize that the chief function of the Adler Graduate School, at all times, is to serve the best interests of its constituency.
8. Accept as a personal duty the responsibility to keep up to date on emerging issues and to conduct oneself with professional competence, fairness, impartiality, efficiency, and effectiveness.
9. Respect the structure and responsibilities of the Board of Directors, provide them with facts and advice as a basis for their decision-making process, and uphold and implement policies adopted by the Board of Directors.
10. Keep the Adler community informed about issues affecting it.
11. Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication, and compassion.
12. Exercise whatever discretionary authority one has under the law to carry out the mission of the organization.
13. Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
14. Demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all activities in order to inspire confidence and trust in such activities.
15. Avoid any interest or activity that is in conflict with the conduct of their official duties.
16. Respect and protect privileged information to which one has access in the course of official duties.
17. Strive for personal and professional excellence and encourage the professional development of others.

Alcohol and Drug Abuse Prevention Policy

Adler Graduate School maintains a drug-free, alcohol-free and smoke-free environment. Students, faculty and staff are prohibited from abusing and misusing controlled substances, intoxicants, alcohol and prescription drugs while working on campus or while attending school sponsored off-campus events. Also prohibited is the unlawful possession or intent to distribute illegal, mood-altering substances. Individuals found in violation of these regulations will be subject to the following:

Under Minnesota Law : Go to: https://www.revisor.mn.gov/statutes/?id=152 for a complete list of penalties.

Under Federal Law: Penalties and Sanctions for Illegal Possession of a Controlled Substance 21 U.S.C. 844(a): First conviction up to l year of prison, fine of at least $1000 but not more than $100,000 or both.

After 1 prior drug conviction: at least 15 days in prison, not to exceed 3 years and fine of at least $5000 but not more than $250,000 or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least $5000 but not more than $250,000 or both. There are special sentencing provisions for possession of crack cocaine.

Additional possible penalties for the illegal possession of drugs under 21 U.S.C. 853(a)(2) and 881(a)(7) are forfeiture of real or personal property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than 1 year imprisonment. Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance; civil fine of up to $10,000. Also, denial of Federal benefits such as student loans, grants, contracts, and professional and commercial licenses up to 1 year for the first offense, up to 5 years for second and subsequent offenses; ineligible to receive or purchase a firearm.

Adler Graduate School Disciplinary Actions: Students found in violation of the policy will face disciplinary action, including the possibility of suspension and/or dismissal. Employees found in violation will also face disciplinary action, including the possibility of suspension and/or termination.

Health Risks

The health risks associated with abusing drugs and alcohol are vast. Listed below are the drugs and the effects they have on one's health.

- Alcohol is the only drug that affects every major organ in the body. Some of the health risks are change in behavior, impaired judgment, depression, respiratory and liver damage, impairment in higher mental functions affecting one's ability to learn and remember information, and death.
- Marijuana contains THC (Delta-9-tetrahydrocannabinol) which accounts for the mind-altering effects that occur with marijuana use. Other health risks include memory and concentration problems, increased heart rate, decreased social inhibitions, sexual problems, impaired lung functioning.
- Stimulants include ecstasy, cocaine, MDMA, Adderall, and methamphetamine. Stimulants increase activity of the central nervous system. They also elevate mood, self-confidence, energy, heart rate and blood pressure. They can cause severe depression, psychosis, panic attacks and obsessions. Cardiac arrest and seizures can also result from the use of stimulants.
- Hallucinogens distort the perception of reality. Drugs found in this category are LSD, PCP, mescaline, Psilocybin's. High doses can cause convulsions, coma, heart and lung failure, and death.
- Sedatives, Hypnotics and Anxiolytics are used to reduce anxiety and tension. These central nervous system depressants are also prescribed as sleep aids and anti-anxiety medications. They include barbiturates and benzodiazepines: Ativan, Librium, Rohypnol, Valium and Xanax. High doses produce dizziness, slurred speech, impaired coordination; coma and/or death from overdose.
- Opioids are drugs that are derived from opium. They include morphine, codeine, dilaudid and heroin. They are highly addictive and will reduce sensory feeling and sensitivity to pleasure and pain. Overdose risks include convulsions, coma and death.

This list is not all-inclusive. Students and employees should contact their physicians for additional information.

Treatment and Counseling Resources

The State of Minnesota offers many treatment programs and facilities. Some facilities may have a sliding or no fee program while others are covered by insurance. The insured should contact their insurance provider to determine if the costs are covered. Adler Graduate School recommends the following low to no fee programs:

Intensive Out-Patient Facilities:

- Fairview Recovery Services – 952-924-5901
- Hennepin County Medical Center – 612-347-7600

In-Patient Residential:

- Fairview Recovery Services – 612-672-2736
- The Retreat – 866-928-3434

Other:

- United Way – 2-1-1
- Alcoholics Anonymous –www.theagapecenter.com
- Alanon/Alateen – 952-920-3961

Campus Crime Report

Criminal Offenses - On Campus	2020	2021	2022
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex offenses - Forcible	0	0	0
Sex offenses - Non-forcible	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0
Arrests: Weapons carrying, possessing	0	0	0
Disciplinary Referrals: Weapons carrying, possessing	0	0	0
Arrests: Drug abuse violations	0	0	0
Disciplinary Referrals: Drug abuse violations	0	0	0
Arrests: Liquor law violations	0	0	0
Disciplinary Referrals: Liquor law violations	0	0	0
Criminal Offenses - Public Property	2020	2021	2022
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex offenses - Forcible	0	0	0
Sex offenses - Non-forcible	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0
Arrests: Weapons carrying, possessing	0	0	0
Disciplinary Referrals: Weapons carrying, possessing	0	0	0
Arrests: Drug abuse violations	0	0	0
Disciplinary Referrals: Drug abuse violations	0	0	0
Arrests: Liquor law violations	0	0	0
Disciplinary Referrals: Liquor law violations	0	0	0

Hate Crimes - On Campus and Public Property

* There were no reported hate crimes for the years 2020, 2021 or 2022.

Faculty Ethics

Faculty are expected at all times to adhere to the ethics of their profession, as defined in the code of ethics identified and selected by each individual faculty member. Those who fail to do so jeopardize their appointment to the faculty of the school. In addition to their professional code of ethics, they are expected to adhere to AGS' All-School Ethics Policy and to AGS' policies and procedures. Specific guidelines for faculty/student relations follow:

- One-to-one social contacts between faculty members and students are to be discouraged.
- Faculty members will not, under any circumstance, be involved in sexual intercourse or other sexual behavior, including touching breasts or genitals, with any student of the school unless a relationship of such significance existed prior to the student's entering the program (e.g. spouse).
- Faculty members will not, because of potential misinterpretation, initiate hugging with students. It is necessary to be sensitive to each student's readiness for physical closeness and to the impact that such contact may have on the student.
- Touching should be a responsible expression of feelings. When students initiate hugs, faculty members are expected to be aware of their own motives and vulnerability to inappropriate student behavior, and to be honest with themselves about the meaning of the physical contact.

Professional Contact outside the School Between Faculty and Students:

- There will be no solicitation of students as clients by faculty members. There will be no distribution of written materials such as handouts, business cards or brochures, nor will there be verbal invitations or suggestions intended to generate a clientele. Students will not become clients of faculty members until at least one year after that student has completed her/his work at the school.
- A faculty member will not conduct therapy with students during the time those students are enrolled at AGS, even if the therapist-client relationship pre-dated the instructor-student relationship.
- Any fieldwork by students in School programs, conducted under the supervision of faculty members, should only be done with the prior approval of the President.

Freedom of Inquiry

The Adler Graduate School acknowledges and respects the rights of all individual students, faculty and the general public to engage freely in inquiry into all issues related to programs of the school, with no restrictions on personal, religious, academic or professional convictions. As a further guide, the school follows the Joint Statement on Rights and Freedoms of Students, revised in November 1992 and endorsed by the American Association for Higher Education.

Gender-Based Misconduct Policy

Introduction

Members of the Adler Graduate School (AGS) community have the right to be free from all forms of gender-based discrimination. As required by Title IX, AGS does not discriminate on the basis of gender in its educational programs and activities. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. AGS believes in a zero tolerance policy for gender-based misconduct and encourages those who believe they have been subject to gender-based discrimination, misconduct, or harassment (including sexual violence and sexual exploitation) by a student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals or offices listed below.

Title IX Coordinator:

Allison Zapata, HR and Executive Assistant, allison.zapata@alfredadler.edu; 612 767-7075

Title IX Investigator:

Nikki Marchand, Director of Student Development Services/Librarian, nikki.marchand@alfredadler.edu; 612 767-7063
Adler Graduate School
10225 Yellow Circle Dr.
Minnetonka, MN 55343

OR

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Ave SW
Washington, DC 20202-1100
OCR@ed.gov
800-421-3481 fax 800-877-8339

Responsible Employees

Under Title IX, all employees are designated as Responsible Employees and are obligated to report gender-based discrimination, misconduct, or harassment (including sexual violence, sexual assault, or relationship violence) to the Title IX Coordinator or, if the Coordinator is not available, to the Title IX Investigator.

Responsible Employees will inform the complainant of the Employee's obligation to report the names of the complainant and the accused involved in the alleged incident, as well as relevant facts regarding the alleged incident; the complainant's option to request that the College maintain his or her confidentiality, which the Title IX Coordinator will consider; and the complainant's ability to share the information confidentially with counseling, advocacy, health, mental health, or sexual assault-related services. Failure of a Responsible Employee to report an incident or incidents of gender-based discrimination, misconduct, or harassment (including sexual violence, sexual assault, or relationship violence) of which they become aware is a violation of this policy and is subject to disciplinary action ranging from a warning up to and including termination of employment.

Confidential Reporting

If a complainant does not wish for their name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the complainant may make such a request to the Title IX Coordinator or Title IX Investigator, who will evaluate that request in light of the duty to ensure the safety of the campus and comply with federal law.

In cases involving pattern, predation, threat, weapons, and/or violence, the College will likely be unable to honor a request for confidentiality. In cases where the survivor requests confidentiality and the circumstances allow the College to honor that request, the College will offer interim support and remedies to the survivor and the community but will not otherwise pursue formal action. A complainant has the right and can expect to have reports taken seriously by the College when formally reported and to have those incidents investigated and properly resolved through these procedures.

Formal reporting still affords privacy to the complainant and only a small group of officials who need to know will be told. Information will be shared, as necessary, with investigators, witnesses, and the responding party. The group of people with this knowledge will be kept as tight as possible to preserve a complainant's rights and privacy.

If a complainant would like the details of an incident to be kept confidential, he/she may speak with:

- Off-campus Licensed Professional Counselors
- Local rape crisis counselors
- Domestic violence resources
- Local or State assistance agencies
- Members of the clergy

Federal Statistical Reporting Obligations

Certain campus officials have a duty to report sexual assault, domestic violence, dating violence, and stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along regarding the type of incident and its general location for publication in the Annual Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime to ensure greater community safety. This reporting protects the identity of the survivor and may be done anonymously.

Federal Timely Warning Reporting Obligations

Survivors of gender-based misconduct should also be aware that College administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community. The College will make every effort to ensure that a survivor's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

Available Interim Measures

Interim measures are those services, accommodations, or other assistance the College puts in place for survivors after receiving notice of alleged gender-based misconduct but before any final outcomes have been determined. The College wants students to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. We also want students to understand their reporting options and how to access available interim measures. The College encourages survivors of gender-based misconduct to report those incidents to the College's Title IX Coordinator, Title IX Investigator, or any Responsible Employee with whom the survivor feels comfortable. The College recognizes that gender-based misconduct is traumatic and may leave survivors feeling overwhelmed and confused. This policy seeks to provide clear guidance regarding available resources and who can help in securing them.

Upon receiving a report of gender-based misconduct, the College will provide the survivor, or the survivor's counselor or advocate, with a written explanation of the interim measures available through local community resources (see Addendum A) and shall ask survivors, or their counselors or advocates, what measures are sought. Some possible interim measures are listed below. The College determines which measures are appropriate for a particular survivor on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep survivors safe and ensure their equal access to educational programs and activities. If the survivor or advocate identifies an interim measure that is not already provided by the College, the College will consider whether the request can be granted. In those instances where interim measures affect both a survivor and the alleged perpetrator, the College will minimize the burden on the survivor wherever appropriate.

A survivor of gender-based misconduct, or the survivor's counselor or advocate, may request the interim measures listed below. The College, after consulting with the survivor, or the survivor's counselor or advocate, will determine which measures are appropriate to ensure the survivor's safety and equal access to educational programs and activities:

- Academic accommodations (for additional information, see below)
- Medical and mental health services, including counseling
- Assistance in arranging for alternative College employment arrangements and/or changing work schedules
- A "No Contact" directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third-party communication with one another
- Assistance identifying an advocate to help secure additional resources or assistance, including off-campus and community advocacy, support, and services.

The College will work with survivors or their counselors or advocates to identify what interim measures are appropriate in the short term (e.g., during the pendency of an investigation or other school response) and will continue to work collaboratively throughout the College's process and as needed thereafter to assess whether the instituted measures are effective and, if not, what additional or different measures are necessary to keep the survivor safe.

Questions or concerns about this policy should be brought to the attention of the Title IX Coordinator without fear of reprisal.

Addendum A

- CLUES (Communidades Latinas Unidas en Servisio) – 24 Hour Hotline: 612-746-3537
- Cornerstone - 24 Hour Hotline: 952-884-0330
- Rape & Sexual Abuse Center, a program of Cornerstone – 24 Hour Hotline: 612-825-4357
- Day One Services – 24 Hour Hotline: 1-866-223-1111
- MN Coalition Against Sexual Assault – 800-964-8847; http://www.mncasa.org
- MN Indian Women's Resource Center – 612-728-2000
- National Suicide Prevention Lifeline – 24 Hour Hotline: 800-273-8255;
    - http://www.suicidepreventionlifeline.org
- OutFront MN: LGBT and Allied Communities – 800-800-0350, Ext. 3
- Rape, Abuse, and Incest National Network (RAINN) – 24 Hour Hotline: 800-656-4673; http://www.rainn.org
- Sojourner – 24 Hour Hotline: 952-933-7422
- The Men's Line – 612-379-6367
- Victim Service Provider Directory, MN Office of Justice Programs
    - http://www.ojp.state.mn.us/MCCVS/SearchDirectory/Search.asp
- Walk-In Counseling Center, 2421 Chicago Avenue, Minneapolis, MN 55404, 612-870-0565

Non-discrimination Policy

Adler Graduate School (AGS) does not discriminate on the basis of race, creed, color, national origin, religion, sex, age, disability, sexual orientation, veteran status, marital status, familial status, public assistance, or local human rights commission activity in employment of faculty or staff, admission or treatment of students, or operation of educational programs and activities. AGS is committed to providing equal education and employment opportunities in accordance with all applicable Federal and State laws, including Title IX of the Education Amendments of 1972.

To file a complaint, please contact:

Allison Zapata (Title IX Coordinator) HR Administrator allison.zapata@alfredadler.edu 612-767-7075 Adler Graduate School 10225 Yellow Circle Dr. Minnetonka, MN 55343 **OR**	Nikki Marchand (Title IX Investigator) Director of Student Development Services/Librarian nikki.marchand@alfredadler.edu 612-767-7063 Adler Graduate School 10225 Yellow Circle Dr. Minnetonka, MN 55343 **OR**	U.S. Department of Education Office for Civil Rights Lyndon Baines Johnson Department of Education Building 400 Maryland Avenue SW Washington, D.C. 20202-1100 OCR@ed.gov 800-421-3481 (phone) 800-877-8339 (fax)

ALL-SCHOOL POLICIES - ACADEMIC / STUDENT

Academic Appeals, Complaints and Grievance Policy and Procedures

Adler Graduate School provides the opportunity to file complaints and appeal academic decisions including, but not limited to, program admissions and decisions on fulfillment of program and graduation requirements. The goal of any appeal or complaint is to offer due process and resolution in a timely and fair way. Every attempt, at every level, will be designed to resolve the issue with full attention to ethical practices, accreditation standards and Adler Graduate School policy and will not result in retaliation against the complaining party. If a complaint or appeal relates to a Federal Compliance issue, such as Satisfactory Academic Progress (SAP), the process for resolving it is guided by law and may not allow for appeal. In the case of a dismissal under SAP or Academic Progress, a dismissal is a final decision that cannot be appealed. Final grades cannot be appealed or changed unless there was a mathematical error in computing the grade. Other matters that are not subject to appeal include but are not limited to curricular issues, such as prerequisites, and programmatic decisions, such as the need to abide by a disposition remediation plan.

The grieving party is encouraged to first discuss the grievance or complaint with the faculty member, Program Chair or administrative staff member involved in the issue at hand. This approach provides an opportunity for review and may resolve the grievance or complaint immediately. If this initial, informal appeal is completed and resolution is not reached, the grieving party submits a written appeal outlining the situation and cause for appeal. The appeal is submitted to the President, following the procedures described below, and activates a formal process.

Procedures

Appeal Process Guidelines for Informal and Formal Procedures:

1. **Informal:** The grieving party (student, former student, community member) must attempt to resolve a complaint or grievance by first discussing with the faculty member, Program Chair or administrative staff member involved in the matter.
2. **Formal:** If the Informal approach does not lead to resolution, a written formal appeal is made (Appeal Request Form), within one week of receiving a decision from the faculty member, Program Chair or administrative staff member. The written appeal should provide detail, any supporting information to substantiate the appeal, and may include a desired solution. This written appeal is submitted to the President of Adler Graduate School. The President will activate the Appeal Committee, and the Director of Student Development Services will initiate the formal appeal process. The Director of Student Development Services will identify an appeal committee, set up the appeal committee meeting, and provide meeting time and date to the appealing party.
    - Within seven business days, a three-person appeal committee will address the appeal, in person, or virtually. The committee may consist of a panel of three faculty members who hold licensure as professional counselors or may include a student or staff person. The Director of Student Development Services will facilitate the Appeal Committee meetings but does not act as part of the committee (and is non-voting). A meeting minutes recorder may also be in attendance; this person does not act as part of the committee (and is non-voting). Members of the Appeal Committee must have no direct knowledge of the issue being appealed. Virtual meetings may be recorded. During a virtual meeting, the appealing party must appear on camera with audio on for the duration of the meeting.
    - The Appeal Committee will hear from the grieving party filing the appeal and any others who have direct information regarding the complaint or grievance. The student may be accompanied by an individual who may provide support but is not an active or verbal meeting participant. Each person presents to the appeal committee individually. The appeal committee will render a decision within 5 business days of the meeting. The decision may include an outline of the appeal statement, a summary of considerations, and a final resolution. The decision will be forwarded, in writing, to the President of Adler Graduate School. The President will finalize the written decision and send it to the grieving party. The decision is not subject to further appeal.

- If the President is the subject of a grievance or complaint, a Board member will serve in place of the President as a possible mediator. The procedures outlined in the "Formal Appeal Process" will be administered in the same manner for a grievance claim as for an academic appeal, following the rules of due process as stated in the formal procedures for filing an appeal.
- If a student bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complainant (except for complaints about grades or student conduct violations) may contact the Minnesota Office of Higher Education regarding their process for filing a complaint.

Responsibilities

The grieving party is responsible for writing and submitting the appeal. The Director of Student Development Services is responsible for creating the appeal committee and coordinating the appeal process. The appeal committee is responsible for hearing the appeal and rendering a decision within 5 business days. The President is responsible for communicating in writing the outcome of the appeal. If the President is the subject of a grievance, the Board Member will be responsible for communicating the outcome from the formal hearings.

Additional Process for Resolving Complaints Involving Students from Outside MN

Process for Resolving Complaints Involving Students from States other than MN

- Students who attend the Adler Graduate School but live in another state have access to an additional source for resolving complaints through the State Authorized Reciprocity Agreement (SARA).
- Complaints against an institution operating under SARA go first through the institution's own procedures for resolution of grievances.
- Complaints regarding student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA portal entity in the home state of the institution against which the complaint has been lodged (Betsy.Talbot@state.mn.us, MN Office of Higher Education).
- While the final resolution of the complaint rests with the SARA portal entity in the home state of the institution against which the complaint has been lodged, the portal entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the home state shall be communicated to the portal entity in the state where the student lived at the time of the incident leading to the complaint, if known to the institution's home state.
- While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions or more generally with the relevant institution's home state SARA portal entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a participating state with regard to whether that state is abiding by SARA *Policies and Standards*. The regional compact may review such complaints in determining whether a state under its purview is abiding by the SARA standards. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its member states are abiding by the SARA standards required for their participation in the agreement.
- Nothing in SARA *Policies and Standards* precludes a state from using its laws of general application to pursue action against an institution that violates those laws.
- Student complaints about grades or student conduct **may not** be appealed to the SARA State Portal Entity. Complaints about fraud or criminal activity can go to any state Attorney General or Office of the Inspector General or complaint unit of the Department of Education.

If you have questions about this process, please contact the principal SARA contact for AGS, Solange Riberio, President, at Solange.riberio@alfredadler.edu.

Academic Forgiveness Policy

Policy Statement

This policy allows for replacement/forgiveness for up to 2 grades of either C, C- or No Credit (NC). The student retakes the course, the grade in question is replaced with the new grade. The original grade remains on the transcript, but the forgiven grade does not affect the overall cumulative grade point average. Academic forgiveness applies to only the master's degree programs. A student may retake a course only once under academic forgiveness.

Responsibilities

The student makes the request of the program chair by completing the Request for Academic Forgiveness form. The request will trigger a disposition review by the Program Chair. The Request for Academic Forgiveness is submitted to the registrar who will register the student. Once the final grade is posted, the registrar adjusts the academic record by removing the quality points earned for the original class. The academic record reflects the highest grade earned for the class.

Procedures

The student makes a request to their program chair for academic forgiveness by submitting the Request for Academic Forgiveness Form. The chair either approves or denies the student's request to repeat the course. The approval is submitted to the registrar who will register the student for the repeated course.

Additional Considerations/Eligibility for Academic Forgiveness

- Students must complete 18 credits before applying for Academic Forgiveness
- Maximum of 2 courses for which a student received a C, C- or NC can be forgiven
- Only grades C, C- or NC can be forgiven. Students may not request forgiveness for any other grades
- Students must be currently enrolled in a degree seeking, master's level program
- Readmitted students may not seek academic forgiveness for courses taken prior to readmission
- Financial aid recipients on Satisfactory Academic Progress (SAP) warning or probation, may not use academic forgiveness to be removed off SAP warning or probation. Only original, not forgiven grades, are calculated in the cumulative grade point average for SAP.
- Non-financial aid recipients on Academic Progress probation, may use Academic Forgiveness to replace a qualifying grade which in turn, restores the cumulative GPA to above 3.0, removing them from probation.

Academic Freedom

The Adler Graduate School demonstrates deep respect and support for the dignity and rights of each person. Academic freedom is preeminent among the rights of persons engaged in learning. Moreover, scholarly achievement depends upon the spirit of free inquiry characteristic of the best university traditions. The intellectual and personal maturity of students is equally dependent upon their participation in this tradition of freedom. The school not only supports the rights of its faculty and students to academic freedom but attempts to create an environment conducive to the exercise of that right. This environment encourages open discussion, debate, assent, and dissent. It recognizes that independent, disciplined minds must be prepared to follow uncharted paths to knowledge, to gather evidence contrary to accepted concepts, to challenge the ideas of fellow scholars, to express convictions honestly and firmly, and to change one's own position. In the classroom, the instructor is free to introduce controversial issues that are relevant, and students are free to disagree.

As citizens, faculty members may speak or write without institutional control, mindful at the same time of the ethics of a learned profession and the fact that she/he is a member of a learned institution, not a spokesperson for it. In protecting the scholar's right to seek truth, the school also protects the rights of all to hold religious and other deeply held personal commitments. Responsible academic freedom does not extend to the deliberate abuse of individual persons, religious or ethnic groups.

Academic Progress Policy

1. **Qualitatively -** Students must maintain a 3.0 cumulative grade point average.
2. **Quantitatively -** Students must complete their master's degrees within 150% of the time required to complete their specific program and complete a minimum of 16 credits per academic year and by also maintaining a completion rate of 67% of all credits attempted. Certificate students must complete their programs within 200% of the time required to complete their specific certificate and complete a minimum of 12 credits per academic year. Students also have the opportunity to have 1 program change that will not affect their academic progress. With a program change, the clock resets. Any subsequent program changes will be included in the 150% or 200% completion rate calculation.

Definitions

Credit – A credit is the unit by which academic work is measured.

Attempted Credit – All credits for which you are registered at the beginning of each term.

Cumulative Credits – The total number of credits attempted and earned for all periods of enrollment at Adler Graduate School.

Earned Credits –Earned credits are those completed with a grade of A, B, C, P and NC. A grade of NC is an earned grade with zero quality points. Grades of I, W and NE are not counted as earned credits. Audit credits are not counted as attempted or earned credits.

Grade Point Average (GPA) – The GPA is calculated using a point value that is assigned for grades A, B, C, and NC. Although a grade of P will count as credit earned, it is not assigned a point value.

Incomplete – An I is assigned as a temporary grade for a pending grade extension. A grade of I has no quantitative or qualitative computational value.

Maximum Timeframe – Is the pace at which students' progress through their programs to ensure that they will graduate within the maximum time frame; not to exceed 150% of the published length of a master's degree program and 200% for certificate programs. **Students must complete their degree or certificate within this timeframe.** Financial aid recipients who are at the maximum time frame (MTF), are no longer eligible for financial aid and cannot appeal. A student who is at MTF may continue in the program with an approved program completion plan as determined by the student's academic advisor.

Program	# of Credits	# Terms regular completion	Max # of terms*	Min # credits/ academic Year
AT	65	11	17	16
	68	12	18	16
CODAC	64	11	17	16
	73	13	19	16
CMHC	60	10	15	16
MCFC	60	10	15	16
SC	60	10	15	16
AT Certificate	37	6	12	12
Counseling Certificates	21	4	8	12
	24	4	8	12
	27	5	10	12
Expressive Arts Certificate*	12	4	8	12
	18		17 for MA	16

*Maximum number of terms is 150% for MA and 200% for certificates

Transfer Credits – Credits from other master's level courses earned from other master's level institutions count as credits attempted and completed but are not calculated in the GPA.

Withdrawals - A grade of W affects the maximum time frame calculation as well as the completion rate. A W has zero quality points so it does not affect the grade point average.

Change of Program – Only credits attempted for the currently enrolled in program of study count toward the maximum time frame and GPA requirements. If a student changes their program of study, the past credits and those taken going forward which apply to the new program, will be calculated in the maximum time frame requirements. Students are allowed one program change. Any subsequent program changes will count toward the maximum time frame.

Assessment of Academic Progress

Academic progress is assessed every term. All of the student's academic coursework is considered in the review process. The assessment will be based on the student's academic record, excluding approved transfer credit hours.

Academic Probation

If the student does not meet either the GPA and/or credit completion requirements, the student will receive a written notice of academic probation from the Registrar. This is intended to notify the student of the minimum academic requirements necessary to remain in good academic standing. The student is given the next full term of enrollment to achieve the minimum academic requirements. Based on the student's performance, the following may happen:

1. The student achieves the minimum standards at the end of the term and is released from academic probation status or continues to be monitored if more than 1 term of probation is necessary to achieve the minimum standards.
2. Student fails to achieve the minimum GPA and/or credit completion but is given the opportunity to appeal.

Appeal

Student must submit an appeal in writing to the Registrar who will convene the Appeals Committee for SAP and Academic Progress. The following must be included in the appeal:

1. The reason for not meeting the minimum academic requirements.
2. What has changed about your circumstance that will enable you to achieve the minimum standards.
3. Third party documentation corroborating the issue for appeal.

Appeal Outcome

1. Appeal is approved: Student continues in probation status for the next term of enrollment. If the minimum academic requirements are met the student is no longer on probation but will continue to be monitored. Or alternatively the appeal is approved with conditions which are recommendations made by the Appeal Committee that must be followed in the subsequent term of enrollment. Failure to follow through with the recommendations will result in dismissal.
2. Appeal is denied: Student is dismissed from AGS with no opportunity to appeal or reapply for admission.

Dismissal

Dismissal occurs when a student can no longer mathematically achieve a cumulative grade point average of 3.0. A dismissal is a final decision and cannot be appealed.

Americans with Disabilities Act

Adler Graduate School strives to make its programs and facilities accessible to everyone in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The goal is to create and maintain an environment where students achieve at their fullest potential, limited to the least extent possible by individual disabilities.

Disability

Recognized disabilities include physical and mental impairments that substantially limit one or more of the major life activities, including walking, seeing, hearing, speaking, learning, breathing, working, taking care of oneself and performing manual tasks. A temporary medical condition may also qualify as a disability. Examples include short-term impairments following surgery, broken bones/injuries or medical treatments.

A student is not required to disclose a disability, however, in order to be considered for an ADA accommodation, a student must submit a formal request as noted below.

Reasonable Accommodations

A reasonable accommodation is an adjustment or modification to a course, program, service, activity, or facility enabling a qualified student with a disability to have equal opportunity to participate in or enjoy equal benefits and privileges available to students without disabilities. The accommodation requested must be related to the actual disability and cannot require fundamental alterations of programs or services, lower standards or exceed what is considered a reasonable accommodation. Students with disabilities are not automatically entitled to or guaranteed accommodations they may prefer or have received in other educational settings.

While Adler Graduate School desires academic success for all students, accommodations do not guarantee success. A student must possess the mental and emotional capabilities needed to participate in the chosen academic program and be "otherwise qualified" to meet the academic requirements of that program. A disability may not be so profound that, even with reasonable accommodations, the student is unable to perform basic requirements such as writing and critical thinking

Requesting an Accommodation

All inquiries and requests for accommodation should be submitted to Nikki Marchand. Ms. Marchand serves as a resource, verifies and maintains documentation, considers accommodation requests and determines reasonable accommodations.

To Request an Accommodation:

Step 1: Request an ADA Accommodation Request Form from Nikki Marchand at: nikki.marchand@alfredadler.edu or download a copy via AlfredAdler.edu (Select Current Students then Student Services)

Step 2: Submit a completed ADA Accommodation Request Form (Parts A and B) with attached documentation no less than three weeks prior to the start of classes, or when a disability becomes known. Required documentation, from a licensed healthcare provider, should include:

- A clear statement of the diagnosed disability;
- A description of the functional limitations resulting from the disability as they relate to an educational environment.
- The duration of the disability, and
- The recommended accommodation(s).

If you request an accommodation for a disability relating to learning or attention difficulties, diagnostic testing and results may be required, at your expense.

The Request for ADA Accommodation and supporting documentation will be reviewed. If an accommodation is supported, you will receive an ADA Student Accommodation Agreement indicating the accommodation granted. **Accommodations will not be applied retroactively.**

Step 3: Provide each instructor with a copy of the ADA Student Accommodation Agreement by the end of the first week of the course, obtain the instructor's signature and return the signed agreement to Ms. Marchand.

Note: If an approved accommodation is not effectively implemented, please contact Nikki Marchand.

Calculating a GPA

To calculate a grade point average (GPA), take the quality point value of the letter grade assigned for a course (see quality point values below), and multiply by the number of credits earned for that course. This is the grade point earned for that course. To determine the cumulative grade point average, sum all the quality point values earned to date (this is the Quality Point Total), and divide that sum by the total number of credits earned to date. This is the Grade Point Average.

For example:

Course #	Grade	Cr. Earned	Quality Points Earned
505	A	3	A=4 x 3 Cr. = 12
503	B	3	B=3 x 3 Cr. = 9
539	A	1	A=4 x 1 Cr. = 4
		7 (Credit Total)	(Quality Point Total) 25
			25 divided by 7 = 3.57 (Grade Point Average)

Cancellation of Courses

The school reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other such factors. If this occurs, students will be notified as soon as possible. In this instance, students will be given the option of adding another course or they will receive a full tuition refund or credit.

Class Attendance

Courses are structured in a ten-week format, regular and punctual attendance is of prime importance. Students are **expected to attend all class meetings.** When a student is unable to attend a class, it is a courtesy to notify the course instructor in advance by using the email or phone information provided at the end of the course syllabus.

If a student misses 3 class units, the student is advised to withdraw from the course immediately or the student will receive an NC for the course. The student may miss twice but not a third time.

If a student misses 2 classes in a 2 credit course, the student is advised to withdraw from the course immediately or the student will receive an NC for the course. The student may miss once but not twice.

A student in a 1 credit course is not allowed to miss any classes. After an absence, the student is advised to withdraw from the course immediately or the student will receive an NC for the course.

In online classes, the student fulfills the class session or unit by complying with a required posting and other submission deadlines.

Class Meeting Times

Classes are scheduled to meet the needs of working adults through the design of a ten-week, semester format. On campus classes meet on weeknights; see class schedule for details. Daytime sections are occasionally offered for some courses. Online courses follow the same ten-week format and are conducted asynchronously and/or synchronously.

Class Schedules

Class schedules may be viewed online at the school's web site: 202324-Master-Schedule.pdf (alfredadler.edu)

Confidentiality of Records (FERPA)

The Adler Graduate School complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 in maintaining and releasing personally identifiable information and records for currently enrolled or former students. Each student has the right to inspect and review any and all official educational records maintained by the school and directly related to the student in accordance with the provisions of this Act. A current or former student may, upon written request, inspect his or her educational records after making an appointment to do so with the Registrar. Applicants who are not admitted have no right of access to their submitted educational records.

A student who believes their educational record contains inaccuracies or misleading information, or that their right of privacy is violated on the basis of information contained in such records, has the right to challenge such information and to have it changed or removed from their record or to include in the record a statement of explanation. To initiate a challenge to the educational record, the student shall make a request in writing to the President of the School. The President shall review the record in question and either order the correction or deletion of such alleged inaccurate, misleading, or otherwise inappropriate data or notify the student of the right to a hearing.

If a hearing occurs, the student and other persons directly involved in the establishment of the record shall have an opportunity to present evidence to support or refute the contention that the data specified in the request are inaccurate, misleading, or otherwise inappropriate. The hearing will be conducted by a school representative who does not have a direct interest in the outcome. The student has the right to attend the hearing, to be advised by an individual of their choice, and to call witnesses on their behalf. The Hearing Officer has the right to seek legal counsel for advice. The Hearing Officer will arrive at a final decision on the matter based solely on the evidence presented at the hearing and will prepare a written summary of the evidence and reasons for the decision.

In general, directory information pertaining to students or graduates may be released to the public. This information may include the following data: name, address and phone number, email address, date of birth, dates of attendance, enrollment status, graduation date and degree conferred. **If you do not want directory information released to a third party, please contact the Registrar's Office.**

Disclosure of any student's record to persons or agencies who are not associated with the school requires the student's written consent. Original copies of records or letters of recommendation submitted for admission to the school will not be released, nor will copies be made of such records for purposes of transfer or personal use. Upon matriculation, letters of recommendation will be destroyed if the right to view them has been waived.

A student who thinks that his or her rights have been violated has the right to file a written complaint at any time with the Family Policy Compliance Office, U.S. Department of Education, 600 Independence SW, Washington, DC 20202. However, it is expected that before filing such a complaint a student will normally exhaust internal administrative remedies for relief available to them, according to the school's procedures.

Continuous Enrollment Policy/Matriculation Requirements

Students at Adler Graduate School (AGS) are expected to enroll continuously from semester to semester throughout their academic program. Program timelines, course sequences, and academic schedules are built for continuous enrollment. A semester is defined as 10 weeks of instruction. The words "semester" and "term" can be used interchangeably.

Students who wish not to enroll for a semester must notify the Registrar's Office. Any student who has left the school or has not enrolled in a credit-bearing course or official academic activity for one semester will be contacted and monitored by the Registrar and Academic Advisor. At the end of the semester, a student who has not registered for the subsequent semester will be officially withdrawn from AGS and will be required to reapply for admission upon their return.

Responsibilities

The student is responsible for notifying the Registrar and/or Academic Advisor of their desire to stop-out for a semester.

During this time, the Registrar and Advisor will continue communication with the student to ensure registration for the subsequent term.

If the student fails to return and is withdrawn, it is the student's responsibility to understand the "7 Year Rule" and the process for Re-Admission.

Procedures

The student notifies the Registrar in writing of their desire to stop out for a semester. The request must be in writing – email is permissible. Requests made to parties other than directly to the Registrar will not be granted. If the student fails to return after one semester, the Registrar will withdraw the student from the school and will notify all interested parties of the withdrawal.

Course Credit Waiver

Credit from courses taken for a prior master's degree may, in some cases, be waived in. The student possesses the knowledge from having taken the course previously however, the credit for the course has already been applied to an earned degree. Therefore, the course content is waived in. Credits from a waived course must be replaced with credits taken at Adler. The student is waived from taking the specific course but is still responsible for replacing the equivalent number of credits that have been waived.

Course waivers are granted for those credits which were applied toward another master's degree, so the credits are not eligible to transfer in.

Requests for the waiver of course credits earned at another institution must be made prior to the start of the first semester of enrollment.

Waived credits must be completed from an accredited school's program, credits must be consistent with AGS curriculum, and credits must be completed with a grade of "B" or better at the institution from which credits were earned.

No more than 12 credits total will be accepted for both transfer and/or waived credits combined.

Course and Faculty Evaluations

Course and faculty evaluations are very important to the effectiveness of the school. Evaluation of instruction questionnaires are completed by students online. Students are encouraged to complete these evaluations thoughtfully and professionally in order to ensure the continued quality of AGS' programs. Faculty members receive feedback in the form of an aggregated report that relates to learning outcomes and student satisfaction in the course. Program Chairs review areas for improvement with their respective faculty. A systematic process for effectively evaluating courses is crucial to the development and maintenance of a high-quality faculty and curriculum. Student participation and cooperation are strongly encouraged.

Course Withdrawal

Withdrawal requests must be submitted in writing by the student to the Registrar **before the published last day to withdraw (see Tuition Refund Policy).** Students are not allowed to withdraw after that date. After that time, course requirements must be completed, and the appropriate grade will be assigned. If course work is not completed, a grade of "NC" will automatically be assigned.

Withdrawal at any time after a course has begun, through the published last day to withdraw for the semester, is recorded on the student's transcript as a "W". A "W" carries no credit value in terms of grade point calculations.

Non-attendance of a course does not constitute official withdrawal and, according to AGS' Tuition Refund Policy, no tuition will be refunded, and a grade of NC will be entered on the transcript for a student who neither attends nor formally withdraws from a specific course.

Students receiving financial aid must be aware that withdrawal from a course may seriously affect one's current or future financial aid status. We advise students to review their financial plans with the Director of Financial Aid before dropping a course.

Didactic Instruction

Students enrolled in the master's programs are required to complete both an Individual and a Group Didactic experience. The Didactic classes are designed to offer a firsthand experience with the therapeutic process, working directly with a professional role model.

Individual Didactic: This required experience provides an opportunity to identify, explore, and modify attitudes or behaviors that might interfere with the ability to function as a competent counselor. Individual Didactic instruction is limited to ten sessions. If the Didactic Instructor and/or student feels there are issues to be addressed that exceed the limits of Didactic instruction, the student may be encouraged or required to arrange for therapy or consultation with an outside therapist. Following this additional attention, if the student has not completed Individual Didactic Instruction, the student will return to the original Didactic Instructor to complete remaining sessions.

The student's advisor will determine when a student should register for 528 Individual Didactic. You will find biographies for the didactic instructors on the website. Once you have determined who you would like to work with, register yourself with the instructor during open registration. If you fail to register for 528 during open registration, you will need to wait to register until the next registration period. The Registrar is notified in writing by the Didactic Instructor when the required ten sessions have been completed. At least five sessions of Individual Didactic Instruction must be completed before Group Didactic Instruction (529) can be taken. The experience will appear on transcripts as a pass/fail grade.

The Individual Didactic instructors are:

- Jana Goodermont: jana.goodermont@alfredadler.edu
- Joe Noble: joe.noble@alfredadler.edu
- Doug Pelcak: doug.pelcak@alfredadler.edu
- Jere Truer: jere.truer@alfredadler.edu
- Amy Wold: amy.wold@alfredadler.edu

Group Didactic: This required experience provides an opportunity to increase understanding and skills in the areas of personal, interpersonal, and small group communication and to facilitate professional development in a setting in which constructive feedback may be obtained. As members of a Didactic Group, students are expected to participate with openness and candor. The experience will appear on transcripts as a pass/fail grade. Prerequisite: At least five sessions of 528 Individual Didactic Instruction completed.

Field Experience

On-site field experience is an integral part of the Adler Graduate School's Master of Arts in Counseling degree and some of the certificate programs. The Field Experience Coordinator for each program helps students to find sites relating to their degree or certificate program. Master's level students are required to complete the Introduction to Field Experience class prior to beginning practicum and internship, and practicum must be completed before internship. Students are also required to obtain professional liability insurance prior to being placed at a field experience site. Students will receive detailed information regarding field experience during the introductory class and through the field experience manual specific to their program. Liability insurance can be obtained at a reduced rate through student membership in some of the professional associations (for example, American Counseling Association). **Students are required to retain all field experience logs for future use, as licensure laws vary by state and documentation of field experience hours and supervision is frequently required for licensure.**

Grade Extension Policy

Effective Date: July 1, 2021; amended January 12, 2022

Policy Statement

This policy allows for extended time to complete course assignments in the event of unscheduled emergencies. Grade extensions will be considered by the instructor when ALL the conditions below are met.

Conditions for grade extension eligibility:

1. The student has completed at least 80% of the course and has a passing grade (C or better).
2. The student is facing an unscheduled emergency that prevents them from completing the assignment.
3. The student submits documentation corroborating the need for an extension.
4. The request for an extension is submitted to the instructor **before the original due date of the assignment.** A request cannot be made after the original due date has passed.

Situations that **do not** qualify for an extension include but are not limited to:

- Scheduled medical procedures
- Weddings, graduations, or any other celebrations
- Traveling
- Work demands

Procedures

When all conditions for grade extension eligibility are met, the instructor may consider the student's request and will work with the student to complete the Grade Extension Contract for assignment completion. The contract will include the following:

- The reason for the extension and the deadline for assignment completion.
- A statement of understanding that failure to resolve the incomplete before the last day of the following semester or by the agreed upon due date, will automatically result in an NC - independent of the grade the student earned when the extension was granted. The agreed upon new due date must fall within the following semester.
- Must be signed by both the student and the instructor, including the corroborating documentation for the extension. An extension cannot be granted without documentation.
- Adjunct faculty, having limited knowledge of each student's history in the program, must also obtain approval from the Program Chair prior to granting an extension.
- Once the terms for the extension have been agreed to by the student and instructor, those terms are binding, and deadlines will not be extended.

Once a grade extension contract is in place:

- The instructor will enter a grade of I (incomplete) at the end of the course, with the final grade to be entered when the student submits the assignment for grading.
- The completed contract and documentation are submitted to the Vice President of Academic Affairs.
- To replace the I with the final grade, the instructor must notify the Registrar Office of the final grade. Failure to complete this process by the last day of the following semester will result in a final grade of NC.

For students on Satisfactory Academic Progress probation (SAP), a grade of incomplete is not factored into the cumulative grade point average (GPA). Financial aid disbursements for these students will be delayed pending completion of the incomplete, in accordance with the federal regulations.

Denied Request

If a request is denied, the student has the option to withdraw from the class if prior to, or on the published last day to withdraw from a class. See Tuition Refund Policy in this catalog.

Grade Transcripts

In matters of transcripts and other student records, the school adheres to the Family Educational Rights and Privacy Act of 1974, as amended (the Buckley Amendment), 2USC;1232g.

- Transcripts are issued only at the written request of the student.
- Transcripts are sent directly by the school to the school or employer indicated on the student's request form. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope, stamped and recorded as issued to the student.
- There is no fee for an unofficial transcript.
- The fee for an official transcript is $10.
- A transcript will be issued only when an outstanding balance owed to the school is $249 or less.
- Transcripts are always issued in their entirety.
- Effective October 3, 2022, the use of plus and minus grades was discontinued.

Grading System

Traditional letter grades are given for most AGS courses, with some courses evaluated on a pass/fail basis. The grading system is as follows:

Grade		Grade Point
A	Excellent	4.0
Represents outstanding performance; student-demonstrated perceptiveness in dealing with materials and course expectations.		
B	Good	3.0
Generally a high level of awareness of the substantive nature of the course;		
C	Minimally Acceptable	2.0
Reflects minimal graduate-level performance.		
I	Incomplete	N/A
Indicates that the requirements of the course have not been completed and that a request for a grade extension has been submitted.		
P	Pass	N/A
Undifferentiated passing grade.		
IP	In Process	N/A
Indicates that work satisfying an incomplete grade has been submitted to the instructor and a grade is pending.		
W	Withdrawal	N/A
Indicates the student officially withdrew from the course by completing and submitting a written request and did so during the specified time frame (refer to the Refund Policy).		
NE	Never Enrolled	N/A
Withdrew in good standing before the first hour of the course.		
NC	No Credit	0.0
Students may be issued a grade of "No Credit" if any of the following conditions are met:		

• Did not attend class. • Did not properly notify the Registrar of a withdrawal. • Missed number of class periods in excess of school course attendance policy ▪ Course work submitted does not meet the minimum standards for passing or fails to submit assignments.		
A/W	Administrative Withdrawal	0.0
Indicates the student performed in a manner justifying administrative withdrawal.		
AU	Audit	N/A

Leave of Absence

A student may request a Leave of Absence due to illness or other extenuating circumstances by submitting The Request for Leave of Absence form to the Program Chair. Upon review of the request, a leave may be granted for up to twelve months. An approved Leave of Absence does not extend the deadlines for completion of course work already in process, including the Portfolio. Students may take one LOA not to exceed 12 months, or smaller incremental leaves not to exceed 12 months' time in total. If a student does not return by the agreed-upon deadline and wishes to enroll at a later time, he or she will be required to reapply for admission and follow AGS policies and procedures in place at that time.

Offensive Behavior

The Adler Graduate School promotes a productive educational environment for all students and employees. The educational environment should be free of verbal or physical conduct that is offensive or degrading. The school prohibits any student, faculty or staff member from asking any other member of the AGS community to engage in illegal, immoral or unethical conduct. The school will not tolerate any physical violence or threats to the safety of any student or employee.

Online Courses, Program and Related Academic Activities

Adler Graduate School's academic and administrative policies and procedures apply to all online courses, course-related activities, and faculty and student teaching and learning behaviors. We use Zoom Video Conferencing for all online classes; Because of the unique nature of the distance education environment, the following additional procedures are required for all online learning activities unless otherwise stated in your syllabus.

- You must have your camera on - or activated - during class to be counted as present. Cameras that are on but set on "camera off" do not count as being activated.
- Students are NOT allowed to share Zoom links with people outside of their specific course.
- Attend Zoom sessions in a place private and conducive to learning. There should be limited outside distractions during our Zoom class sessions (i.e., there should not be other people or animals around you, or anything too distracting on the walls – inappropriate posters, etc. - while in class).
- All background noise should be kept to a minimum during a Zoom session (i.e., TV sound, radios, dogs barking, etc.). Try to be in a quiet environment.
- No screenshots or pictures are to be taken during a Zoom class session without the permission of all class members.
- Dress comfortably and professionally.
- When in breakout rooms for partner or group activities, you are expected to be respectful of your fellow classmates and to work together to complete the activity.
- You are expected to have access to Canvas while in the Zoom class sessions for any documents or materials you may need to complete the in-class activities.
- If necessary, your instructor may ask you to leave the Zoom class session until all distractions in your environment have been addressed. This may impact your participation in the class.

Overload Policy

Students in good academic standing may request to exceed the maximum number of credits allowable (10 per term) with permission from their Program Chair or advisor.

A student wishing to register for more than 10 credits must obtain the Request for Overload form from either their advisor or Program Chair and submit the completed form to the Program Chair or advisor, who will decide to approve or deny the request. The student must have completed one full term of enrollment to establish good academic standing. A student wishing to overload without a full term of posted grades taken at AGS may not overload.

Approved Request
Students approved to overload must submit the signed request form to the Registrar. Sonis will only allow students to register themselves for 10 credits – to take more than 10 the Registrar's Office will register the student for the additional credits. If any of the classes overlap, the student will need to take a different course.

Denied Request
If the Program Chair or advisor denies the request, they are responsible for communicating that to the student. It is at the discretion of the Program Chair or advisor to approve or deny a request. If the chair or advisor believes it is not in the student's best interest to overload for any reason, the request will be denied. These requests cannot be appealed. A decision to deny a request is a final decision.

Plagiarism Policy

1. All new students are provided a tutorial regarding Plagiarism in their first term course 512, *Introduction to Professional Writing and Portfolio*. Students who were admitted prior to 512 being a required course are encouraged to review the plagiarism tutorial on the Writing Center's web page.
2. For the purpose of this policy, plagiarism is defined as *the* ***use of another author's ideas or statements without properly acknowledging the source of these ideas or statements****.*
3. To avoid plagiarism, students must: a) turn in their own work *and* b) give credit to the origin of information within their work. Adler Graduate School uses Unicheck to prevent plagiarism.
4. Plagiarism includes, but is not limited to, claiming the following as your own:

- Another person's ideas, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that you did not generate and are not common knowledge;
- Quotations of another person's actual spoken or written words;
- Paraphrasing of another person's spoken or written words;
- Written papers found on "pay for papers" sites;
- Ideas, quotes, or visual information from the World Wide Web.
- Plagiarism is not tolerated at Adler Graduate School. The below procedures summarize the steps taken when plagiarism is detected.

Procedures

1. Suspected Plagiarism

- Instructors will inform students verbally or in writing that plagiarism is suspected.
- Students will have the opportunity to meet with their instructor to discuss the suspected plagiarism and review the evidence.

2. Confirmed Plagiarism: If the detected plagiarism is confirmed it will be documented and sanctions will be enforced. Sanctions may include one or all of the following:

- Refusal to accept the work for credit (the student would have to do the work over from the beginning in order to have it count toward the final grade);
- A grade of zero will be given for the assignment, without the opportunity to resubmit the work;
- Student may receive an NC (no-credit) for the course. In this case, the student will have to retake the course.
- Student may be dismissed from Adler Graduate School.

3. When plagiarism is confirmed, the instructor will immediately inform the Program Chair that plagiarism has occurred, and the Chair and instructor will together decide on the most appropriate sanction.

4. Program Chairs will immediately inform the Academic Vice President (AVP) of all cases of egregious plagiarism (e.g. where the student knowingly and intentionally committed plagiarism), and the AVP will be involved in the sanctioning process. In all cases, plagiarism will be communicated to the Academic Vice President, who will maintain a record of all plagiarism cases.

5. A warning letter will be sent to the student and a copy of the letter will remain in the student's education record.

6. Additional educational lessons on plagiarism may be required before the student enrolls in additional courses at Adler Graduate School.

Professional Identity Development

Shaping the counselor professional identity is a foundational goal for training students in the counseling program. Counselor identity development includes integrating the values, attitudes and actions championed by the counseling profession with one's larger identity system.

Membership in professional organizations and associations is essential to the counselor's professional identity. Counseling program students are required to join a professional organization. Membership dues are sometimes discounted for students. Membership benefits include receiving newsletters, journals, announcements regarding professional activities, federal updates and policy notices impacting the counseling profession and networking opportunities. In addition, members are offered professional liability insurance at reduced rates. Students can select organizations that best align with their identified specialty area and professional interests. Below is a list of professional organizations:

- American Association for Marriage and Family Therapy (http://www.aamft.org)
- American Counseling Association (www.counseling.org)
- Association for Adult Development and Aging (AADA; http://www.aadaweb.org/)
- Association for Assessment and Research in Counseling (AARC; http://aarc-counseling.org/)
- Association for Child and Adolescent Counseling (ACAC; http://acachild.org/)
- Association for Creativity in Counseling (ACC; http://www.creativecounselor.org/)
- American College Counseling Association (ACCA; http://www.collegecounseling.org/)
- Association for Counselor Education and Supervision (ACES; http://www.acesonline.net/)
- Association for Humanistic Counseling (AHC; http://afhc.camp9.org/)
- Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC; http://www.algbtic.org/)

- Association for Multicultural Counseling and Development (AMCD; http://www.multiculturalcounseling.org/)
- American Mental Health Counselors Association (AMHCA; http://www.amhca.org/)
- American Rehabilitation Counseling Association (ARCA; http://www.arcaweb.org/)
- American School Counselor Association (ASCA; http://www.schoolcounselor.org/)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC; http://www.aservic.org/)
- Association for Specialists in Group Work (ASGW; http://www.asgw.org/)
- Counselors for Social Justice (CSJ; https://counseling-csj.org/)
- International Association for Addictions and Offender Counselors (IAAOC; http://www.iaaoc.org/)
- International Association of Marriage and Family Counselors (IAMFC; http://www.iamfconline.org)
- International Committee of Adlerian Summer Schools and Institutes (ICASSI; https://www.icassi.net
- Military and Government Counseling Association (MGCA; http://www.iamfconline.org)
- National Career Development Association (NCDA; http://www.iamfconline.org)
- National Employment Counseling Association (NECA; http://www.iamfconline.org)
- National Board for Certified Counselors (NBCC; http://www.iamfconline.org)
- North American Society of Adlerian Psychology (NASAP; https://nasap.memberclicks.net)

Re-Admission Policy

Students who withdraw or are withdrawn from AGS, must reapply for admission. Upon readmission, the student is subject to any and all new degree requirements as indicated in the catalog under which the student is readmitted. This includes updates and changes to any institutional policies and procedures implemented during the student's period of withdrawal/inactivity. The new catalog requirements supersede any requirements in place at the time of initial admission to the school.

Procedures

1. The student must complete a new admissions application, revised goal statement, references, and submit transcripts of any graduate-level credits or degrees earned during the period of withdrawal. The Admissions Office staff will review the initial application and determine whether the applicant can move forward in the readmission process. The application is then forwarded to the Registrar.
2. The Registrar determines the following:

- The student is in good academic standing as described in AGS' Academic Progress Policy including having no courses that expired due to the Seven Year Rule.
- Which "expired" classes must be retaken.
- The student account is in good standing with no write-offs, collection activity or outstanding balances.

3. Next, the application is forwarded to the Program Chair (PC) with a copy of the student's transcript. The PC performs a degree audit to determine whether the student is still a candidate for the program based on past academic performance and any dispositional issues at the time of withdrawal. If yes, the PC completes a degree audit to determine which course(s) or field experience requirements are still needed. Returning students who have begun their Master's Project will be required to change over to the Portfolio.
4. The results of the degree audit are communicated to the student in writing via the Re-Admissions Contract. The student confirms their agreement and desire to continue by signing the Re-Admissions Contract with the Registrar. The contract states explicitly which courses must be retaken and what the final deadline for completion is. A copy is given to the

student. If the contract is not signed in 30 days, it will be considered null and void and must be re-initiated. The student is required to submit a $50 re-entry fee upon their re-admission.

5. Students who have been previously dismissed from an AGS MA program may seek readmission to a post-master's certificate program only if they successfully completed a master's degree from an accredited program. If the dismissal from AGS was based on a dispositional concern, the dismissal is final and re-admission cannot be considered.

If the student is unable to meet the newly agreed upon completion deadline, several outcomes are possible:

- If failure to meet the deadline causes certain courses to expire, the student will need to retake and pass the respective course(s).
- If failure to meet the deadline violates a firm and final deadline, the student will be withdrawn from the school and will be unable to complete their degree.

Responsibilities

The Admissions Office is responsible for forwarding the readmission application to the Registrar. The Registrar prepares the Internal Re-Admissions Form and forwards the completed form to the Program Chair who will perform the degree audit. The Registrar sends the student the Re-Admissions Contract. The student is responsible for completing the readmission process and for re-enrolling.

Registration

Registration information including class schedules, are online at the school's website https://alfredadler.edu/services/registrar. Schedules for the academic year are posted in the summer of the new academic year. It is advisable to register early to ensure completion of the enrollment process and placement in selected courses. Students with delinquent financial accounts and registration holds will not be allowed to register until the hold is resolved.

New students will be registered automatically for their **first semester of enrollment**. After that, students will register themselves during open registration with input from their academic advisor.

After registration closes, students can no longer add courses. Requests to drop must be made in writing to the registrar's office by emailing them to: registrar@alfredadler.edu.

"7 Year Rule"

All coursework applied to the Master's Degree including the Master's Project/Portfolio, must be completed within a seven year time period (excluding approved leaves of absence). In the event that enrollment exceeds seven years, the student will be required to retake courses that have expired. This timeline also applies to courses accepted in transfer from other institutions. Students using Federal Financial Aid should also refer to the shorter timelines that are described in the Satisfactory Academic Progress (SAP) policy in this catalog.

Student Conduct and Disposition Policy and Procedures (Retention, Remediation and Dismissal)

Adler Graduate School (AGS) faculty, staff, and students are obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. As prospective counselors, students are expected to represent the school as professionals and adhere to the ethics and standards of the mental health, human services and counseling profession.

The school reserves the right to suspend, place on probation, or dismiss any student whose academic performance, ethical standards, class absence, financial delinquency, mental health, or personal conduct is significantly detrimental to the educational goals and purposes of the school. Transcript entries for suspended or dismissed students show no notation of the suspension/dismissal, and courses in progress at the time show a grade of "W" (Withdraw).

Faculty and advisors assess student performance and progress based on coursework, evaluations of student work in simulated practice situations, supervisor evaluations of clinical skills and adherence to professional Codes of Ethics. The following Professional Dispositions apply to all students during their tenure at Adler Graduate School. Professional attitudes, values, and beliefs must always be demonstrated through both verbal and non-verbal behaviors as students interact with faculty, staff, peers, and the community. These positive behaviors support student learning and development. The dispositions identified are embedded in program curricula, as well as modeled and encouraged by AGS faculty and staff.

1. Professional Ethics: Adheres to the ethical guidelines of the ACA, NAADAC, AAMFT, AATA, IAMFC, & NBCC; including practices within competencies.
2. Professional Behavior: Behaves in a professional manner towards supervisors, peers, faculty, staff and clients (includes appropriate dress & attitudes). Including professional behavior in meeting all classroom expectations; ability to collaborate with others.
3. Professional & Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, and clients.
4. Knowledge & Adherence to Site Policies: Demonstrates an understanding and appreciation for all field experience counseling site policies and procedures.
5. Professional Communication: Uses written, oral, and visual communication in a clear and effective manner in both formal and informal settings.
6. Multicultural Competencies: Demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.).
7. Emotional Stability & Self-control: Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients.
8. Motivated to Learn & Grow/Initiative: Demonstrates engagement in learning and development of his or her counseling competencies.
9. Openness to Feedback: Responds non-defensively and adjusts behavior in accordance with peer, supervisory, and faculty feedback.
10. Flexibility & Adaptability: Demonstrates the ability to be flexible in the face of changing circumstances, unexpected events, and new situations.

New Student Pre-Assessment

- Students will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point of New Student Orientation.

Student Files

- Advising Files: all predetermined developmental disposition documents are placed into the student's advising file. Program planning documents and email correspondence may also be placed in the student's advising file which is maintained by the student's academic advisor.
- Education Record: should a student need an ongoing remediation plan during their program, this remediation plan, following a meeting and signatures by the advisor, student, and program chair, will then move from the student's advising file to the student's education record.
- Faculty and staff may assess, coach, and remediate student professional dispositions at any point in the program. If necessary, faculty and staff members may complete the Student Dispositions Evaluation form when a dispositional concern has not been resolved through informal and formal meetings.

Formative Assessments/Dispositional Decision Point Assessment Checkpoints

Faculty will, at predetermined points in the program, complete a disposition evaluation form for each student. The Program Chair and faculty meet as needed to address identified dispositional concerns. Quarterly, faculty will formally review all student dispositions and make decisions for advancement to the next phase of the program. Formal disposition evaluations will be done:

- Beginning of the program: (Student Self-Assessment) During the first assessment stage (during the foundational courses), students will complete the first disposition self-assessment and indicate their commitment to displaying professional dispositions
- Early/middle of the program: (formal professional disposition evaluation) During advising checkpoint 2 based on the specific program course sequencing, the faculty will assess dispositions for each student. The faculty sends all evaluations to the Program Chair.
- Middle of the program: (formal professional disposition evaluation) during Practicum or early Internship - advising checkpoint 3 or 4 based on the specific program course sequencing). Professional disposition will be assessed and reviewed during field experience. The faculty will assess professional dispositions for each student. The faculty sends all evaluations to the Program Chair.
- At the end of the program: (Student Self - Assessment) As students exit, they will complete the self-assessment at the end of internship and beginning of 604 Portfolio Defense.

Identified Disposition Issue/When a Student Needs Improvement

These procedures outline the process for tracking student dispositions. In any dispositional area, students may receive a 1 rubric rating indicating improvement is needed:

1. From a course instructor, academic advisor or program chair. When it is indicated that a student needs improvement during a dispositional decision point, the student will receive an email from the Program Chair stating that this has occurred. If the nature of the area for improvement is such that further intervention is warranted, the student's academic advisor may request a conference with the student to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both. Once a Remediation Plan of Action is in place this plan with signatures and all documentation supporting the decision for a remediation plan will be moved to the student's education record.
2. From a faculty member or school/agency on-site supervisor, outside of a Dispositional Decision Point Assessment. When it is indicated that a student needs improvement in any area from an assessment by a faculty member (outside of a Dispositional Decision Point Assessment), they will confer with the student to discuss the concern and provide guidance for improvement. In consultation, the faculty member or student may request assistance from the program chair, advisor, or other faculty. If the faculty member concludes that the concern requires formal documentation, the faculty member will complete a dispositional evaluation form, enter a notation of the meeting in the student's Sonis record, as well as inform the student's advisor and provide a copy of the completed evaluation.

If a school/agency on-site supervisor indicates a dispositional issue, that school/on-site agency supervisor may be asked to provide additional details to allow all parties to understand the articulated concern fully. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Students will receive a copy of all completed dispositional assessment forms. A copy of all documentation should be shared with the program chair and filed in the individual's student advising file.

Professional Impairment

Although rare, faculty members may express concerns about a student's suitability for entry into the counseling profession, despite exhibiting satisfactory academic performance. For example, a student's personal characteristics demonstrated in their interactions with others may be rated as an area of concern in the student disposition evaluation. Additional examples of behaviors that demonstrate professional impairment may include the following:

- Violation of professional ethical code standards
- Inability or unwillingness to acquire or exhibit professional skills at an acceptable level of competency

- Behaviors that can be reasonably predictive of poor future professionalism such as poor client record keeping or non-compliance with supervisor requirements
- Inability to exercise sound, clinical judgment, poor interpersonal skills and pervasive interpersonal problems

Professional Disposition Remediation Plan

In many cases, bringing the dispositional concern to the student is all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as appropriate. In such cases, a Disposition Remediation Plan of Action should be developed. The faculty member should use the Professional Disposition Remediation Plan of Action to outline any long-term strategies or activities that may be required of the student in addressing the disposition concern. This includes any disposition issue that is ongoing and does not appear to be resolved with a single student conference. The Professional Disposition Remediation Plan will include the student's expected behavioral changes and responsibilities and outline any additional faculty provided support. The Plan of Action may require the faculty member to periodically follow-up with the student throughout the remediation process. All parties will sign to indicate an understanding of and adherence to the coaching and remediation activities indicated in the plan. Students will receive a copy of all completed dispositional assessment forms. A copy of all documentation should be shared with the program chair and advisor which is then filed in the student's advising file. The faculty member or student may request assistance from the program chair, advisor, or other faculty member for consultation. The Professional Dispositions Remediation Plan form can be found on the SharePoint site.

When Multiple Disposition Evaluations Indicate an Ongoing Problem

Periodically, student dispositions will be reviewed by faculty, the Program Chair and academic advisor. If two or more negative assessment incidents are recorded for a student, the program faculty will convene to review the seriousness of the dispositional infractions and make decisions regarding the student's advancement in the program. Notice of the review will be provided to the student and the student will be given an opportunity to speak on his/her behalf. The options for action will be considered:

1. Allow the student to progress in the program without conditions;
2. Allow the student to progress in the program with conditions (this may include a new or more intensive remediation plan);
3. Recommend that the student is denied advancement in the program.

Options 1 and 2 will result in oversight of the student's dispositional progress at the program level. The Program Chair, academic advisor, and appropriate program faculty will monitor student progress. Additional dispositional reports may result in a re-convening of program faculty. The Program Chair will send written notification of the program faculty decision to the student outlining any additional steps for action as appropriate. A copy of this letter will be entered into the student's education record. Examples indicating a students need for improvement are:

- Recommendation for student to seek academic support
- Recommendation for student to seek personal counseling
- Require additional coursework, practicum or internship
- Increase supervision - require more frequent supervision meetings, add an additional supervisor, use of video or audiotapes of those meetings
- A required leave of absence from school

Option 3 will result in a recommendation for denial of program advancement to the President. The Program Chair and President will jointly send written notification of the decision to the student and include information regarding the student's option to appeal. A student denied progression in the program or recommended for removal from the program may file an appeal with the President as indicated in this policy.

Student Disposition Appeals

A student has the option to appeal the decision to deny advancement in their program of study. This disposition appeal must be made in writing to the President within ten (10) business days of the date of the letter detailing the program decision. **The appeal must be submitted according to the Academic Appeals, Complaints and Grievance Policy and Procedures** found in this catalog.

Student Copyright and Infringement Policy

Copyright is the protection provided to authors of "original works of authorship". Copyright is extended to both published and unpublished works. These types of works include: literary, dramatic, musical and artistic. Copyright gives the author the ability to reproduce, distribute, perform, record and display their work. Copyright also gives the author the authority to allow others to reproduce, distribute, perform, record and display their work. Without consent from the author, the above actions are illegal and copyright is violated.

Summary of Civil and Criminal Penalties for Violating Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute copyrighted work.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the web site of the U.S. Copyright Office at http://www.copyright.gov/, especially their FAQ's at http://www.copyright.gov/help/faq/.

"Fair Use"

Under section 107 of the 1976 Copyright Act is a list of circumstances under which reproduction of a piece of copyright may be considered fair. They are: comments, news reporting, teaching, scholarship, criticism and research. In order to determine whether or not use of a particular work is fair, the following four factors will help make that determination:

- Purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
- The effect of the use upon the potential market for, or value of, the copyrighted work.

Adler Graduate School Penalties for Student Copyright Infringement:

If there is a documented and confirmed case of copyright infringement, sanctions may include penalties up to and including expulsion. A first offense will include a written warning; a subsequent offense will result in expulsion.

Student Crisis Information

At times in the course of going through AGS, a student may encounter a personal crisis, such as a death in the family, a divorce, a health issue, increased demands at work or family issues. These problems can impact the student's ability to progress through the program in a timely fashion. AGS understands that this occasionally happens, and is available to work out an alternative plan, if necessary.

A meeting should be scheduled with the Program Chair to discuss options if help is needed to address the current crisis and time necessary to resolve it. If referrals are needed to find additional help, the Program Chair will discuss possibilities that are available. If the plan is changed, a letter should be sent to the Registrar stating the circumstances and the plan that has been approved by the Program Chair.

If faced with an extended crisis, students should consult the Leave of Absence policy in this catalog.

Student Ethics

Students are, in every respect, expected to adhere to the ethics of the professional program in which they are enrolled. Anyone who does not do so jeopardizes the opportunity to continue their studies at the school. Suspected ethical violations should be discussed with the person(s) perceived to be in violation and/or reported, as appropriate. If an individual student poses a problem in class or has conducted herself/himself (in class or in field experience) in an unprofessional manner, the instructor will discuss the problem with the student. The situation will be formally recorded and submitted to AGS' President. If necessary, the President will meet with the student. Appropriate confidentiality will be maintained. Appeals related to decisions regarding student conduct will conform to AGS' grievance policy.

Student Privacy in Online Courses

To ensure privacy, students are required to use their Adler assigned email account for official school business.

In the online educational environment, student work is visible to other students. The *Canvas* site is secure, and password protected. AGS online instructors can "open" the course rooms only to specific individuals, with an identified purpose, and for a specific period of time. This purpose may be related to:

1. course content and delivery (a guest moderator, a visiting scholar);
2. training (a faculty member in training or for a peer review visit);
3. technical (technical support); or
4. administrative (situations requiring administrative support for the course instructor or students). Additionally, if a student discloses crisis, suicidal intent, threat to or by others, AGS reserves the right to take actions necessary to warn and protect. Any disclosure made in such circumstances, and in good faith, will be limited to the above purpose.

If a student has concerns about the visibility of his or her private information, experiences a genuine need for protection, and requires alternative accommodations, the student is encouraged to contact the course instructor, the Dean, or Academic Vice President.

Student Recommendation Policy

Previously known as the "Student Recommendations and Endorsement Policy", this policy describes the process for students to request letters of recommendation and professional references from AGS faculty and staff.

Letters of recommendation are letters written by an individual on behalf of another individual. Letters typically include information regarding an individual's personal characteristics and general performance (capabilities, attitudes, behaviors, experience, skills, and strengths). They are typically used for the purpose of employment, applications to schools and scholarships, or endorsement for other professional purposes.

Professional references are individuals who vouch for another individual's qualifications and characteristics. Professional references are typically listed in employment, school, or other professional/academic applications. Employers, schools, or other professional associations may reach out to professional references for information regarding an applicant's skills, strengths, characteristics, and performance.

Students may request letters of recommendation / professional references given the following criteria are met:

- The student is beyond their first semester of enrollment.
- If requesting from their academic advisor, the student must have reached and passed portfolio touchpoint 1.
- If requesting from an instructor, the student must have completed at least one class with the instructor and earned a grade of B or better.
- The student must not have any dispositional concerns.

To request a letter of recommendation and/or a professional reference, students must submit the Endorsement Form to the faculty/staff via email.

Requests must be made at least 21 days prior to the desired deadline and **does not guarantee a reference / recommendation.** Faculty and advisors have the right to decline writing a recommendation or serving as a reference without a detailed explanation.

It is recommended that students provide the following (as applicable):

- Resume or curriculum vitae
- Preferred pronouns, prefix, and/or title
- Copy of transcript and/or list of courses completed
- Copy of a graded paper, assignment, or an exam written for a course
- Explanation of the student's career and professional goals
- A list of the student's accomplishments and service activities
- Any suggested topics the student has on what s/he would like to be addressed
- For scholarships/fellowships, a copy of the application essay or fellowship statement of purpose
- Description of the fellowship, program, job for which the student is applying (as applicable)
- Specific recommendation forms or questionnaires (if they are provided for the letter writer) to complete in advance of the date the recommendation is due

Faculty and staff are permitted to write letters of recommendation and/or serve as a reference for current and former students. Letters on AGS letterhead or reference information that speaks to AGS in any way is endorsed by AGS, and therefore, faculty and staff are required to abide by the AGS endorsement policy. Guidelines for writing letters and/or serving as a reference are detailed in this endorsement policy.

Faculty and staff are free to establish additional individual professional recommendation policies. Individual policies must be in alignment with AGS policy. Faculty and staff may write letters on personal letterhead and/or serve as references outside of their role of AGS. However, any mention of AGS, affiliations to AGS, or the student's time/performance at AGS is subject to the AGS endorsement policy.

Student Responsibility

Each student is responsible for knowledge of, and adherence to, all regulations and program requirements published in this catalog and other posted, mailed, or E-mailed notices. Each student is responsible for knowing course prerequisites and for enrolling in appropriate courses.

Students are also responsible for retaining course syllabi and field experience logs. You will need syllabi and FE logs when completing your application for licensure. We do not retain these in any format.

Transcript Access Policy

Effective Date: September 1, 2021

Policy Statement

Pursuant to Minnesota Laws 2021, 1st Special Session, Chapter 2, Article 2, Sec. 44. TRANSCRIPT ACCESS. Adler Graduate School will place a transcript hold on a student's record when the amount owed to the school exceeds $250. For amounts less than $249, an official transcript will be released to either the student or to a third party with the student's written consent.

Responsibilities

The student is responsible for paying in full any outstanding monies owed to the school. An account paid in full gives the student access to their official transcript, to register, and to receive their diploma.

The Adler Graduate School Business Office is responsible for placing and removing transcript holds based on whether a student has a balance on their student account. Students who have a zero balance on their student account will not have a transcript hold. If a student has a balance of $249 or less, the Registrar will provide an official transcript although the transcript hold will remain in place until the account is paid in full. This applies only to transcript holds. To register for classes, a student's account must be paid in full to release a registration hold.

The Registrar is responsible for checking the student account to determine if the official transcript can be released based on the amount of the outstanding balance.

Procedures

The Business Office will continue to put registration and transcript holds on student accounts when a balance is owed. The Business Office is also responsible for coordinating and executing a payment plan for the student.

When a transcript request is received, the Registrar will review the student's account to determine whether a transcript can be released. If the balance owed is $249 or less, the registrar will release the transcript, but the hold will remain in place.

If a student has a "write off" on their student account, and the written off amount is below $249, the transcript will be released. If the amount written off exceeds $250, the transcript will not be released.

If a student makes a payment on their account balance, lowering the amount owed to $249, the transcript will be released. The registration hold will remain in place. To register, the student account balance must be zero.

If the student is unable to make a payment in full, they do have the option of a payment plan. By selecting the payment plan option, the student agrees to make 3 consecutive, on-time payments in an amount agreed upon by the student and Business Office. After the third payment is received, the Registrar will release the transcript. The hold will remain in place until the balance is zero.

For a subsequent official transcript request, the student will have the option again to pay down the balance owed to $249, or to enter into a new payment plan agreement. The assumption is that the student will make monthly payments on the balance until the amount owed to the school is paid in full. Another payment plan will be initiated, after 3 payments are made, the transcript will be released. Granting a subsequent payment plan pertains only to gaining access to a transcript.

Transfer of Course Credits

Transfer credits are those graduate level credits completed at another accredited institution which will be applied toward a degree from AGS. Requests for transfer course credits earned at another institution must be made prior to the first day of the first semester of attendance. The Dean has the discretion to deny or approve transfer credit. Transfer credit will be awarded after thorough review of the course syllabus, course materials, the course learning objectives, and the textbooks used.

Up to 12 credit hours may be transferred in for any AGS master's degree program if the following conditions are met:

- Credits are completed via an accredited school's program.
- Credits are consistent with the current AGS curriculum.
- Credits are completed with a grade of "B" or higher at the institution from which credits would transfer.
- Only credits earned within 5 years of enrollment in AGS will be considered for transfer. Credits expire after 7 years.
- Credits must be transferred or waived in credit-for-credit. We cannot accept credits for classes that are not equal to the value of an AGS course.

No more than 12 credits total will be accepted for both transfer and/or waived credits combined.

Withdrawal from Program or School

To withdraw from the school, a student must submit their decision in writing to the Registrar. The statement should include the effective date of the withdrawal and include a forwarding address. Students who are in good academic standing, who voluntarily withdraw from the school may reapply at any time.

STUDENT SERVICES

Academic Advising

Students obtain degree/course planning and advising from their assigned Academic Advisor for their specific program. Students are required to meet with their advisor during each open registration for program and degree planning and at several other times in the program. You can find the name of your academic advisor in Sonis. Students-at-large are not assigned an academic advisor.

Alumni Association

All AGS graduates are members of the Adler Graduate School's Alumni Association. Details are available from the Director of Alumni Relations.

Degree Conferral and Commencement

Commencement takes place in the fall of each year. A degree audit must be completed by your academic advisor prior to registering for 604 Portfolio Defense. All degree recipients are encouraged to participate in a commencement.

The graduation date for students completing 604 Portfolio Defense, will be the last day of the semester in which they take 604. If a student completes the portfolio prior to the end of the term, the graduation date is still the last day of that semester. If the portfolio is incomplete at the end of the semester, students will be re-enrolled in 604 the following semester and will be charged again for one credit. Students will continue to incur a charge of 1 credit for each semester that the portfolio remains incomplete, not to exceed 3 attempts. If the portfolio is incomplete after the third attempt in 604, the student will not be allowed to continue, and a degree will not be conferred.

The Petition for Completion and degree audit are required for 604 registration. This is the very last class taken for program completion. You may not take 604 until your academic advisor has determined that you are entering your final term. Once you are registered for 604, all requirements must be completed prior to the last day of the semester. This includes completion of the oral exam.

Keep in mind that the graduation date is the last day of the semester, however, the actual act of conferring the degree will not occur until: all grades are posted for the final semester, financial aid exit counseling has been completed, library books have been returned, and your student account is paid in full. If accepting employment immediately upon graduation, your degree cannot be verified prior to the above requirements being completed.

Oral Examinations

After the final edits have been made to the Portfolio, students may schedule their oral examination. The examination for Master of Arts students focuses on the student's Portfolio, fieldwork experience, Adlerian competencies and on the comprehensive competencies presented in the portfolio.

Commencement

To participate in commencement, the student must have completed all graduation requirements prior to the ceremony application filing deadline. Depending on the specific AGS program, requirements could include coursework, field experience, Portfolio Defense, oral examination, all books returned to the library, completion of financial aid exit counseling and payment in full of outstanding tuition and fees.

Email Policy

The Adler Graduate School uses email as its official means of communication with students, faculty, and staff. It is the responsibility of the user to make sure they are using their Adler assigned email address for all school related communication.

Upon graduation or separation from Adler, student email will remain accessible for 6 months. After the 6th month, Adler email will be disabled. It is the student's responsibility to move the email they wish to retain to a different email account prior to the end of the 6th month.

Financial Aid

The Adler Graduate School is approved by the U.S. Department of Education to participate in the William D. Ford Federal Direct Loan program and the Federal Direct Graduate PLUS program. These low-interest rate loans are available to offset the costs of tuition, fees, books and living expenses for periods during which qualified students are enrolled for at least three credits per term. The financial aid office establishes each financial aid applicant's cost of attendance or financial aid "budget" for each nine-month academic year. A student's total financial aid award cannot exceed his or her financial aid budget.

To be eligible for federal financial aid a student must:

1. Be enrolled or accepted for enrollment in a master's degree program or Certificate program. (Other students may qualify for alternative loans – contact the financial aid office for additional information.)
2. Be a U.S. citizen, national, or permanent resident, or eligible non-citizen.
3. Register for a course load of at least three credit hours in each term covered by the loan period and maintain a minimum cumulative GPA of 3.0 (B). Students must also maintain satisfactory academic progress as defined below.
4. Not be in default on any Title IV federal loans including the Perkins (National Direct/Defense Student Loans), Nursing Student Loans, Federal Family Education Loans (Stafford/GSL, Supplemental Loans for Students/ALAS, PLUS, or William D. Ford Direct Loans) or owe a repayment on any Title IV Pell Grant or Supplemental Educational Opportunity Grant (SEOG).
5. Accurately file all required financial aid forms and provide supporting documentation as requested by the financial aid office.

Payments on the federal Stafford Loan program are deferred as long as students are enrolled at least one-half time (3 credits per term). Repayment of federal Direct loans generally begins six months after a student graduates, withdraws, or drops below one-half time. (Contact your loan servicer for specific information regarding the repayment of your student loans.)

Financial Aid – Enrollment Guidelines

Student financial aid budgets are determined by a student's declared enrollment status and prior enrollment history.

Full-time status = 9 credits or more per semester

Three quarter time status = 7 - 8 credits per semester

Half-time status = 3 – 6 credits per semester

Less-than-half-time status = 2 credits or fewer per semester

A student who drops below half-time status is no longer eligible for federal or state financial aid. Pending disbursements will be cancelled. Financial aid recipients are required to notify the Financial Aid or Registrar's offices of any enrollment changes.

Satisfactory Academic Progress Policy

To maintain eligibility for federal financial aid, whether attending full or part time, seeking a master's degree or certificate, students must make satisfactory academic progress (SAP) toward the completion of their degrees. Satisfactory academic progress is measured qualitatively and quantitatively.

Standards of Satisfactory Academic Progress

1. **Qualitatively -** Students must maintain a 3.0 cumulative grade point average.
2. **Quantitatively -** Students must complete their master's degrees within 150% of the time required to complete their specific program and complete a minimum of 16 credits per academic year and by also maintaining a completion rate of 67% of all credits attempted. Certificate students must complete their programs within 200% of the time required to complete their specific certificate and complete a minimum of 12 credits per academic year. Students also have the opportunity to have 1 program change that will not affect their academic progress. With a program change, the clock resets. Any subsequent program changes will be included in the 150% or 200% completion rate calculation**.**

Definitions

- **Credit –** A credit is the unit by which academic work is measured.
- **Attempted Credit** – All credits for which you are registered at the beginning of each term.
- **Cumulative Credits** – The total number of credits attempted and earned for all periods of enrollment at Adler, including terms for which the student did not receive financial aid.
- **Earned Credits –** Earned credits are those successfully completed with a grade of A, B, C, and P. Grades of I, W, and NE are not counted as earned credits. No Credit (NC) is counted as credit attempted and earned although no quality points are earned.
- **Grade Point Average (GPA) -** The GPA is calculated using a point value that is assigned for grades A, B, C, and NC. Although a grade of P will count as credit earned, it is not assigned a point value.
- **Incomplete –** An I or I/P is assigned as a temporary grade for pending course completion and is counted against the completion rate. A grade of I or I/P has no quantitative or qualitative computational value until it is converted into a final grade, at which point the final grade replaces the I or I/P.
- **Maximum Timeframe** – Is the pace at which students' progress through their programs to ensure that they will graduate within the maximum timeframe; not to exceed 150% of the published length of a master's degree program and 200% for certificate programs. Students must complete their programs within the Maximum Timeframes listed in the table below. Once a student is at the MTF, they are no longer aid eligible and cannot appeal financial aid reinstatement. They may continue with their program by providing a program plan for completion. The plan must be approved by the student's academic advisor.

Program	# of Credits	# Terms regular completion	Max # of terms*	Min # credits/ academic Year
AT	67	12	17	16
	70	12	18	16
CMHC	60	10	15	16
CODAC	60	10	15	16
MCFC	60	10	15	16
SC	60	10	15	16
AT Certificate	37	6	12	12
Counseling Certificates	21	4	8	12
	24	4	8	12

	27	5	10	12
Expressive Arts Certificate*	12	4	8	12
	18		17 for MA	16

*Maximum number of terms is 150% for MA and 200% for certificates

Transfer Credits – Credits from other master's level courses earned from other master's level institutions, count as credits attempted and completed but are not calculated in the GPA.

Completion Rate – Students must maintain a completion rate of 67%. A student earning 67% of credits attempted is on pace to complete their program within the maximum time frame.

Change of Program – Only credits attempted for the currently enrolled in program of study count toward the maximum time frame and GPA requirements. If a student changes their program of study, the past credits and those taken going forward which apply to the new program of study, will be calculated in the maximum time frame requirements. Students are allowed one program change. Any subsequent program changes will count toward the maximum time frame.

Withdrawals - A grade of W affects the maximum time frame calculation as well as the completion rate. A W has zero quality points so it does not affect the grade point average.

Assessment of SAP

Academic progress is assessed every semester. All of the student's academic coursework is considered in the review process, whether the student received aid that term or not. The assessment will be based on the student's academic record, excluding all approved transfer credit hours.

Financial Aid SAP Warning

If the student does not meet either the GPA and/or credit completion requirements, the student will receive a written Financial Aid Warning from the Registrar. This is intended to alert the student that their financial aid eligibility will be in jeopardy for the next term for which they are registered if they fail to achieve the GPA and/or credit completion requirements necessary to receive federal financial aid. Based on the student's performance, the following may happen:

1. The student achieves the minimum standards at the end of the term for which the warning was issued – student is aid eligible and aid is disbursed.
2. Student fails to achieve the minimum GPA and/or credit completion standards and is no longer aid eligible. Student may appeal for reinstatement of financial aid.

Appeal

Student may submit an appeal in writing to the Financial Aid Appeals Committee regarding the loss of their federal financial aid. The following must be included in the appeal:

1. The reason for not achieving SAP minimum requirements.
2. What has changed about your circumstances that will allow you to achieve SAP.
3. Third party documentation corroborating the issue for appeal.

Appeal Outcome

1. Appeal is approved: Student continues on probation status for the next term of enrollment. During the probation period, the student is aid eligible; SAP will be evaluated at the end of the probation term. If SAP minimum requirements are achieved, the student is no longer on probation but will continue to be monitored.
2. Appeal is denied: Student is NOT aid eligible and must pay expenses out-of-pocket; must achieve the SAP credit completion and/or GPA requirements before regaining financial aid eligibility as outlined in their probation letter.

A student cannot appeal exceeding the maximum timeframe. Once the maximum time frame has been reached, students are no longer aid eligible. They may continue with their program but will need to find alternate funding.

Under SAP, students are given only one financial aid appeal. For example, the student appeals, the appeal is granted, the student is removed from financial aid probation. If the student subsequently returns to being placed on SAP probation, they will not have a second opportunity to appeal for financial aid. They will become ineligible for federal aid until they are able to achieve the SAP minimum requirements, or if they are in violation of the Academic Progress Policy, they face possible dismissal from the school.

Academic Plan: The student and their academic advisor will work together to devise an academic plan. The academic plan will cover the student's next term of enrollment only. Failure to achieve the terms of the individual plan will result in the loss of federal financial aid for the next term of enrollment. If the student is successful, the student will remain aid eligible and will continue to be monitored. An additional consecutive term of academic success removes the student from being monitored.

Return of Title IV Funds

How Withdrawing from Coursework Affects Federal Financial Aid

Federal financial aid eligibility at Adler Graduate School (AGS) is calculated based on an expectation that the recipient will remain enrolled throughout the term for which the aid is awarded.

Each student's financial aid is "earned" in proportion to the length of time the student is enrolled. If a student completely withdraws from AGS prior to the end of the term for any reason (including family emergencies or medical reasons), a calculation is performed to determine the percentage of financial aid that was "earned" prior to the withdrawal. Any "unearned" funds are returned to the federal financial aid program.

The amount of earned and unearned financial aid is determined using the "Return to Title IV" (R2T4) calculation that is required by the U.S. Department of Education (ED). According to R2T4:

The percentage of financial aid that is earned is equal to the number of calendar days completed by the student up to the withdrawal date, divided by the total number of calendar days in the term (excluding any scheduled breaks of five days or longer). The payment period for most students is the entire term. If the student completed 60% of the term or more, the student is determined to have "earned" all the Title IV aid for that term.
The percentage of unearned financial aid is equal to 100 percent minus the percent earned.

Determining the Effective Withdrawal Date or Last Date of Attendance

The withdrawal date used in the R2T4 calculation is the actual date indicated on the official drop request that is submitted to the AGS Registrar. If a student stops attending classes without notifying AGS, the withdrawal date will be the last date of attendance as recorded by the instructor. If the instructor cannot provide attendance records, the effective withdrawal date will be the midpoint of the term or the last date of academic activity determined by AGS, whichever is later.

AGS must establish the withdrawal date to be used in the R2T4 calculation no later than 30 days after the end of the affected term. Documentation supporting the last date of academic activity may be provided by the student to establish a withdrawal date that differs from the withdrawal date determined by AGS. Such documentation must be submitted to the Director of Financial Aid within 30 days of the last date of the term. No recalculations of aid eligibility will be performed after that date.

Special Circumstances:

Student Fails to Enroll

If a student receives Title IV financial aid, but never attends classes, AGS's Financial Aid Office must return all disbursed funds to the federal aid programs.

Student Fails to Earn a Passing Grade in Any Course

If the student has not completely withdrawn but has failed to earn a passing grade in at least one class for the term, federal regulations require AGS to determine whether the student established eligibility for financial aid. A student establishes eligibility by attending at least one class or participating in any academic-related activity. If eligibility cannot be established, all disbursed funds must be returned to the federal aid programs.

Steps for Implementation of R2T4

Step 1: Student's Title IV information

AGS's Financial Aid Office will determine:

The total amount of Title IV aid disbursed for the term during which the student withdrew. Aid is considered to have been disbursed if it has been credited to the student's account on or before the date the student withdrew.
The total amount of Title IV aid disbursed, plus the Title IV aid that could have been disbursed for the semester during which the student withdrew.

Step 2: *Percentage* of Title IV aid earned

AGS's Financial Aid Office will calculate the percentage of Title IV aid earned by dividing

the number of calendar days completed by the student up to the withdrawal date by the total number of calendar days in the term (excluding any scheduled breaks of five days or longer). If the calculated percentage completed exceeds 60%, then the student has "earned" all the Title IV aid for the enrollment period.

Step 3: *Amount* of Title IV aid earned by the student

AGS's Financial Aid Office will calculate the amount of Title IV aid earned by multiplying the percentage of Title IV aid earned by the total amount of Title IV aid disbursed, plus the amount that could have been disbursed, for the term during which the student withdrew.

Step 4: Amount of aid to be returned the Title IV program or disbursed to the student

If the aid disbursed equals the earned aid, no further action is required.

If the aid disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program (William D. Ford Federal Direct Loan Program). Responsibility for returning unearned funds is shared between the AGS and the student. AGS will return the school's portion of the unearned funds, first to the Federal Direct Unsubsidized Loan and then to the Federal Direct Graduate PLUS Loan. If the R2T4 calculation results in an amount to be returned that exceeds the school's portion, AGS will notify the student of the amount the student must repay according to the terms and conditions of the student's promissory note.

If the aid already disbursed is less than the earned aid, AGS's Financial Aid Office will calculate a post-withdrawal disbursement. Post-withdrawal disbursements are first applied to the student's account; if this action creates a credit-balance, a credit-balance refund will be disbursed as soon as possible, and no later than 14 days after the calculation of the R2T4.

R2T4 Timelines

Federal regulations require AGS to perform R2T4 calculations within 30 days of the date AGS determines the student has completely withdrawn from school. AGS must return any unearned funds owed to the Title IV program(s) as soon as possible, but not later than 45 days after the date AGS determines the student has completely withdrawn from school.

If the R2T4 calculation results in the student's eligibility for a post-withdrawal disbursement of loan funds, these funds will be offered to the student within 30 days of the date AGS determines the student has withdrawn. The student will have at least 14 days to respond to this offer. If the student accepts the post-withdrawal disbursement, funds will be applied to the student account first; for any resulting credit balance, the funds will be disbursed as soon as possible and no later than 14 days after the calculation of the R2T4 post-withdrawal disbursement.

Refunds of Non-Federal Aid

Refunds for state, private, or institutional financial aid programs are calculated on a proportional basis using the state-mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota Indian Scholarship Program, the SELF Loan Program, and other aid, the MN Office of Higher Education Refund Calculation Worksheet (Appendix 13a of the Minnesota State Grant manual) is used.

Exit Counseling

Should you completely withdraw from Adler Graduate School, and you borrowed student loans through the federal direct loan program, you will need to complete Exit Counseling. Go to http://www.studentaid.gov. Select “Manage Loans,” and then, under “I'm About to Graduate or Leave College,” select Complete Exit Counseling and follow the prompts.

You'll be asked to read through information describing your rights and responsibilities as a borrower of federal student loan funds and to respond to some "quiz" questions. You'll also be required to provide reference information - the names and addresses of individuals that will know your whereabouts after your loans are in repayment. The Financial Aid Office will receive confirmation electronically when you've completed the online counseling requirement.

To monitor compliance with this federal regulation, your transcript and/or diploma will not be released until you've completed exit counseling.

Tuition Discounts/Scholarships

Tuition discounts and scholarships are equal to 10% of tuition costs, but not fees or other expenses. These discounts/scholarships are offered to the following students:

- US Veterans or Active-Duty Military Personnel or Spouse/Domestic Partner (Army, Navy, Air Force, Marine Corp or Coast Guard)
- Native American Tribal Community Member
- Employee of Partner Organization
- Adler Graduate School Alumni Scholarship
- IDEA (Inclusion, Diversity, Equity and Accessibility) Scholarship

To apply for scholarships, students must complete the Tuition Discount Scholarship Form. Students are required to maintain Satisfactory Academic Progress and be enrolled at least half time to remain eligible for a discount. Scholarships are available as long as funds are available.

Alumni Discount Policy

Effective July 1, 2018, the 10% alumni discount applies to persons who have completed a master's degree or for those who have completed 36 credits including a program of study.

Tuition and Fees

Financing a quality education can be a challenge. Fortunately, at Adler, you don't have to face this challenge alone. Our course schedule allows most of our students to continue to work full-time during school. Many Adler students also qualify for federal or privately funded student loans. Our staff will work with you to establish a plan for financing your Adler education.

Tuition and fees must be paid in full on the first day of the term. Payment in full can be accomplished by applying any combination of the following:

1. Cash, check or credit card
2. Student loan funds
3. Company or outside organization reimbursement. Students who are eligible for tuition reimbursement must pay their outstanding balance on or before the first day of the term or have an approved Payment Plan in place.

4. An approved payment plan with Adler Graduate School

Tuition Rates and Fees as of the start of Summer Semester, 2023

- Tuition per Credit: $690
- 1:1 Didactic $750 (Less than 24-hour cancellation notice will be billed at $75 per hour)
- Group Didactic Fee: $690
- Oral Examination Fee (due before the examination): $215
- Transcript Fee: $10
- Drop Fee: $20/credit
- Student Services and Technology Fee: $155 (non-refundable)
- Student Association Fee: $5 (non-refundable)
- Internship Make-Up Class: $50
- Diploma reprint charge: $25

Tuition Refund Policy

After registration has closed, all requests to drop a course must be made in writing to the Registrar. You may email your written request to: registrar@alfredadler.edu or by completing the *Drop/Add Form* and submitting it to the Registrar. A refund of tuition will be made according to the following schedule:

Summer Semester 7/10/23 – 9/18/23

100% refund through 7/16/23

75% refund through 7/23/23

50% refund through 7/30/23

25% refund through 8/6/23

Last day to withdraw, no refund 9/5/23

Fall Semester 10/2/23 - 12/17/23

100% refund through 10/8/23

75% refund through 10/15/23

50% refund through 10/22/23

25% refund through 10/29/23

Last day to withdraw, no refund 12/3/23

Winter Semester 1/16/24 – 3/25/24

100% refund through 1/22/24

75% refund through 1/29/24

50% refund through 2/5/24

25% refund through 2/12/24

Last day to withdraw, no refund 3/12/24

Spring Semester 4/8/24 - 6/17/24

100% refund through 4/14/24

75% refund through 4/21/24

50% refund through 4/28/24

25% refund through 5/5/24

Last day to withdraw, no refund 6/3/24

- You cannot add a class after registration closes.
- The drop fee of $20/credit will be assessed for all withdrawals occurring on the first day of the semester or later.
- A grade of "W" will appear on the transcript for any course dropped after the start of the semester.
- A grade of “NE” will appear on the transcript for a course dropped prior to the first class meeting.
- Because of its limited enrollment, Group Didactic (529) must be dropped ***at least 30 days prior to the first night of class.*** No refund will be issued if 529 is dropped after that time.
- Students registered for 604 Portfolio Defense must complete the portfolio by the end of the semester in which 604 is taken. Failure to complete the portfolio will result in an NC for the course. The student will be registered for 604 again in the following semester and will be charged for 1 credit. A student can register for 604 no more than 3 times.
- ***No refund will be issued to any student who stops attending class without submitting a written request for withdrawal to the registrar, or to any student who fails to appear in class (“no-show”), without submitting to the registrar a written request to drop the course.***
- Notifying your instructor or advisor of your desire to withdraw from a course, does not constitute a withdrawal. The request must be made by the student in writing, directly to the Registrar’s Office.

Refunds of Federal Financial Aid

Enrollment changes – especially dropped courses – may affect your financial aid eligibility. Depending on your enrollment level, tuition refunds for dropped courses may be issued to you directly, or to your lender to reduce your loan debt. Contact the Director of Financial Aid for specific information.

Emergency Loan Fund

Eligibility and Loan Disbursement

Students who are in good standing and actively enrolled at the Adler Graduate School and receiving federal financial aid are eligible for loans through the Emergency Loan Fund (ELF). Applications for an ELF loan of up to $500 should be directed to the Director of Financial Aid. If approved, the loan will be disbursed in a timely manner and will be interest-free. Emergency loans must be repaid within 90 days of receiving a loan. Federal guidelines concerning federal student loans allow AGS, if necessary, to collect an amount equal to the emergency loan when a student receives her/his next student loan disbursement. More specifically, when an emergency loan has been received, a student will typically apply for her/his customary level of financial aid, plus the additional funds necessary to cover the outstanding emergency loan and any outstanding tuition owed.

The Director of Financial Aid will recommend the emergency loan option on a case-by-case basis and will make a determination as to whether a student is eligible for emergency funds based on financial aid status and loans already applied for.

With the approval of AGS’ President, international students facing financial hardship will also be eligible to apply for up to $500 in emergency loan funds. F-1 Students must provide proof that the hardship was unforeseen and that they will have the means to repay the emergency loan fund. Inability to provide documentation of need and/or repayment plans will result in denial of the prospective loan. Written documentation must be provided by the student’s family or sponsor, or whoever will be guaranteeing repayment.

Fund Management

The fund will include as much as $2000 at any given time but must be replenished by students as they repay their loans. The fund may be used up to two times by an individual student but cannot be used a second time unless the first loan has been repaid. The fund will be managed by the Adler Graduate School's Director of Financial Aid and the ability to provide loans, at any given time, will depend on the size of the fund.

Repayment

Prior to receiving an emergency loan, a student must demonstrate that she/he has sufficient ability to make repayment within 90 days after receiving a loan. Future registrations may be put on hold if loans are not repaid within 90 days of receiving the loan.

Library

Library, Media Center, and Research Centers

The mission of the Adler Graduate School Library, Robert G. Bartholow Media Center, and Research Center is to support the teaching, service, and research functions of the school. The primary collections focus on the major works of Alfred Adler and the theory and practice of Adlerian psychology.

The Adler Graduate School (AGS) Library provides access to a variety of online resources through EBSCO, which includes journals, books, and conference papers from the American Psychological Association and other publishers. In addition, the library provides online access to American Psychiatric Association materials, including journal articles, books, and the current version of the Diagnostic and Statistical Manual of Mental Disorders. Access is also provided to two main journals in Art Therapy: *Art Therapy: Journal of the American Art Therapy Association* and the *International Journal of Art Therapy*. These resources provide online, full text access to thousands of books and journals.

Media resources include videos produced at AGS (available online), DVDs available in hard copy, and online access to hundreds of streaming videos from Psychotherapy.net.

The AGS core library collection provides students with access to the books, journals, and Adlerian reference materials needed for research and for the completion of course assignments. The Adler Graduate School Library and Research Centers also serve as a resource for area scholars and practitioners in psychology, with a particular focus on Adlerian psychology.

The AGS Research Center contains Adlerian materials: a donated collection from Margot Adler, a donated collection from the Alfred Adler Institute of New York, and the personal collection of Harold H. Mosak. These collections provide access to materials comprised of over 3000 items, including books, journals, articles, photographs, and memorabilia from Adler family members and noted Adlerian scholars. The Research Center provides students, faculty, and scholars with access to unique, rare, and specialized Adlerian materials. Additionally, the AGS Library holds a complete collection of the foremost English language Adlerian journal, the *Journal of Individual Psychology*.

Research Center Collections:

Margot Adler

A donated collection from Margot Adler containing books, journals, and pamphlets.

Alfred Adler Institute of New York (AAINY)

A donated collection containing books, journals, and pamphlets.

Harold H. Mosak

This collection includes books, journals, pamphlets, and various memorabilia from the private collection of Dr. Harold H. Mosak. The collection also includes articles, correspondence, and research materials from noted Adlerian scholars William and Miriam Pew.

Policy Regarding Pets in the Building

No pets are allowed in Adler Graduate School. We are dedicated to protecting the health and well-being of our community. Some students are highly allergic to certain animals. Animals can also spread disease or behave in dangerous or unpredictable ways that can cause injury to people with whom they come into contact. Please help us maintain a safe environment for all students by respecting these policies. Service animals are not included in this policy.

Student Services Offices

Adler Graduate School Student Services offers assistance in the following areas:

Office of the Registrar offers assistance in the following areas:

- Registration
- Grades and transcripts
- Degree conferral
- Schedule changes
- Program changes
- Enrollment verification
- Class scheduling
- Graduation/Commencement preparation

Office of Financial Aid offers assistance in the following areas:

- Financial aid application
- Scholarships

Business Office offers assistance in the following areas:

- Student account questions
- Refund processing
- Payment Plans

Student Development Hub

The Hub offers services and resources in the following areas:

- Career Services
- Holistic Wellness
- Technology
- Library
- Academic Writing
- AGS Community in Action

Textbooks

The Adler Graduate School does not operate an on-campus bookstore. We recommend purchasing textbooks from Amazon Smile. Details pertaining to purchasing textbooks through Amazon can be found on our website. Required textbooks can be found in each course syllabus.

ADMISSIONS

Admissions Committee

AGS' Admissions Committee interviews prospective students, reviews applications and makes admissions decisions in accordance with published criteria. The committee consists of: Director of Admissions, Dean, Program Chairs, faculty, VP and President as necessary. Degree seeking applicants may apply for admission in fall, winter and spring. Admission for summer semester is only open to students-at-large.

Full Admission to the Master of Arts Degree Program

An applicant is considered for FULL ADMISSION to the Master of Arts degree program by meeting the following criteria:

- A baccalaureate degree (BA/BS) from an accredited institution.
- A cumulative grade point average of 3.0 on a 4.0 scale.
- 3 credits in psychology or a related field. A related field could include, but is not limited to: Anthropology, sociology, gender studies, ethnic/multicultural/diversity/intersectionality studies. Applicants may need to submit a course syllabus or course description to verify that it addresses the pre-requisite.
- A completed application file, which includes an interview.

Conditional Admission to the Master of Arts Degree Program

An applicant who does not meet all of the requirements for full admission may be admitted conditionally to the MA degree program. Students with a GPA between 2.9 and 2.6 and/or who have not completed at least 3 undergraduate psychology/social science credits, will be considered for conditional admission.

Students admitted on conditional status must meet with their academic advisor to develop and follow a plan to support their success during the first semester of enrollment. These students must earn a GPA of 3.0 or better in their first semester at Adler Graduate School. In the event that the required GPA is not achieved in the first two courses, conditional status will end, and full admission will be denied. Ongoing assessment and evaluation of progress will be used to create a meaningful and supportive approach for long-range success.

Student-at-Large

Individuals who are uncertain about seeking admission to pursue a degree or certificate may enroll as students-at-large, as long as they meet AGS' minimum requirements for admission. Persons interested in registering as students-at-large must complete the usual application process, including payment of a deposit fee prior to registering for courses. Applicants who later seek admission to a degree or certificate program will not be required to pay an additional fee for the regular application.

Students-at-large must meet all course prerequisites and other requirements for courses taken. Courses taken for credit usually will apply toward completion of program requirements for students-at-large who are granted full admission at a later date. However, successful completion of student-at-large course work does not guarantee admission to an academic program. Applicants who have been denied admission will not be permitted to enroll or continue as students-at-large. Students-at-large are not eligible to receive federal financial aid but may apply for alternative loans.

Students-at-large can complete a supervised field experience with AGS if they meet the following criteria:

For an alumnus who graduated within 7 years:

- You must have the following prerequisite courses on your transcript: 1) Introduction to Field Experience, 2) Ethics, 3) Multicultural Counseling. If you do not have these courses on your transcript, you must enroll in and pass these courses to qualify for AGS Field Experience.

- Submit two letters of recommendation.

All other at-large students:

- A passing grade in the following courses taken at AGS: 1) Introduction to Field Experience, 2) Ethics, and 3) Multicultural Counseling.
- Submit two letters of recommendation.

All students-at-large must maintain a 3.0 grade point average and meet the program's dispositional requirements. Failure to do so will result in dismissal with no opportunity for readmission.

Immunization Records

Minnesota Law (M.S. 135A.14) requires anyone attending college to provide proof of immunization. If you were born before 1956 or graduated from a Minnesota high school in 1997 or later, you are exempt from this rule. All others must provide proof of immunizations. Within 45 days of enrolling, a student is required by law to submit proof of immunization. Failure to do so will result in suspension of enrollment until documentation is provided. Those falling under the “Conscientious Exemption” rule must also complete and notarize the “Immunization Record for Students Attending Post-Secondary Schools in Minnesota” form. For additional information, please go to the Minnesota Department of Health website.

Students will not be allowed to begin classes without a completed Immunization Form.

Information for International Students:

Language of Instruction and Language Proficiency:

Adler Graduate School’s language of instruction is English. Therefore, students are expected to speak, read, write, and understand the English language fluently or at a level sufficient for graduate-level education. All international applicants must meet ONE of the English proficiency requirements. Score reports must be no more than two years old. Native English speakers from the following countries are exempt from this requirement: English-speaking Canada, Ireland, United Kingdom, Australia, New Zealand, and the Commonwealth Caribbean Countries.

- TOEFL iBT overall score of 80, with a minimum subscore of 20 on the writing and speaking sections
- IELTS (Academic) overall score of 6.5
- Pearson PTE Academic overall score of 53 or higher
- Completion of an undergraduate or graduate degree at an accredited college or university in the US, English-speaking Canada, the United Kingdom, Ireland, Australia, or New Zealand

Transcript Evaluation

Transcripts should be sent directly from all post-secondary institutions indicating the degree conferred. If the degree was earned outside of the US, international transcripts must be evaluated and reviewed for eligibility by either Educational Credential Evaluators Inc or World Education Services. The evaluation must be sent directly to AGS along with an official copy of the transcript(s) that were evaluated. The cost of the evaluation service is incurred by the applicant and is paid directly to the third-party provider.

Visas

Adler Graduate School is committed to attracting a diverse student body and welcomes applicants from all countries. We do not, however, issue I-20's. Most of our classes are offered online, therefore, we do not meet the federal definition of an on campus, full-time, course of study as required for students seeking an F-1 Visa.

COURSES

500 - Principles of Research and Program Evaluation (3)

This course provides an introduction to the principles and processes of social science research. Topics covered include research methods, measurement, statistical analysis, literature reviews, needs assessments, and program evaluation. The course emphasizes the importance of research in advancing the counseling profession. Basic concepts for creating evidence-based assessments, collecting data, and making treatment decisions are reviewed. Ethical and culturally relevant strategies for gathering data and interpreting research results are examined. This course meets for 10 weeks. (4/20)

503 - Introduction to the Counseling Profession (3)

The primary purpose of this course is to introduce the foundations of the counseling profession and its specialty areas, including the profession's history and philosophy, counselor professional identity, professional roles, settings, advocacy, and cross disciplinary collaboration among specialty areas and other mental health professions. Special attention will be devoted to the Wellness Model related to the counseling field, including related core Adlerian concepts. Students will gain an understanding of prevention, intervention, multicultural, social justice, and advocacy within each specialty area, including prevention and intervention strategies related to crisis, trauma and suicide.

504 - Abnormal Psychology & DSM 5 (3)

The course covers the development, symptoms, and patterns of maladjusted behavior. Students are introduced to the DSM-IV-TR and DSM-5 categorization and classification of psychiatric phenomena. The goals of the course are for students to look at psychopathological behavior from a multidisciplinary and developmental framework in order to better understand deviant behavior as well as human behavior in general. The second major goal is to learn how to apply this multiaxial diagnostic assessment process to cases. The third goal is to gain a beginning understanding of the similarities and differences in case conceptualization between the DSM and Adlerian Psychology. This course meets term long. (4/20)

Prerequisite: 505.

505 - Developmental Psychology (3)

The primary purpose of this course is to examine selected historical and contemporary theories and research of human growth and development over the life span with an integration of the Adlerian perspective. Students will review the neurological, biological, systemic, environmental, and multicultural factors affecting development. Students will identify the characteristics of typical and atypical development over the lifespan and their implications for ethical counseling interventions. (7/18)

509 - Comparative Theories Through an Adlerian Lens (4)

This course provides an overview of the theoretical approaches to counseling and psychotherapy by comparing and contrasting other theories to Adlerian Theory. Students are introduced to various approaches to counseling, cultural applications, and intervention strategies and techniques relevant to each theory. This course helps students apply theoretical frameworks to case conceptualization and begin developing a personal theoretical perspective and a unique model of counseling. Students begin developing an in-depth understanding of Adlerian Theory. This course meets for 10 weeks. (6/20)

516 - Foundations of Addictions and Co-Occurring Disorders (3)

This course is focused on the history, development, and dynamics of addiction and co-occurring disorders. Students will review the foundations of addictions counseling, and the etiology, theories, and models of addictions and addictive behaviors, with special attention given to the Adlerian perspective and multicultural counseling considerations. In this course, students explore the impact of addiction and co-occurring disorders on the family, and relational dynamics, risk and resilience factors, and principles and philosophies of self-help methods. Students will examine culture, trauma, and epigenetics related to addiction and co-occurring disorders.

517 - Ethics and Professional Identity (3)

Course description: Students in this course examine licensure board standards, ethical principles, codes of ethics, legal considerations, standards of preparation, and role identity of counselors in the different specialties. Students also learn how to choose and apply codes of ethics and ethical decision-making models to everyday counseling practice and to the resolution of ethical dilemmas. 6/19

519 - Trauma and Crisis Intervention (2)

This course provides an overview of theory and best practices related to trauma and crisis intervention, with particular attention to an Adlerian theoretical framework. Students will gain awareness of the impact that crises and trauma-causing events have on individuals, couples, and families. The ethical, legal, and diversity considerations when intervening in crisis and trauma-causing events will be reviewed. Finally, a review of issues affecting therapists working with trauma populations and self-care strategies to prevent compassion fatigue. As part of the course, students will complete training for certifications in Psychological First Aid and Strategic Planning Approach to Suicide Prevention. (8/20)

521.5 - Values, Ethics & Legalities in Art Therapy (3)

This course focuses on ethical and legal issues specifically applied to the practice of psychotherapy and counseling. Based on case studies, students will explore the contemporary application of ethics to practice within the managed care system, working with multidisciplinary teams, cross-cultural implications for practice and supervision, and the impact of the Internet on all facets of mental health care. Students will continue to develop skills at using Adlerian concepts to the application of ethics and general skills in working with systems and other special clinical populations.

523 - Multicultural Counseling (3)

The course provides an understanding of the cultural context of relationships and cultural fabric of psychotherapy and counseling with individuals and families. Theoretical studies and experiential activities examine attitudes, beliefs, understandings, and acculturative experiences, designed to foster students' understanding of self and clients in cross-cultural therapeutic encounters. Students discuss strategies and develop competencies in individual, couple, family, group, and community work in cross-cultural settings. Theories of multicultural counseling, theories of identity development and social justice, as well as specific ethical considerations, are used as a foundation of the studies. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination are examined throughout the course. (4/14)

525 - Essential Interviewing Skills (3)

The purpose of this course is to examine the development and maintenance of therapeutic relationships, with focus on essential interviewing. Students learn the evidence-based skills necessary for the development of therapeutic alliance, including the core conditions of accurate empathy, congruence, and unconditional positive regard, as well as non-directive and directive listening skills, and will practice using these skills in the different stages of an interview. Special attention is paid to ethical considerations and cultural aspects that impact the interviewing process. Adlerian LifeStyle data serves a primary content in developing the interviewing skill, and lifestyle assessment is incorporated throughout the course. (6/15)

527 - Special Topics: Trauma-Informed Approaches (1)

This course will offer the opportunity to learn about relevant contemporary issues in their program concentration area. Students will research and present practices on a specific population, group, or emerging issues in their field. Their findings will be presented to the class in an oral presentation and through a written paper as well. (8/19)

527.1 - Special Topics: Nature in Counseling (1)

This course provides an introduction to Eco-Therapy, holistic healing and the practical implications of integrating nature in counseling. Students are introduced to the Adlerian concept of holism, Nature in Counseling techniques, Eco-Therapy ethics (ACA), contemporary research on nature and mental health, and a nature based experiential self-exploration project. This course helps students apply a blend of ecological and counseling based frameworks in their understanding of healing.

527.2 - Exploring the Expressive Arts Through Play (1)

This course will explore the integration of the expressive arts in play therapy through various theoretical applications (child-centered, Adlerian, etc.). There will be a review of the history of play therapy, including the purpose, process, and application of play therapy strategies and techniques (sand tray, puppets, toys, etc.) for children, adolescents, and special populations.

527.3 - Native and Indigenous Health and Healing (1)

The purpose of this course is to provide an overview of issues and concepts related to providing the health and healing of Native and Indigenous clients and communities. This course will specifically address issues related to Native and Indigenous communities. Students will learn the historical and contemporary context surrounding counseling Native and Indigenous clients, as well as the cultural values that shape Indigenous worldviews. Students will learn about the impact of colonization including historical trauma as well as contemporary efforts for cultural resurgence and resilience. Historical and contemporary literature surrounding Native and Indigenous people as well as healing models, ethical considerations, and traditional practices will also be covered.

527.4 - Expressive Arts: Group Applications (1)

This course examines the application of expressive arts within the group process. Students will deepen their understanding of the artistic process, the relationships and experiences between group members, methods and skills of running an expressive arts-based group, principles of group dynamics and leadership styles and approaches. The course culminates with the creation of an expressive arts-based group curriculum.

527.5 - Visual Arts and Storytelling (1)

This course explores the theory and practice of storytelling as a therapeutic intervention. Students explore how storytelling can help interpret past and present, project a future, encourage empathy, provide testimony, and give voice to individual realities. Students will experience how storytelling takes us on a journey into our imagination, fostering self-understanding and awareness.

527.6 - Mindfulness and Contemplative Practices (1)

This experiential self-as-therapist course introduces students to mindfulness and contemplative practices for working with individuals and groups. Students will explore mindfulness-based wellness interventions and approaches, such as Acceptance and Commitment Therapy, mindfulness-based nature activities, contemplative art activities, journaling, and meditation to aid in healing and self-care. There will be an emphasis on developing a personal mindfulness practice and wellness plan.

527.7 - Mind-Body Work in Expressive Arts Therapy (1)

This course combines somatic awareness, movement, yoga practices, breathwork, and mindfulness to unite the mind, body, and soul. Students will explore how the mind-body connection helps people reconnect with themselves, others, and the world around them.

527.8 - Poetry and Writing in the Expressive Arts (1)

This course explores the theory and practice of poetry and writing within the therapeutic process. Students will experience a variety of methods in using the written word for healing, reconciliation, problem-solving, and self-care of the therapist.

527.9 - Dreamwork (1)

This course explores the integration of dreamwork in the therapeutic process through an Adlerian framework. Students will explore the role of metaphor and meaning using visual arts, writing, and storytelling. There will be an emphasis on cross-cultural perspectives on the role of dreams, myths, and symbols in the self-exploration process.

527.10 - Movement and the Creative Process (1)

This course explores the connection between body awareness and creative expression through Authentic Movement. Students will experience how movement in therapy connects to a more profound life force that can bring an enhanced sense of meaning, self-exploration, and improved mental health.

527.11 - MARI (1)

This course will provide students with a working understanding of the Mandala Assessment Research Instrument (MARI®) and mandalas as a therapeutic tool. Through an integrative experiential approach and the use of multi-modal expressive arts activities, students will explore how the MARI ® and mandalas can be used to improve well-being, make meaning of experiences, and promote personal growth.

527.12 - Music and Sound in Therapy (1)

This course investigates the principles of music therapy and sound healing practices. Historical and contemporary perspectives will be discussed. Students will explore how music and sound can be used to improve physical and emotional health and well-being.

527.13 - Trauma Informed Expressive Arts (1)

This course explores trauma-informed expressive arts therapy approaches to help clients safely process traumatic events. Expressive arts approaches, such as image-making, rhythm, movement, music, and storytelling, incorporate dual awareness - thinking and feeling - necessary for insight, healing, and restoring the self. There will be an emphasis on sensory integration and body-awareness approaches that foster safety, self-regulation, and re-connection.

528 - Didactic (Individual) (0)

The didactic process focuses attention on the development of the person of the therapist. Utilizing the Life Style, students will learn about lifestyle goals and private logic, and how these affect their work as students and professional counselors. Individual Didactic Instruction provides students with first-hand experience with the process of Adlerian psychotherapy. Students select from a list of recommended Didactic Instructors.

529 - Didactic (Group) (0)

Based on Adlerian Psychology, the Group Didactic Instruction will provide an opportunity for students to enhance their professional development by improving their skills in personal, interpersonal, and small group communication. You may only take the class after you have completed 5 individual didactic (528) sessions. (9/14)

532 - Group Psychotherapy and Counseling (3)

The purpose of this course is to familiarize students with theories, pertinent research, skills and techniques that are considered to be prerequisites for effective group counseling. Students will participate in a group counseling experience and class discussions will focus on how best to facilitate a group. Subject areas covered include group communication patterns-both verbal and nonverbal, leadership of the group, trust development, cohesion, risk-taking, group membership skills, facilitation skills, and conflict resolution skills. Students are expected to demonstrate their ability to plan, conduct, and terminate a group activity as an outcome of the course. Students will be introduced to the professional standards of group counseling dynamics as well as ethical and legal considerations. (4/14)

533 - Clinical Assessment (3)

This course provides an overview of historical perspectives concerning the nature and meaning of assessment. The course reviews the purposes, types, and processes of clinical assessment. Standardized and non-standardized assessment techniques and underlying statistical concepts are examined. Issues of validity and reliability in assessment instruments are reviewed. Special issues in assessment, including biases, assessment of special populations, and social and cultural factors are presented. Ethical strategies for selecting, administering, and interpreting assessment instruments and research in clinical assessment are discussed. Course activities will focus on assessment considerations with several clinical conditions, assessment of mental status, risk assessment, and an Adlerian approach to clinical assessment. Students will be assessed a $15 instructional fee for access to an assessment database.

Prerequisite: 504.

534 - Behavioral Neuroscience (3)

This course is an overview of behavioral neuroscience, including the biological, neurological, psychological, physiological, and social effects of psychoactive substances and addictive disorders on the user and their families; with special attention to the Adlerian perspective and multicultural counseling considerations. Students will study the mechanisms of action of pharmaceutical and illicit substances on the brain and body, as well as their influence on emotional and behavioral characteristics of addiction and other mental health conditions. Students will examine and learn to assess symptoms of psychoactive substance toxicity, intoxication, withdrawal, detoxification, and drug interaction. Students will review the basic classification, indications, contraindications, and side effects of illicit substances and commonly prescribed medications, for appropriate consultation and referral. Students will also examine the potential for substance use disorders and addictive behaviors to mimic/ and or co-occur with a variety of neurological, medical, or psychological conditions.

536 - Clinical Treatment Planning in Counseling & Psychotherapy (3)

This course offers students an in-depth examination of the content and process of behavioral health clinical treatment planning for individuals, couples, and families seeking counseling or psychotherapy. It is acknowledged that a component of clinicians' effectiveness with their clients is developing and administering effective planning to guide clinical treatment. Managed care in particular espouses this view. This course reviews the philosophy, structure, and implementation of effective clinical treatment planning. Particular emphasis is given to developing written treatment plans.

537 - Adv Approaches to Counseling & Psychotherapy Skills (3)

This course will advance students through a process of Adlerian basic skills review, middle-level skills development, and move to an advanced understanding of more mature clinical knowledge, awareness, and skills. The class will focus on skills related to creating and maintaining change with the use of Life Style Analysis.

539 - Consultation and Advocacy for the Mental Health Profession (1)

This course provides an overview of consultation theory and advocacy competencies. Students will learn to apply the skills of consultation and advocacy in facilitating change when counseling families, in schools and colleges, and in community agencies. You will explore how the role of advocate addresses current social justice issues and the challenges presented. There is an emphasis on the practical application of consultation and advocacy skills within an Adlerian theoretical framework. (6/20)

541 - Theories of Family Therapy (3)

The purpose of this course is to review the history and development of family systems theory. Family therapy theories, approaches, assessment, and case conceptualization will be discussed. Students will explore the influence of culture and diversity on couples and families. The course is designed to teach students to integrate Adlerian Individual Psychology with Family Systems Theory. (10/18)

542 - Couples Counseling (3)

This course provides an overview of various systems approaches to family and couples therapy, integrating Adlerian concepts and techniques. Through lecture, role-play, case study and project development, students will be introduced to a variety of therapeutic procedures and intervention strategies which will promote systemic assessment, treatment planning, ongoing interventions and termination. As a course project, students will integrate course resources to create a "family and couples therapy manual" for their own practices.

543 - Family Therapy (3)

This course provides theoretical and practical foundations for the practice of family therapy, including an Adlerian foundation. In this course, the students will explore the development of family therapy, foundations for assessment of family problems, and the practical application of current methods for assessing and treating family problems. Readings, lectures, role-play, and sample assessments will be framed within a systemic context and grounded in the interactional dynamics of human relationships. Students will be exposed to a variety of interventions and begin the process of formulating an Adlerian-informed integrative model of family therapy.

Prerequisite: 541.

544 - Counseling Children and Adolescents (3)

This course provides a theoretical perspective for understanding children and adolescents; recognizes the developmental influences challenging children and adolescents; and supports the theoretical and developmental understanding with practical therapeutic strategies. The theoretical and clinical perspectives will be examined within the context of Individual Psychology.

551 - Foundations of Art Therapy (3)

This course will introduce the theory, history, principles, and practices of art therapy. The interface between art and various theories of psychotherapy will be explored, including application of art therapy techniques and ethical practices for selected client populations. We will explore the use of various art media within a therapeutic context and as a developmental component of professional identity. The course will include concepts of creativity, symbols, and metaphors. Through reading, writing, exam, and lecture, discussion, experiential exercises, and individual presentations students will apply theory into art therapy practice experiences. 10/20

552 - Art Therapy for Children & Adolescents (3)

This course provides an overview of the theories, principles and practices of Art Therapy as an assessment and treatment modality for children and adolescents. Normal stages of child development and graphic development will be addressed, as well as strategies to enhance the social, emotional and creative development of children and adolescents through the use of art therapy.

Prerequisite: 551.

553 - Group Art Therapy (3)

This course will offer an opportunity to learn about art therapy groups by being in a group, as well as by reading and discussing theories about group art therapy. No single approach to group process is advocated; the emphasis in readings and class discussions will be rather to explore many ways of thinking about and experiencing groups. Various models of groups will be examined, including support groups, short-term, time limited, and long-term therapy groups.

Prerequisite: 551.

555 - Art Therapy Assessment (3)

This course will introduce the fundamentals of art therapy/art-based assessment tools and procedures that can be used as a component of art therapy evaluations. Included will be the fundamentals of graphic development, selections of assessment tools, reliability and validity, documentation, and formulation of treatment goals and objectives. Understanding how psychological health and cultural issues are manifested in the art process and product will be examined. Legal and ethical issues regarding art therapy evaluations will be discussed. Students will practice administering a variety of assessment tools and evaluate the results and discuss how the images illustrate participants strengths and approaches to life tasks from an Adlerian perspective.

Prerequisite: 551.

556 - Art Therapy Studio: Media Exploration (3)

This course will focus on the exploration of art materials used in the context of art therapy. A variety of responses to materials and processes will be investigated through experiential learning. Students will gain a better understanding of traditional approaches to materials used in art therapy as well as non-traditional approaches to materials that can promote and inspire the creative process. Students will further their personal artistic development as well as integrate their internship experiences through self-exploration in an open studio environment. The students will present a piece of their artwork at an onsite exhibition at the end of the course to honor their artwork and to share their insights and experiences.

Prerequisite: 551.

557.1 - Art Therapy in the Treatment of Eating Disorders (1)

This course examines the etiology and symptoms of different types of eating disorders and explores how Adlerian art therapy can be integrated into various treatment models. Utilizing topic literature, experiential, and group activities, students will discuss the psychosocial aspects of cultural and family dynamics, trauma, and the negative and positive impact of social media on perceptions of health and body image.

557.2 - Art Therapy with Sexual Abusers (1)

This course overviews topics pertinent to working with sexual abusers. Guiding principles and treatment models representing "best practice", including ethical and cultural issues, with forensic populations will be reviewed, and the role and professional development of the art therapist will be explored.

557.3 - Art Therapy with Older Adults (1)

This course examines current topics and trends in the field of art therapy, including special needs of older adults/geriatrics as they relate to the practice of art therapy. Both normal and abnormal behavior will be addressed as related to older adults, life cycle issues, and diagnosis. Issues pertaining to the art therapist in a variety of clinical and community settings are explored. Creative engagement and meaningful art therapy experiences can enhance the quality of life for older adults, both with and without memory related disorders such as Alzheimer's disease and dementia. The expressive art therapies encourage listening, witnessing, and connecting to tap into the rich life stories of older adults, often transforming the negative stereotypes associated with aging. Through the creative process we explore the experience of growing older and often facilitate new experiences which provide a sense of purpose, meaning and value. The arts offer lifelong learning opportunities for all and can often become a bridge for creating intergenerational connections. 10/22

557.4 - Art Therapy and Spirituality (1)

There is increasing recognition that creativity and spirituality are deeply connected and that both are important resources for healing for our clients as well as ourselves as therapists. This unique 1 credit class is often offered at an off-site location. This shift in the learning environment allows the students to practice "entering the silence" to give witness to the wisdom of our spirits as revealed through a creative lens. We will learn through reading, conversation, reflection, and experiential practices. There may be additional fees associated with this course.

557.6 - Art Therapy and the Psychosocial Impact of Cancer (1)

This course explores the complex and multifaceted layers of providing psychosocial support within hospital and community-based settings for individuals who have received a cancer diagnosis and their dynamic family & support systems. Students will begin to understand the unique nuances of working across the age spectrum from pediatric to older adults, as well as developing sensitivity and awareness when working multi-culturally. Utilizing a multimodal approach to art therapy interventions, we will experientially explore a variety of themes (i.e. body image, identity, disability, shifts in relationships, isolation, grief & loss, etc.) that emerge from different roles and stages within the cancer experience (ie. newly diagnosed, early detection, advanced stage, post-treatment, caregiver, long-term survivor, chronic cancer, living with loss) and art therapy's role in therapeutically deepening self-awareness, understanding and providing opportunities to develop a sense of empowerment, control and resiliency. The focus on using art to facilitate a sense of community, create opportunities for belonging and decreasing isolation will be a key focus throughout the class.

557.8 - Art Therapy and the Autism Spectrum (1)

This course will examine the practice of Art therapy in the context of Autism Spectrum Disorders (ASD). Students will learn the etiology, neurology and symptomatology of ASD including various treatment models that address their symptoms of ASD. Students will become familiar with the full spectrum of challenges and abilities of ASD. Current research on the practice of art therapy ASD population will be examined and explored. Students will gain knowledge in this course through experiential learning, lecture, peer reviewed articles, book readings, and through an integrative observational experience. A final art response piece and summary of field observations will be incorporated into this class to demonstrate student learning objectives and awareness of the complex diagnosis of ASD.

557.9 - Art Therapy Grief and Loss (1)

This unique 1 credit class is often held at an off-campus location. This learning context enhances the contemplative nature of this setting to reflect on our own relationship with death and other losses, and the ways in which art making assists us to navigate and transform the experience of grief. Students will explore complex losses experienced by clients and the power of art therapy as a healing modality for clients with grief and loss issues. Adlerian perspectives on grief and loss will also be addressed. There may be additional fees associated with this course.

557.10 - Art Therapy with Veterans and Military Families (1)

Students will explore military culture and mental health concerns relating to Veterans and their families as it applies to art therapy practice. Core concepts of separation/reintegration, moral injury of war, combat trauma, and military sexual trauma will be explored in a practical and experiential group setting. Students will be able to make therapeutic art therapy interventions specific to veterans and their families based on their understanding of military culture and art therapy principles.

557.11 - Art Therapy for Addictions (1)

This course will explore a variety of addictions including, gambling, sex, food, and technology, while the main focus will be on Substance Use Disorders. Students will consider ethical and multicultural issues and explore how art therapy can be integrated throughout the various stages of recovery. Students will learn through research, reading, discussion, and personal art-based reflection both in and out of the classroom. (10/17)

557.12 - Sexuality and Art Therapy (1)

This course will assess personal and interpersonal facets of the human sexual experience, including sexual issues in the context of social justice. Sexuality will be explored, including gender identity, sexual orientation, sexual attitudes, and sexual behavior. Concepts of holism and social interest will be explored through the intersections of sexuality in life tasks. This course aims to develop insight into the impact of sexuality on the therapeutic relationship and understanding the connection of sexuality in art and artistic expression and the practice of art therapy.

557.13 - Art Therapy Studio: Navigating the Professional Art Therapist Landscape (1)

The focus of this course will be to strengthen professional authenticity through connection to intuitive intelligence and engagement with the process painting experience. The class will integrate all levels of the brain and art making referenced in the ETC through experiential learning and body-based experiences (e.g., meditation, process painting, visualization, and creative writing). Adlerian concepts (e.g., mistaken goals and beliefs and accessing creative power), will be integrated as students explore their internal and external landscapes. Students will break down practical steps to move toward their unique identity as an art therapist as well as look at challenges they are facing. The class will connect students to their creative process and personal preference for the use of art in a professional art therapy realm will also be explored (e.g., "art as therapy", "open studio", or "art psychotherapy.") The student's key assignment during the course will result in strengthened confidence, focus, energy, and sustainability in their professional life.

557.14 - Community Based Art Therapy

This course is based on human and community functioning and the need for preventative and restorative practices. The course identifies that art therapy helps clients to identify, develop, and use a variety of resources to achieve goals; and that the desired outcomes of art therapy are positive change, personal growth, and the acquisition of coping mechanisms and skills. The course examines models of problem definition, administrative structure of community programming, and service delivery and application in community agencies.

558 - Multicultural Art Therapy (3)

The multicultural art therapy course is designed to increase self-awareness, develop skills, and increase knowledge around the interface of art therapy and multicultural and social justice competencies. With the increasing diversity in the communities in which we serve, there are frequent opportunities to interface with a broad variety of peoples in our relational, social, and professional settings. This course will explore the implications of culture, race, ethnicity, age, gender, sexual orientation, economic status, and abilities and disabilities. Through the course readings, discussions, reflective art making, lectures, videos, and guest presentations multicultural and social justice issues will be examined and presented to the class. Students will have an opportunity to engage in ethnographic and historical research to explore their own attitudes, beliefs, biases, and experiences of privilege and oppression via creative and culturally immersive experiences. (9/19)

559 - Integrative Approaches to Family Art Therapy (3)

This course focuses on the integration of art therapy theories and processes with family systems theory. Students will utilize both didactic and experiential learning methods to explore the use of art therapy within a family context. The course includes an overview of historical and more recent approaches to using art therapy with families, including Adlerian perspectives on family art therapy. Ethical and cultural issues specific to family therapy are addressed. 10/20

562 - Foundations of Career Development (3)

This course is designed to introduce students to the history, theories, and practices of career development and career counseling. It will foster confidence in their ability to address the needs of their clients in a holistic manner. Students review the history and theories of career development, career progression over life span, the purpose and variety of assessment instruments and career interviewing. A secondary benefit of this course is that students will participate in activities to strengthen themselves as professional counselors to include developing their own professional career portfolios. Students will research how careers fit into healthy, balanced lifestyles and into the community. They will have a foundation upon which to build deeper career counseling and coaching skills, further increase their understanding, and utilize resources they will use to help their future clients to grow in the life task of "work."

566 - Integrative Approaches to Art Therapy and Neuroscience in the Treatment of Trauma (3)

This course is an overview of the neuro-biological systems and mechanisms of the human brain and polyvagal theory. It will include theories of the impact of trauma on the brain and the resulting impairments in functioning, along with the healing potential of art therapy. Students will learn how traumatic experiences impact memory function and recall. Students will be able to demonstrate how trauma-informed art therapy interventions can promote neuroplasticity resulting in long-term neuronal changes. Students will explore the Expressive Therapies Continuum (ETC) as a basis for learning how trauma impacts the brain and how art therapy interventions can be utilized in the multidimensional treatment of trauma.

Prerequisite: 551 & 556.

572 - Counseling Exceptional Children (3)

This course will provide an overview of the role of the school counselor in the education of exceptional children. For the purpose of this course, exceptional children will encompass the following domains: special educational, alternative and at-risk, gifted and talented, and English language learners.

573 - Advanced School Counseling Skills (3)

This course focuses on the development, delivery, and evaluation of developmental school counseling programs. Components of a comprehensive developmental counseling program to be studied include a guidance curriculum, individual planning, responsive services and system support.

574 - Career Development in Schools (3)

The primary emphasis of the course will be on understanding the history and various theories of career development, and applying that understanding to the design, implementation, and evaluation of career development programs and services for individuals in school settings.

575 - Clinical Issues in School Counseling (3)

As a core School Counseling course, this course will explore the myriad of emotional health issues that arise in children and adolescents during the primary and secondary school years. The course will review age expectations from a developmental perspective and will explore psychopathology from major mental and behavioral health diagnoses. The course will investigate ways for the School Counselor to identify, screen, support and refer youth most effectively.

576 - Introduction to Professional School Counseling (3)

The primary purpose of this course is to introduce the foundations of the school counseling profession including history and philosophy, school counselor professional identity, professional membership and development, school systems and advocacy within the profession. Special attention will be devoted to the American School Counseling Model's Comprehensive Framework including all components of a comprehensive school counseling model. Students will learn the components of the ASCA model including how to use data to inform program and school planning programming for all students. Students will review the American School Counselor Association Ethical Standards for School Counseling and Position Statements related to ethical issues, learn to use the ethical decision-making model, Solutions to Ethical Problems in Schools (STEPS), and explore a variety of ethical dilemmas commonly faced on-the-job by school counselors. Course meets term long. (4/20)

579 - Crisis and Trauma in Schools (3)

Students will examine and learn how to develop school crisis plans and teams that encompass preparedness, prevention, response and recovery, both short and long term. Students will examine school safety from a multi lens approach including the training in a range of school crises, systems, procedures, and the unique mental health needs that can arise as the result of a crisis. Students will explore the unique opportunities and challenges presented by schools in preventing and responding to crises. (4/20)

583 - Case Management for Co-Occurring Disorders (3)

This course includes the review and the core functions of addiction counseling; screening, intake, assessment, orientation, treatment planning, referral, reporting and record keeping, and consultation with other professionals. Emphasis is placed on learning how to manage clients, client records, and coordination of services in co-occurring treatment.

584 - Best Practices in Co-Occurring Disorders (3)

This course focuses on strengthening the understanding of contemporary and evidence-based treatment models and methods including Motivational Interviewing, CBT, and Adlerian therapy. Examination of the literature and research of effective treatments for co-occurring disorders in diverse populations will be conducted.

585 - Integrative Seminar - COD (1)

Integrate co-occurring substance abuse and mental health research and practice by analyzing the knowledge, skills, and attitudes developed through core program scholarship. Synthesize understanding of the core functions and evidence-based models/practices of integrated substance abuse and mental health counseling. Evaluate competency development through practice of co-occurring counseling (practicum), ongoing assessment, curriculum, and field experience review.

604 - Portfolio Defense - COD, MCFC, MHC (1)

This course prepares you to complete, evaluate, and defend your professional portfolio. You will have the opportunity to present (to faculty) your collection of experience-based materials and reflective information that demonstrates various dimensions of graduate students' work, philosophy, skills, and attitudes. Students demonstrate, through diverse activities and personal insights, their competency in meeting their respective program’s learning outcomes. (7/18)

604.2 - Portfolio Defense School Counseling (1)

This course prepares you to complete, evaluate, and defend your professional portfolio. You will have the opportunity to present (to faculty) your collection of experience-based materials and reflective information that demonstrates various dimensions of graduate students' work, philosophy, skills, and attitudes. Students demonstrate, through diverse activities and personal insights, their competency in meeting their respective program’s learning outcomes. (7/18)

604.4 - Portfolio Defense - Art Therapy (1)

This course prepares you to complete, evaluate, and defend your professional portfolio. You will have the opportunity to present (to faculty) your collection of experience-based materials and reflective information that demonstrates various dimensions of graduate students' work, philosophy, skills, and attitudes. Students demonstrate, through diverse activities and personal insights, their competency in meeting their respective program's learning outcomes. (8/20)

620 - Advanced Seminar in Counseling: Human Sexuality (1)

This course will increase awareness, knowledge, and skills regarding a broad range of issues in the field of counseling when addressing human sexuality and intimacy issues across the lifespan; including assessment and interventions for common problems of sexual functioning. This course surveys biological, cultural, psychological, and ethical issues related to sexual behavior. Students will develop comfort in exploring subjects and working with a diverse range of clients on topics to include the expression of human sexuality and attitudes about sexuality.

680 - Foundations of Expressive Arts Therapy (2)

This course explores how the expressive arts have been used throughout history as a form of healing, growth, and change for individuals, families, and systems. Different theories, techniques, and functions of the creative arts in practice will be reviewed while emphasizing Adlerian concepts and cross-cultural contexts of creative expression. An introduction of the application of the expressive arts, including visual arts, movement-based creative expression, music, creative writing, and nature-based practices will be explored. Students will explore how the expressive arts foster a mind-body-spirit connection while exploring their own creative journey and relationship to the expressive arts.

681 - Multimodal Application of Expressive Arts in Therapy (2)

Students learn to apply a multimodal approach, addressing client issues and needs through various expressive modalities, including visual arts, drama, movement-based creative expression, music, creative writing, and nature-based practices. Students will learn to identify appropriate expressive arts modalities when working with special populations and diverse individuals, families, and groups to help foster healthy self-expression and movement toward mental health wellness. Students will gain an awareness of their own personal creative process and develop their skills in the multimodal application of the expressive arts.

682 - Clinical Practices in Expressive Arts Therapy (2)

This course examines principles and techniques for clinical practice of expressive arts therapy in a variety of settings. Students will learn how to conceptualize, through Adlerian theory, the relationship between artistic expression and individual mental health, including assessment, treatment planning, and techniques as applied to selected client disorders and issues in clinical practice. Students will explore expressive arts modalities for use with special populations and review professional and ethical issues when using the expressive arts in practice.

683 - Clinical Supervision in Expressive Arts Therapy I (.5)

Students will complete a 100-hour practicum and 600 hours of internship as part of their counseling concentration. CODAC students require additional internship hours. The EAT specialty requires that 200 hours of the total internship experience focus on using the expressive arts in counseling. Approaches can include visual arts, movement-based creative expression, music, creative writing, or nature-based practices. Students will be supervised by a mental health professional who is credentialed in the expressive arts in addition to their counseling internship supervisor. Students are expected to apply a multimodal approach in their practice and demonstrate ways the expressive arts can meet the needs of diverse individuals, couples, families, and communities. Students will also explore ways the expressive arts intersect with their counseling practice and when it may be clinically appropriate or contraindicated.

684 - Clinical Supervision in Expressive Arts Therapy II (.5)

Students will complete a 100-hour practicum and 600 hours of internship as part of their counseling concentration. CODAC students require additional internship hours. The EAT specialty requires that 200 hours of the total internship experience focus on using the expressive arts in counseling. Approaches can include visual arts, movement-based creative expression, music, creative writing, or nature-based practices. Students will be supervised by a mental health professional who is credentialed in the expressive arts in addition to their counseling internship supervisor. Students are expected to apply a multimodal approach in their practice and demonstrate ways the expressive arts can meet the needs of diverse individuals, couples, families, and communities. Students will also explore ways the expressive arts intersect with their counseling practice and when it may be clinically appropriate or contraindicated.

685 - Field Experience in Expressive Arts Therapy (1)

Students will complete 200 hours of field experience, focusing on using the expressive arts in their fieldwork. Approaches can include visual arts, movement-based creative expression, music, creative writing, or nature-based practices. Students will be supervised by a mental health professional who is credentialed in the expressive arts. Students are expected to apply a multimodal approach in their practice and demonstrate ways the expressive arts can meet the needs of diverse individuals, couples, families, and communities. Students will also explore ways the expressive arts can be clinically appropriate or contraindicated. Field experience hours are preferably done at the applicant's place of employment.

686 - Expressive Arts Therapy Capstone Project (1)

The EXAT specialty requires the completion of a Capstone Project. Projects will showcase a student’s ability to apply a multimodal approach to clinical work, using the expressive arts to meet the needs of diverse individuals and groups, families, and communities. Capstone projects will include any combination of expressive arts. Students are encouraged to apply social interest in action when developing their capstone project, showcasing the role of the expressive arts in a community context. Students will work closely with our expressive arts faculty to develop and implement their projects. Projects must meet the program objectives and get approval from the Program Coordinator.

930 - Introduction to Field Experience Seminar (0)

In this seminar, students will learn the requirements for field experience by reviewing the Field Experience Manual, enabling the students to locate and solidify their placements. Students will also evaluate their readiness to enter the field experience portion of their degree program by exploring the balance of their Adlerian Life Tasks as well as preparing a dynamic self-care/wellness plan to prevent counselor impairment. Cover letters and resume writing for field experience will also be discussed. The format consists of one live Zoom meeting as well as approximately 15 hours of asynchronous activities, including a 9-hour telehealth training.

931 - Practicum for COD, MHC and MCFC (1)

Practicum is designed to develop students' counseling skills beyond the basic level explored during course work and Intro to Field Experience. This course provides an opportunity for continued development and practice of skills learned. Students will learn and practice a variety of counseling strategies, develop conceptual and professional skills related to their practice of co-occurring disorders and clinical mental health counseling. Students complete a minimum of 100 hours of supervised practicum field experience with 40 direct contact hours. Class discussions include a review of the observations and experiences in the field experience setting(s) and a discussion of current issues in both fields, including documentation via an electronic medical records system, multicultural counseling and diversity competencies, professional and ethical responsibilities, case conceptualization, Differential Diagnosis, ASAM criteria, Trauma Informed Care, and Integrated dual disorders treatment. (8/19)

938 - Internship in Mental Health Counseling (1)

The Internship in Clinical Mental Health Counseling provides an opportunity for students to learn about typical problems brought to a professional clinical mental health counselor and to apply approaches that can be used in addressing those problems. Students will continue to build their counseling skills through coursework, field experience, and discussion of the field experience shared by classmates. Students will deepen their proficiency in ethics, evidence-based professional practice, and cross-cultural applications.

947 - Practicum in Marriage, Couples and Family Counseling (1)

The Practicum in Marriage, Couples and Family Counseling provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a licensed marriage and family therapist. Students complete a minimum of 200 hours of supervised practicum field experience. Class discussions include a review of the observations and experiences in the field experience setting(s), application of Adlerian perspectives and interventions, and a discussion(s) of current issues in the field.

948 - Internship in Marriage, Couples and Family Counseling (1)

The Internship in Marriage, Couples and Family Counseling provides an opportunity for students to learn about typical problems brought to licensed marriage and family therapists and to apply approaches that can be used in addressing those problems. Students will continue to build their counseling skills through coursework, field experience, and discussion of the field experience shared by classmates. Students will deepen their proficiency in ethics, evidence-based professional practice, family systems theory, cross-cultural applications, and include Adlerian concepts, interventions, and techniques.

956 - Introduction to Field Experience (1)

The Introduction to Art Therapy Field Experience course offers students an orientation to field experience expectations and field work requirements. This course prepares students to begin developing their professional identity as an art therapist in preparation for beginning field experience placement. Areas of preparation include; writing a professional resume and cover letter, developing a visual art therapy interview portfolio, understanding the role of supervision and the supervisory relationship, multi-cultural ethics and awareness within field placement including a special emphasis on identification of and preventing impairment risk factors. Students will create an artistic visual wellness/ self-care plan to further synthesize learning. Students will also learn crisis prevention and postvention best practice strategies. Students will identify their personal and professional goals relating to field placement experiences and begin the process of researching and preparation for establishing an approved field placement site by the end of the course. 3/19

957 - Practicum in Art Therapy (1)

The practicum in art therapy provides an opportunity for students to observe and begin performing a variety of counseling and related activities that are typical of a professional art therapist. Students complete a minimum of 100 hours of supervised practicum field experience including 40 hours of direct client observation/experience in preparation for internship. Course work includes relevant literature reviews, experiential art making and processing. Class discussions include a review of the observations and experiences in the field experience setting(s), pose questions/concerns about their practicum placement and engage in discussion about current issues in the field. This course will be completed in 1 term and is 1 credit. 10/20

958 - Internship in Art Therapy (1)

The Internship in art therapy provides an opportunity for students to learn about typical problems brought to a professional art therapist and to apply clinical approaches that can be used in addressing those problems. Students will continue to build their art therapy skills through coursework, field experience, discussion of the field experience and by practical art therapy application. Students will deepen their proficiency in art therapy ethics, evidence-based professional practice in art therapy, and art therapy cross-cultural applications. The students will present information on diagnostics, etiology, treatment planning and prevention of mental and emotional disorders and dysfunctional behavior through case presentation format including client artwork. All students are required to complete 6 total credits of field experience. There are 700 minimum hours of field experience required and of those 700, 350 are direct Art Therapy experience hours. Students may take more terms of 958 to complete the hours and the competencies required for the art therapy field experience. 10/20

977 - Practicum in School Counseling (1)

The School Counseling practicum provides an opportunity for students to observe and begin performing activities that are typical of a school counselor. Students will complete 200 hours of practicum, 50 hours in each of the following settings: elementary, middle/junior high, high school, and alternative/special education. Forty of the practicum hours will be spent in direct client contact. Class discussions will include a review of the observations and experiences in the educational settings, and a discussion of current issues in the school counseling field.

978 - Internship in School Counseling (3)

The Internship provides an opportunity to observe and perform a variety of counseling and related activities that are typical of a school counselor. Students will complete 600 hours of supervised internship in a combination of elementary, middle/junior high, and high school settings. The student will choose one of the three grade levels in which to focus and will complete 300 hours of internship at that level. Students complete 150 hours of internship at each of the remaining two levels. The intern will provide counseling services in the following four areas: guidance curriculum, individual planning, responsive services, and system support. The intern will be supervised by both a licensed school counselor and a member of the Adler Graduate School faculty.

988 - Internship in Co-Occurring Disorders (1)

The Internship provides an opportunity to observe and perform a variety of counseling and related activities that are typical of a substance use & mental health counselor. The intern will provide counseling services in each of the 12 Core Functions. The intern will be supervised by licensed chemical & mental health counselors and a member of the Adler Graduate School faculty.

PROGRAMS

EDUCATIONAL OFFERINGS

AGS offers a Master of Arts degree in Counseling, as well as Certificates in specific Specialty Areas. Each master's degree candidate selects a concentration in one of the following areas:

- Art Therapy – CAAHEP Accredited
- Clinical Mental Health Counseling - CACREP Accredited
- Co-Occurring Disorders and Addiction Counseling - CACREP Accredited
- Marriage, Couple and Family Counseling - CACREP Accredited

Master of Arts in Counseling: Art Therapy

In addition to the Adler Graduate School's standard admission criteria, specific requirements are needed to enroll in the Art Therapy Program. This program is only offered in an on-campus format.

Art Therapy Program prerequisites:

- All applicants are required to hold a bachelor's degree from an accredited institution in the United States or have the equivalent academic preparation from an institution outside of the United States.
- Applicants must complete a minimum of 18 semester credit hours (or 27 quarter credit hours) in studio art, this coursework must be in a variety of two-and three-dimensional art media and processes. Equivalency of non-academic studio art experience or art therapy-based coursework may be taken into account on a limited basis (up to 6 semester credits or 9 quarter credits).*
- A minimum of 3 credits in psychology or a related field. A related field could include, but not limited to: Anthropology, sociology, gender studies, ethnic/multicultural/diversity/intersectionality studies. Applicants may need to submit a course syllabus or course description to verify that the course addresses the pre-requisite. Additional psychology content areas (developmental and abnormal) will be taken as a part of the graduate program.
- Applicants must submit a portfolio of 15 to 20 images that reflect their technical and creative skills with a variety of two-and three-dimensional art media and processes. The portfolio must be submitted in a digital format.
- An in-person or virtual interview with Art Therapy Program faculty.

* Applicants can be conditionally admitted with 12 semester credit hours of studio art. The remaining 6 credit hours may be completed after beginning the first art therapy course that will count toward their credential but must be completed within a year of beginning graduate work in art therapy.

The Art Therapy Program's minimum expectations are: "To prepare competent entry level art therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains" (CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Art Therapy, 2016, p. 3)

Art Therapy/Marriage, Couple and Family Counseling (MCFC) Track

Adler Graduate School's unique course program integrates Adlerian theory and technique into the creative and expressive realm of art therapy. The on-campus program allows students to get specialized training in art therapy theory and practice that is integrated into a 65 credit clinical education track in Marriage, Couple and Family Counseling. With the completion of post-graduate field experience hours and supervision the graduate would be eligible to obtain licensure as a Marriage and Family Therapist (LMFT) in Minnesota. The art therapy component consists of 27 credits of required art therapy content areas that are taught by Registered, Board-Certified, Art Therapists (ATR-BC). The field experience component consists of a supervised 100 hour practicum and a supervised 600 hour internship of which 350 hours must be direct client art therapy service, and 150 must be documented as relational hours. Students are enrolled in 1 credit of Introduction to the Art Therapy Field Experience and 5 credits of group (max 8 participants) supervision led by an ATR-BC. Students are required to have a minimum of one (1) hour of individual supervision for every ten (10) hours of client contact. Students have up to 4 years/18 semesters to complete the program.

The Art Therapy Program is designed to meet the educational standards of the American Art Therapy Association. The program prepares students to work as Art Therapists and the education required to apply for licensure as a Marriage and Family Therapist (LMFT). Graduates will be eligible to apply for the Provisional Registered Art Therapist Credential (ATR-P) then progress toward the Registered and Board-Certified Art Therapist Credential (ATR-BC) after completing post-degree work experience, supervision and Board Certification Exam.

Art Therapy/MCFC Course Requirements

500	Principles of Research and Program Evaluation	3
504	Abnormal Psychology & DSM 5	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4
521.5	Values, Ethics & Legalities in Art Therapy	3
525	Essential Interviewing Skills	3
528	Didactic (Individual)	0
529	Didactic (Group)	0
533	Clinical Assessment	3
537	Adv Approaches to Counseling & Psychotherapy Skills	3
541	Theories of Family Therapy	3
542	Couples Counseling	3
551	Foundations of Art Therapy	3
552	Art Therapy for Children & Adolescents	3
553	Group Art Therapy	3
555	Art Therapy Assessment	3
556	Art Therapy Studio: Media Exploration	3
558	Multicultural Art Therapy	3
559	Integrative Approaches to Family Art Therapy	3
566	Integrative Approaches to Art Therapy and Neuroscience in the Treatment of Trauma	3
604.4	Portfolio Defense - Art Therapy	1

Art Therapy/Clinical Mental Health Counseling Track

Adler Graduate School's unique course program integrates Adlerian theory and technique into the creative and expressive realm of art therapy. The on-campus program allows students to get specialized training in art therapy theory and practice that is integrated into a 68 credit education track in Clinical Mental Health Counseling. With the completion of post-graduate experience hours and supervision the graduate would be eligible to obtain licensure as a Professional Clinical Counselor (LPCC). The art therapy component consists of 27 credits of required art therapy content areas that are taught by Registered, Board-Certified Art Therapists (ATR-BC). The field work component consists of a supervised 100 hour practicum and a supervised 600 hour internship of which 350 hours must be direct client art therapy service. Students are enrolled in 1 credit of Introduction to the Art Therapy Field Experience and 5 credits of group (max 8 participants) clinical instruction/supervision led by an ATR-BC faculty. Students are required to have a minimum of one (1) hour of individual supervision for every ten (10) hours of client contact. Students have up to 4.25 years/17 semesters to complete this program.

The Art Therapy Program is designed to meet the educational standards of the American Art Therapy Association. The program will prepare students to work as Art Therapists and the education required to apply for licensure as a Professional Clinical Counselor (LPCC). Graduates will be eligible to apply for the Provisional Registered Art Therapist Credential (ATR-P) then progress toward the Registered and Board-Certified Art Therapist Credential (ATR-BC) after completing post-degree work experience and supervision.

Coursework will utilize experiential and didactic methods of teaching to help students learn the essentials of art therapy theory and techniques with clients. Students will learn methods applicable for individuals, families and groups within a variety of work settings.

Required Courses

500	Principles of Research and Program Evaluation	3
504	Abnormal Psychology & DSM 5	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4
521.5	Values, Ethics & Legalities in Art Therapy	3
525	Essential Interviewing Skills	3
528	Didactic (Individual)	0
529	Didactic (Group)	0
533	Clinical Assessment	3
536	Clinical Treatment Planning in Counseling & Psychotherapy	3
537	Adv Approaches to Counseling & Psychotherapy Skills	3
541	Theories of Family Therapy	3
551	Foundations of Art Therapy	3
552	Art Therapy for Children & Adolescents	3
553	Group Art Therapy	3
555	Art Therapy Assessment	3
556	Art Therapy Studio: Media Exploration	3
558	Multicultural Art Therapy	3
559	Integrative Approaches to Family Art Therapy	3
562	Foundations of Career Development	3
566	Integrative Approaches to Art Therapy and Neuroscience in the Treatment of Trauma	3
604.4	Portfolio Defense - Art Therapy	1

Field Experience Requirements

For both tracks, students will need 1 credit of 956 Introduction to Field Experience, 1 credit of 957 Practicum and 4 credits of 958 Internship. 700 total hours.

956	Introduction to Field Experience	1
957	Practicum in Art Therapy	1
958	Internship in Art Therapy	1

Plus an additional 5 credits from the list below

557.1	Art Therapy in the Treatment of Eating Disorders	1
557.2	Art Therapy with Sexual Abusers	1
557.3	Art Therapy with Older Adults	1
557.4	Art Therapy and Spirituality	1
557.6	Art Therapy and the Psychosocial Impact of Cancer	1
557.8	Art Therapy and the Autism Spectrum	1
557.9	Art Therapy Grief and Loss	1
557.10	Art Therapy with Veterans and Military Families	1
557.11	Art Therapy for Addictions	1
557.12	Sexuality and Art Therapy	1
557.13	Art Therapy Studio: Navigating the Professional Art Therapist Landscape	1
557.14	Community Based Art Therapy	1

Master of Arts in Counseling: Clinical Mental Health Counseling

The mission of the counseling program is to prepare mental health professionals to provide ethical and competent counseling for the real-world needs of a diverse, global community. This Adlerian-based program promotes social interest, advocacy, and harmony throughout the entirety of the coursework. This program is accredited by **CACREP.**

The Adler Graduate School offers a Master of Arts Degree in Counseling with an emphasis in Clinical Mental Health Counseling (CMHC), preparing students with the knowledge and skills to enter a distinct profession working with diverse individuals, families, and groups to achieve mental health wellness. CMHC students will learn to treat a spectrum of concerns using an Adlerian, multicultural, trauma-informed, and ethically sound lens while promoting advocacy and social justice for clients and the profession. In addition to coursework, the Clinical Mental Health Counseling emphasis includes a practicum and internship experience, offering opportunities to enhance teachings from the classroom to the clinical world. This 60-credit degree requires successful completion of all program requirements, including membership in a professional organization. Students have up to 3.75 years/15 semesters to complete the program. Clinical Mental Health Counselors work from a holistic approach providing counseling services in different health care settings such as outpatient, hospital inpatient, residential facilities, hospice care centers, or private practice.

Students are required to take a minimum of 2 credits of electives. This opportunity allows students to choose from a unique list of elective courses to enhance their educational experience.

Our program prepares students to meet licensure requirements for the LPCC credential in MN. In order to verify whether the program meets licensure requirements in the state where you intend to practice, please contact the state licensure board. Contact information for licensure boards can be found at the American Counseling Association State Professional Counselor Licensure Boards page and at the American Association of State Counseling Boards Members page.

Clinical Mental Health Course Requirements

500	Principles of Research and Program Evaluation	3
503	Introduction to the Counseling Profession	3
504	Abnormal Psychology & DSM 5	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4

516	Foundations of Addictions and Co-Occurring Disorders	3
517	Ethics and Professional Identity	3
519	Trauma and Crisis Intervention	2
523	Multicultural Counseling	3
525	Essential Interviewing Skills	3
528	Didactic (Individual)	0
529	Didactic (Group)	0
532	Group Psychotherapy and Counseling	3
533	Clinical Assessment	3
534	Behavioral Neuroscience	3
536	Clinical Treatment Planning in Counseling & Psychotherapy	3
537	Adv Approaches to Counseling & Psychotherapy Skills	3
539	Consultation and Advocacy for the Mental Health Profession	1
541	Theories of Family Therapy	3
562	Foundations of Career Development	3
604	Portfolio Defense - COD, MCFC, MHC	1
620	Advanced Seminar in Counseling: Human Sexuality	1

Field Experience Requirements

Students will take 930, followed by one credit of 931 and three credits of 938.

930	Introduction to Field Experience Seminar	0
931	Practicum for COD, MHC and MCFC	1
938	Internship in Mental Health Counseling	1

Plus an additional 2 credits from the list below

527	Special Topics: Trauma-Informed Approaches	1
527.1	Special Topics: Nature in Counseling	1
527.2	Exploring the Expressive Arts Through Play	1
527.3	Native and Indigenous Health and Healing	1
527.4	Expressive Arts: Group Applications	1
527.5	Visual Arts and Storytelling	1
527.6	Mindfulness and Contemplative Practices	1
527.7	Mind-Body Work in Expressive Arts Therapy	1
527.8	Poetry and Writing in the Expressive Arts	1
527.9	Dreamwork	1
527.10	Movement and the Creative Process	1
527.11	MARI	1
527.12	Music and Sound in Therapy	1
527.13	Trauma Informed Expressive Arts	1

Master of Arts in Counseling: Co-Occurring Disorders and Addiction Counseling

The mission of the counseling program is to prepare mental health professionals to provide ethical and competent counseling for the real-world needs of a diverse global community. This Adlerian-based program promotes social interest, advocacy, and harmony throughout the entirety of the coursework. This program is accredited by **CACREP**.

The Adler Graduate School offers a Master of Arts Degree in Counseling with an emphasis in Co-Occurring Disorders and Addiction Counseling (CODAC) preparing students with an advanced level of competency, knowledge, and skills to treat the complex and unique clinical presentation of addiction with another mental health disorder in diverse individuals, families, couples, and groups using an Adlerian, multicultural, trauma-informed, and ethically sound lens. CODAC students are prepared to be leaders in the field, promoting advocacy and social justice for clients and society. CODAC students will learn current and emerging evidence-based approaches to screening, assessment, diagnosis and treatment of various mental health and co-occurring disorders, including individual, group, community-based, and neuroscience-based methods. In addition to coursework, the Co-Occurring Disorders and Addiction Counseling emphasis includes a practicum and internship experience, offering opportunities to enhance teaching from the classroom to the clinical world. This 64-73 credit degree requires successful completion of all program requirements including membership in a professional organization. Students have between 4 and 4.25 years to complete this program or between 17-19 semesters. Counselors in this specialty work from a holistic approach providing counseling services in different health care settings such as outpatient, inpatient hospital settings, residential facilities, hospice care centers, or private practice.

Our program prepares students to meet licensure requirements for the LADC and LPCC credentials in MN. Additional credits are required in order to meet requirements for dual licensure as LADC and LMFT in MN, as described below. In order to verify whether the program meets licensure requirements in the state where you intend to practice, please contact the state licensure board. Contact information for clinical mental health licensure boards can be found at the American Counseling Association State Professional Counselor Licensure Boards page and at the American Association of State Counseling Boards Members page. Information about licensure as a marriage and family therapist in the different states can be found at the American Foundation for Marriage and Family Therapy webpage. For licensure in addictions visit The Association for Addiction Professionals.

Co-Occurring Disorders and Addiction Counseling Course Requirements

500	Principles of Research and Program Evaluation	3
503	Introduction to the Counseling Profession	3
504	Abnormal Psychology & DSM 5	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4
516	Foundations of Addictions and Co-Occurring Disorders	3
517	Ethics and Professional Identity	3
519	Trauma and Crisis Intervention	2
523	Multicultural Counseling	3
525	Essential Interviewing Skills	3
528	Didactic (Individual)	0
529	Didactic (Group)	0
532	Group Psychotherapy and Counseling	3
533	Clinical Assessment	3
534	Behavioral Neuroscience	3
537	Adv Approaches to Counseling & Psychotherapy Skills	3
539	Consultation and Advocacy for the Mental Health Profession	1
541	Theories of Family Therapy	3
562	Foundations of Career Development	3
583	Case Management for Co-Occurring Disorders	3
584	Best Practices in Co-Occurring Disorders	3
585	Integrative Seminar - COD	1
604	Portfolio Defense - COD, MCFC, MHC	1
620	Advanced Seminar in Counseling: Human Sexuality	1

Additional course requirements for MCFC (73 credits total)

542	Couples Counseling	3
543	Family Therapy	3
544	Counseling Children and Adolescents	3

Field Experience Requirements

Students will complete 5 credits total for field experience. Three credits will be earned for internship by completing 3 terms of 988 Internship in COD.

930	Introduction to Field Experience Seminar	0
931	Practicum for COD, MHC and MCFC	1
988	Internship in Co-Occurring Disorders	1

Plus an additional 2 credits from the list below

527	Special Topics: Trauma-Informed Approaches	1
527.1	Special Topics: Nature in Counseling	1
527.2	Exploring the Expressive Arts Through Play	1
527.3	Native and Indigenous Health and Healing	1
527.4	Expressive Arts: Group Applications	1
527.5	Visual Arts and Storytelling	1
527.6	Mindfulness and Contemplative Practices	1
527.7	Mind-Body Work in Expressive Arts Therapy	1
527.8	Poetry and Writing in the Expressive Arts	1
527.9	Dreamwork	1
527.10	Movement and the Creative Process	1
527.11	MARI	1
527.12	Music and Sound in Therapy	1
527.13	Trauma Informed Expressive Arts	1

Master of Arts in Counseling: Marriage, Couple and Family Counseling

The mission of the counseling program is to prepare mental health professionals to provide ethical and competent counseling for the real-world needs of a diverse, global community. This Adlerian-based program promotes social interest, advocacy, and harmony throughout the entirety of the coursework. This program is accredited by **CACREP**.

The Adler Graduate School offers a Master of Arts Degree in Counseling with an emphasis in Marriage, Couple and Family Counseling (MCFC) preparing students with the knowledge and skills of systems theory to work in various clinical settings serving families, couples, children, adolescents, and individuals. MCFC students will learn to treat a spectrum of relational concerns using an Adlerian, multicultural, trauma-informed, and ethically sound lens while promoting advocacy and social justice for clients and the profession.

In addition to coursework, the Marriage, Couple and Family Counseling emphasis includes a practicum and internship experience, offering students practical clinical experiences working with individuals, couples and families.

This 60-credit degree requires successful completion of all program requirements, including membership in a professional organization. Students have up to 3.75 years or 15 semesters to complete this program. Marriage, Couple and Family Counselors work from a systems-based, holistic approach providing counseling services in different health care settings such as outpatient, hospital inpatient, residential facilities, hospice care centers, or private practice.

Our program prepares students to meet educational requirements for the LMFT credential in MN. In order to verify whether our program meets licensure requirements in the state where you intend to practice, please contact the state licensure board. Information about licensure as a marriage and family therapist in the different states can be found at the American Foundation for Marriage and Family Therapy webpage.

Marriage, Couple and Family Counseling Course Requirements

500	Principles of Research and Program Evaluation	3
503	Introduction to the Counseling Profession	3
504	Abnormal Psychology & DSM 5	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4
516	Foundations of Addictions and Co-Occurring Disorders	3
517	Ethics and Professional Identity	3
519	Trauma and Crisis Intervention	2
523	Multicultural Counseling	3
525	Essential Interviewing Skills	3
528	Didactic (Individual)	0
529	Didactic (Group)	0
532	Group Psychotherapy and Counseling	3
533	Clinical Assessment	3
539	Consultation and Advocacy for the Mental Health Profession	1
541	Theories of Family Therapy	3
542	Couples Counseling	3
543	Family Therapy	3
544	Counseling Children and Adolescents	3
562	Foundations of Career Development	3
604	Portfolio Defense - COD, MCFC, MHC	1
620	Advanced Seminar in Counseling: Human Sexuality	1

Field Experience Requirements

Students are required to complete a total of 700 hours with a minimum of 300 client contact (face-to-face) hours, including at least 150 relational hours. Students must take 3 credits of 948.

930	Introduction to Field Experience Seminar	0
947	Practicum in Marriage, Couples and Family Counseling	1
948	Internship in Marriage, Couples and Family Counseling	1

Electives (choose up to 2 credits)

527	Special Topics: Trauma-Informed Approaches	1
527.1	Special Topics: Nature in Counseling	1
527.2	Exploring the Expressive Arts Through Play	1
527.3	Native and Indigenous Health and Healing	1
527.4	Expressive Arts: Group Applications	1
527.5	Visual Arts and Storytelling	1
527.6	Mindfulness and Contemplative Practices	1
527.7	Mind-Body Work in Expressive Arts Therapy	1
527.8	Poetry and Writing in the Expressive Arts	1
527.9	Dreamwork	1
527.10	Movement and the Creative Process	1
527.11	MARI	1
527.12	Music and Sound in Therapy	1
527.13	Trauma Informed Expressive Arts	1

CERTIFICATE PROGRAMS

Post-Master's Certificate in Art Therapy

The Post-Master's Certificate in Art Therapy is a 37-credit program providing education and supervised field experience to professionals who have an interest in seeking credentials as an Art Therapist. The certificate is offered on campus only to applicants who currently have a master's degree in a related mental health field (Counseling, Marriage and Family Therapy, Social Work, Psychology, Psychiatric Nursing, Addiction Counseling) and who meet the admission criteria and studio art prerequisites. Students have up to 4 years or 12 semesters to complete the certificate. Students are also required to complete 12 credits per academic year.

To be eligible to apply for the art Therapy Registration (ATR) you must complete the following:

- Documentation of 1500 post-education hours of direct art therapy client contact
- Documentation of a minimum of 150 hours of supervision. The supervisor must be a Board-Certified Art Therapist (ATR-BC)
- ATR application form
- Letters of reference
- Education documentation (transcripts, course syllabi, field experience hours

To apply for Art Therapy Board Certification (ATR-BC)

- Successful completion of the BC exam after ATR is granted

Post-Master's Certificate in Art Therapy Course Requirements

Students will select 3 of the 1 credit special topic courses: 557.1 - 557.13. See the Courses tab for course descriptions.

521.5	Values, Ethics & Legalities in Art Therapy	3
551	Foundations of Art Therapy	3
552	Art Therapy for Children & Adolescents	3
553	Group Art Therapy	3
555	Art Therapy Assessment	3
556	Art Therapy Studio: Media Exploration	3
558	Multicultural Art Therapy	3
559	Integrative Approaches to Family Art Therapy	3
566	Integrative Approaches to Art Therapy and Neuroscience in the Treatment of Trauma	3
604.4	Portfolio Defense - Art Therapy	1

Field Experience Requirements

957	Practicum in Art Therapy	1
958	Internship in Art Therapy	1

Field Experience 6 credits (non-licensed professionals)
957 Practicum in Art Therapy (1 credit) 100 hours of Practicum; minimum of 10 hours of supervision
958 Internship in Art Therapy (5 credits) 600 hours of Internship of which 350 hours of art therapy direct client contact with a minimum of 60 hours of supervision

Field Experience 6 credits (Licensed Mental Health professionals)
957 Practicum in Art Therapy (1 credit) 100 hours of Practicum; minimum of 10 hours of supervision
958 Internship in Art Therapy (5 credits) 700 hours of internship of which 350 hours of art therapy direct client contact with 70 hours of supervision

Post-Master's Certificate in Counseling

This 21-27 credit Post-Master's Certificate in Counseling is an organized sequence of study designed as an add-on endorsement for licensure to meet state credentialing requirements. The program is not designed for initial licensure but builds on the foundation of courses taken in a previous master's degree in counseling or a related field. If you have earned a clinical master's degree but have not completed the current educational requirements for state licensure, this program gives you the specialized academic coursework and field experiences required. All coursework can be taken online, on campus, or a combination of both. An applicant is required to have completed a master's degree in counseling or a related field from a regionally accredited institution of higher education and be eligible to pursue licensure in your field in the state where you work. Depending on the number of credits required, students have up to 3.75 years or 10 semesters to complete the certificate. Students are also required to complete a minimum of 12 credits per academic year.

The certificate is offered in two specialty tracks: Clinical Mental Health Counseling or Marriage, Couple and Family Counseling

Post-Master's Certificate in Counseling Course Requirements

503	Introduction to the Counseling Profession	3
504	Abnormal Psychology & DSM 5	3
604	Portfolio Defense - COD, MCFC, MHC	1

Electives (choose up to 8 credits)

500	Principles of Research and Program Evaluation	3
505	Developmental Psychology	3
509	Comparative Theories Through an Adlerian Lens	4
517	Ethics and Professional Identity	3
519	Trauma and Crisis Intervention	2
523	Multicultural Counseling	3
525	Essential Interviewing Skills	3
532	Group Psychotherapy and Counseling	3
533	Clinical Assessment	3
539	Consultation and Advocacy for the Mental Health Profession	1
541	Theories of Family Therapy	3
562	Foundations of Career Development	3

Clinical Mental Health Required Courses

533	Clinical Assessment	3
536	Clinical Treatment Planning in Counseling & Psychotherapy	3
537	Adv Approaches to Counseling & Psychotherapy Skills	3
562	Foundations of Career Development	3

Marriage, Couple & Family Counseling Required Courses

541	Theories of Family Therapy	3
542	Couples Counseling	3
543	Family Therapy	3
544	Counseling Children and Adolescents	3

Field Experience Requirements

Field experience credits and hours are available to those who require additional internship hours. **If you are required to complete field experience, then you must register for 517 Ethics and Professional Identity.** Consult with the Program Chair regarding the classes required to complete field experience.

Post-Master's Certificate in Expressive Arts Therapy

This 12 -18 credit Post-Master's Certificate in Expressive Arts Therapy is designed to meet the educational requirements to become a Registered Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA). Students will learn to apply a multimodal approach, addressing client issues and needs through various expressive modalities that connect the mind, body, and spirit. Expressive modalities include visual arts, movement-based creative expression, sound/music, creative writing and nature-based practices. Students have up to 2 years or 8 semesters to complete the certificate. Students are also required to complete a minimum of 12 credits per academic year.

Certificate in Expressive Arts Therapy Required Courses

517	Ethics and Professional Identity	3
523	Multicultural Counseling	3
680	Foundations of Expressive Arts Therapy	2
681	Multimodal Application of Expressive Arts in Therapy	2
682	Clinical Practices in Expressive Arts Therapy	2
685	Field Experience in Expressive Arts Therapy (2 credits needed)	1
527.4	Expressive Arts: Group Applications	1

Field Experience Requirements.

685	Field Experience in Expressive Arts Therapy (2 credits needed)	1

Electives (choose up to 3 credits)

527	Special Topics: Trauma-Informed Approaches	1
527.1	Special Topics: Nature in Counseling	1
527.2	Exploring the Expressive Arts Through Play	1
527.3	Native and Indigenous Health and Healing	1
527.5	Visual Arts and Storytelling	1
527.6	Mindfulness and Contemplative Practices	1
527.7	Mind-Body Work in Expressive Arts Therapy	1
527.8	Poetry and Writing in the Expressive Arts	1
527.9	Dreamwork	1
527.10	Movement and the Creative Process	1
527.11	MARI	1
527.12	Music and Sound in Therapy	1
527.13	Trauma Informed Expressive Arts	1

Post-Baccalaureate Graduate Certificate in Co-Occurring Disorders and Addiction Counseling

Adler Graduate School offers a Post-Baccalaureate Graduate Certificate in Co-Occurring Disorders and Addiction Counseling. This 26-33 credit certificate requires successful completion of a combination of required courses and internship components. Students must have completed a Bachelor's Degree to apply for the certificate. Students have up to 10 semesters to complete this certificate and are required to complete 12 credits per academic year.

The Post-Bacc Certificate in Co-Occurring Disorders and Addiction Counseling prepares professionals to deliver progressive and evidence-based approaches to promoting wellness and supporting long-term recovery from co-occurring addiction and another mental health disorder. The core program focuses on learning the knowledge, skills, and developing attitudes for working with clients, families and communities impacted by addiction and other mental health disorders.

Depending on previous academic degree(s), courses completed and internship activities, graduates with this Post-Bacc Certificate are prepared to apply for the Licensed Alcohol and Drug Counselor (LADC) license in Minnesota.*

*State licensure requirements change frequently. The student is responsible for ensuring they meet their state's requirements.

Post-Bacc Certificate Course Requirements

503	Introduction to the Counseling Profession	3
516	Foundations of Addictions and Co-Occurring Disorders	3
517	Ethics and Professional Identity	3
534	Behavioral Neuroscience	3
539	Consultation and Advocacy for the Mental Health Profession	1
583	Case Management for Co-Occurring Disorders	3
584	Best Practices in Co-Occurring Disorders	3
585	Integrative Seminar - COD	1
604	Portfolio Defense - COD, MCFC, MHC	1

Students lacking previous graduate-level coursework for transfer will need to take the following courses:

- 523 Multicultural Counseling - 3 credits
- 525 Essential Interviewing Skills - 3 credits

Field Experience Requirements

930	Introduction to Field Experience Seminar	0
931	Practicum for COD, MHC and MCFC	1
988	Internship in Co-Occurring Disorders	1

Four credits of internship are required, but an additional credit may be necessary to complete a total of 880 hours of field experience.

AREAS OF SPECIALTY

Expressive Arts Therapy

Students enrolled in the Master of Arts Degree in Counseling with a concentration in either Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; or Co-Occurring Disorders and Addictions Counseling, may add a specialty in Expressive Arts Therapy (EXAT), adding an additional 12-credits to their program. The EXAT specialty program is run in a cohort style and prepares students to integrate the therapeutic use of the expressive arts within their counseling practice. EXAT coursework is delivered in an online hybrid format. As a part of their practicum and internship experience, students will integrate at least 200 hours of multimodal expressive arts therapy. If adding the EXAT specialty to a master's degree, students have up to 17 semesters to complete the entire program and must take a minimum of 16 credits per academic year. For just the specialty, students can take up to 8 semesters to complete the program and must complete a minimum of 12 credits per academic year. Art Therapy students may register for Expressive Arts Therapy electives which will count toward the Art Therapy elective requirements

EXAT Course Requirements

680	Foundations of Expressive Arts Therapy	2
681	Multimodal Application of Expressive Arts in Therapy	2
682	Clinical Practices in Expressive Arts Therapy	2
685	Field Experience in Expressive Arts Therapy (2 credits needed)	1
527.4	Expressive Arts: Group Applications	1

Electives (choose up to 3 credits)

527.1	Special Topics: Nature in Counseling	1
527.2	Exploring the Expressive Arts Through Play	1
527.3	Native and Indigenous Health and Healing	1
527.4	Expressive Arts: Group Applications	1
527.5	Visual Arts and Storytelling	1
527.6	Mindfulness and Contemplative Practices	1
527.7	Mind-Body Work in Expressive Arts Therapy	1
527.8	Poetry and Writing in the Expressive Arts	1
527.9	Dreamwork	1
527.10	Movement and the Creative Process	1
527.11	MARI	1
527.12	Music and Sound in Therapy	1
527.13	Trauma Informed Expressive Arts	1

Board, Staff, and Faculty Information

Board of Directors

Janica Austad, EdD
Amy Blaz, MBA
Collins B. Byrd, Jr., MBA
Steven Davis, DBA, MA, PMP, CRCM
Suz Feely, JD, SPHR, PCC
Brandon Jones, MA, CPPM
Aja King, EdD, LPCC
John Rosenberg

Administrative Staff

Sherry Anderson	Admissions Counselor
Letitia Brown-James, PhD	MCFC Program Coordinator
Marcie Conrad-Skoglund, BS	Director of Admissions
Rashida Fisher, PhD	Dean, Counseling Programs
Teresa Graye, PhD	Field Experience Coordinator - Counseling Programs
Michael Grohs, MFA	Writing Center Consultant
Evelyn Haas, MA	Director of Alumni Relations
Nikki Marchand, MLIS	Librarian; Director of Student Development Services
Jeanette Maynard Nelson, BA	Director of Financial Aid
Jessica Metzger, MA	Art Therapy Program Director
Christine Park, PhD	EXAT Program Coordinator
Antwan Player, EdD	CMHC Program Coordinator
Nicole Randick, EdD	Vice President for Academic Affairs
Nick Reis, AA	Information Systems Admin, Webmaster
Solange Ribeiro, PhD	President
Juliana Thrall, MPS	Field Experience Coordinator - Art Therapy
Debbie Velasco, BA	Registrar
Allison Zapata, BS	Human Resources Administrator

Faculty

Letitia Browne-James, PhD, LMHC, NCC
Assistant Professor
MCFC Program Coordinator

Breanne Cahoy, EdD, LPC, CRC
Assistant Professor
Faculty Liaison to Student Development Hub
Career Specialist

Asha Dickerson, PhD, LPC, NCC, CPCS
Associate Professor

Teresa Eakman, PhD, LPCC, LADC
Instructor
Counseling Program Field Experience Coordinator

Rashida Fisher, PhD, LPCC, LADC
Associate Professor
Dean, Counseling Programs

Jessica Metzger, MA, LMFT, ATR
Assistant Professor
Art Therapy Program Director

Christine Park, PhD, LMHC, NCC
Assistant Professor
EXAT Program Coordinator

Doug Pelcak, MA, LSC
Assistant Professor

Antwan Player, EdD, LMHC, LPCC
Assistant Professor
CMHC Program Coordinator

Nicole Randick, EdD, ATR-BC, ATCS, REAT, LPC, NCC
Associate Professor
Vice President for Academic Affairs

Juliana Thrall, MPS, LPCC, ATR-BC
Instructor
Art Therapy Field Experience Coordinator

Thomas Watson, EdD, LPC, NCC, CPCS
Associate Professor

Adjunct Faculty

Dr. Casey Baker, LMHC, RPT-S

Dr. Lee Barmore

Dr. Jared Bostrom, LMFT, LADC, CPRP

Allison Decamillis, MS, LPCC, ATR-BC

Michelle Doerr, MS

Margaret Evans, MA, ATR-BC, LPCC

Dr. Louise A. Ferry, LMFT, LP

Jana Goodermont, MA, LMFT, LPCC

Heidi Kammer-Hodge, MA, LISW, LADC

Kristin Kane, MA, LMFT, ATR-BC

Tara Marshall, MA, LMFT

Jessica Metzger, MA, ATR-BC, LMFT

Laurie Moser, MA, LMFT

Ashley Myhre, MA

Dr. Lotes Nelson LPC, NCC, ACS

Joseph Noble, MA, LMFT

Katie Peck, MA

Thao-Ha Phan, MA, LMFT, LADC, ADCR-MN

Nicole Pierce-Risvold, MA, LPCC, LSC

Michelle Rosenau, MA, LPCC

Dr. Chanee Rudolph, LMFT

Holly Smart, MA, ATR-BC, LP

Dr. Emily Stevenson, LPC

Jere (Jerome) Truer, MA, LICSW

Amy Wold, MA, LP