

ADLER GRADUATE SCHOOL

2010 STUDENT HANDBOOK

CONTENTS	PAGE #
OVERVIEW.....	3
Mission Statement	4
Vision Statement	5
Diversity Statement.....	5
Core Values	5
ALL-SCHOOL POLICIES – ADMINISTRATIVE	6
All-School Ethics Policy.....	6
Non-discrimination.....	7
Freedom of Inquiry.....	7
Academic Freedom.....	7
Confidentiality of Records.....	8
Drug Prevention.....	9
Campus Crime Report.....	9
Sexual Harassment.....	9
Offensive Behavior.....	10
Plagiarism	10
Faculty Ethics.....	11
Student Grievance Procedure.....	12
Alumni Discount	12
Tuition & Fee Payment	13
ALL-SCHOOL POLICIES – ACADEMIC / STUDENT	13
Student Responsibility.....	13
Registration.....	13
Class Meeting Times.....	14
Cancellation of Courses.....	14
Class Attendance.....	14
Transfer of Credits / Hours.....	14
Course Waiver.....	15
Auditing a Course.....	16
Internship Oversight	16
LPC Clinical Requirement	17
Leave of Absence.....	17
“7 Year Rule”	17
Grade Transcripts.....	17
Grading System.....	18
Calculating a GPA.....	19
Student Ethics	19

Student Conduct.....	19
Faculty Concerns Regarding Students.....	20
School Dismissal	21
Academic Probation.....	21
Submission of Course Work.....	21
Satisfactory Academic Progress.....	21
Course Withdrawal.....	22
Program Withdrawal.....	23
Course and Faculty Evaluations.....	23
FACILITIES / SERVICES	23
Library.....	23
Textbooks.....	24
Student Services.....	24
Career Services	25
Student Advisement.....	25
Special Needs Accommodations.....	26
Student Association.....	27
Alumni Association.....	27
Pets Policy.....	27
ADMISSIONS.....	28
FINANCIAL AID / TUITION.....	29
Financial Aid.....	29
Financial Aid Probation.....	31
Scholarships	31
Tuition	31
Tuition Refund.....	31
Refunds of Federal Financial Aid	32
PROGRAMS.....	32
Educational Offerings	32
Master of Arts.....	32
Certificates for Professional Development	41
Internship.....	42
Didactic Instruction.....	42
Independent Study.....	43
International Study.....	43
Readiness for Graduation	44
Oral Examinations.....	44
Graduation.....	45
 Board, Staff and Faculty Information.....	 46

ADLER GRADUATE SCHOOL

STUDENT HANDBOOK

I. Adler Graduate School Overview

Introduction

Welcome to the Adler Graduate School (AGS). This 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 the information contained in this Student Handbook, and retain this copy for general reference. The Student Handbook is designed to help guide the student through successful participation in the School's programs. The AGS Catalog contains curriculum and course requirements, descriptions and other academic information. The Catalog 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 AGS catalog contains an outline of the requirements for courses and programs, applicable at the time of publication. This information is subject to change without notice.

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

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 internship 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 the Catalog and the 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 President's Assistant 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.

Drug Prevention Policy

The policies and procedures of the Adler Graduate School regarding the consumption of alcohol and illegal drugs are subject to Minnesota state laws. The School is located in a smoke-free, drug-free building and the School's academic community is expected to comply with such regulations.

The School cannot allow the irresponsible use of alcohol and illegal drugs, which may lead to conduct interfering with the rights of others in its academic community. The School cannot allow members of its academic community to use mood-altering drugs that are prohibited by law. Violations may result in suspension or dismissal, by appropriate procedures, for any member of the community.

The School recognizes the reality of chemical dependency, and will encourage and provide reasonable help for any of its members who seek treatment for chemical dependency.

Campus Crime Report

Contact the Director of Admissions & Student Services to review the current campus crime report.

Violence & Sexual Harassment 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. Each student is provided with a copy of the School's Violence & Sexual Harassment Policy at a New Student Orientation, and the policy is posted on student information bulletin boards.

Sexual Harassment Statement

Sexual harassment is a form of sex discrimination that will not be tolerated by the School. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, especially when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a student's or employee's success;
- Submission to or rejection of such conduct by a student or employee is used as the basis for decisions affecting that student or employee; or
- Such conduct has the purpose or result of unreasonably interfering with a student's or employee's performance or creating an intimidating, hostile or offensive environment.

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.

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 internship work 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.

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, assuming space is available. Consistent with AGS' policy concerning the splitting of courses when enrollment exceeds maximum enrollment for specific courses, 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 will be 20% -- that is, the fee for AGS courses will be 80% of the customary fee. This discount will also apply to partial courses. Fees for AGS workshops are subject to separate guidelines.

*Students who were pursuing one of AGS' MA tracks and alumni who were pursuing additional credits through the School, as of August 24, 2007, will continue to enjoy the 50% discount when taking courses on a post-graduate basis. This exception recognizes the message that these students and alumni were given by representatives of the Adler Graduate School as they sought to plan their educational programs and career paths.

Adler Graduate School (AGS) Tuition and Fee Payment Policy

Tuition and fees should be paid in full by the 5th business day of the term. Payment in full can be accomplished by applying any combination of the following:

1. Cash, check or credit card
2. Approved loan documents
3. An approved tuition and fee waiver
4. A signed agreement from an employer or state/local agency to cover a specific dollar amount
5. An approved payment plan - There is a \$20 charge per term to participate in a payment plan. You will need to pay at least $\frac{1}{4}$ of your tuition and fees for the term on or before the start date of the term. You would also need to provide a signed agreement to pay the balance in no more than three payments over the course of the class schedule for the current term.

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 Student Handbook, the AGS Catalog 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 on-line at the School's web site: www.alfredadler.edu. 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 accounts or two or more grades of "I" (Incomplete) and/or "R" (Retake) on their transcripts may be accepted. However, those students will generally not be allowed to attend new classes until these problems are resolved.

Class Schedules

Class schedules may be viewed on-line at the School's web site: www.alfredadler.edu. 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.

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, with an entire course being taught over 30 hours of in-class time and 15 hours of Special Topic Time (SPT), attendance is of prime importance. The student has the responsibility to maintain regular and punctual attendance in class. A student whose absences seriously affect the quality of her/his work in a course may be given a lower grade for that course or be administratively withdrawn from that course.

Most courses are divided into nine segments. By policy, a student may miss two segments. A student who misses three segments must have permission from the instructor. A student who misses four segments will generally be expected to retake the course in question. Special consideration may be made in the case of illness, required religious observance, or other instances deemed justifiable by the instructor.

Credit/Hour Transfers

Transfer of Internship 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 internship groups/small groups/supervision forums must be completed in the usual fashion – no exceptions that would not ordinarily be made will be made simply because internship hours are transferred in.

Transfer of course credits

- 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.
- 50% of credit hours for any AGS program (with special conditions attached to internship hours and internship-related credit hours), assuming credits completed via an accredited school's program, credits are consistent with the curriculum AGS would otherwise oversee, and credits are completed at least at a "B" level at the institution from which credits would transfer.
- Credits may not be transferred toward the completion of Specialty Area Programs.

Waiver of course credits

- 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 of Credits

- As above, requests for credit transfers are generally made prior to the last session of one's first AGS course, no more than 50% of credit hours for any AGS program may be transferred (with special conditions attached to internship hours and internship-related credit hours), and transfer credits requested must be completed at an accredited school at a "B" or higher level.

- Request forms may be obtained from the Adler Graduate School's Admissions and Student Services Director.
- A form must be submitted to the Admissions and Student Services Director for every course (or internship-related credit) one wishes to transfer. A syllabus pertaining to the requested course (or internship-related activity) must be submitted along with the request form.

Process for Reviewing Credit Transfer Requests

- The Admissions and Student Services Director will receive request packets, prepare the necessary forms and, after cursory review, will distribute the packets, as appropriate.
- Request packets pertaining to clinical programs (i.e., Marriage and Family Therapy, Clinical Counseling) will be given the Academic Vice President for review.
- Request packets pertaining to other Emphasis Areas will be given to the appropriate program director for review.
- 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 week, 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 written 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 courses (i.e., Personal and Professional Life Coaching, Parent Coaching, Coaching and Consulting in Organizations, and Art Therapy), only the first course in a program's sequence may be audited.

Internship Oversight Policy

The Adler Graduate School does not have the privilege to allow internship activity outside of a site with on-site supervision. This sort of activity would fall outside of AGS' liability coverage – would not be helpful to students or the School.

On-site supervision is defined as supervision that is an ongoing component of the organization hosting the site and internship – 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 internship credit at a site where there is not on-site supervision by provided by the organization hosting the site and internship.

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."

Due to the fact that the Adler Graduate School's (AGS) degree is a Master of Arts in Adlerian Counseling and Psychotherapy, the Program and Curriculum Committee (P&C) proposed to the AAC that we require a 150-hour clinical component to the 700-hour pre-degree field experience at the AGS.

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.

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
P Pass Undifferentiated passing grade.	0.0
IP In Process Indicates that work satisfying an Incomplete grade has been submitted to the instructor and a grade is pending.	0.0
I Incomplete Indicates that the requirements of the course have not been completed and that a student has a written extension contract with the faculty member.	0.0
R Retake After 45 days, at the instructor's discretion, an Incomplete will become an R, indicating that the course must be retaken. An "R" may also be assigned if a student abandons a course after a specific amount of time or exceeds the number of absences allowed by AGS policy.	0.0
W Withdraw Indicates the student officially withdrew from the course by completing and submitting a Withdraw Form, and did so during the specified time frame (refer to the Refund Policy).	0.0

A / W Administrative Withdrawal 0.0

Indicates the student did not attend class, did not properly notify administration of a withdrawal and/or performed in a manner justifying administrative withdrawal by the School. No refund will be given.

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	1	A=4 x 1 Cr. = 4
		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.

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 internship 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.

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 formal request to the appropriate instructor and, if approved, to submit the signed form to AGS' Director of Admissions and Student Services.

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.

Satisfactory Academic Progress

Satisfactory academic progress in one's course of study is defined as successful completion of an average of 12 semester credits per calendar year, with at least a cumulative 3.0 ("B") grade point average. The following grades do not reflect successful completion: "I" incomplete, "W" withdraw, "A/W" administrative withdrawal, or "R" retake.

No grade of “I” or “R” will be counted as fulfilling degree requirements. If not corrected, however, grades of “R” will be factored into GPA calculations. A cumulative GPA of 3.0 or higher is required for successful completion of any AGS program. A grade change will occur only with approval by the appropriate faculty member or AGS’ Academic Vice President.

Students admitted on a provisional basis must earn a GPA of 3.0 (“B” average) or better in the first three courses taken. Students admitted on a provisional basis will generally not be allowed to take additional courses until the first three courses have been successfully completed.

To maintain eligibility for federal financial aid, students must be making satisfactory academic progress toward their degrees. Academic progress is measure qualitatively, quantitatively and incrementally.

Qualitative Standards:

A financial aid recipient’s cumulative GPA must be at least 3.0.

Quantitative Standards:

A financial aid recipient must complete her/his MA within four years of matriculation.

Incremental Standards:

To ensure that students progress toward completion of their MA within four years, students must complete at least 12 credits per calendar year (four terms, not including approved Leaves-of-Absence).

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 on-line at the School's website: www.alfredadler.edu. Students are encouraged to complete these evaluations thoughtfully and professionally in order to ensure the continued quality of AGS' programs. Faculty members review evaluations in the form of anonymous, aggregated reports. Evaluations will be reviewed with faculty members, as appropriate. 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 Adlerian journal, the *Journal of Individual Psychology*. For students seeking information outside of the AGS library, AGS provides Internet connection. To provide a comprehensive system of educational references, the library subscribes to on-line resources including *PsychInfo*, published by APA (American Psychological Association), indexing over 1,900 journals, as well as books and theses in psychology; *PsychArticles*, also an APA publication, offering full text access to articles in 52 primarily APA journals; and the EBSCO Psychology & Behavioral Sciences Collection of 546 journals indexed and abstracted, most available in full text, including the *Journal of Individual Psychology*.

These resources provide on-line, full text access to almost 600 journals, and refer users to other resources including additional articles, books and theses. In addition to the

existing public access to the federally funded PubMed (National Institute of Health) database of medical-related articles and the ERIC (Dept. of Education) database of education-related articles, books and papers, 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: www.alfredadler.edu, 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
- Internship support
- Internship site resource information
- Scholarships
- General student concerns and support
- Graduation preparation
- Graduation planning

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

Registration

Grades and transcripts

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

Career Services

AGS maintains many connections in the local community. On a limited basis, by request, the School offers guidance related to one's career search, including help with interviewing skills, composing resumes and cover letters, and making job contacts. The School maintains a *Jobs Bulletin Board* on the AGS web site: www.alfredadler.edu.

Student Advisement

Students obtain Academic Advising (degree/course planning) from the Director of Admissions & Student Services. Upon admission to the School, new students following one of AGS' MA tracks 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. Students are required to meet with the Director of Admissions & Student Services at least two times per year to review program plans.

Students are also assigned a Professional Development Advisor who is available to discuss those areas of professional development that extend beyond basic Academic Advising (i.e., program planning).

Internship advising is conducted on an "as needed" basis by faculty members assigned to specific internship sites and by the Director of Admissions & Student Services.

Master's Project advising is conducted by faculty members of a student's choosing.

AGS offers primers in APA writing/formatting approximately six times per year. AGS also offers a writing course approximately four times per year. These primers/courses are meant to benefit any AGS student; especially students who have concerns about their writing skills or would like to build their confidence. While students are encouraged to participate in these primers/courses, attendance is voluntary.

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 Walden University 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, if appropriate, approve it.
- 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.

On-Line Communications

AGS publishes a monthly, on-line Newsletter, accessible on the AGS web site: www.alfredadler.edu. The School also maintains an on-line Group link, which is the most frequently used method of communication between students, AGS faculty and staff members, and alumni. AGS users need only submit their email addresses to the AGS Media Center if they wish to be added to the link.

Student Association

All AGS students are members of the AGS Student Association. 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 along the lines of 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, other faculty members as needed.

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.

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), 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. 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 six (6) 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.

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.

Financial Aid – Satisfactory Academic Progress

To maintain eligibility for federal financial aid, students must be making satisfactory academic progress toward the completion of their degrees. Academic progress is measured qualitatively, quantitatively, and incrementally.

Qualitative Standards:

A financial aid recipient's cumulative GPA must be at least 3.0.

Quantitative Standards:

A financial aid recipient must complete her/his MA within four years of matriculation.

Incremental Standards:

To ensure that students progress toward completion of their master's degrees within four years, students must complete at least 12 credits per calendar year (four terms), not including approved Leaves-of-Absence.

Financial Aid Probation

Academic progress is assessed at least once each academic year (3 terms). Financial aid recipients who fail to maintain satisfactory academic progress will be placed on financial aid probation for the upcoming academic year. If, at the end of the probation year, the student has failed to achieve satisfactory progress standards, the student will be ineligible for financial aid for the following year. If a student is declared ineligible, the student may submit a written appeal to the Director of Financial Aid. Appeals will be reviewed and written responses will be issued within two weeks. Students who have been terminated from financial aid eligibility must re-establish satisfactory academic progress for the following academic year before federal financial aid can be reinstated.

Scholarships

Two ½ tuition scholarships are offered each year, based on need, academic performance, and internship/career plans, are available to qualified students in the Master of Arts degree program. Application forms may be obtained from the Office of Admissions & Student Services.

Tuition

Please see separate Tuition and Fees Schedule on the AGS website: www.alfredadler.edu, located in the Tuition & Financial Aid section. For tuition refund policy, see below.

Refund Policy

A student seeking to drop one or more classes after completing her/his registration but before the beginning of the affected course(s), must complete a Drop/Add Form and submit it 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 of class	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 18th hour of class	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*
- There is no charge for dropping Internship (591,2,3,4) or Advanced Internship (597)
- A grade of “W” will appear on the transcript for any course dropped after the 6th hour of class
- 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 for any student who stops attending class and does not complete a Request for Withdrawal form, or any student who does not attend a class for which she/he is registered and fails to complete a Drop/Add Form

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.

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:

- Marriage and Family Therapy Emphasis
- Clinical Counseling Emphasis

- School Counseling Emphasis
- Management Consulting and Organizational Leadership Emphasis
- Art Therapy Emphasis
- Non-Clinical Adlerian Studies Emphasis

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

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 internship 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-IV-TR
- 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

Internship Component:

Students following the LMFT track for licensure must complete a 500-hour internship 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.

Internship course requirements are:

- | | | |
|-----------|------------------------|---------------------------------------|
| 591,2,3,4 | Internship | ½ credit each |
| 597 | Advanced Internship | 1 credit each (must be taken 3 times) |
| 598 | Individual Supervision | 1 credit |

Master’s Project:

- | | | | |
|-----|------------------|-----------|-------------------|
| 599 | Master’s Project | 3 credits | Final Requirement |
|-----|------------------|-----------|-------------------|

Marriage & Family Course Work for Licensure Preparation (For applicants already holding a Master’s degree):

This Marriage & Family track at the Adler Graduate School allows some students to take only those courses required for licensure by the Minnesota Board of Marriage & Family Therapy, provided the student already holds a Master’s degree, earned within the last 10 years, from another institution. To be considered for this MFT track, applicants must submit all official transcripts reflecting previous graduate degrees, plus the AGS application form and fee. Applicants first meet with a representative from the Minnesota Board of Marriage & Family Therapy, in an effort to identify the applicant’s unique course and/or internship requirements. Applicants are then required to provide AGS with written documentation of the Board’s determination regarding their unique requirements. After meeting with a representative from the Board, students must choose classes from the categories listed above. The Marriage & Family Therapy Board can be contacted at 612.627.2220.

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

Eligibility for Licensed Professional Counselor or Licensed Professional Clinical Counselor

The Master of Arts Degree in Counseling and Psychotherapy, with a Clinical 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 internship experience and a three-credit Master's Project.

The Clinical 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 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 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.

Course requirements to complete the Licensed Professional Counselor eligibility are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 510 Basic Counseling Skills
- 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
- Principles of Etiology, Treatment Planning, and Prevention of Mental & Emotional Disorders and Dysfunctional Behavior
- Family Counseling & Therapy
- Research & Evaluation
- Professional Counseling Orientation & Ethics

AGS Courses:

- #525 Essential Interviewing Skills
- #505 Developmental Psychology
- #574 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling

- #504 Abnormal Psychology & DSM-IV-TR

- #541 Family Systems
- #500 Principles of Research
- #521 Values, Ethics & Legalities

Internship Component:

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

Internship course requirements are:

591,2,3,4	Internship	½ credit each
597	Advanced Internship	1 credit each (must be taken 3 times)
598	Individual Supervision	1 credit

Master's Project:

599	Master's Project	3 credits	Final Requirement
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Course requirements (12 extra credits) to complete the eligibility for Licensed Professional Clinical Counselor (LPCC) are:

- 511 Introduction to Adlerian Psychology & Child Guidance
- 510 Basic Counseling Skills
- 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 Prevention of Mental & Emotional Disorders and Dysfunctional Behavior
- Family Counseling & Therapy
- Research & Evaluation
- Professional Counseling Orientation & Ethics
- Normative Development & Psychopathology
- Clinical Treatment Planning
- Clinical Interventions
- Evaluation Methodologies

AGS Courses:

- #510 Basic Counseling Skills
- #505 Developmental Psychology
- #574 Career Development
- #532 Group Psychotherapy & Counseling
- #533 Clinical Assessment
- #523 Multicultural Counseling
- #504 Abnormal Psychology & DSM-IV-TR
- #541 Family Systems
- #500 Principles of Research
- #521 Values, Ethics & Legalities
- #514 Psychopathology
- #560 Clinical Treatment Planning
- #537 Advanced Counseling Skills
- #561 Evaluation Methodologies

Internship Component:

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

Internship course requirements are:

591,2,3,4	Internship	½ credit each
597	Advanced Internship	1 credit each (must be taken 3 times)
598	Individual Supervision	1 credit

Master’s Project:

599	Master’s Project	3 credits	Final Requirement
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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
- 572 Counseling Exceptional Children
- 573 Advanced School Counseling Skills
- 574 Career Development

School Counseling Emphasis – Required Adlerian and General Courses:

- 500 Principles of Research
- 501 Psychological Statistics and Psychometrics
- 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
- 532 Group Psychotherapy and Counseling
- 544 Counseling Children and Adolescents

School Counseling Emphasis – Required Field Experiences:

- 577 School Counseling Practicum
- 578 School Counseling Internship

School Counseling Emphasis – Required Capstone Experiences:

- 580 Integrative Portfolio
- 599 Master's Project

Master of Arts in Adlerian Counseling and Psychotherapy – Management Consulting and Organizational Leadership Emphasis

The Management Consulting and Organizational Leadership (MCOL) Emphasis will help students learn how to develop their own consulting practices and how to help organizations become healthier. Managers and consultants will better understand the chaotic processes and problems that can influence workplace behavior and performance.

The Adler Graduate School's MCOL program focuses on preparing leaders to work effectively and efficiently by creating healthy organizational cultures, systems of collaborative teamwork, and synergistic operational structures. Experienced instructors use Adlerian values of encouragement, social interest, and purposefulness in promoting strategies that are highly applicable to today's work environment.

MCOL students complete a 42-semester credit program, consisting of 13 courses and a three-credit Master's Project including a field study.

Management Consulting and Organizational Leadership Emphasis – Required Courses:

- 513 Comparative Theories of Personality and Psychotherapy
- 599 Master’s Project
- 600 Principles of Research-MCOL
- 605 Coaching Skills in the Business Environment
- 607 Executive Leadership Coaching
- 609 Team Coaching in Organizations
- 611 Adlerian Principles and Applications
- 615 Organizational Life Style
- 621 Organizational Development and Ethics
- 623 Multicultural Diversity in Organizations
- 625 Organizational Communications and Cultural Integration Skills
- 633 Organizational and Financial Assessment
- 642 Leadership Dynamics and Decision-Making
- 643 Intervention, Change and Transformation

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.

The Art Therapy Program prepares students to work as Art Therapists. After completing the 60-credit program, they will be eligible to apply to become Marriage and Family Therapists, as well as Registered and Board Certified Art Therapists (ATR-BC).

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

In addition to the Adler Graduate School’s standard admission criteria, additional requirements must be met when enrolling in the Art Therapy Program. Prospective students must submit a portfolio of original artwork, demonstrating competency with art materials. In addition, students admitted to the Art Therapy Program must successfully

complete specific studio art and psychology credits (including credits taken before admission) not later than 12 months after entering the AT track.

Art Therapy Emphasis – Required Courses (all courses 3 credits):

- 500 Principles of Research
- 504 Abnormal Psychology & DSM-IV-TR
- 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
- 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

Internship Component:

Students following the Art Therapy track for licensure and certification must complete 750 hours of internship activities, of which 350 hours must be in art therapy, which must include 150 family therapy hours during their time at the Adler Graduate School.

Internship course requirements are:

- | | | |
|-----------|------------------------|---------------------------------------|
| 591,2,3,4 | Internship | ½ credit each |
| 597 | Advanced Internship | 1 credit each (must be taken 3 times) |
| 598 | Individual Supervision | 1 credit |

Master's Project:

- | | | | |
|-----|------------------|-----------|-------------------|
| 599 | Master's Project | 3 credits | Final Requirement |
|-----|------------------|-----------|-------------------|

Master of Arts in Adlerian Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis

The Adler Graduate School offers the Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis for students who are interested in Adlerian theory but do not wish to complete the requirements that would otherwise allow them to become eligible for licensure as a Minnesota mental health professional or a school counselor. The Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis does not include an internship component, and the degree does not prepare students for clinical work in the field of

mental health. 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. Among the 15 courses that may be chosen from AGS' curriculum, only one course (#551 Foundations of Art Therapy) may be taken from AGS' Art Therapy specialty area. This degree is not meant to prepare students for clinical work in the field of mental health. Credits earned toward completion of internship requirements associated with other AGS degree tracks may not be counted as part of the 48 credits required for completion of the Master's Degree in Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis.

Certificates for Professional Development

Coaching and Consulting in Organizations (CCO) Certificate

The Certificate in Coaching and Consulting in Organizations will focus on learning key dimensions of visioning, clarifying mission, strategic planning, principles of organizational development, and alignment of personal and organizational goals, objectives and actions. Participants will learn how Adlerian principles of cooperation facilitate growth of an organizational core culture. Consulting skills will be developed through active dialogue and discussion of cases; promoting an understanding of essential strategies for implementation of results-oriented changes.

Coaching and Consulting in Organizations (CCO) Certificate – Required Courses:

- 611 Adlerian Principles and Applications
 - 621 Organizational Development and Ethics
 - 642 Leadership Dynamics and Decision-Making
 - 643 Intervention, Change and Transformation
- A field study is also required

Personal and Professional Life Coaching Certificate

The Certificate in Personal and 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.

Personal and Professional Life Coaching Certificate – Required Courses:

- 650 Foundations of Personal & Professional Life Coaching
- 651 Designing the Coaching Relationship
- 652 Living on Purpose
- 659 Applied Coaching Experience (“ACE”)

Parent Coaching

The Parent Coaching Specialty Area Program 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 coaching 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 Coaching – Required Courses:

660 Parent Coaching Foundations

661 Applied Parent Coaching

Internship Experience

On-site internship 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 internship site throughout the course of their program. The Office of Admissions & Student Services assists students in finding sites that relate to students' interests. See the Academic Information section of this Catalog for more information.

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

Independent Study

Independent Study experiences are distinguished from Directed Study experiences. Directed Study experiences are part of established curriculum (i.e., Art Therapy, Coaching, Coaching and Consulting in Organizations). Independent Study experiences are unique learning experiences that are meant to complement existing curriculum areas. Independent Study is generally not allowed. If allowed, no more than 3 credits of Independent Study may be applied toward graduation requirements. A plan for Independent Study must be monitored by a member of AGS' faculty and approved by AGS' Academic Vice President.

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 – Generally, students must complete internship orientation and one quarter’s worth of courses, secure an internship site, and provide proof of insurance
- Readiness for participation in AGS’ #597 Advanced Internship – Student must receive approval from Internship Clinical Instructor, display basic competencies in Adlerian psychotherapy and be actively working with clients
- Readiness for writing a Master’s Project – Chairperson’s endorsement of Master’s Project concept 6-12 months prior to anticipated graduation date
- Readiness for observation by an AGS Clinical Instructor – Student must have completed required courses and at least one #597 Advanced Internship
- Readiness for oral examination – Student must have completed Master’s Project and all course work
- Readiness for graduation ceremony – Student must have completed all required activities (i.e., courses, Master’s Project, internship, observation by Clinical Instructors, 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, internship 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 two weeks prior to the ceremony. Depending on the specific AGS program, requirements could include coursework, internship 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 expected to participate in a graduation ceremony.

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 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

Cynthia A. Bremer, JD	Attorney
Bob Bruers, BA	Retired from IDS / American Express
Katherine Flynn, MA, LADC, LPC	Psychotherapist
Virginia Froberg, MA	Teacher & Psychotherapist
Greg Hasper, BS	Midwest Sales Director, Malt-O-Meal
M. Joan Hasper, MA, LP, SAP	Psychologist
Leslie Laub, Ed S, MA, LP	Psychologist
Jennifer Rosemark, JD	Attorney
John Rosenberg, BS	Airline Captain & Instructor Pilot
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

Dennis Rislove, PhD	President
Daniel Haugen, PhD	Academic Vice President
Leslie Rohde	Business Operations Director
Evelyn Haas, BA	Admissions & Student Services Director
Jeanette Maynard Nelson, BA	Registrar & Financial Aid Director
Margie McGovern, BA	President's Assistant
Earl Heinrich, BA	Media Center Coordinator
Paul Kaiser, USMC, Ret.	Technology Associate
Raymond Li	Staff Accountant
Barbara Bedell	Administrative Assistant
Thomas Dorrel, AA	Building Maintenance

Faculty

The Adler Graduate School's faculty members are qualified instructors who also serve as practicing clinicians or school counselors.

Mona Gustafson Affinito, PhD, MA, LP; Emeritus Faculty Member

PhD, MA, Boston University; BA, Connecticut College

Trish Fitzgibbons Anderson, MA, LMFT, CFLE; Clinical Instructor

MA, Adler Graduate School; BA, Grinnell College

Craig Balfany, MPS; Clinical Instructor

MPS, Pratt Institute; BA, University of Wisconsin-Superior

Roger A. Ballou, PhD, MEd, LMFT, LPCC; Clinical Instructor

PhD, Purdue University; M.Ed., College of William & Mary; BA, University of Maine

Stacie Bigelow, MA

MA, Adler Graduate School; BA, University of Minnesota

Marina Bluvshstein, PhD, MA, LMFT, LPC; Clinical Instructor

PhD, Capella University; MA, Adler Graduate School; BA, Moscow State University

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Susan Pye Brokaw, MA, LMFT, LICSW; Clinical Instructor

MA, Azusa Pacific College; BA, University of Minnesota-Duluth

Mary Cayan, MSW

MSW University of Wisconsin-Madison; BS, University of Wisconsin-White Water

Richard Close, DMin, MDiv, LICSW, LMFT; Clinical Instructor

DMin, Luther Seminary; MDiv, United Theological Sem.; BA, Lebanon Valley College

Carmen J. Croonquist, MS

MS, University of Wisconsin-Superior; BS, Minnesota State University-Moorhead

Marc Davis, MA, LMFT, PsyD candidate

PsyD Candidate, Adler School of Professional Psychology-Chicago;
MA, Adler Graduate School; BA, University of California-Los Angeles

Cynthia Feigal, MEd, Licensed School Psychologist

MEd, University of Wisconsin; BA, Metropolitan State University

Gladys Folkers, MA

MA, Adler Graduate School; BS, Culver-Stockton College

Karyl Frye, PhD, MA, LMFT, LPC

PhD, Capella University; MA, MBA, St. Thomas University; MS, BS, Mankato State U.

Jana Goodermont, MA, LMFT; Didactic Instructor

MA, Adler Graduate School; BS, Winona State University

Kutner (Kitt) Guerrier, MS, School Guidance Counselor

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BA, University of Wisconsin-Eau Claire

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MA, Adler Graduate School

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MA, BA, University of Minnesota

Portia A. Heller, MA

MA, BA, Purdue University

Paula Hemming, MA, PCC

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BA, Dong Guk University, Seoul, South Korea

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BA, Wartburg College

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BS, St. Cloud State University

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MSW, BA, University of Minnesota

William J. Premo, PhD, MA
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Erin Rafferty, MA, LPC, ATR-BC
MA, School of the Art Institute of Chicago

John Reardon, MA

MA, Adler School of Professional Psychology-Chicago; MA, University of Minnesota;
BS, Wisconsin State University

Neil Ross, MA

MA, Adler Graduate School; MA, University of Massachusetts; BA, Dickenson College

Michelle Saari, MA, PhD candidate

MA, Adler Graduate School; BA, College of St. Catherine

Janet Schmiel, MS, Licensed School Counselor

MS, University of Wisconsin-Stout; BS, University of Wisconsin-Madison

Catherine M. Simonson, MA

MA, Adler Graduate School; BA, College of St. Benedict

Jill Sisk, PhD, MA

PhD, Capella University; MA, Adler Graduate School; BA, Jamestown College-ND

Holly Smart, MA, LP, ATR

MA, University of Louisville; BS, Miami University of Ohio

Christopher K. Strand, MBA, CPA

MBA, Metropolitan State University; BS, Southwest Missouri State University

Jerome Truer, MA, LICSW; Clinical Instructor

MA, Adler Graduate School; BA, Augsburg College

Robert G. Willhite, MSW; Emeritus Faculty Member

MSW, University of Nebraska; BA, Simpson College

Amy Wojciechowski, MA, Licensed School Counselor

MA, University of Wisconsin-River Falls

Thomas Wright, MTh, LMFT; Didactic Instructor

MTh, Southern Methodist University; BA, Hamline University

Daniel Zenga, MEd, EdD, LP; Clinical Instructor

EdD, University of South Dakota; MEd, Boston College; BA, Stonehill College