

ADLER GRADUATE SCHOOL

2013-14

CATALOG / STUDENT HANDBOOK

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2013-14 CATALOG / STUDENT HANDBOOK

I. Adler Graduate School Overview

Introduction

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

General Administrative Information

The Adler Graduate School's administrative offices, classrooms and media center are located at 1550 East 78th Street, Richfield, Minnesota, 55423; phone: 612.861.7554.

The School is governed by a Board of Directors and administered by a professional staff, including the President, Academic Vice President, Vice President for Finance, Director of Admissions & Student Services, and Registrar & Director of Financial Aid.

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 course work 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, non-profit organization dedicated to fulfilling its commitment to providing quality education, clinical training, research 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 practitioner-based faculty consists of carefully selected, experienced, practicing psychotherapists and 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, as well as supporting coursework in different Specialty 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 Statement

Training human services professionals to facilitate healthy and fulfilling life styles for people, organizations and communities through graduate education and community involvement.

Vision Statement

Transforming 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 Kikanza Robins (State of Minnesota Mental Health). With this 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 multi-versity, sensitive awareness, including categories of race, color, national origin, ancestry, sex, disability, religion, age, sexual orientation, veteran status, marital status, creed, status with regard to public assistance, socioeconomic class, continuing self-assessment, and the flexibility to include linkages with minority communities.

Core Values

The publicly stated Core Values of the Adler Graduate School are:

- Promoting creative thinking and advancing knowledge of the profession by increasing competency, and promoting ethical practices through the application of Adlerian principles and philosophy.
- Embodying a culture of diversity, openness and collegiality among students and faculty by developing a continuous, dynamic, planning and implementation model to ensure adequate graduate educational programs.
- Supporting Master's-level and specialty area programs with an Adlerian focus.
- Supplying the Adler Graduate School with the human, financial, and physical resources to ensure its future.

AGS serves the following groups and individuals: Students – predominantly working adults who desire a graduate-level education in Adlerian-based counseling and psychotherapy; managers seeking the skills to create a higher quality working environment; institutions, organizations and agencies seeking competent, well-trained personnel; and members of the community at large – especially those persons who have become discouraged and are experiencing significant problems in living.

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 / Student Handbook.

II. 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, gender, sexual orientation, maternity, marital or family status, disability, age 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 making policy decisions, 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.

Non-discrimination Policy

The Adler Graduate School is an equal opportunity educator and employer. AGS does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status or physical disability in employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The School is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws. For additional information, or a copy of the School's Violence and Sexual Harassment Policy and discrimination / harassment grievance procedure, call the Student Services Director at 612.861.7554.

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.

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.

Confidentiality of Records

The Adler Graduate School complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) 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, files, and data 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 Director of Admissions & Student Services. Applicants who are not admitted have no right of access to their submitted educational records.

A student who believes that her/his educational records contain inaccuracies or misleading information, or that her/his 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 her/his record or to include in the record her/his own 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, or her/his designee, 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 her/his choice, and to call witnesses on her/his 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.

A student may not request a hearing to contest the assignment of a grade. However, a hearing may be requested to contest whether or not the assigned grade was recorded accurately in the student's educational records.

In general, directory information pertaining to students or graduates may be released to the public. This information could include some or all of the following data: name, address, telephone listing, field of study, date and place of birth, dates of attendance, degrees and awards received, most recent previous school attended, post-graduate employer and job title, participation in officially recognized activities, and recognition of honors received. If any or all of this information should not be released, the student must inform the Director of Admissions & Student Services in writing.

School policy prohibits releasing personal information over the telephone, including student and faculty home telephone numbers, home addresses, transcripts, or grades. 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.

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 him or her, according to the School's procedures.

Student Privacy in Online Courses

To ensure privacy, students are encouraged not to use work or other educational institution-owned email accounts.

In the online educational environment, student work is visible to other students. The *Moodle* 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:

- a) course content and delivery (a guest moderator, a visiting scholar);
- b) training (a faculty member in training or for a peer review visit);
- c) technical (technical support); or
- d) 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 immediately to contact the course instructor, the AGS Online Education Program Director, or AGS' Academic Vice-President.

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 1 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, psychoses, 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, Psilocybins. 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

Criminal Offenses - On Campus	2009	2010	2011
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	4	1
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	2009	2010	2011
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 2009, 2010 or 2011.

SEXUAL VIOLENCE AND HARASSMENT POLICY

Policy as established by Administrative Council, Adler Graduate School

As members of an education community, students, faculty, staff and administrators must be able to operate in mutual trust and respect. Any violation of trust, including acts of sexual violence and sexual harassment will not be tolerated. Students, faculty, staff, volunteers and administrators must be assured that the Adler Graduate School will take action to prevent such misconduct and, if it occurs, persons responsible will be subject to disciplinary action. Incidents of sexual violence will be treated as violations of the code of criminal sexual conduct and dealt with under law. Incidents of sexual harassment will be addressed according to the Adler Graduate School's institutional policies and procedures. It is against institutional policy for any member of the school community to retaliate against any individual for reporting an incident of sexual violence or sexual harassment.

DEFINITIONS

Definitions – Sexual Harassment

- Sexual harassment can occur in situations where one person has power over another, but it can also occur between equals. Both men and women can be sexually harassed. Sexual harassment can be blatant or as subtle as a look.
- The Adler Graduate School expects that its employees will treat each other with respect and courtesy. The Adler Graduate School will not tolerate harassment based on race, color, creed, religion, national origin, sex, mental or physical disability, age, marital status, status with regard to public assistance, or any other class protected under applicable law.
- Sexual harassment is unlawful discrimination and will not be tolerated. Sexual harassment is any unwelcome sexual advance, request for sexual favor or other verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made, explicitly or implicitly, a term or condition of employment;
 - Submission to or objection to such conduct is used as a factor in an employment decision affecting an individual; or
 - Such conduct has the purpose or effect of unreasonable interference with an employee's work performance or creates an intimidating, hostile or offensive working environment.
- AGS will take reasonable steps to ensure that our policy prohibiting sexual and unlawful harassment is followed by all employees, and anyone else who has contact with our employees, including our students, vendors and the public.

Sexual Harassment as defined by Equal Employment Opportunity Commission

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions

affecting such individual, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Sexual Harassment as defined by The Office of Civil Rights of the U.S. Department of Education

Sexual harassment of students is a real and increasingly visible problem of serious consequence in higher education. A sexual harassment experience can affect all aspects of a student's life; it can threaten a student's emotional well-being, impair academic progress, and even inhibit the attainment of career goals.

Most sexual harassment incidents involve a male harasser and a female victim although there have been several reported cases involving female harassers and male victims, as well as same-sex harassment. Other forms of discrimination, such as that based on race, may be combined with an incident of sexual harassment and further compound the severity of its effect and the difficulty of its resolution. Whatever the circumstances, academic institutions must address the problem in order to ensure all students a just and equal learning opportunity.

Sexual harassment in educational institutions is not simply inappropriate behavior; it is against the law. Sexual harassment of students is a violation of Title IX of the 1972 Education Amendments in that it constitutes a differential treatment on the basis of sex.

Definitions – Sexual Assault (defined under Minnesota law)

Sexual activity, including sexual penetration or sexual conduct carried out under coercion, with the threat of a weapon, through the threat of bodily harm, through a position of authority, or when the victim/survivor is mentally handicapped or physically helpless constitutes criminal sexual conduct.

Under Minnesota law, having a previous relationship of any nature, including prior sexual contact with the victim/survivor is not an accepted defense for sexual assault. The victim/survivor does not need to prove that she/he resisted and another witness is not needed to prosecute the case. The relative age of the persons involved, the victim's/survivor's fear of bodily harm to self or another, the use of threat to use a weapon by the perpetrator, and the infliction of either physical or emotional anguish upon the victim/survivor are among the criteria taken into account by Minnesota State Law concerning Criminal Sexual Conduct.

INDIVIDUAL RIGHTS/PROCEDURES

The Adler Graduate School will inform victims/survivors of sexual harassment or violence of their rights under the Crime Victim's Bill of Rights, including the right to assistance from the Crime Victim's Reparations Board and the office of Crime Victim's Ombudsman. The Adler Graduate School's Sexual Harassment and Violence Policy is posted on the bulletin board in the copy room and in student lounge area.

Members of the Adler Graduate School community who believe they have been sexually harassed or assaulted may properly seek assistance from a school administrator, including President, Dan Haugen or Program Director Marina Bluvshstein. Whether or not a person consults either school official, in the case of a sexual harassment complaint, options exist for making either an informal or formal complaint, as outlined below. In the case of a sexual violence complaint, the process of observing rights and procedures is, by definition, typically formal. No retaliatory action may be taken against any person who makes a complaint or any member of the Adler Graduate School who serves as an administrator or advocate or is an object of a complaint.

Victims'/Survivors' Rights/Procedures – Sexual Assault

All persons in the Adler Graduate School's community are required to abide by, federal, state and local statutes and ordinances relating to criminal sexual assault. The Adler Graduate School will do whatever possible to offer safety, privacy and support to victims/survivors of sexual assault. Assisting the victim/survivor is the School's primary concern. The Adler Graduate School will assist the victim/survivor of sexual assault in contacting the appropriate agency (listing attached). If the assault takes place on School premises, or off school premises but includes someone associated with the Adler Graduate School, the survivor should immediately contact Program Director Marina Bluvshstein or President Dan Haugen for assistance. School representatives may not reveal the name of the victim/survivor unless she/he chooses to be identified. In any case, the victim/survivor of sexual assault will be given the names and numbers of local law enforcement agencies and sexual assault centers that can be called upon for immediate help.

If the assault is perpetrated by a student, faculty, staff or Board member of the Adler Graduate School, either on-campus or during an off-campus, School-sponsored event, criminal, civil and School-specific disciplinary action may be taken that could include dismissal, immediate termination and/or the notification of appropriate licensing boards.

In the case of sexual assault, the objective is always to achieve resolution. Applicable considerations and steps are listed below.

1. Filing criminal charges with local law enforcement officials in sexual assault cases.
2. The prompt assistance of school authorities, at the request of the victim/survivor, in notifying the appropriate law enforcement officials and disciplinary authorities of a sexual assault incident.
3. An investigation and resolution of sexual assault complaints by institutional authorities.
4. A sexual assault victim's/survivor's participation in and the presence of the victim's/survivor's attorney or other support person at any disciplinary proceeding concerning a sexual assault charge.
5. Notice to a sexual assault victim/survivor of the outcome of any institutional disciplinary proceedings concerning a sexual assault complaint, consistent with laws relating to dating practices.

6. The complete and prompt assistance of institutional authorities, at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident.
7. The assistance of institutional authorities in preserving for a sexual assault victim/survivor materials relevant to institutional disciplinary proceedings.
8. The assistance of institutional personnel, in cooperation with the appropriate law enforcement authorities, at a sexual assault victim's/survivor's request, in shielding the victim/survivor from unwanted contact with the alleged assailant, including transfer of the victim/survivor to alternative classes or employment station if such changes are feasible.

Victims'/Survivors' Rights/Procedures – Sexual Harassment

Informal Complaint and Resolution

In the case of sexual harassment, the objective is always to achieve resolution.

Suggested first steps are listed below.

1. Tell the person that you are not comfortable with his/her behavior and wish it to stop.
2. Write to the person – email or written document.
3. Discuss your concern with an administrator. Such discussions will be kept confidential, with no formal complaint necessary. No specific circumstances, including name of persons involved, will be reported to anyone else without written permission of the person making the complaint. Incidents should be reported within 30 days of occurrence.
4. The appropriate administrator may, if appropriate and desired, meet individually with the complainant to resolve her/ his complaint.
5. The appropriate administrator may, if appropriate and desired, facilitate a meeting with the complainant and the person who is the subject of the complaint, to facilitate informal resolution.
6. If the complainant does not wish to meet with the alleged harasser, the appropriate administrator may, if appropriate, inform and meet with the alleged harasser without identifying the complainant(s).
7. The appropriate administrator will follow-up with the complainant with 15 days of apparent resolution so as to determine if sense of resolution is sustained.

Formal Complaint and Resolution

1. A formal complaint must include a written statement directed to the Adler Graduate School President (or Board Chairperson if the President is the subject of complaint), signed by the complainant and specifying the incident of sexual harassment and person(s) involved. The President, with the Board Chair, will comprise an investigative "panel". The President and Board Chairperson will investigate the complaint and review findings. The President and Board

Chairperson will decide whether circumstances reported warrant further investigation. If further investigation is warranted, one additional senior administrator or Board Member (two if the President is the subject of the complaint) will be added to the panel, resulting in a three-person panel.

2. If an investigation is warranted, the President or board Chairperson (if the President is the subject of the complaint) will inform the person complained against of the name of the complainant and the circumstances of the complaint. The investigation will be limited to what is necessary to resolve the complaint or to make recommendations. If it is necessary to speak to individuals other than those involved in the complaint, it will be done only after informing the complainant and the person complained against.
3. The panel's first priority will be to arrive at a resolution acceptable to both the complainant and the person complained against.
4. The panel will remain in communication with the complainant and the person complained against until a disposition concerning the complaint is reached.
5. The panel will address and reach a disposition concerns complaints in an efficient and effective manner. To the extent possible, disposition will be reached within 30 days of the date when the formal complaint is received.
6. Confidentiality – as it concerns persons not involved in the formal complaint – will be observed on behalf of all parties involved in the formal complaint.
7. After conducting its investigation, the panel will make a written report. If it is determined that there has been sexual harassment and corrective action is recommended, the panel will specify the circumstances and the action(s) recommended.
8. The purpose of any recommended corrective action to resolve a complaint will be to correct or remedy the injury, if any, to the complainant and to prevent further harassment. Such recommendations may include verbal and/or written reprimand, suspension, or dismissal. The panel may recommend dismissal, transfer or suspension of the person complained against.
9. If the panel determines that a false complaint was made, the panel will recommend appropriate disciplinary action.
10. The panel will follow-up with the complainant with 15 days of apparent resolution so as to determine if sense of resolution is sustained.

MINNESOTA PREDATORY OFFENDER REGISTRATION

Minnesota law requires a person convicted of a predatory offense (including sex offenders) to register with the local law enforcement agency. City of Richfield Office of Public Safety is required by State law to notify home and business owners when a level 3 sex offender is moving into their area. After notifying the Adler Graduate School's administration of a level 3 offender residing in the area, the administration will promptly email the notification to all faculty, staff and students. To obtain information regarding

the Minnesota Predatory Offender Registry and the National Sex Offender Search, go to <http://www.nsopw.gov/?AspxAutoDetectCookieSupport=1>

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 member 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.

Student Copyright & 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 a 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.

Plagiarism Policy

Plagiarism will not be tolerated at AGS. For purposes of AGS policy, plagiarism is defined as the use of another author's ideas or statements without properly acknowledging the source of these ideas or statements.

If plagiarism is documented and confirmed, sanctions may include penalties up to and including expulsion for students and termination for faculty members. For example, a first instance of plagiarism could result in sanctions, including a warning and compensatory education concerning plagiarism. A second instance of plagiarism will result in expulsion or termination.

To avoid plagiarism, you must give credit whenever you use:

- Another person's ideas, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- Quotations of another person's actual spoken or written words;
- Paraphrasing of another person's spoken or written words;
- Ideas, quotes, or visual information from the World Wide Web

Important concepts:

- Common Knowledge – facts that can be found in numerous places and are likely to be known by a lot of people. You do not need to document these facts. However, you must document facts that are not generally known and ideas that interpret facts.

- Quotation – using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.
- Paraphrase – using someone’s ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.
- AGS supports the use of APA format and standards for all written coursework, and encourages the purchase, by students, of an APA format and standards text at the outset of one’s AGS career. The adoption of APA format and standards is meant to pre-empt plagiarism.

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 invitation 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 Academic Vice President.

Students have a right to know that no names or other forms of personal identification will be used outside of class and that a request for specific confidentiality will be honored, except as below.

Student Grievance Procedure

Individuals with a grievance who wish to exercise their rights of due process should observe the following procedures:

- Discuss the matter with the student, faculty member or staff member concerned.
- If a satisfactory resolution is not achieved, discuss the matter with the appropriate administrator, Director of Admissions & Student Services, or Academic Vice President. This individual will attempt to facilitate an informal resolution.
- If satisfactory resolution is still not reached, a written statement describing the grievance should be submitted to the Academic Vice President (or to the President if circumstances warrant). After deliberate consideration, the Academic Vice President (or President, if appropriate) will render a written decision concerning the grievance.
- If either party is not satisfied with the decision of the Academic Vice President (or President), a written request to establish an ad hoc committee to hear the grievance should be submitted to the office of the President within 15 days of the decision. Membership of the ad hoc committee will include one student, one faculty member, and one administrator. The committee members will be selected subject to the input of both parties involved in the grievance. The ad hoc committee will determine its own procedures in hearing the grievance. A majority vote of the committee will be necessary to render a verdict on the grievance. The decision of the ad hoc committee will be final.

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 set up with the Program Director 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 Director will discuss possibilities that are available. If the plan is changed, a letter should be sent to the Director of Student

Services stating the circumstances and the plan that has been approved by the Program Director.

If faced with an extended crisis, students should follow the Leave of Absence guidelines included in this Catalog / Handbook.

III. All-School Policies – Academic / Student

Student Responsibility

Each student is responsible for knowledge of, and adherence to, all regulations and program requirements published in this Catalog / Student Handbook and other posted, mailed, or E-mailed notices. Each student is responsible for knowing course pre-requisites and for enrolling in appropriate courses.

Registration

Registration materials, including class schedules, are online at the School's web site: <http://www.alfredadler.edu/services/registrar>. New class schedules are posted two months before the start of each term. It is advisable to register early to ensure completion of the enrollment process and placement in selected courses. Registrations by students with delinquent financial accounts or two or more grades of "I" (Incomplete) and/or "R" (Retake) on their transcripts will not be accepted.

Class Schedules

Class schedules may be viewed online at the School's web site: <https://www.adleronweb.com/genrsc.cfm>. New class schedules are posted two months before the start of each term.

Class Meeting Times

Classes are scheduled to meet the needs of working adults through the design of a unique, five-week format for most courses. Classes generally meet on weeknights and weekends; see class schedule for details. Daytime sections are occasionally offered for some courses. Online courses follow the same five-week format (plus two weeks for final assignments) and are conducted asynchronously according to a standard online syllabus, based on nine units of study. Go to www.adlermoodle.com for more details.

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 without a fee, or they will receive a full tuition refund or credit.

Class Attendance

Since courses are structured according to an intensive five-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 e-mail or phone information provided at the end of the course syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class, or roughly 3.25 hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a *Retake* is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class, and are expected to retake the course.

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

It is the instructor's prerogative to allow or not allow make-up work, or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics will be listed in each syllabus.

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

Credit/Hour Transfers

Transfer of Fieldwork Hours

- It is possible to transfer post-graduate hours across state lines – following this logic, in some circumstances, as a way of satisfying AGS' practicum/internship requirements, AGS will consider transferring up to 50% of practicum/internship hours (i.e., face-to-face/direct service and/or other hours) earned through other institutions.
- Transfer of up to 50% of hours required for any AGS practicum/internship program may be requested, assuming hours completed via an accredited school's program, hours have previously been approved (i.e., passing grade and/or satisfactory practicum/internship review) by the institution from which they will transfer, hours are consistent with the practicum/internship experience AGS

would otherwise oversee, and hours are earned under AAMFT-approved supervision.

- Specifically, up to 50% of hours may be transferred in each of three areas – direct/face-to-face 1:1 counseling, direct/face-to-face couples/family counseling and other counseling practicum/internship activities – totaling no more than 50% of all direct service and/or other hours required by AGS.
- In general, requests for the transfer of course credits earned at another institution must be made prior to the last session of one's first AGS course.
- Regardless of reduced number of practicum/internship hours due to transfer, all AGS fieldwork requirements must be fulfilled. No exceptions will be made simply because fieldwork hours have been transferred.

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.

In general, requests for the transfer of course credits earned at another institution must be made prior to the last session of one's first AGS course.

Up to 50% of credit hours may be transferred in for any AGS program as long as the following conditions are met:

- Credits are completed via an accredited school's program,
- Credits are consistent with current AGS curriculum, and
- Credits are completed with a grade of "B" or higher at the institution from which credits would transfer.

- **Special conditions are attached to fieldwork hours and fieldwork-related credit hours.

- Credits may not be transferred toward the completion of Specialty Area Programs.

Waiver of Course Credits

Waivers are granted in areas where a student already possesses the knowledge central to a required class. As such, the student is waived from taking the specific course, but is still responsible for gaining the equivalent number of credits in another course area.

Most often, waivers are granted for those credits which were applied toward another degree and, as such, cannot be applied directly to a second degree from Adler.

Waivers are occasionally granted for areas of speciality at the undergraduate level where the student can demonstrate exceptional knowledge of a required content area.

In general, requests for the waiver of course credits earned at another institution must be made prior to the last session of one's first AGS course.

Waived credits must be completed via an accredited school's program, credits must be consistent with the curriculum AGS would otherwise oversee and be replaced with other applicable AGS credits, and credits must be completed at least at a "B" level at the institution from which credits were earned.

Process for Requesting Transfer or Waiver of Credits

Request forms may be obtained from the Adler Graduate School's Director of Admissions and Student Services or from the AGS website (<http://www.alfredadler.edu/admissions/transferring-coursework>)

A form must be submitted to the Admissions and Student Services Director for every course (or fieldwork-related credit) one wishes to transfer. A syllabus pertaining to the requested course (or fieldwork-related activity) must be submitted along with the request form.

The Director of Admissions & Student Services receives completed request packets, prepares the necessary forms and, after cursory review, distributes the packets to the respective Program Directors.

After decisions have been made, the forms previously submitted will be completed and returned to the Admissions and Student Services Director.

Final decisions will then be conveyed to students requesting transfer credits. The Adler Graduate School strives to complete the process guiding requests for credit transfers in two weeks, from the time when credit transfer requests are received to the time when decisions are conveyed to students.

Auditing a Course

AGS students and alumni may audit courses, assuming full participation (except for final course assignments) and available space. Courses 515 (Life Style Analysis) and 525 (Essential Interviewing Skills) may not be audited and, in the case of Specialty Area Program / Certificate courses (i.e., Personal and Professional Life Coaching, Parent Coach Training, and Art Therapy), only the first course in a program's sequence may be audited. Courses that prepare the student for state licensure, or that fulfill the student's program requirements, may not be audited.

Auditing online courses: Because of the highly participative nature of online courses, students should expect to complete all required postings and responses. Further, the

fee for auditing an online course is higher than that for a residential course because of the individual attention and feedback given a student in the online environment.

Field Experience Oversight Policy

The Adler Graduate School allows field experience activity only at sites with on-site supervision. On-site supervision is defined as supervision that is an ongoing component of the organization hosting the site – either on the specific site that the student is working or easily accessed through the organization’s offices (e.g., in the case of in-home therapy). While AGS does, at times, augment on-site supervision with its own faculty members – for example, when the on-site supervision provided by a host organization does not include the specific credentials a student needs to earn credit for their time – there have been no circumstances where AGS representatives have allowed a student to earn field experience credit at a site where there is not on-site supervision provided by the organization hosting the site.

150-Hour Clinical Requirement for Licensed Professional Counselor (LPC) Status

The State of Minnesota statutes that govern preparation for LPC require that a person complete a 700-hour pre-degree field experience as part of his or her master’s degree program in clinical counseling. The statute that describes the 700-hour pre-degree field experience does not require that any portion of these hours involve the actual practice of psychotherapy. The hours must only be "counseling in nature." Because the Adler Graduate School’s (AGS) degree is a Master of Arts in Adlerian Counseling and Psychotherapy, the School requires a 150-hour clinical component as part of the 700-hour pre-degree field experience.

Leave of Absence

A student may request a Leave of Absence due to illness or other extenuating circumstances by submitting a letter to the Director of Admissions & Student Services. This letter will generally serve the purpose of holding the student’s place in the program. Upon review of the request, a leave may be granted for up to eleven months. An approved Leave of Absence does not extend the deadlines for completion of course work already in process. 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. For students utilizing federal financial aid, it is important to note that one may not take a leave of absence from a school for more than a total of 180 days, in any 12- month period, and still remain eligible for federal financial aid funds.

“7 Year Rule”

All course work applied to the Master’s degree 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 document.

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), 20 USC;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. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope and stamped and recorded as issued to the student.
- If a student wishes a personal copy of the transcript, it will be recorded as unofficial and issued to the student, at no charge.
- A fee is charged for an official transcript after graduation.
- A transcript will be issued only when no balance of payment is due to the School.
- Transcripts are always issued in their entirety.

Grading System

Traditional letter grades are given for most AGS courses, with a limited number of courses evaluated on a pass/no pass basis. The grading system is as follows:

<u>Grade</u>	<u>Grade Point</u>
A Excellent Represents outstanding performance; student-demonstrated perceptiveness in dealing with materials and course expectations.	4.0
B Good Generally a high level of awareness of the substantive nature of the course; student demonstrated ability to achieve course expectations.	3.0
C Minimally Acceptable Reflects minimal graduate-level performance.	2.0
R Retake Quality of student work does not meet minimum course criteria, however, upon repeating the course, there is a strong likelihood that the course criteria will be met.	0.0

I	Incomplete	0.0
Indicates that the requirements of the course have not been completed and that a student has a written extension contract with the faculty member.		
P	Pass	0.0
Undifferentiated passing grade.		
IP	In Process	0.0
Indicates that work satisfying an incomplete grade has been submitted to the instructor and a grade is pending.		
W	Withdraw	0.0
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	0.0
Withdrew in good standing before the first hour of the course.		
NC	No Credit	0.0 (effective 10/1/13)
Students may be issued a grade of “No Credit” if any of the following conditions are met:		
<ul style="list-style-type: none"> • Did not attend class. • Did not properly notify administration of a withdrawal. • Missed numbers of class periods in excess of School course attendance policy. • If an incomplete has not been resolved within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor, the incomplete turns to NC and the course must be repeated. This grade may only be issued by the Academic Vice President or designee. Refunds made on a case-by-case basis. 		
A/W	Administrative Withdrawal	0.0
Indicates the student performed in a manner justifying administrative withdrawal by the Academic Vice President. Decision on refund will be made on a case-by-case basis.		
AU	Audit / no credit	
A/N	Class null and void (See “7 year rule” above).	

Calculating a GPA

To calculate a grade point average (GPA), take the grade point value of the letter grade assigned for a course (see grade 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 grade point average, sum all the grade point values earned to date (this is the Grade 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	Grade Points Earned
511	A	3	A=4 x 3 Cr. = 12
515	B	3	B=3 x 3 Cr. = 9
592	A	<u>1</u>	A=4 x 1 Cr. = <u>4</u>
		7 (Credit Total)	(Grade Point Total) 25

25 divided by 7 = 3.57 (Grade Point Average)

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 her/his 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 a field setting) in an unprofessional manner, the instructor will discuss the problem with the student. The situation will be formally recorded and submitted to AGS' Academic Vice President. If necessary, the Academic Vice 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 Conduct Policy

All members of the School community are responsible for their conduct to ensure that they do not harass any other member(s) of the School community, or persons associated with the School. The School expects a high standard of personal conduct from its students.

- Students may be excluded from classes by the instructor for reasons of excessive absence or disruptive behavior.
- Students may be excluded from classes by administrative action if they fail to comply with School regulations.
- 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 his or her studies at the School.
- Students who suspect ethical violations are bound by the ethics of the professional program in which they are enrolled to discuss the suspected violation(s) with the person(s) perceived to be in violation and/or to file a report, as appropriate.
- Knowledge of students' ethical violations affecting the School must be immediately discussed with the person(s) perceived to be in violation and/or reported to the Academic Vice President. Appropriate confidentiality will be maintained.

- Appeals related to decisions regarding class conduct may be made to the Academic Vice President. If a second appeal is requested, an ad hoc, problem-solving committee, including representatives of the faculty, administration and student body, will be appointed by the President to consider the matter.
- Plagiarism is not tolerated.

Student Conduct – Online Classes

Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. These differences are welcome and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Online discussion guidelines:

- Faculty members monitor discussions and intervene when requested or deemed necessary.
- NEVER post to the courseroom any content known to be illegal, potentially harassing, threatening, or embarrassing, that might be offensive and might be received as disrespectful in any way, or that is vulgar or sexually explicit
- The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.
- Refrain from overusing exclamation marks !!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be perceived as yelling, etc.
- Online communication presents a significant level of ambiguity, since the verbal content of a communication is not well-supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made during an online portion of a class, please address the issue immediately with the other student(s) to clarify their positions and your reaction. If this does not work, contact your class instructor so actions can be taken as warranted.
- During online discussion, follow the same rules concerning protection of confidential information as in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health-related issues pertaining to you or family members must be used with caution, if at all.
- Be aware that some agency-specific information, such as descriptions of programs that have been developed, or specialized treatment approaches, may potentially be subject to copyright law. Although it is not always possible to know whether information is protected, the minimum expectation always is to identify and credit the source of information.

Faculty Members' Concerns Regarding Students

Faculty members are obliged to bring to the individual student's attention behaviors and attitudes that are perceived to be inconsistent with the standards of the School. The Academic Vice President may take action on the basis of those concerns in the best interests of the student, the School and the community at large. Unresolved faculty concerns are to be brought to the attention of the Academic Vice President.

The faculty is obliged to help each student in his/her professional development. A student may appeal to have any decision reconsidered, in accordance with AGS grievance procedures.

Any statements or gestures that could be interpreted as violating the AGS code of ethics could result in termination as determined by the Academic Vice President.

Any violation of the AGS code of ethics should be immediately discussed with the person(s) perceived to be in violation and/or reported to the Academic Vice President.

All issues brought to the attention of the School will be handled with appropriate confidentiality.

School Dismissal Policy

All students have a responsibility both to maintain the integrity of the School and to meet the highest standards of personal and professional conduct. The Academic Vice President, if requested by an individual student in potential difficulty, will meet with that student to clarify the nature of the problem and to seek appropriate solutions. A dismissal from the School is a final decision of the School, and not subject to grievance procedures.

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).

Academic Probation

Students are expected to maintain a minimum cumulative grade point average of 3.0 ("B" average) to be in "good standing", to participate in fieldwork activities, and to graduate. Students with less than a cumulative 3.0 GPA will be placed on academic probation status by the Academic Vice President. Students who are on academic probation status for more than two consecutive quarters may be suspended for one year.

Online courses, program, and related academic activities

Except as noted in supplemental AGS Online Learning policies that more specifically describe the unique nature of the distance education environment (please read related documents on www.adlermoodle.com), the Adler Graduate School general policies and procedures apply to all online courses, course-related activities, and faculty and student teaching and learning behaviors.

Submission of Course Work and Course Extensions

Course work must be submitted on the due date set by the instructor. In the event of an extension request, it is the student's responsibility to submit a request to the appropriate instructor as soon as possible, but no later than the original due date of the assignment.

In order to change a grade of "I" (Incomplete) to a passing grade, all course requirements must be completed within 45 days of the last class meeting. In general, if an "I" is not resolved within 45 days, unless the instructor formally extends the "I", the student will, by policy, receive a grade of "R" for that course.

Course Withdrawal

Students receiving financial aid must be aware that withdrawal from a course or a program, in general, 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.

Withdrawal paperwork must be submitted to the Director of Admissions & Student Services by the 18th hour of the class in question. Students are not allowed to withdraw after the 18th hour of class. After that time, course requirements must be completed and the appropriate grade will be assigned. If course work is not completed, a grade of "R" will automatically be assigned.

Withdrawal at any time after a course has begun, through the 18th hour of the course, is recorded on the student's transcript as a "W", which carries no credit value in terms of grade point calculations.

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

Program Withdrawal

To withdraw from the School, a student must submit her/his decision in writing to the Director of Admissions & Student Services. The statement should include the effective date of the withdrawal and include a forwarding address. Students who voluntarily withdraw from the School may reapply at any time.

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 at the last class meeting of each course. 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 Directors 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.

IV. Facilities / Services

Library

The Adler Graduate School's library and the Robert G. Bartholow Media Center offer a specialized collection devoted to works by and about Alfred Adler, contemporary Adlerians and others in the field of psychology. The collection provides a rich resource for AGS students.

The library also holds a complete collection of the foremost English language Adlerian journal, the *Journal of Individual Psychology* (under various titles since 1940). AGS also has complete or nearly complete sets of a number of other English language Adlerian journals which have been previously published (only the Adlerian Year Book and the Journal of Individual Psychology are still in publication). To provide a comprehensive system of educational references, the library subscribes to a number of online resources through EBSCO including *PsycInfo*, published by APA (American Psychological Association), indexing over 1,900 journals, as well as books and theses in psychology; *PsycArticles*, also an APA publication, offering full text access to articles in 52 primarily APA journals; *PsycBooks* and *PsycExtra*, which provide full-text of selected books and conference papers provided by the APA. To complement the materials from the American Psychological Association (full-text of their journals from v. 1, no matter how old), AGS also has a subscription with the American Psychiatric Association which provides online access to all articles from every issue of their journals, as well as full-text of a selection of their books and access to an online version

of the current version of the Diagnostic and Statistical Manual of Mental Disorders. AGS also provides online access to two of the principle journals in Art Therapy; Art Therapy: Journal of the American Art Therapy Association and The International Journal of Art Therapy, along with WorldCat, which links users to materials available at libraries around the world.

These resources provide online, full text access to thousands of journals, and refer users to other resources including additional articles, books and theses. Also included in the resources from EBSCO are Medline (created by the National Institute of Health), a database of medical-related articles, and the ERIC (created by the US Dept. of Education), a database of education-related articles, books and papers.

Additional online resources include a growing number of videos produced at AGS over the years; an online collection of the final thesis/project papers produced by AGS students; and access to a large amount of video and other media from the Alfred Adler Institute of Northwestern Washington and the Classical Adlerian Translation Project.

With these resources AGS users have access to a comprehensive system of educational resources for theses and personal research. These resources provide on-campus and remote (from home or elsewhere) access via a password issued by AGS and a link from our website: www.alfredadler.edu.

The mission of the Adler Graduate School library is to support the teaching, service and research functions of the School. Its primary collection focuses on the major works of Alfred Adler and the theory and practice of Adlerian psychology. A secondary purpose of the library is to provide the general public with access to an Adlerian collection not duplicated in the north central area of the United States. Since AGS students have access to the resources described above, the School's own library is appropriately concentrated on the acquisition of Adlerian texts unavailable elsewhere in the region. The AGS core library collection provides students with access to the books, journals and Adlerian reference materials needed for research and the completion of course assignments, and also serves as a resource for area scholars and practitioners in psychology and related fields as they continue their professional growth.

Textbooks

The Adler Graduate School does not operate an on-campus bookstore, but instead has contracted with MBS Direct, one of the largest direct-to-student textbook distributors in the country, developed to help schools like AGS improve their textbook services. MBS Direct maintains a current list of the courses offered at the Adler Graduate School and our required texts. Students may access the [online, virtual bookstore](#) through AGS' own website, or through the MBS Direct website. MBS Direct can be accessed 24 hours a day, 7 days a week, and textbooks are shipped directly to students, who also have the opportunity to purchase used texts and to sell used books back to MBS Direct. Contact the Admissions & Student Services Office or the AGS media center for further information.

Student Services

AGS' Office of Admissions & Student Services offers assistance in the following areas:

- Program planning
- Class scheduling
- Field experience support
- Field experience site resource information
- Scholarships
- General student concerns and support
- Graduation preparation
- Graduation planning

AGS' Office of Career Services offers assistance in the following areas:

- Career guidance
- Composing resumes, cover letters and career portfolios
- Field experience/job search strategies
- Interview preparation

AGS' Office of the Registrar offers assistance in the following areas:

- Registration
- Grades and transcripts

AGS' Office of Financial Aid offers assistance in the following area:

- Financial aid application

AGS' Business Office offers assistance in the following area:

- Student Account questions

AGS' Media Center offers assistance in the following area:

- Library resource training

Student Advisement

School Counseling students and Art Therapy students obtain degree and course planning from the Director of School Counseling and the Director of Art Therapy, respectively. All other students obtain degree/course planning from the Director of Admissions & Student Services. Students are required to meet with their respective program advisor at least two times per year to review program plans.

Upon admission to the School, new Master's degree students are required to attend Graduate School 101 and other new student orientation forums as directed. Orientation forums focus on the School overall, specific program tracks, registration, program planning, key policies/procedures, etc.

Accommodations for Special Needs

STUDENTS REQUIRING SPECIAL LEARNING ACCOMMODATIONS

The Adler Graduate School (AGS) wants to facilitate students' progress toward their educational objectives. As such, if a student initiates a specific request for accommodations related to a disability and, if appropriate, presents documentation of the disability or challenge and professional recommendations for addressing the disability or challenge, AGS faculty members will then negotiate appropriate accommodations with the student. The request must be reasonable and initiated in a timely fashion (i.e., verbally initiated before the third class session of a course).

The Adler Graduate School can accommodate most needs, including:

- Need for extra time in completing tests/assignments
- Need for quiet space in completing in-class tests
- Confidentiality concerning the disability/challenge
- Allowance for tutors

As an example of one institution's strategies for addressing students' needs, examples of accommodations used by faculty and staff at Adler Graduate School are attached to this policy statement.

When special accommodations are requested of faculty members or staff, the following protocol will be observed.

- The student should fill out the "Request for Learning Accommodations" form (attached) and submit the completed form to AGS' Academic Vice President.
- The form requires, among other things, a description of the disability or challenge affecting work at AGS and the accommodations being requested.
- If appropriate, the Academic Vice President may request that documentation of the disability and caregiver recommendations be submitted with the "Request for Learning Accommodations" form. If specific documentation is necessary, consistent with law, it will be filed in a separately from the student's academic file.
- The Academic Vice President will review the request and approve if appropriate.
- Once an individual student's "Request for Learning Accommodations" form has been reviewed and approved, the request and a statement from the Academic Vice President confirming approval of the request will be placed in the student's confidential student file. The student will receive a copy of the statement and can present it, as needed, to instructors.
- It is very important to note that a student desiring accommodations in a particular course should present the statement and request those accommodations prior to the third class session of the course – no additional paperwork will be required.

This process does not preclude less formal negotiations between faculty members and students, as they concern students' unique needs. We at AGS do not intend to be unnecessarily officious in circumstances where informal accommodations make sense.

A more formal approach is required in those circumstances when: 1) a student believes her/his circumstances require a more formal process; 2) the instructor or Academic Vice President believes a more formal process is necessary; 3) the Academic Vice President believes the disability or challenge may be of sufficient intensity that documentation of the disability or challenge and specific recommendations (from the student's caregiver) are necessary. Ultimately, the process – whether informal or formal – is not meant to be unwieldy and should be executed in a timely manner.

Web Accessibility for Online Learning

AGS students enrolled in online classes and requiring special accommodations follow the general AGS Guidelines regarding special accommodations (above).

Online learning sometimes provides unique benefits for students with disabilities to achieve their academic and career goals. In the virtual environment, disability anonymity is possible and students are assessed based exclusively on their merit.

AGS online faculty members and the technical/administrative team strive to use the learning management system to create online content in a way that students with disabilities are able to access and actively use with or without assistive technology.

As with all courses, online students requiring accommodations must inform the course instructor by the end of the first week so needed accommodations can be made in time for the student to fully benefit from the course.

Online Communications

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 that the school has your correct and accessible email information in the SonisWeb system. Users may log in to www.adlersonisweb.com and update information at any time or may contact the registrar with this information.

AGS publishes a monthly online Newsletter, accessible on the AGS web site: www.alfredadler.edu.

Student Association

All AGS students are members of the AGS Student Association, which generally meets monthly. Officers of the Student Association are elected annually by the student membership.

Alumni Association

All AGS graduates and all those who were trained at the School are members of the Adler Graduate School's Alumni Association. Details are available from the Director of Admissions & Student Services.

Policy Regarding Pets in the Building

No pets are allowed in the 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 persons with whom they come into contact. Please help us maintain a safe environment for all students by respecting these policies. Service animals, of course, are not included in this policy.

V. Admissions

Introduction

The Adler Graduate School offers a Master of Arts degree in Adlerian Counseling and Psychotherapy that can be customized within several separate tracks. AGS also offers Specialty Area programs that lead to certificates. Admission requirements for the Master's degree and the Specialty Area programs are detailed below.

Admissions Committee

AGS' Admissions Committee interviews prospective students, reviews applications and makes admissions decisions in accordance with published criteria. Membership: Director of Admissions & Student Services, Academic Vice President, and other faculty members as necessary.

Immunization Records

Minnesota Law (M.S. 135A.14) requires anyone attending college provide proof of immunizations. 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 at: <http://www.health.state.mn.us/immunize> .

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.
- 9 semester (12 quarter) credits in psychology or a related field.
- A completed application file, which includes an interview.

Program-Specific Admissions Criteria:

In addition to the Adler Graduate School's standard admission criteria, specific requirements are needed to enroll in the Art therapy Program.

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-hour credits (or 27 quarter-hour credits) in studio art, which must include drawing, painting and clay work.
- Applicants must demonstrate proficiency and disciplined commitment in art making by presenting an art portfolio of their original work. Equivalency of non-academic studio art experience or art therapy-based course work may be taken into account on a limited basis.
- Applicants must complete a minimum of 12 semester-hour credits (or 18 quarter-hour credits) of study in psychology, which must include developmental psychology and abnormal psychology. Course work in statistics is strongly suggested.
- All prerequisite courses must be successfully completed outside of the graduate program no later than 12 months after entering the program.
- In-person interview and art portfolio review of 15-20 images.

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 program. Students with a GPA between 3.0 and 2.7 and/or do not have 9 semester (12 quarter) psychology credits will be considered for conditional admission. Conditional status will also be considered for students with a GPA between 2.7 and 2.5, whose undergraduate major GPA was 3.0 or better.

Students admitted on conditional status must earn a GPA of 3.0 ("B" average) or higher in the first two courses attended at AGS. All courses must be completed in the time period required by the instructor. Upon completion, the student's file will be reviewed by an Admissions Committee, at which time the applicant will be considered for Full

Admission. In the event that the required GPA is not achieved in the first two courses, conditional status will be ended, and acceptance denied.

Provisional Admission

Provisional admission is extended to students who have not completed their admission file (e.g., application including goal statement, three letters of reference, official undergraduate transcripts, and prerequisite courses), but would still like to get started in a course. In these circumstances, a student has one month, dating from the start of the first course, to complete her/his admission file. Additionally, they have no later than 12 months to complete any prerequisite courses. At the appropriate time, AGS' Academic Vice President will review the files of students under Provisional Admission status, and determine whether or not full admission can be granted.

Student-at-Large

Individuals who are uncertain about seeking admission to pursue an MA degree and/or Specialty Area may take a maximum of four (4) courses 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 nonrefundable application fee prior to registering for courses. Applicants who later seek admission to a degree or Specialty Area program will not be required to pay an additional fee for the regular application. Students-at-large are not eligible for federal financial aid.

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. Finally, students-at-large may not take more than one course in any of AGS' Specialty Area programs.

The following is additional information for international online students

1. Language of Instruction and Language Proficiency

The 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.

2. Transcript Evaluation

If a student's previous degree was earned outside of the US, his or her

international transcripts must be evaluated and reviewed for eligibility as part of the admissions process. The evaluation is not a guarantee of admission. The evaluation fee is a separate fee and is not a part of one's admission fee. The evaluation must be sent directly to Adler Graduate School along with an official copy of the transcript. Applicants must ask his or her school to mail the official copy to AGS.

3. Visas

Because of its online, non-residential nature, the AGS Online Program cannot honor a request for a visa. Adler Graduate School does not offer visas for the residential weekend, work permits, or other types of visas. Obtaining necessary permits to enter the United States is the student's responsibility.

VI. Financial Aid / Tuition

The Adler Graduate School (AGS) is approved by the U.S. Department of Education to participate in the federal Stafford Loan 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 at AGS, a student must:

1. Be enrolled or accepted for enrollment in the Master's Degree 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 Stafford loans generally begins six months after a student graduates, withdraws, or drops below one-half time. (Contact your lender 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 = 6 credits or more per term

Half-time status = 3 – 5 credits per term

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

A student who drops below half-time status is no longer eligible for Title IV student financial aid (federal Stafford loans). Pending Stafford disbursements will be cancelled and the student's lender will be notified that the student is no longer enrolled at least half-time. Financial aid recipients are required to notify the financial aid or student services staff of any enrollment changes.

Satisfactory Academic Progress Policy

To maintain eligibility for federal financial aid, students must make satisfactory academic progress (SAP) toward the completion of their degrees. 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 4 years of matriculation. Students may continue to receive federal aid up to 125% of the required number of credits needed to complete their degrees, including accepted transfer credits that apply directly to the degree program. In order to complete the degree requirements within 4 years, students must complete a minimum of 12 credits per calendar year (four terms), not including approved leaves of absence.

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, R, 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.

Incompletes – An “I” is assigned as a temporary grade for pending course completion and is counted against the completion rate.

Repeat Credits – Repeated credits will be calculated into the GPA, credit completion, and maximum time frame standards. An R is not considered a passing grade.

Transfer Credits – Credits from other Masters level courses count both as credits attempted and earned.

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 program of study, the past credits and those taken going forward that apply to the new program will be calculated in the maximum time frame and GPA requirements.

Assessment of SAP

Academic progress is assessed every term. 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 entire academic record, including all approved transfer credit hours. Under current policy, letter grades are also transferred in and used for calculating GPA but not maximum time frame.

Financial Aid 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 Director of Financial Aid or 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 for, if they fail to achieve the GPA and/or credit completion requirements necessary to receive federal financial aid. One of two things can occur:

1. The student achieves the minimum standards at the end of the term/payment period 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 reinstatement of financial aid.

A student cannot have 2 consecutive terms of FA Warning.

Appeal

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

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

Appeal Outcome

1. Appeal is approved: Student continues in Extended Financial Aid Warning (EFAW) status for the next term of enrollment. During EFAW period student is aid eligible; SAP will be evaluated at the end of the EFAW term. If SAP minimum requirements are achieved student is no longer on EFAW but is placed on Financial Aid Probation. In certain circumstances, the student may be asked to develop an Academic Plan for successful completion of the student's remaining program in order to retain financial aid eligibility.
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 out-lined in their EFAW letter.

A. **Academic Plan:** The student and Registrar 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 be put on probationary status. An additional consecutive term of academic success removes the probationary status. Students cannot have 2 consecutive terms on probation.

Social Interest in Action Scholarship Program

Scholarship Description and Eligibility

- All AGS students pursuing a Master's Degree are eligible to apply for the Social Interest in Action Scholarship Program.

- The Scholarship provides up to half of the tuition and customary assessed fees each term for up to four (4) terms over the course of a one year period, provided the student remains eligible.
- The Scholarship does not apply to textbooks or fees such as Didactic Instruction, or other fees outside of the usual and customary fees associated with tuition for each term.
- Support will continue for up to the equivalent of one academic year (4 terms), assuming criteria for scholarship applications are met.

Scholarship Obligations

- **Adequate academic progress** must be maintained and is defined as completing at least three (3) credits per term and with at least a 3.0 ("B" average) GPA.
- **Criteria for scholarships**
 - 1) Completion of AGS application packet (i.e., Including completion of Social Interest in Action Scholarship Application form with Statement of Purpose, description of financial need, and one professional or academic letter of reference specific to the Social Interest in Action Scholarship Program).
 - 2) Plans for participation in student life and the Adler Graduate School's Student Association.
 - 3) *Clear plans for inner city/first ring suburb work via fieldwork activities (while enrolled at AGS);
 - 4) Financial need.

Maintenance of Eligibility

The Academic Vice President will monitor ongoing scholarships on a term-by-term basis and work with scholarship students accordingly. Scholarship students are required to submit quarterly reports on meeting scholarship expectations.

*Inner city/first ring suburb fieldwork expectations extend to all AGS MA tracks.

Alumni Discount Policy

Effective October 1, 2007, alumni discounts apply to persons who have earned an MA Degree from the Adler Graduate School. Alumni meeting this criterion may complete up to four AGS courses or twelve credits, whichever comes first, assuming space is available. Alumni may occasionally be asked to take a course at a later date if available spaces are required for current students.

Effective January 1, 2008*, the alumni discount has changed from 50% to 20% -- that is, the fee for AGS courses taken by alumni is now 80% of the customary fee, for up to four courses. Fees for AGS workshops are subject to separate pricing guidelines.

*Students who were pursuing one of AGS' MA tracks and alumni who were pursuing additional, post-graduate credits, as of August 24, 2007, will continue to enjoy the 50% discount when taking up to four AGS courses on a post-graduate basis.

Tuition

Please see separate [Tuition and Fees Schedule](#) on the AGS website: For tuition refund policy, see below.

Refund Policy

A student seeking to drop one or more classes after completing his or her quarterly registration but before the beginning of the affected course(s) must complete a *Drop/Add Form* or send an email to the Registrar. A student seeking to withdraw from a class that has already begun must complete a *Request For Withdrawal*. A refund of tuition and other charges may be made according to the following schedule

Before the first hour: 100% refund, minus \$60 drop charge

1st through 6th hour of class: 75% refund, minus \$60 drop charge

7th through 12th hour of class: 50% refund, minus \$60 drop charge

13th through 18th hour of class: 25% refund, minus \$60 drop charge

After the 18th hour: No refund

- There is no charge for adding credits.
- There is no drop charge if a drop request is received *more than 15 days prior to the start of the term*.
- A grade of "W" will appear on the transcript for any course dropped later than five days before the start of the term.
- 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.
- The drop fee may be waived for students in their first term of enrollment.
- Students are expected to complete requirements for the Master's Project (599) within 3 months after they cease to be enrolled in any other coursework at Adler. No refund will be issued to a student who withdraws from 599 after that time. (Exceptions to this policy based on extenuating circumstances may be made on a case-by-case basis.)
- **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.

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.

Financial aid recipients who withdraw from all of their courses during their very first term of enrollment at AGS may be subject to a separate refund calculation required by the Department of Education. The federal “Return of Title IV Funds” policy requires AGS to return a percentage of loan funds for any students who withdraw from all courses on or before completing 60% of their first term of enrollment. The percentage of funds to be returned is equal to the number of days remaining in the term, divided by the number of calendar days in the term. 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 AGS’ Financial Aid Director. 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 Title IV student loans allow AGS, if necessary, to collect an amount equal to the emergency loan when a student receives her/his next Title IV student loan. 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.

AGS’ Financial Aid Director 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 Financial Aid Director 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 six months after receiving a loan. Future registrations may be put on hold if loans are not repaid within six months of the loan.

VII. Programs

Educational Offerings

AGS offers a Master of Arts degree in Adlerian Counseling and Psychotherapy as well as Certificates in specific Specialty Areas. Each Master's Degree candidate selects an emphasis in one or more of the following areas:

- Adlerian Studies Emphasis
- Adlerian Studies Emphasis (Online)
- Art Therapy Emphasis
- Career Development Emphasis
- Clinical Mental Health Counseling Emphasis
- Co-Occurring Disorders Emphasis
- Marriage and Family Therapy Emphasis
- School Counseling Emphasis

Students who already hold a Master's degree, and are seeking licensure in Marriage and Family Therapy, or licensure in Licensed Professional Counseling or Licensed Professional Clinical Counseling, are encouraged to contact AGS' Director of Admissions & Student Services about specific course requirements (see section on Licensure Preparation below).

Master of Arts in Adlerian Counseling and Psychotherapy – Adlerian Studies Emphasis

The Adler Graduate School offers the Master of Arts Degree in Adlerian Counseling and Psychotherapy with an Emphasis in Adlerian Studies for students who are interested in a Master's degree in Adlerian theory. The Adlerian Studies Emphasis does not include an field experience component and does not prepare students for licensure as a Minnesota mental health professional or a school counselor.

This 48-credit degree requires successful completion of a combination of 15 required and elective courses from AGS' curriculum and completion of a 3-credit Master's Project (AGS Course 599). Required courses include: 500, 505, 511, 513, 515, 521, and 523. Students work with the Director of Student Services to develop an individualized degree plan. All individualized degree plans are subject to approval from the Adler Graduate School Academic Council and/or Academic Vice President.

Adlerian Studies Emphasis track students may not exceed maximum limits for degree specific courses. Examples include, but are not limited to, only one course in AGS' Art Therapy specialty area (#551 Foundations of Art Therapy) or up to two Career Development courses (see Career Development course of study for details).

Since this degree is not meant to prepare students for clinical work in the field of mental health, credits earned toward completion of field experience requirements associated with other AGS degree tracks may not be counted as part of the 48 credits required for completion of the Adlerian Studies Emphasis.

Master of Arts in Adlerian Counseling and Psychotherapy – Adlerian Studies Emphasis (Online)

The Adler Graduate School seeks to bring the practical wisdom of Adlerian principles to both future helpers and to persons who are already serving their communities, without requiring them to leave their families, military units, or job responsibilities.

The program is an online Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies. This 48-credit program includes fifteen three-credit courses and a three-credit Capstone Project. As with other Emphasis Areas that are offered by the Adler Graduate School, this is also based on the degree AGS is accredited to offer, the Master of Arts degree in Adlerian Counseling and Psychotherapy. The Adlerian Studies Emphasis Area (Online) will be delivered almost exclusively through distance education delivery methods. An extended residential weekend is a part of the program.

Online Program Required Courses:

OL 101 Graduate School 101 Online

500 Principles of Research

501 Statistics and Psychometrics

504 Abnormal Psychology

505 Developmental Psychology

513 Comparative Theories

514 Psychodynamics of Psychopathology

521 Values, Ethics, and Legalities OR 721 Ethics without Borders

523 Multicultural Counseling OR 723 Cultural Psychology and Global Populations

532 Group Psychotherapy and Counseling

541 Family Systems

561 Evaluation Methodologies of Clinical Interventions

562 Foundations of Career Development

711 Individual Psychology: History and Concepts

712 Individual Psychology: Communal Ties and Family Guidance

750 Social Interest: Theory & Use

770 Developing a Professional Identity and Therapeutic Process

599 Master's Project

Consolidated Curriculum

In an effort to offer an opportunity for OL graduate students to work toward license-eligibility in Minnesota, sets of two courses will be offered in a residential format within a seven day period. Each course will be offered in a series of full and half-days that total 30 hours of classroom time, consistent with current courses. Additionally, a study plan will include required distance activities before and after the face-to-face instruction to account for 90-120 hours of study, including reading, quizzes, case presentations, SPTs, and final paper – spanning 6-7 weeks. All “before and after” activities will be logged in adlermoodle.com by the student and reviewed by a faculty member.

**Master of Arts in Adlerian Counseling and Psychotherapy –
Art Therapy Emphasis**

Art therapy is the therapeutic use of art making, within a professional relationship by people who experience illness, trauma or challenges in living and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others cope with symptoms, stress and traumatic experiences, enhance cognitive abilities, and enjoy the life affirming pleasures of making art. ~ American Art Therapy Association

The Adler Graduate School's Art Therapy Program integrates Adlerian theory and technique into the creative and expressive realm of Art Therapy. It also allows students pursuing specialized training in Art Therapy theory and practice to receive training in Marriage and Family Therapy and/or Clinical Counseling.

Adler Graduate School's unique course program integrates Adlerian theory and technique into the creative and expressive realm of art therapy. It will allow students to get specialized training in art therapy theory and practice that is integrated into either a 63-credit clinical education in Marriage and Family Therapy (LMFT) track, a 69-credit Licensed Professional Counselor (LPC) track, or an 81-credit Licensed Professional Clinical Counselor track (LPCC). The art therapy component consists of 8 courses (24 credits) of required art therapy content areas that are taught by Registered Art therapists (ATR) The Fieldwork component consists of a supervised 100 hour practicum, and a supervised 600 hour fieldwork, of which 350 hours must be direct client art therapy service. Students participate in 5.5 credits of group (maximum of 8 participants) clinical instruction/supervision lead by an ATR, and .5 credits of individual ATR supervision

The Art therapy Program is designed to meet the educational standards of the American Art Therapy Association. It will prepare students to work as Art Therapists and either Marriage and Family Therapists or Professional Counselors. Graduates will be eligible to apply to become a Registered and Board Certified Art Therapist (ATR-BC) after completing post-degree work experience and supervision.

Course work 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.

Art Therapy/Marriage & Family Therapy (LMFT) Track – Required Courses (all courses 3 credits). 57 course credits plus 6 credits of Fieldwork = 63 total program credits:

- 500 Principles of Research
- 504 Abnormal Psychology & DSM-5
- 510 Basic Counseling Skills
- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories of Personality & Psychotherapy
- 515 Life Style Analysis
- 521 Values, Ethics & Legalities
- 525 Essential Interviewing Skills
- 533 Clinical Assessment
- 541 Systems of Family Therapy
- 551 Foundations of Art Therapy
- 552 Art Therapy with Children & Adolescents
- 553 Group Art Therapy
- 555 Art Therapy Assessment
- 556 Art Therapy Studio: Media Explorations
- 557 Art Therapy with Special Populations
- 558 Multicultural Art Therapy
- 559 Integrative Approaches to Family Art Therapy

Art Therapy/Mental Health Counseling-Licensed Professional Counseling (LPC) Track.
63 course credits plus 6 credits of Fieldwork = 69 total program credits:

All courses listed in the LMFT track above plus

- 505 Developmental Psychology
- 562 Career Development

Art Therapy/Mental Health Counseling-Licensed Professional Clinical Counseling (LPCC) Track. 75 course credits plus 6 credits of Fieldwork = 81 total program credits:

All courses listed in the LMFT track above plus

- 505 Developmental Psychology
- 514 Psychodynamics of Psychopathology
- 537 Advanced Counseling Skills
- 560 Clinical Treatment Planning
- 561 Evaluation Methodologies of Clinical Interventions
- 562 Career Development

Fieldwork component:

Students following one of the Art Therapy tracks for licensure must complete 700 hours of Fieldwork experience (100 hours supervised practicum, 600 hours supervised internship), of which 350 hours must be providing direct art therapy service.

Fieldwork course requirements:

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|-----|--|-------------|
| 957 | Practicum in Art Therapy | 1 credit |
| 958 | Internship in Art Therapy | 4.5 credits |
| 959 | Individual Clinical Instruction in Art Therapy | 0.5 credits |

Didactic requirements:

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| 528 | Individual Didactic | No credit |
| 529 | Group Didactic | No credit |

Master's Project:

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|-----|------------------|-----------|-------------------|
| 599 | Master's Project | 3 credits | Final Requirement |
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**Master of Arts in Adlerian Counseling and Psychotherapy –
Career Development Emphasis**

*Optional eligibility for Licensed Professional Counselor (LPC) and/ or
Certification in Professional Life Coaching*

Career plays a significant role in the identity, lifestyle, and sense of well-being for most individuals. The field of career development is a dynamic and rewarding one. Due to the rapidly changing economy, individuals are switching jobs and careers more frequently than ever. Many are dealing with stress, anxiety, and other issues pertaining to their

life's work. Career counselors approach clients with the therapeutic skills used in all aspects of the field of counseling, determining which career interventions are appropriate for individual clients. They need cutting-edge tools to assist their clients with the process of reinventing themselves. The Master of Arts in Adlerian Counseling and Psychotherapy with an emphasis in Career Development takes a holistic approach, teaching students how to help clients take ownership of their careers, market themselves effectively for new opportunities, manage transitions, and maximize career fulfillment. The curriculum is designed around helping students master the 12 core competencies established by the National Career Development Association (NCDA).

Graduates are prepared to serve in a wide array of roles as professional career development counselors, consultants, and specialists in many, including community agencies, schools, colleges and universities, private practice, employee assistance programs, non-profits, governmental and military agencies, human resources, training and development, correctional institutions, and businesses and industry.

Master's Degree with an Emphasis in Career Development plus Licensed Professional Counselor Credential:

- The Master of Arts in Adlerian Counseling and Psychotherapy with an emphasis in Career Development is aimed at students with an interest in career counseling and services who wish to add this specialized knowledge and skills to a clinical mental health practice. Graduates will meet all the requirements to sit for the licensed professional counselor (LPC) exam. Students complete a 60-credit degree that includes a total of 700 hours of field experience; 200 of the field experience hours must be completed in a career development setting.
- Many students on the Career Development track elect to complete the Certification in Professional Life Coaching. The Certificate in Professional Life Coaching can be taken at the beginning, middle, or end of your plan of study.

Master's Degree with an Emphasis in Career Development:

- Those who do not plan to pursue LPC licensure but want to obtain a Master's degree can take a slightly different path by majoring in Adlerian Studies with a Career Development emphasis. This track is 45 credits, requiring 200 hours of field experience in a career development setting. In addition to the Master's degree in Adlerian Studies, students who complete all the requirements will receive a Certificate in Career Development.

Career Development Emphasis – Required Courses:

- 500 Principles of Research
- 505 Developmental Psychology
- 510 Basic Counseling Skills
- 511 Introduction to Adlerian Psychology & Child Guidance
- 515 Life Style Analysis
- 521 Values, Ethics & Legalities
- 523 Multicultural Counseling

- 532 Group Psychotherapy & Counseling
- 541 Family Systems
- 562 Foundations of Career Development
- 563 Career Assessment, Exploration & Transition
- 564 Navigating the Employment Process
- 565 Successful Career & Program Management
- 599 Master's Project
- 968 Internship in Career Development (2 credits)
(This 200-hour field experience in a Career Development setting may be added to 500 Clinical Counseling hours to fulfill the 700 hours required for LPC)

Additional Requirements for Licensed Professional Counselor (LPC) eligibility (optional):

- 504 Abnormal Psychology & DSM-5
- 533 Clinical Assessment
- 528 Individual Didactic (No credit)
- 529 Group Didactic (No credit)
- 937 Practicum (2.5 credits)
- 938 Internship (1 credit)
(Additional 500-hour experience in a Clinical Counseling setting, with no fewer than 150 hours of face-to-face therapy with individuals or groups)
- 939 Individual Clinical Instruction (0.5 credits)

Additional Requirements for Certificate in Professional Life Coaching (optional):

- 650 Foundations of Professional Life Coaching
- 651 Designing the Coaching Relationship
- 652 Living on Purpose
- 659 Applied Coaching Experience "ACE" (Directed Study)
(Additional 50 hours of face-to-face coaching experience may count toward the 500 Clinical Counseling hours)

**Master of Arts in Adlerian Counseling and Psychotherapy –
Clinical Mental Health Counseling Emphasis**

(Eligibility for Licensed Professional Counselor or Licensed Professional Clinical Counselor)

The Master of Arts Degree in Counseling and Psychotherapy, with a Clinical Mental Health Counseling Emphasis, is tailored to meet the needs of working adults by offering classes on evenings and weekends. A minimum of 48 credits for LPC eligibility and 60 credits for LPCC eligibility are required for this Master of Arts Degree, including a six-credit fieldwork experience and a three-credit Master's Project.

The Clinical Mental Health Counseling Emphasis prepares students to pursue the professional role of clinical mental health counselor. This is a nationally recognized field in the practice of mental health. Clinical mental health counselors typically hold one of two licenses: Licensed Professional Counselor (LPC, currently applicable in Minnesota & Wisconsin), or Licensed Professional Clinical Counselor (LPCC, applicable in Minnesota).

Clinical mental health counselors work in numerous settings and provide education and mental health services to individuals, couples and families. In terms of course work and professional preparation, clinical mental health counselors differ from Marriage and Family Therapists in that clinical mental health counselors focus more on individual growth and development. Though clinical mental health counselors do work with couples and families, it is more typical that their professional practice is individually focused.

The Adler Graduate School's Clinical Mental Health Counseling Emphasis is based on the State of Minnesota's criteria for licensure as a professional counselor. Licensed Professional Counselors (LPC's) and Licensed Professional Clinical Counselors (LPCC's) are overseen by the Minnesota Board of Behavioral Health and Therapy, 2829 University Ave. S.E., Suite 210, Minneapolis, MN 55414, phone: 612.617.2178. The LPC is a nationally recognized mental health license, existing in nearly all 50 states. Some AGS students elect to pursue dual licensure; typically the LMFT and the LPC or LPCC.

LPC Track

Course requirements to complete the Licensed Professional Counselor eligibility are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories
- 515 Life Style Analysis

Requirements to become eligible for licensure as a Licensed Professional Counselor (LPC) under the Minnesota Board of Behavioral Health and Therapy, and the applicable AGS courses, are as follows:

LPC Requirements:

- The Helping Relationship
- Human Growth & Development
- Lifestyle Development & Career Development
- Group Dynamics, Processes, Counseling, & Consulting
- Assessment & Appraisal
- Social & Cultural Issues
Including Multicultural Issues

AGS Courses:

- #510 Basic Counseling Skills
- #505 Developmental Psychology
- #562 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling

- Principles of Etiology, Treatment Planning, and Prevention of Mental & Emotional Disorders and Dysfunctional Behavior #504 Abnormal Psychology & DSM-5
- Family Counseling & Therapy #541 Family Systems
- Research & Evaluation #500 Principles of Research
- Professional Counseling Orientation & Ethics #521 Values, Ethics & Legalities

Field Experience Component:

Students following the LPC track for licensure must complete 700 hours of fieldwork activities, of which 150 hours must be in therapy, during their time at the Adler Graduate School.

Field experience course requirements are:

937	Practicum	2.5 credits
938	Internship	3 credits
598	Individual Clinical Instruction	1 credit
939	Individual Clinical Instruction	.5 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
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LPCC Track

Course requirements (12 extra credits) to complete the eligibility for Licensed Professional Clinical Counselor (LPCC) are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories
- 515 Life Style Analysis

Requirements to become eligible for licensure as a Licensed Professional Clinical Counselor (LPCC) under the Minnesota Board of Behavioral Health and Therapy, and the applicable AGS courses, are as follows:

LPCC Requirements:

- The Helping Relationship
- Human Growth & Development
- Lifestyle Development & Career Development
- Group Dynamics, Processes, Counseling, & Consulting
- Assessment & Appraisal
- Social & Cultural Issues Including Multicultural Issues
- Principles of Etiology, Treatment Planning, and

AGS Courses:

- #510 Basic Counseling Skills
- #505 Developmental Psychology
- #562 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling
- #504 Abnormal Psychology &

Prevention of Mental & Emotional Disorders and Dysfunctional Behavior	DSM-5
- Family Counseling & Therapy	#541 Family Systems
- Research & Evaluation	#500 Principles of Research
- Professional Counseling Orientation & Ethics	#521 Values, Ethics & Legalities
- Normative Development & Psychopathology	#514 Psychopathology
- Clinical Treatment Planning	#560 Clinical Treatment Planning
- Clinical Interventions	#537 Advanced Counseling Skills
- Evaluation Methodologies	#561 Evaluation Methodologies

Field Experience Component:

Students following the LPC track for licensure must complete 700 hours of fieldwork activities, of which 150 hours must be in therapy, during their time at the Adler Graduate School.

Field experience course requirements are:

937	Practicum	2.5 credits
938	Internship	3 credits
598	Individual Clinical Instruction	1 credit
939	Individual Clinical Instruction	.5 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
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**Master of Arts in Adlerian Counseling and Psychotherapy –
Co-Occurring Disorders Emphasis**

The Master of Arts degree in Adlerian Counseling and Psychotherapy with an emphasis in Co-Occurring Disorders (Substance Abuse and Mental Health Counseling). The emphasis of this state-of-the-art degree is on the progressive approach to working simultaneously with both mental health and substance use disorders, which helps the client and therapist work toward a more holistic, integrated, and positive outcome. Counselors and therapists with training in Co-Occurring Disorders work in numerous settings that provide education, health, mental health, criminal justice, and chemical health services to individuals, couples, and families. Depending on courses completed, fieldwork activities and post-degree practice, Master's-level graduates with a Co-Occurring Disorder emphasis are prepared to apply for the following licenses: LADC and LPC/LPCC or LADC and LMFT.

Substance Use and Mental Health Counseling:

This emphasis area prepares students to pursue the professional role of alcohol and drug counselor (ADC) and mental health counselor (MHC). Mental health counseling is a nationally recognized field in the practice of mental health. Professional counselors typically hold a license as an LPC (Licensed Professional Counselor), or an LPCC (Licensed Professional Clinical Counselor). The emphasis in ADC and MHC is constructed around State of Minnesota criteria for licensure as an alcohol and drug counselor and professional counselor.

Substance Use and Marriage and Family Therapy:

The Co-occurring Disorders emphasis area could also prepare students for the professional roles of alcohol and drug counselor (ADC) and Marriage and Family Therapist (MFT). The emphasis in ADC and MFT is constructed around State of Minnesota criteria for licensure as an alcohol and drug counselor, and marriage and family therapist.

Co-Occurring Substance Use and Mental Health Disorders emphasis courses:

- 504 Abnormal Psychology & DSM-5
- 500 Principles of Research
- 511 Introduction to Adlerian Psychology and Child Guidance
- 510 Basic Counseling Skills
- 513 Comparative Theories
- 515 Life Style Analysis
- 521 Values, Ethics and Legalities
- 523 Multicultural Counseling
- 532 Group Counseling & Psychotherapy
- 533 Clinical Assessment
- 541 Family Systems

Co-Occurring Disorders core course requirements:

- 581 Foundations of Co-Occurring Disorders
- 582 Psychopharmacology
- 583 Case Management and Treatment Planning for COD
- 584 Evaluation and Evidence-Based Practice in COD
- 585 Integrative Seminar

Additional course requirements for LPC (61 credits total):

- 505 Developmental Psychology
- 562 Career Development Foundations

Additional course requirements for LPCC (67 credits total):

- 505 Developmental Psychology
- 562 Career Development Foundations
- 514 Psychodynamics of Psychopathology
- 537 Advanced Approaches to Counseling

Additional course requirements for LMFT (64 credits total):

- 525 Essential Interviewing Skills
- 542 Family and Couples Therapy
- 544 Counseling Children and Adolescents

Field Experience requirements:

- 987 Practicum in COD (300 hours)
- 988 Internship in COD (550 hours)

Didactic requirement:

- 528 Individual Didactic
- 529 Group Didactic

- 599 Master's Project

Master of Arts in Adlerian Counseling and Psychotherapy – Marriage & Family Therapy Emphasis

The Master of Arts degree in Adlerian Counseling and Psychotherapy is tailored to meet the needs of working adults by offering classes on evenings and weekends. A minimum of 48 credits is required for the Master of Arts in Adlerian Counseling and Psychotherapy, Marriage & Family Therapy Emphasis, leading to eligibility for licensure as a Marriage & Family Therapist. These 48 credits include a six-credit fieldwork experience and a three-credit Master's Project.

The Adler Graduate School prepares students to pursue the professional role of counselor and psychotherapist. These professionals typically pursue licensure as Marriage & Family Therapists. Licensed Marriage & Family Therapists work in numerous settings, providing mental health services and parent education to families, couples and children. They may also work with individuals and groups, but a large part of their training is in relationship counseling and therapy.

The Adler Graduate School's academic program emphasis in Counseling & Psychotherapy is based on the State of Minnesota's criteria for licensure as a Marriage & Family Therapist. These therapists are overseen by the Minnesota Board of Marriage & Family Therapy, 2829 University Ave. S.E., Suite 330, Minneapolis, MN, 55414, phone: 612.617.2220. The LMFT is recognized in nearly all fifty states. Some AGS students elect to pursue dual licensure; typically the LMFT and LPC (Licensed Professional Counselor).

Course requirements to complete the Marriage & Family Therapy Emphasis are:

Human Development (each course 3 credits):

- 511 Introduction to Adlerian Psychology & Child Guidance
- 504 Abnormal Psychology & DSM-5
- 513 Comparative Theories of Personality and Psychotherapy

Marital and Family Systems (each course 3 credits):

- 515 Life Style Analysis
- 523 Multicultural Counseling
- 541 Family Systems

Marital and Family Therapy (each course 3 credits):

- 510 Basic Counseling Skills
- 525 Essential Interviewing Skills
- 533 Clinical Assessment
- 542 Family and Couples Therapy
- 544 Counseling Children and Adolescents

Professional Studies (3 credits):

- 521 Values, Ethics and Legalities

Research Methods (3 credits):

- 500 Principles of Research

Field Experience Component:

Students following the LMFT track for licensure must complete a 500-hour field experience during their time at AGS. Two hundred of these hours are spent in “peer” work, and 300 are spent in therapy, with 150 of the therapy hours taking place with 2 or more persons who are involved in a relationship.

Field experience course requirements are:

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|-----|---------------------------------|-------------|
| 947 | Practicum | 2.5 credits |
| 948 | Internship | 3 credits |
| 598 | Individual Clinical Instruction | 1 credit |
| 949 | Individual Clinical Instruction | .5 credit |

Master’s Project:

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|-----|------------------|-----------|-------------------|
| 599 | Master’s Project | 3 credits | Final Requirement |
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**Marriage & Family Course Work for Licensure Preparation
(For applicants already holding a Master’s degree)**

The track for *licensure only* at the Adler Graduate School allows some students to take only those courses required for licensure by Minnesota licensing Boards, including

Marriage & Family Therapy, and Behavioral Health and Therapy, provided the student already holds a Master's degree from another institution. To be considered for *licensure only*, applicants must submit all official transcripts reflecting previous graduate degrees, plus the AGS application form and fee. Applicants must meet with the Director of Admissions to determine which courses they need to meet licensure requirements.

Master of Arts in Adlerian Counseling and Psychotherapy – School Counseling Emphasis

Adlerians have a long history of positively impacting students and teachers in school settings. AGS' School Counseling Program guides its graduates toward the acquisition of the knowledge and skills needed to provide competent counseling in Kindergarten – Grade 12 (K-12) school settings.

School Counseling students complete a 50-semester credit program over an approximately 30- to 36-month time period. Completion of the School Counseling sequence leads to a Master of Arts Degree in Counseling and Psychotherapy and licensure as a School Counselor in the State of Minnesota.

School Counseling Emphasis – Required School Counseling Courses:

- 570 Foundations of 21st Century School Counseling
- 571 Group Psychotherapy – School Counseling
- 572 Counseling Exceptional Children
- 573 Advanced School Counseling Skills
- 574 Career Development – School Counseling
- 575 Clinical Issues in School Counseling

School Counseling Emphasis – Required Adlerian and General Courses:

- 500 Principles of Research
- 505 Developmental Psychology
- 511 Introduction to Adlerian Psychology & Child Guidance
- 513 Comparative Theories of Personality and Psychotherapy
- 521 Values, Ethics and Legalities
- 523 Multicultural Counseling
- 525 Essential Interviewing Skills
- 544 Counseling Children and Adolescents

School Counseling Emphasis – Required Field Experiences:

- 977 School Counseling Practicum
- 978 School Counseling Internship

School Counseling Emphasis – Required Capstone Experiences:

- 580 Integrative Portfolio
- 599 Master's Project

Certificates for Professional Development

Adlerian Studies Certificate

The Certificate in Adlerian Studies is a unique online program for mental health professionals to study Adlerian psychology, its theoretical foundations, and its practical applications. This 12-credit certificate includes four 3-credit courses which are delivered almost exclusively through online distance education methods, with the exception of the popular 3-day residential weekend. The Certificate in Adlerian Studies is derived from the Master of Arts degree in Adlerian Counseling and Psychotherapy emphasis in Adlerian Studies.

Adlerian Studies Certificate course sequence:

101OL Adler Online Program and School Orientation

711 Individual Psychology: Historical and Theoretical Foundations, or

511 Introduction to Adlerian Psychology and Child Guidance

712 Individual Psychology: Communal Ties and Family Guidance

514 Psychodynamics of Psychopathology, or

750 Social Interest: Theory and Use

770 Therapeutic Process and Developing a Professional Identity

Career Development Certificate

Career plays a significant role in the identity, lifestyle, and sense of well-being for most individuals. The field of career development is a dynamic and rewarding one. Due to the rapidly changing economy, individuals are switching jobs and careers more frequently than ever. Career professionals need cutting-edge tools to assist their clients with the process of reinventing themselves.

The Certificate in Career Development is a unique program for those who already have a Master's degree in Counseling or a related area. It is derived from the Master of Arts Degree in Adlerian Counseling and Psychotherapy emphasis in Career Development, which is fully accredited by the Higher Learning Commission. The Certificate in Career Development takes a holistic approach, teaching students how to help clients take ownership of their careers, market themselves effectively for new opportunities, manage transitions, and maximize career fulfillment. The curriculum is designed around helping students master the 12 core competencies established by the National Career Development Association (NCDA):

Those who complete the Certificate in Career Development are prepared to serve in a wide array of roles as professional career development counselors, consultants, and specialists in many, including community agencies, schools, colleges and universities,

private practice, employee assistance programs, non-profits, governmental and military agencies, human resources, training and development, correctional institutions, and businesses and industry. This 17-credit certificate includes five three-credit courses and a two-credit field experience.

- 511 Introduction to Adlerian Psychology and Child Guidance
- 562 Foundations of Career Development
- 563 Career Assessment, Exploration & Transition
- 564 Navigating the Employment Process
- 565 Successful Career & Program Management

Field Experience:

- 968 Internship in Career Development (2 credits), plus 200 hours of field experience

Co-Occurring Substance Use and Mental Health Disorders Certificate

Adler Graduate School offers a Co-Occurring Disorders Certificate Program. The certificate program is designed for graduate students who have completed a Master of Arts or Sciences degree in a related field and wish to earn a Certificate in Co-Occurring Disorders. This certificate presents a progressive approach to working with persons who simultaneously display both mental health and substance use disorders, helping the client and therapist work toward a more holistic, integrated, and positive outcome. Counselors and therapists with training in Co-Occurring Disorders work in settings that provide education, criminal justice, and mental and chemical health services to individuals, couples, and families. Depending on courses completed and fieldwork activities, graduates with a Co-Occurring Disorders Certificate are prepared to apply for LADC, LPC, and LPCC licensure in Minnesota.

Co-Occurring Disorders Certificate course sequence:

- 511 Introduction to Adlerian Psychology and Child Guidance
- 581 Foundations of Co-Occurring Disorders
- 582 Psychopharmacology
- 583 Case Management and Treatment Planning for COD
- 584 Evaluation and Evidence-Based Practice in COD
- 585 Integrative Seminar

Field Experience requirements:

- 987 Practicum in COD (300 hours)
- 988 Internship in COD (550 hours)

Professional Life Coaching Certificate

The Certificate in Professional Life Coaching is designed to train students in one of the fastest-growing professions in the field of support. The purpose of the coaching relationship is to promote the personal and professional success of the client in any area of life. Students learn a framework for integrating the skills/tools of coaching with the principles of Adlerian psychology. Find out how coaching fits in the fields of mental health and human development. Courses include how to develop and structure the coaching relationship from start to finish, with an emphasis on practicing coaching skills and experiencing the impact of coaching.

Professional Life Coaching Certificate course sequence:

- 511 Introduction to Adlerian Psychology and Child Guidance
- 650 Foundations of Professional Life Coaching
- 651 Designing the Coaching Relationship
- 652 Living on Purpose
- 659 Applied Coaching Experience “ACE” (Directed Study)

Parent Coach Training Certificate

The Parent Coach Training Certificate is designed to train already licensed and/or certified professionals (e.g. Marriage and Family Therapists, Psychologists, Clinical Counselors, Social Workers, Alcohol and Drug Counselors, School Psychologists, School Counselors, Psychiatrists, Psychiatric Nurses, Parent Educators) in one of the fastest growing areas of the parent-family support field. The purpose of the coaching relationship is to provide a safe, non-judgmental, supportive arena for parents to learn new and effective parenting skills. Participants learn a variety of techniques and philosophies that are in harmony with Adlerian principles. They will also discover how parent coach training complements various fields of therapy and therapeutic techniques. Courses focus on parenting philosophies, technique training and hands-on experience with coaching parents. Feedback and the free exchange of ideas are integral to the training.

Parent Coach Training course sequence:

- 511 Introduction to Adlerian Psychology and Child Guidance
- 660 Parent Coach Training Foundations
- 661 Applied Parent Coach Training

Fieldwork Experience

On-site fieldwork experience is an integral part of the Adler Graduate School’s Master of Arts Degree with a Counseling and Psychotherapy emphasis. Students are required to spend time at an fieldwork site throughout the course of their program. The Office of Admissions & Student Services helps students to find sites relating to their interests.

Didactic Instruction

Students in the Master of Arts Degree program are required to complete both an Individual and a Group Didactic experience. The Didactics are designed to offer a firsthand experience with the therapeutic process, working directly with a professional role model. Didactic Instructors interact with AGS students only as Didactic Instructors, not as classroom faculty.

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 ten Didactic sessions, the student may arrange for therapy or consultation with an outside therapist. Following this additional attention, if the student has not completed Individual Didactic Instruction, she/he will return to the original Didactic Instructor to complete remaining sessions.

Students contact and work directly with a Didactic Instructor by choosing from an approved list. AGS 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 can be taken. The experience will appear on transcripts as a pass/fail grade. Prerequisite: #515 Life Style Analysis

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

International Study

In conjunction with the International Committee for Adlerian Summer Schools and Institute (ICASSI), AGS will award three credits for completion of class(es) taken at ICASSI. The two-week ICASSI program is held in a different country each year, usually in late July or early August. If a minimum of eight AGS students attend ICASSI, an AGS faculty member will be assigned to accompany those students. Students select the classes(s) and sessions they plan to attend and submit their plans to the accompanying faculty member. Students are expected to participate in discussion sessions facilitated by the AGS faculty member for the duration of ICASSI. A paper or project is required to fulfill requirements and to earn three credits. Travel,

accommodations and registration information are available from AGS' Director of Admissions & Student Services.

Readiness for Graduation

“Readiness” for participation in certain essential activities required of AGS graduates is defined as follows:

- Readiness for seeing clients – Student must have completed the fieldwork requirement.
- Readiness for oral examination – Student must have completed the Master’s Project and all course work
- Readiness for graduation ceremony – Student must have completed all required activities (i.e., courses, Master’s Project, fieldwork, oral examination, payment of fees)
- Readiness for graduation – Student must have completed all requirements. Upon completion of all requirements, a diploma and official transcript will be made available

Oral Examinations

When all requirements for the Master of Arts degree have been successfully met, students will be scheduled for an oral examination. Students must have their Master’s Projects completed prior to the oral examination. The examination for Master of Arts students focuses on the student’s Master’s Project, fieldwork experience (where applicable) and Adlerian competencies.

Participation in Adler Graduate School Graduation Ceremony

In order for a student to participate in an AGS graduation ceremony, the student must have completed all graduation requirements prior to the ceremony. Depending on the specific AGS program, requirements could include coursework, fieldwork activities, Master’s project, oral examination, all books returned to the library, and payment of outstanding fees.

Graduation

AGS' graduation ceremonies take place in the Spring and Fall of each year. However, students may receive a transcript and a letter indicating they have completed all graduation requirements, and earned a Master of Arts Degree, as soon as this has actually been accomplished. An individual credit review and informational meeting is scheduled for prospective graduates. All degree recipients are encouraged to participate in a graduation ceremony.

VIII. Course Descriptions

A description of courses regularly offered appears on the following pages. AGS reserves the right to withdraw, modify, or add to the courses it offers at any time. Course offerings are continually under examination, and revisions are to be expected.

Graduate School 101 (Mandatory)

Graduate School 101 is a daylong introduction to the Adler Graduate School, our programs and services, and the professional development experience that students might anticipate. Integrates new students into the life of the Adler Graduate School, and the specific program tracks that individual students have selected.

500 Principles of Research (3 Credits)

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.

501 Statistics & Psychometrics (3 Credits)

The purpose of this course is to provide students with the knowledge of basic statistical concepts as well as an overview of the history and use of testing/assessment in the field of counseling and psychology. Statistical concepts to be discussed include scales of measurement; measures of central tendency; indices of variability; shapes and types of distributions, and correlation vs. group comparison approaches. Topics related to testing/assessment include: the origin, function, and value of testing; the theoretical basis for educational, career, and counseling forms of testing/assessment; reliability and validity of measurements and tests; and the social/legal/multicultural/ethical issues related to testing. Through the Special Project Topics and Final Papers, students will integrate their knowledge of statistics and assessment as evidence of the fact that statistics serve as the foundation for assessment.

504 Abnormal Psychology & DSM-5 (3 Credits)

This 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 diagnostic assessment process to cases. The third goal is to gain an initial understanding of the similarities and differences in case conceptualization between the DSM and Adlerian Psychology.

505 Developmental Psychology (3 Credits)

This course is an examination of selected theories of human growth and development over the life span, and in multicultural contexts, with attention to the research methods which support the theories, and with additional focus on developmental psychopathology and therapeutic applications of developmental psychology. Topics of investigation include theories of individual and family development, normative transitions and developmental crises, selected issues in neurobiological areas of development, developmental issues in disability and exceptional abilities, psychopathology, and the situational and environmental factors that affect human development. Addictions and addictive behaviors are addressed as related to the field of developmental psychology. Ethical and legal considerations are presented in the context of the research and practice of developmental psychology.

510 Basic Counseling Skills (3 Credits)

This course offers students both knowledge and practice in the skills essential to designing and conducting Adlerian psychotherapy. The objective is to introduce students to basic contemporary Adlerian clinical techniques in understanding psychopathology, assessing and diagnosing, and treatment planning. In addition, this course offers students complementary skills to augment the Adlerian method. For example, students gain clinical practice in structuring therapy, establishing the therapeutic relationship, implementing clinical techniques, and conducting therapy. Students are challenged to develop their personal approach to the practice of psychotherapy based on the Adlerian method. This course will require students to integrate diagnostics and treatment planning, intervention, case management and development of a therapeutic thought process. Students will demonstrate relationship development skills for all stages of therapy. Students will be required to apply these skills to their work with children and adults in a variety of modalities including individual, couples and family therapy.

511 Introduction to Adlerian Psychology & Child Guidance (3 Credits)

This course introduces students to the history, philosophy, and essential concepts of Adlerian psychology and child guidance. Students read and discuss Alfred Adler's original works as well as study modern interpretations and uses of Adlerian ideas. Special emphasis is placed on the application of Adlerian concepts in the practice of individual psychotherapy, family therapy, parent effectiveness training, and teaching in the schools. Adler's attention to child guidance and parent education are areas of special focus.

513 Comparative Theories of Personality & Psychotherapy (3 Credits)

This course provides an overview of the key theories of personality from the 20th and 21st centuries and the accompanying systems of counseling and psychotherapy that evolved to help individuals and families heal and change. This overview stimulates further study of preferred theoretical perspectives and promotes integration with Adlerian theory. The course investigates the counseling theories that are consistent with current research and practice in the field and that provide understanding of a counseling

process in a multicultural society. As a result of the study, students begin developing a personal theoretical perspective and a unique model of counseling.

514 Psychodynamics of Psychopathology (3 credits)

This course offers an in-depth examination of psychopathology from an Adlerian perspective. The course leads students through an Adlerian-based understanding of the development of those mental disorders most frequently diagnosed, e.g. depression and anxiety. The course outcome allows students to gain those skills necessary to diagnose various forms of pathology while maintaining an Adlerian based understanding of their etiology.

515 Life Style Analysis (3 Credits) (Prerequisite: 511)

This course will introduce students to the history, philosophy, and essential concepts of Life Style Assessment. Students will be introduced to the in-depth process of Life Style Assessment, including data collection and analysis through an experiential process. The course covers four major areas of Life Style Assessment: family constellation, physical and sexual development, dream analysis, and early recollections analysis.

518 ICASSI Summer Study Option (3 Credits)

(Prerequisite: Successful completion of 12 AGS credits)

Course offerings may change each year. All courses are 2 weeks long, and participants elect course(s) for the entire 2 weeks. Enrollment restrictions apply to some courses, and registration for these courses is based on earliest application dates.

521 Values, Ethics & Legalities (3 Credits)

This course provides an overview of the values, ethics, and legal issues affecting professional practice in the field of mental health. Students will explore the philosophy, history, and current issues in the clinical helping professions as well as professional roles, functions and relationships in a social context.

523 Multicultural Counseling (3 Credits)

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.

525 Essential Interviewing Skills (3 Credits)

This course is designed to provide students an opportunity to use a systematic and developmental counseling theory with skills: Stage I) Compassionate Joining (basic communication skills and processes, physical and psychological attending,

concreteness, primary accurate empathy, genuineness, and respect). Stage II) Challenging Skills. Stage III) Co-active Contracting. Students will learn and practice skills through role play (using real issues), lecture, video tape evaluation, and written exercises.

528 Individual Didactic Instruction (No Credit) (Prerequisite: 515)

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 a first-hand experience with the process of Adlerian psychotherapy. Students select from a list of recommended Didactic Instructors.

529 Group Didactic Instruction (No Credit)
(Prerequisite: 5 sessions of 528 completed)

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.

532 Group Psychotherapy & Counseling (3 Credits)

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."

533 Clinical Assessment (3 credits)

This course provides an overview of historical perspectives concerning the nature and meaning of assessment. The course reviews the purposes, types, and the process 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 with special populations, 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 Adlerian approaches to clinical assessment.

537 Advanced Approaches to Counseling and Psychotherapy Skills (3 Credits)

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 skills awareness and use. Students will become familiar with their own level of capability in practice, via self-reflective and empirical review of their current capability, knowledge and comfort with a wide array of techniques and applications related to diagnosis assessment, treatment planning, context flexibility, case management and prognosis. Multiple contexts and modalities of care will be reviewed as they pertain to medical, religious, social service, non-profit, private practice, clinical, and school-related settings. Individual, dyadic, familial, group, and organizational approaches will also be examined.

541 Family Systems: Theoretical Foundations, Theories, Practical Applications (3 Credits)

This course provides basic information about theories guiding family therapy and the history of theories that have impacted the study of families. A variety of conceptual and theoretical frameworks will be studied (e.g., family systems theory, family development, symbolic interaction, effective communication, human ecology, feminist perspectives, bio-social perspectives). Key concepts and basic assumptions will be identified to assist the learner in understanding and conceptualizing core components of the Family Social Science discipline. The course is designed to teach students to integrate Adlerian Individual Psychology with Family Systems Theory and to identify resulting therapeutic strategies. By comparing and contrasting Adlerian Psychology and Family Systems Theory, and their related applications, students will become more effective in their relationships with future clients.

542 Family & Couples Therapy (3 Credits)

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.

544 Counseling Children & Adolescents (3 Credits)

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 Credits)

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 practices for selected client populations. We will explore the use of various art media within a therapeutic context. Through readings, lecture, experiential exercises and individual presentations, students will be encouraged to apply theory into general practice experiences.

552 Art Therapy with Children & Adolescents (3 Credits) (Prerequisite: 551)

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.

553 Group Art Therapy (3 Credits) (Prerequisite: 551)

This course offers 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 focus on many ways of thinking about and experiencing groups. Adlerian art therapy concepts will be incorporated. Various models of groups will be examined, including support groups, short-term, time limited, and long-term therapy groups.

555 Art Therapy Assessment (3 Credits) (Prerequisite: 551)

This course will introduce the fundamentals of art therapy/art-based assessment tools and procedures that are used in art therapy evaluations. Included will be the fundamentals of graphic development, selection 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.

556 Art Therapy Studio: Media Explorations (3 Credits) (Prerequisite: 551)

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 media used in art therapy, as well as non-traditional approaches to media that can promote and inspire the creative process. Students will further their personal artistic development, explore media interventions that incorporate Adlerian-based therapeutic principles, as well as practice leading an art therapy group process. The students will discuss their personal responses to the media. The students will present their artwork at the end of the course to honor their process and to share their insights and experiences.

557 Art Therapy with Special Populations (3 Credits) (Prerequisite: 551)

This course will offer an opportunity to learn about art therapy as it may be used with a variety of populations including post traumatic stress, addictions, eating disorders, elderly, autistic, and handicapped. Relevant clinical issues will be discussed along with specific art interventions for each population. Adlerian art therapy concepts will be

emphasized. Students will be expected to conduct research on current practices in the field of art therapy as it relates to special populations, resulting in a final paper and class presentation.

558 Multicultural Art Therapy (3 Credits) (Prerequisite: 551)

This graduate course is designed to increase awareness and develop skills and approaches with diverse populations in art therapy. In the increasingly diverse environment of the United States, we are constantly interfacing with a broad variety of peoples in our families, social situations, work environment, and clinical settings. Thus, the class will explore the implications of culture, race, ethnicity, gender, sexual orientation, social status, and physical boundaries. Through the course readings and discussion, reflective writing, lectures, videos, and guest presentations, multicultural issues will be examined and presented for the class to learn how to be flexible, open, knowledgeable, and competent with diverse individuals.

This course is designed to increase students' cultural awareness by challenging culturally-biased assumptions; weaving experiential art-making into a didactic examination of culture, family and self; building a knowledge base concerning specific populations and service strategies/skills; and identifying appropriate art-based interventions based on cultural competency and accurate knowledge.

559 Integrative Approaches to Family Art Therapy (3 Credits) (Prerequisite: 551)

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. Ethical and cultural issues specific to family therapy are addressed.

560 Clinical Treatment Planning in Counseling and Psychotherapy (3 Credits)

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.

561 Evaluation Methodologies of Clinical Interventions across the Lifespan (3 Credits)

This course examines the history and philosophy of evaluation, and techniques in evaluation in psychotherapy. Students explore basic concepts of mental health evaluation, including statistical concepts underlying the process of evaluation, process and outcome evaluation, and social and cultural factors related to the assessment of individuals across the lifespan. Students learn strategies for selecting, administering, and interpreting assessment instruments in counseling with specific populations. Students learn to consider social and cultural factors in mental health evaluation processes.

562 Foundations of Career Development (3 Credits)

This course is designed to introduce students to the scope of information related to career development and to encourage students to implement strategies of sound, culturally competent, and ethical career counseling/coaching. It will foster confidence in students' 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. Students will participate in activities to strengthen themselves as professional counselors, including developing their own professional portfolios and work "toolkit." Students will research how career fits into healthy, balanced lifestyles and into the community. Career considerations of diverse cultural groups and special populations will be discussed, as well as global implications of career issues resulting from technological advancement. Students will have a foundation upon which to build deeper skills, further increase their understanding, strengthen their techniques, and utilize resources they will use to help their future clients to grow in the "Work" life task.

563 Career Assessment, Exploration & Transition (3 Credits)

This course provides students with an in-depth knowledge of how career counseling theories and techniques are applied to help clients with the process of gaining self-knowledge, career awareness, decision-making skills, and strategies to move forward. Based on the Adlerian concepts of significance and social interest, students study techniques and assessment tools to help clients maximize career fulfillment.

564 Navigating the Employment Process (3 Credits)

This course focuses on helping clients prepare for their careers and navigate the world of work. Students learn tools and techniques to assist individuals with all facets of preparing for the job search process and self-marketing. Students will also learn to assist clients with a wide array of adult career development concerns.

565 Successful Career & Program Management (3 Credits)

This course covers all aspects of developing and managing career programs in a variety of settings, including private practice. This course also helps counselors master the presentation and facilitation skills needed to train clients and peers. Students learn tools to manage specific niche areas of career development programs and settings, including private practice. Special attention is given to the topics of career advancement, emotional intelligence, and talent management.

570 Foundations of 21st Century School Counseling (3 Credits)

This course provides an overview of the field of school counseling and the competencies required by the Minnesota Department of Education for licensure in school counseling. Teaching methods in this course are mainly through development of a simulated school counseling program, as well as peer teaching, interviewing practicing school counselors, didactic instruction, large group discussions, and presentations by students and/or guest speakers.

571 Group Psychotherapy – School Counseling (3 Credits)

This course teaches students the dynamics of and the skills to lead groups, through lecture, discussion, video, participation in and facilitation/co-facilitation of classroom training groups. Students will create group curriculum appropriate for school groups as well as facilitate one lesson using the class as their targeted audience. Theory, methods and application of group psychotherapy and counseling are discussed and demonstrated, using the class itself as a psychotherapeutic group.

572 Counseling Exceptional Children (3 Credits)

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 Credits)

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 – School Counseling (3 Credits)

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 Credits)

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 and ways for the school counselor to identify, screen, support, and refer youth most effectively. The course will review age expectations from a developmental perspective and will explore psychopathology from major mental and behavioral health diagnoses. Such issues include Disruptive Behavior Disorders, Depression, Anxiety and Eating Disorders. Other behavioral trends will be investigated that include such emerging issues as bullying and cyber-bullying, social networking and “sexting”, self-injury, tattoos and piercing, LGBTQI youth, adolescent suicide, and cliques and gangs.

580 Integrative Portfolio (1 Credit)

This course involves the development of two portfolios (working and presentation), an integrative analysis of the student’s experiences in relation to the Minnesota Standards for School Counselors, an oral presentation of the portfolio, and preparation for professional licensure.

581 Foundations of Co-Occurring Disorders (3 Credits)

This course provides the basic foundation of the dynamics of addiction and co-occurring disorders, the continuum of integrated care, the foundations of addictions counseling, and theories of chemical dependency and integrated mental health treatment.

582 Psychopharmacology (3 Credits)

This course examines the drug classification systems, as well as the biology, neurology, and physiology of drug use and abuse, and medication-assisted therapies in the treatment of addiction, mental illness, and co-occurring disorders.

583 Case Management and Treatment Planning for COD (3 Credits)

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

584 Evaluation and Evidence-Based Practice in COD (3 Credits)

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

585 Integrative Seminar in COD (1 Credit)

Participants will: 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), on-going assessment, curriculum, and field experience review.

598 Individual Clinical Instruction (1 Credit)

This course provides students with one-to-one case review and instruction by a program-appropriate licensed/credentialed clinical instructor, to discuss the application and integration of Adlerian and program-specific competencies and professional development.

599 / 599SC Master's Project (2 Credits for School Counseling, 3 Credits for other emphases)

Final written project based on student research and fieldwork experience. Students with School Counseling emphasis will complete a project on an aspect of school counseling theory, practice, and/or research. In the practice of Alfred Adler, the Research Paper must serve some form of *Social Interest*, that is, it must address an issue of importance to an actual school or district. The project will provide the student with an opportunity to: 1) identify an area of interest in school counseling; 2) review academic research

related to the issue; 3) interpret and evaluate the material; 4) report the findings in a professional format; and 5) provide recommendations or suggestions concerning the identified issue. For the Career Development Emphasis Area, the Master's Project will include a field study.

650 Foundations of Professional Life Coaching (3 Credits)

This course is designed to introduce students to one of the ten fastest growing professions in the field of support. What is life coaching? Why has it become such a popular means of support? Where does coaching fit in the fields of mental health and human development? Included in this course is an examination of the Principles of Adlerian Psychology as the foundation for life coaching. The coaching relationship is designed and customized to promote the personal and professional success of the client. Skills included in this course are managing fear (coach and client's), connecting quickly and powerfully with clients, using metaphor and imagery to capture the present and create the future, identifying and anchoring a client's vision, using powerful questions, and anchoring learning through acknowledgement. The majority of class time will be spent demonstrating and practicing coaching techniques for students to use in their current work or in developing their own coaching practices.

651 Designing the Coaching Relationship (3 Credits)

This course focuses on the approach, structures, skills, and tools needed to design the coaching relationship. Students will explore what brings clients to coaching, who is ready for coaching, and how to create an effective and safe environment for coaching. Students will become familiar with key coaching skills, including conducting the discovery and design session, time management, forming agreements, creating trust and safety, utilizing several types of accountabilities, goal-setting and planning.

652 Living on Purpose (3 Credits)

This course is designed to provide students the techniques for helping clients to live more deliberately, with courage, clearer identity, and social interest. One of the ways this is accomplished is through clarifying and claiming responsibility for one's life purpose. The client becomes clear about who he/she is, and what he/she wants to contribute uniquely in relationships, family, work, community, and the world.

659 Applied Coaching Experience "ACE" (Directed Study) (3 Credits)

The focus is on field-based, experiential learning, with individual supervision of client sessions and a group-learning component. "ACE" provides students with an opportunity to design a coaching experience that is aligned with their interests and passions. Students gain valuable experience applying coaching skills over the telephone or in a client setting.

660 Parent Coach Training Foundations (3 Credits) (Prerequisite: successful completion of an undergraduate or graduate-level Developmental Psychology or Lifespan course)

This course is an examination of parent coach training, its history, its theories, and its applications. Available research will be used to strengthen the course of study. Timely attention is paid to the distinction between parent coach training, personal and professional coaching, and therapy, with an emphasis on the benefits of parent coach training as a discreet field. The goal of parent coach training in light of the coaches' own life experience will be examined, as it pertains to his or her ideals in parenting. From there, professional applications will be formulated, with students applying their unique and thoughtfully prepared approaches. Students contribute to the class by preparing panel discussions and Special Projects on topics that enhance their learning experience.

661 Applied Parent Coach Training (3 Credits) (Prerequisite: successful completion of an undergraduate or graduate-level Developmental Psychology or Lifespan course)

Introduces students to specific parenting methods and prepares students for the application of these methods with actual clients, differentiating between coaching and therapy. Parenting techniques are explored, with emphasis on Present Moment Parenting; The Nurtured Heart Approach and Adlerian parenting philosophy. Learn skills for coaching blended families, grandparents raising grandchildren, adoptive families, foster care families, and families with children who have ADHD, attachment disorder, oppositional defiant disorder, depression, giftedness, and other conditions that can create family disruption. Students contribute to the class by preparing Special Projects on topics that enhance their learning experience.

670 Clinical Supervisor Training Course (3 Credits) (Prerequisite: All registrants must be fully licensed clinicians in practice for at least 3 years)

This course prepares fully licensed clinicians to meet the State of Minnesota course criteria for Approved Supervisor Status for the Minnesota Board of Behavioral Health and Therapy (LPC and LPCC) and Minnesota Board of Marriage and Family Therapy (LMFT). In addition, this course meets the criteria for the 30-hour supervision fundamentals course required for AAMFT Approved Supervisor status (the course has been formally approved by AAMFT). The course covers the major models of clinical supervision; developing the supervisor-supervisee relationship; structuring effective clinical supervision; interventions within supervisory modalities, culture, gender, ethnic, and socioeconomic variables; and ethical and legal issues in clinical supervision. Telephone and videoconferencing supervision is also considered, as these represent growing alternatives to *in vivo* clinical supervision. Clinicians must have been practicing for three years to register for this course.

ADLERIAN STUDIES (ONLINE) EMPHASIS COURSES

1010L Graduate School 1010L (no credit)

This two-week, not-for-credit course will introduce students to the Adler Graduate School and its history, traditions, policies and services. Students will discuss the

significance of community, in Adlerian terms, and learn how to create a virtual Adlerian learning community. Students will also discuss strategies for the successful execution of their educational and professional plans and will start to develop their degree plans, which will later be finalized with an academic advisor. Finally, students will be introduced to AGS' Adlerian Studies (Online) Emphasis Area, online library, sources of technical support, advising options, issues of informational literacy, netiquette and privacy in online communications, and other student services. As part of this two-week introduction to the Adler Graduate School, students will also have an opportunity to ask questions about the School.

711 Individual Psychology: History and Concepts (3 credits)

This course is part one of two courses (711 & 712) introducing students to the philosophy and psychology formulated and practiced by Alfred Adler. This course explores human development throughout the life cycle, and how we form the world and life views by which we live. The course also helps students to begin exploring their own belief systems and life styles, as well as the life experiences that influenced Adler himself and how his life view was formed. Frequently in learning these concepts, students begin to feel the impact in their own lives.

712 Individual Psychology: Communal Ties and Family Guidance (3 credits)

This course is the second part of two courses (711 & 712) describing the basic Adlerian concepts as displayed in communal and family functioning and applied in the provision of Adlerian mental health services. Students review the applications of Adlerian Psychology in areas such as intimacy, communal interpersonal relationships and communication, work, parenting, and spirituality. Students review Individual (Indivisible) Psychology of Alfred Adler and its applications to systems in a general context of cognitive-behavioral therapies. This includes four goals of misbehavior, or "useless behavior", Early Recollections, psychological birth order, introduction to Life Style and its impact on family functioning and other assessment and intervention techniques. This course allows students to apply the Adlerian concepts and techniques they learn.

750 Social Interest: Theory and Use (3 credits)

This course explores Adler's proposition that the primary solution to the major problems, maladjustments and dysfunctions in life lies in the human capacity for social interest. The concept of social interest, as defined by Adler, will be studied, including the childhood origins of social interest, and the family consequences of the three handicaps of childhood in interfering with the development of social interest. The process of personal and professional cultivation of social interest from an Adlerian perspective will also be addressed as a tool of resiliency to social stressors, as well as the role of social interest in working with clients. The class will also investigate the difference in the meaning of social interest across different cultures and within different contexts, such as social media.

770 Developing a Professional Identity and Therapeutic Process (3 Credits)

The definitions of a professional helper will be explored in this course. This course will introduce students to professional roles, functions, and collaborations with other helping

professionals in providing mental health care in individual, family, group, and other helping contexts. The development of a professional identity for counselors, psychotherapists, educators, advocates, consultants and coaches will be discussed. Students will explore the personal characteristics and behaviors that might influence helping processes, including age, gender, ethnicity, and other cultural differences.

937 Practicum in Mental Health Counseling (2.5 Credits)

947 Practicum in Marriage & Family Therapy (2.5 Credits)

This series of courses prepares students for therapy by observation of case presentations, competency training, role-playing and discussions of cases and Life Styles with more advanced students. As students advance in skills at the practicum site and begin therapy, they will present cases to the group before moving to the next level of supervision. Meets for 16 sessions.

938 Internship in Mental Health Counseling (3 Credits)

948 Internship in Marriage & Family Therapy (3 Credits)

968 Internship in Career Development (2 Credits)

This series of courses offers students the opportunity to learn about typical problems brought to a therapist, and Adlerian techniques that can be used in addressing those problems. Students will continue to deepen their skills in providing therapy by building on their experience in previous practicum courses, their site training, and experience shared by their classmates. Students will demonstrate their knowledge and training by providing helpful suggestions to fellow students regarding their cases. Meets for 15 sessions.

939, 949, 959 Individual Clinical Instruction (.05 Credits)

This course provides students with one-to-one case review and instruction by a program-appropriate licensed/credentialed clinical instructor, to discuss the application and integration of Adlerian and program-specific competencies and professional development.

957 Practicum in Art Therapy (1 Credit)

The practicum in art therapy provides the 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 in preparation for internship. Course work includes experiential art-making and processing. Class discussions include students' review of observations in their field experience setting(s), posing questions/concerns about their practicum placement, and engaging in discussion of current issues in the field.

958 Internship in Art Therapy (4.5 Credits)

The internship in art therapy provides the opportunity for students to learn about typical problems brought to a professional art therapist and to apply approaches that can be used in addressing those problems. Students will continue to build their counseling and therapy skills through coursework, field experience, discussion of the field experience,

and by practical art therapy applications shared by classmates. Students will deepen their proficiency in ethics, evidence-based professional practice, and cross-cultural applications. Students use case presentations to present information on diagnostics, etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior.

959 Individual Clinical Instruction in Art Therapy (0.5 Credits)

This course provides students with one-to-one case review and instruction by a program-appropriate licensed/credentialed clinical instructor, to discuss the application and integration of Adlerian and program-specific competencies and professional development.

977 Practicum in School Counseling (2 Credits)

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 Credits)

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.

987 Practicum in Co-Occurring Disorders (2 Credits)

The Practicum provides an opportunity for students to observe and begin performing activities that are typical of a substance use or mental health counselor. Class discussions will include a review of the observations and experiences in the practicum settings, and a discussion of current issues in the co-occurring disorders field.

988 Internship in Co-Occurring Disorders (4 Credits)

The Internship provides an opportunity to observe and perform a variety of counseling and related activities that are typical of a substance use and 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 an Adler Graduate School faculty member.

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

*“Adler Graduate School is registered as a private institution 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.”*

IX. Board, Staff and Faculty Information

Board of Directors

Bob Bruers, BA	Retired from IDS / American Express
Virginia Froberg, MA	Teacher & Psychotherapist
Edwina Garcia, BA	Community Leader
Leslie Laub, Ed S, MA, LP	Psychologist
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Sue Roemer, JD, SPHR	Human Resources Professional
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John P. Ryan, MBA	Retired from IDS / American Express
Margie Tomsic, PhD	Dean, St. Paul College
C. Dwight Townes, MD	Physician, retired
Joseph Vital, MA	Forensic Mental Health Specialist

Administrative Staff

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Christopher Helgestad, MA	Academic Vice President
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Roger Ballou, PhD	Director of Clinical Mental Health Counseling Program & Adlerian Scholarship
Erin Rafferty-Bugher, MA	MHC Internship Coordinator
Marina Bluvshstein, PhD	Director of Adlerian Studies & Online Education

Ruth Dahle Buelow, DMFT	Director of Marriage & Family Therapy Program & Internship Coordinator
Carmen Croonquist, MEd	Director of Career Development Program
Jonathan Lofgren, PhD	Director of Co-Occurring Disorders Program
Tamarah Gehlen, MA	COD Internship Coordinator
Amy Wojciechowski, MA	Director of School Counseling Program & School Counseling Service Center
Douglas Pelcak, MA	School Counseling Program Associate & School Counseling Service Center Coordinator
Margie McGovern, BA	President's Assistant
Earl Heinrich, BA	Media Center Coordinator & Librarian
Raymond Li	Staff Accountant
Paul Kaiser	Technology Systems Administrator
Megan Bartell, MA	Administrative Assistant
James Jagodzinski	Building Maintenance
Luis Rocha	Custodian

Faculty

Many of the Adler Graduate School's faculty members also serve as practicing clinicians or school counselors.

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**Deceased*