

INDIANA WESLEYAN UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Division of Graduate Counseling



**Student Handbook
2011-2012**

Important IWU Phone Numbers

Toll Free #: 1-866-468-6498*
(765) 677- _ _ _ _ (four digit extension)

Graduate Counseling Phone Numbers		
Fuller, James	jim.fuller@indwes.edu	2570
Gerig, Mark	mark.gerig@iindwes.edu	2195
Graduate Assistant, Indy	grcns.office2@indwes.edu	317-713-6154
Graduate Assistant, Marion	grcns.office@indwes.edu	1187
Graduate Clinic, Indy		317-713-6154
Graduate Clinic, Marion		2571
Graduate Office Fax, Indy		317-713-6155
Graduate Office Fax, Marion		765-677-2504
Holloway, Cindy (Marion-Division Admin Ass't)	cindy.holloway@indwes.edu	2995
Owens, Delila, Indy		317-713-6159
Owens, Delila, Marion	delila.owens@indwes.edu	2823
Justice, Judy	judith.justice@indwes.edu	1489
Osborn, Don	donald.osborn@indwes.edu	1979
Reyes, Nenetzin	nenetzin.reyes@indwes.edu	2704
Riggs, Barbara	barbara.riggs@indwes.edu	317-713-6152
Sweany, Linda (Indy-Secretary)	linda.sweany@indwes.edu	6148
Teare, Budd, Marion	budd.teare@indwes.edu	2237
Teare, Budd, Indy		317-713-6173
Thompson, Rob	rob.thompson@indwes.edu	1494
Campus Phone Numbers		
Center for Student Success		2257
Bookstore		2210
Financial Aid (General Inquiries)		2116
Fin. Aid Counselor A-E Rebekah Freelan		2839
Fin. Aid Counselor F-M Greg Spangler		2114
Fin. Aid Counselor N-Z Kurt Grau		2199
Jackson Library, (Marion, main campus)		2184
Jackson Library OCLS (Off-Campus Library Services)		800-521-1848
Reception, Indy (for emergencies)		371-727-1601
Registrar's Office		2131
Security, Marion		2498
Student Accounts	Mailing address for payment: 4201 S. Washington St. Marion, IN 46953	2411

*The switchboard may not transfer you to all of these numbers from the 800 number

Indiana Wesleyan University complies with federal and state requirements for non-discrimination on the basis of disability, sex, color, national or ethnic origin in admissions and access to its departments and activities.



The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) promotes excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP has granted specialized accreditation to the following programs offered by the Division of Graduate Counseling: Marriage and family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling.

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For information regarding school policies for payment of bills, academic requirements, appeals processes, and other important student information, please review the bulletin online at <http://indwes.edu/catalog>.

Right Reserved to Change

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university. The curriculum will be completed in the order established by Indiana Wesleyan University.

Welcome to the Graduate Program in Counseling

Speaking on behalf of the faculty, I want to extend a warm welcome to you! We are absolutely thrilled that you have chosen to prepare for a career in the counseling-related professions at Indiana Wesleyan University. The professors, curriculum, facilities and students come together in a way that, we believe, has positioned IWU as one of the premier training institutions for Christian counseling and student development professionals. It was our determination, through the application process, that you possess the potential to successfully complete the program of study that we offer. We invite you to become fully immersed in our vibrant learning community where you will be challenged and encouraged to become the best practitioner-scholar you can be.

Many find graduate study to be one of the most rewarding, stimulating, and demanding experiences of their lives. As you commence on this new path, you might find the following ideas helpful along the way:

- *Graduate study in counseling is truly a journey.* And like other journeys, the road can be relatively straight or full of curves. It might be a smooth sail or you might get stuck in traffic. Some even get lost. Feel free to ask for directions. If you hit a construction zone, drive within the speed limit! But, remember, the fun comes as much from the trip as it does the destination. So, enjoy the ride!
- *It is OK to be starting out as a practitioner-in-training.* How else could it be? We do not expect perfection. So, be realistic with yourself. Genuineness is valued much more than “trying to always put the best foot forward.” It’s OK to “not know what you are doing.” We’ve all been there! You can take a lot of pressure off by simply “being yourself!” Accept your entry-level status. Doing so will facilitate your professional growth.
- *Treat people the way you want to be treated.* You will be exposed to the latest therapy fads and taught an array of techniques to store in your counseling tool box. But as you do so, do not forget the basics – how to listen, feel, or be a “caring, compassionate presence” for those you serve.
- *Look for wisdom in the right places.* It is not to be discovered in nanosecond sound bites. There are no cliff notes, condensed versions, or audio tapes. Fear of God is the beginning of wisdom. Take time to mediate on His word.
- *Stay true to your values and maintain your moral compass.* As Mary Pipher notes, “Nonjudgmental can mean indiscriminate and openness can mean rudderless.” Walk the fine line that balances old-fashioned commonsense, on the one hand, and encourages new ideas, on the other.

Remember, you are surrounded by faculty, students, friends, and God. Draw upon these resources frequently! God has gifted us with your presence in the program. We look forward to walking with you, watching you grow, and participating in your personal and professional growth.



Mark S. Gerig, PhD, LMHC
Chair, Graduate Studies in Counseling

Division of Graduate Counseling: Faculty



Full-Time Faculty Profiles



Mark Gerig, Ph.D., LMHC mark.gerig@indwes.edu

Dr. Gerig is Professor of Counseling and Chair of the Division of Graduate Studies at Indiana Wesleyan University. He has over 17 years of experience in higher education and has also worked in community mental health settings for 10 years. Prior to coming to IWU, Dr. Gerig served as Manager in Crisis and Elderly Services at Hiawatha Behavioral Health in Sault Ste. Marie, MI and Director of the M.A. in Counseling program at Bethel College, Mishawaka, Indiana.

Dr. Gerig is a Licensed Mental Health Counselor in Indiana and a Licensed Psychologist in Michigan. He earned his Ph.D. in Counselor Education from the University of Toledo and M.A. in Counseling Psychology from Trinity Evangelical Divinity School. He is author of the text *Foundations for Mental Health and Community Counseling: An Introduction to the Profession* (2007, Prentice Hall) and has presented at national and regional conferences and workshops. His research interests are in wellness, forgiveness and the stigmatization of and recovery from mental illness. In 2005, Dr. Gerig was recognized as the American Mental Health Counselor Association's Counselor Educator of the Year and in 2003, the Indiana Mental Health Counselor Association's Mental Health Counselor of the Year. He is currently President of IMHCA.



Judith Justice, Ed. D., LMHC judith.justice@indwes.edu

Dr. Justice is an Associate Professor of Counseling. She has taught in higher education since 1995 and has coordinated IWU's School Counseling program since 2002. Additionally, Dr. Justice has been a school counselor in Northern Indiana since 1993. She has moderated a program for divorcing parents for the Whitley County Courts, has led divorce and grief groups for her church, and continues to volunteer with the American Red Cross disaster team.

Dr. Justice is a Licensed Mental Health Counselor and an Indiana Licensed School Counselor. She holds a Doctorate of Family and Youth Studies, specializing in Management of Programs from Nova Southeastern University and a Masters Degree in Counseling from Indiana University. Her undergraduate work includes a Bachelors Degree in Elementary Education and an Associates Degree in Early Childhood Education.

Dr. Justice has presented at local, state, national, and international workshop conferences. Her current research and writing is on specific needs of school counselors who come from differing professional trainings. She is also writing a children's book to assist with understanding other cultures to help promote international peace.



**Don P. Osborn, MS, MA, MAC, NCC, NCP, LMHC, LCSW, LMFT
..... don.osborn@indwes.edu**

Don is the Coordinator of Addictions Counseling at Indiana Wesleyan University, the Executive Director of the Addiction Studies Center at IWU and an Assistant Professor. He is a Senior Fulbright Scholar and serves on the National Trainers Academy for the National Association of Alcohol and Drug Abuse Counselors (NAADAC). Currently he is the President of NAADAC and has served as the Regional Vice President for

NAADAC of the Mid Central Region. He is also the Chairman of the National Addiction Studies & Standards Collaborative Committee. Don serves on the board of the Indiana Association of Addiction Professionals (IAAP). Professionally he has experience as a therapist, clinical director and program administrator as well as over two decades as a pastor.

He is certified nationally as a Master Addiction Counselor, National Certified Counselor, National Certified Psychologist, Indiana Certified Addictions Counselor II and Clinical Supervisor. He is a Clinical Member of the American Association of Marriage and Family Therapists. He has also been ordained for over thirty years as a Minister in the Christian Church/Church of Christ (Independent). He is licensed in Indiana in Mental Health, Clinical Social Work and Marriage and Family. Don's undergraduate degree is from Lincoln Christian College in Christian Ministries. His MS is from Indiana State University in Counseling Psychology. His M.A. is from Saint Mary of the Woods College in Theology. Currently he is in course work for the Ph.D. in Counselor Education & Supervision, from Indiana State University. He has three daughters, Shawna, Tiffany and Sara. Don and his wife Cindy reside in Noblesville Indiana.



Delila Owens, Ph.D., LPC, NCC.....delila.owens@indwes.edu

Delila Owens is the Coordinator for the Clinical Mental Health Program and Associate Professor at Indiana Wesleyan University. Improving mental health treatment for culturally diverse populations is one of her core research interests. She has published over 20 peer reviewed journal articles, most dealing with counseling the culturally diverse. Dr. Owens's research agenda and areas of interest are in the following topics: cross cultural counseling, factors that affect school counseling outcomes for African American children, adolescent development, and the schooling experiences of young women of African descent.

Prior to joining IWU, Dr. Owens spent 7 years on the faculty in the College of Education at Wayne State University. In 2005, she was the recipient of the Counselors for Social Justice OHANA award, a division of the American Counseling Association. She completed her academic training at Michigan State University (Ph.D.), Central Michigan University (M.A.) and Ferris State University (BSW).



Nenetzin Reyes, Ph.D.....nenetzin.reyes@indwes.edu

Dr. Reyes, an Associate Professor, earned her Ph.D. and M.S. in Marriage and Family Therapy from Texas Tech University (TTU) in Lubbock, Texas. Dr. Reyes was a contributing author for the book *Voices Color* (2005) and has been published in professional journals including *Family Relations* and the *Journal of Couple and Relationship Therapy* in the area of multicultural issues and gave several presentations at national conventions last year. Dr. Reyes received her B.S. in Child and Family Studies from Baylor University. She is affiliated with The Salvation Army where she has ministered as a Sunday school teacher, youth leader, and church council member.



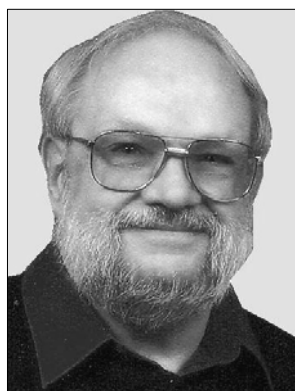
Barbara Riggs, Ph.D., RN, LMFT, LCSW, LMHC

..... **barbara.riggs@indwes.edu**

Dr. Riggs is Professor of Marriage & Family Counseling/Therapy and Coordinator of the MFC/T concentration. She is a licensed Marriage and Family Therapist and specializes in couple and family issues, trauma recovery, anxiety and depression. She teaches both core courses as well as family courses in the graduate studies program. She is an AAMFT Approved Supervisor and an active member of IAMFT where she is President for the state of Indiana. Her research interests include family resiliency, family strengths, faith integration and outcome effectiveness of counseling interns.

Dr. Riggs received her ASN at Massachusetts Bay Community College in 1973. She earned a Bachelor's degree from the University of Evansville and a Masters from Indiana University. Her Ph.D. work was in the area of Child and Family Studies at Purdue University. She is a registered nurse, state licensed clinical social worker, marriage and family therapist, mental health counselor, and a clinical member of American Association of Marriage and Family Therapists. Dr. Riggs also serves as a site visitor for Council of Accreditation of Marriage and Family Therapy Education (COAMFTE) Accreditation Teams.

As the founder of Eagle Creek Counseling, she served as the Director from 1992-2004 where she continues a private practice. She recently co-authored a textbook, *Marriage and Family: A Christian Perspective*. She sits on the Board of Directors for FAME (Fellowship of Associates for Medical Evangelism) and Shepherds Heart Prison Ministry. She does frequent mission work in the Philippines and attends Plainfield Christian Church.



Budd Teare, Ph.D., LMFT CISMbudd.teare@indwes.edu

Dr. Teare, an Assistant Professor, holds a B.S. from Cornerstone University, an M.S. from Nova Southeastern University, and a Ph.D. from Capella University. He is the Graduate Counseling Clinic Coordinator. Dr. Teare is a Licensed Marriage and Family Therapist in Indiana and has been in practice for 30 years; he is also a Certified Critical Incident Debriefing. He is a member of Psi Chi, the American Counseling Association (ACA), and a Clinical member of The American Association of Marriage and Family Therapy (AAMFT).

Dr. Teare is qualified to counsel in a number of areas. His areas of interest and specialties are issues related to childhood sexual abuse; sexual addictions recovery; identity development in young adults; and mental health concerns such as stress, depression, trauma, systems interventions, and family resiliency. Dr. Teare's teaching interests include family psychology, abnormal psychology, family and child psychopathology, forensic psychology, and family systems counseling and theory. Research interests involve recovery from child abuse and sexual addictions, family resiliency, and critical incident stress and trauma. Dr. Teare also maintains a small private practice located at Converse Church of Christ in Converse, Indiana.



Robert S. Thompson, Ph.D.rob.thompson@indwes.edu

Dr. Thompson is the Coordinator of the Student Development Counseling and Administration program. He has over 20 years experience working in Residential Life and Student Development at four different institutions. Dr. Thompson has a Bachelor's degree from Iowa State University, Master's degree in College Student Personnel Administration from the University of Tennessee, Knoxville, and a Ph. D. in Educational Leadership Administrative Foundations from Indiana State University.

Dr. Thompson is a member of the National Association of Student Personnel Administrators (NASPA), the American College Personnel Association (ACPA), the Association of Christians in Student Development (ACSD), and the American Counseling Association (ACA). His research interests include autonomy and individuation, multigenerational work settings, and servant leadership. Dr. Thompson is a frequent presenter at national Student Development conferences.

Part-time Faculty

Lois Bushong, M.A.R., M.S., LMFTljbushong@gmail.com

Lois Bushong, has a Masters of Art in Religion from the Anderson School of Theology, a Masters of Science in Community Counseling from Georgia State University, a Graduate Diploma in Christian Counseling from the Psychological Studies Institute in Atlanta, Georgia and is a licensed marriage and family therapist and an approved supervisor with the American Association of Marriage and Family Therapist. Lois is the owner of Quiet Streams Counseling in Indianapolis, Indiana, where she works as a Marriage and Family therapist. She is an adult missionary kid from Central America, speaks fluent Spanish, a popular speaker, an author and a consultant to various international and mission organizations. Her specialties as a therapist are anxiety, depression, women's issues, dependent personalities, victims of abuse, singleness, grief and cross-cultural adjustments.

Nancy D. Campbell, Ph.D.nancy.campbell@agsfaculty.indwes.edu

Dr. Campbell is a spiritual director and psychotherapist in private practice in the Indianapolis area. Nancy has a Ph.D. in Counseling Psychology from Indiana State University and extensive experience in the mental health and substance abuse fields and in leadership development and organizational consulting. She received her spiritual direction training at the program sponsored by the Benedict Inn in Beech Grove, and was formerly on the faculty at Christian Theological Seminary in the area of pastoral care and counseling. She is licensed as both psychologist and a marriage and family therapist in the state of Indiana and is an AAMFT Approved Supervisor. Professional associations include the American Psychological Association and the American Association for Marriage and Family Therapy.

Dr. Campbell has a special interest in several areas: the interface of psychology and spirituality, spiritual direction and formation, and the mystical/ contemplative dimension of the spiritual life. She is a Benedictine Oblate (lay monastic) affiliated with Our Lady of Grace Monastery in Beech Grove and serves as the Formation Assistant to the Director of Oblates. But most importantly, she has a ten-year old granddaughter and two cats who remind her to have fun and lighten up.

Doug Daugherty, Psy.D., HSPPdoug.daugherty@indwes.edu

Dr. Daugherty coordinates the Indiana Wesleyan University Addictions Counseling Program, which was the first program accredited by the National Association of Alcohol and Drug Abuse Counselors (NAADAC). He is a Licensed Clinical Psychologist with American Psychological Association (APA) and Indiana Association of Addiction Professionals (IAAP) certification in the treatment of substance disorders. Dr. Daugherty has taught at the university level for more than 10 years and has approximately 20 years clinical experience. He has published in the area of recidivism and serves as an evaluator for various correctional and treatment programs. He is also the founder of Grace House for Recovery, a Christian recovery home in Marion, Indiana. He and his wife have four teenage children.

James Fuller, Ph.D., LMHC, NCC, NCSCjim.fuller@indwes.edu

Dr. Fuller is the Dean of the Graduate School and a Professor of Counseling at IWU. Dr. Fuller received a B.A. from Asbury College and a M.Div. from Asbury Theological Seminary. At the University of North Carolina at Greensboro (UNCG) he received a Ph.D. in Counselor Education. Dr. Fuller lived in Honduras for one year and in Korea for 12 years. While in Korea, he worked as a counselor and chaplain of the Seoul Foreign School, an international school for English-speaking children. Returning to the United States in 1990, Dr. Fuller continued the doctoral work at UNCG that he had begun while living overseas. In 1992, he was hired by UNCG as a full-time faculty and coordinator of the school counseling program.

In 1996, Dr. Fuller relocated to Marion to assume duties as a member of the counseling faculty at Indiana Wesleyan University. In 2001 he was appointed Dean of the College of Graduate Studies and was later moved into his current position. In addition to his duties as Dean, Dr. Fuller is a Professor of Counseling. He is married with a son and daughter and has one granddaughter. His wife is a fifth-grade teacher in the Marion School System.

Carla Gaff-Clark, Ed.D., LMHC, CADACcgaff@indy.rr.com

Dr. Clark received her Doctorate at Ball State University with a double cognate in Counseling Psychology and Adult and Community Education and her Masters from Butler University in Marital and Family Therapy.

Dr. Clark is self-employed as an educator, trainer and therapist. She specializes in extremely at-risk clients and does the mental health and addictions trainings for the Indiana Coalition Against Domestic Violence. Dr. Clark shares her research on the political scene and continues to be heavily involved in state legislation governing the extremely at-risk client.

Lora Hays, M.S., LMFT, RPTlora.hays@agsfaculty.indwes.edu

Lora Hays is a former president of the Indiana Association for Play Therapy and served on the board of directors for seven years. She is an avid supporter of play therapy and currently speaks professionally at conferences and trainings spreading the word about the usefulness and viability of play therapy. Ms. Hays is a Licensed Marriage and Family Therapist who received her master's from Butler University. She received her Registered Play Therapist credentials through the Association of Play Therapy.

In addition to doing individual, marriage and couples counseling, Ms. Hays specializes in working with children and families. She also works with burn survivors, both children and adults (and their families) who have been traumatized by burn injury. She leads the Kids Connect program at The Wellness Community of Central Indiana, working with children and their families who have a family member with cancer. Ms. Hays is a believer in the power of play and uses it daily in her private practice; not only with children but with families and teens to engage them in the therapeutic process.

Denita Hudson, Ph.D., LPCdenita.hudson@indwes.edu

Dr. Hudson is an Associate Professor of Counseling at Indiana Wesleyan University and the Coordinator of the Community Counseling concentration. She received her Bachelors in Psychology and a Masters in Community Counseling from Wright State University in Dayton, Ohio. Professor Hudson is a LPC in Ohio and has worked in community counseling centers, a college counseling center and has conducted batterer groups through a domestic violence intervention program. Her research interests include multicultural counseling, counselor supervision and community counselor professional identity and leadership.

Kay Keller, MA, LMHC, LPC, NCCkykeller@tayloru.edu

Kay Keller has a B.S. in Communications and Sociology from Mankato State and a MA in Counseling Psychology from Wheaton College. She has been providing counseling services since 1982 in various settings including psychiatric hospital settings working with eating disorders, private practice, rural poor school systems, and college settings. She is a nationally certified counselor, a licensed mental health counselor, and a licensed professional counselor. Kay provides internship supervision for IWU in addition to counseling in a college student counseling center and teaching as an adjunct.

Daniel W. Poff, Ph.D., OTR/Ldan.poff@indwes.edu

Dr. Poff earned his B.S. and M.S. from Ohio State University in Occupational Therapy and Human Development and Family Science respectively. He earned his Doctorate in Family Studies and Marital and Family Therapy from Purdue University. He has taught most recently at the master's level for Milligan College in Tennessee.

Dr. Poff is currently employed full-time for Indiana Wesleyan University in the Center for Life Calling & Leadership. He teaches human growth and development and career counseling.

Kasey Price, Ed.D.....kasey.price@indwes.edu

Dr. Price is the Director of Special Projects - Student Activities at Indiana - Purdue Fort Wayne in Fort Wayne, IN. She is a 2004 graduate from Indiana Wesleyan University with a BS in Business Administration and Intercultural Studies from, a 2007 graduate from Southern Illinois University Carbondale with an M.S.Ed. in Higher Education (College Student Personnel), and a 2010 graduate of The Florida State University with an Ed.D. in Higher Education. Dr. Price's research interests include undergraduate women in STEM, student leadership, and student motivation.

Keith Puffer, Ph.D., LMHC, NCCkeith.puffer@indwes.edu

Dr. Puffer has been at IWU since 1991 teaching undergraduate psychology along with graduate ministry and counseling classes. He received his Ph.D. (1998) from Purdue University in Counseling (Counselor Education). He also earned an M.A. in Theological Studies from the International School of Theology (1990) in San Bernardino, CA and an M.A. in Counseling Psychology (1991) from Trinity International University in Deerfield, IL. Prior to Indiana Wesleyan University, he was a missionary with Campus Crusade for Christ (twelve years) which led to his ordination as a minister of the Gospel (Evangelical Church Alliance) in 1990.

In addition to being an educator, Dr. Puffer has a private practice (Puffer Counseling) located at Converse Church of Christ in Converse, IN. He is licensed as a Mental Health Counselor by the State of Indiana, a Nationally Certified Counselor, and a Distance Counseling Certified Counselor. As a researcher, he has published articles on the church's role in helping depressed elderly, biblical assumptions about human nature, and the relationship between religious doubt and identity formation. Currently, Dr. Puffer is studying how emotional intelligence is a predictor for certain career development constructs and the connections between religious doubt and pro-social behavior.

James Rosenberger, Ph.D.joxx@parallax.ws

Dr. James Rosenberger is the coordinator of school counseling at Indiana Wesleyan University's Indianapolis center. Dr. Rosenberger was a school teacher, counselor, and administrator for 37 years in both private and public settings prior to retirement. Dr. Rosenberger has taught in higher education for the past 27 years. In addition to coordinating school counseling and teaching school counseling courses, Dr. Rosenberger teaches in Indiana Wesleyan's Master's of Education program as well as both the undergraduate and graduate education departments at the University of Indianapolis.

Dr. Rosenberger is active in research, having been published in journals and having written curriculum for the Master's of Education program. In addition, his research with regard to the college selection process for families can be found on-line at www.the-college-list.com

Dr. Rosenberger holds the B.A. degree from Bluffton (OH) College, an M.A. from The Ohio State University, and an Ed.D. from Ball State University. Originally from western New York, Dr. Rosenberger and his spouse Karen, a university supervisor in the Indiana Wesleyan University undergraduate education program with 30 years of teaching experience, currently reside in Richmond, IN. They are the parents to two daughters and two Maine Coon cats.

William R. Steele, PhD. LMFT, LCSWbill.steele@agsfaculty.indwes.edu

Dr. Steele has been a practicing marriage and family therapist for nearly 30 years. In addition to being an adjunct professor in the Indiana Wesleyan University Graduate Counseling Program, Dr. Steele maintains a busy private practice in Indianapolis. Along with his clinical work with individuals, couples, and families, Dr. Steele is also a parent coordinator, a certified family mediator, and custody evaluator.

After completing his undergraduate work in biology and psychology at Whitworth University in Spokane, Washington, Dr. Steele completed his master's and doctoral program in marriage and family therapy at Brigham Young University in Provo, Utah. Dr. Steele's doctoral research studies marital adjustment in couples with chronic illness. While living in Utah while completing his doctoral work, Dr. Steele worked as the director of a community counseling center in Salt Lake City which specialized in treating substance abuse disorders and family violence. Following this position, Dr. Steele was the director of a clinic specializing in integrative behavioral medicine at a major medical center in Salt Lake City. Dr. Steele and his family relocated to Indianapolis in 1989.

Subspecialties of Dr. Steele include divorce adjustment, blended families, clinical hypnotherapy, and consulting with family based businesses.

Dr. Steele and his wife have been married for 32 years and have two adult daughters. Dr. Steele enjoys gardening, playing the piano, movies, and working with his wife in their art studio where they design and fabricate contemporary metal jewelry.

University Information & Policies



Introduction to Indiana Wesleyan University

History

From 1920 to 1988, Marion College operated as a developing liberal arts institution with growing programs, offering Bachelor of Arts and Bachelor of Science degrees. A Master of Arts in Theology was begun in 1924 and offered continuously until 1950. Master's degree programs were initiated again in 1979 in Ministerial Education and Community Health Nursing. Master's degree programs were begun in Business in 1988. That same year the name of the institution was changed to Indiana Wesleyan University, reflecting an influence well beyond the city of Marion and across the state, its connection with The Wesleyan Church and Christian higher education, and the development of increasing numbers of graduate programs. Meanwhile, master's degrees in Primary Care Nursing and Counseling were added in 1994 and 1995, respectively.

A decision in the early 1980s would greatly affect the future of the university. Having established itself as a solid liberal arts college, the university began offering courses and degrees to working adults during evening hours and Saturdays.

Enrollment at IWU has grown radically since 1985 when the first adult courses were offered. Adult programs now enroll about 12,500 students.

On July 1, 2009, Indiana Wesleyan University instituted a new structure built around the following academic units: The College of Arts and Sciences (which includes the Division of Graduate Counseling), The College of Adult and Professional Studies, and The School of Nursing.

In 23 years, IWU's enrollment has jumped from 1,087 to approximately 15,400. Within the state of Indiana, IWU has become the fastest-growing university and the largest private university in total enrollment. Among the members of the Council for Christian Colleges & Universities (the main organization of Evangelical schools of higher education in the U.S. and Canada), IWU has become its largest member with nearly 15,400 students enrolled in 2008. IWU now employs approximately 200 full-time faculty, 700 full-time administrative and staff members and almost 1,900 adjunct faculty members on the main campus in Marion, Ind., and at regional sites throughout Indiana, Ohio and Kentucky.

University Mission

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

University Values

The primary value for Indiana Wesleyan University is Christ likeness. The challenge to follow Christ compels us to pursue a personal and professional lifestyle of: Commitment; Leadership; Service; Stewardship; Innovation; Diversity.

University Charge

Indiana Wesleyan University will prepare each student to become a world changer. We will accomplish this by drawing students into an integrated experience of intellectual challenge, spiritual growth, and leadership development. Thus we will: call students to Christian character; expect academic excellence; equip them for success in their vocation; mentor them for leadership; and prepare them for service.

University Vision

We seek to be a premier university changing the world for Christ.

Strategies

- 1 Affirm Our Christian Commitment as Expressed in the Wesleyan Tradition
 - Emphasize our Christian commitment in all representations of the University
 - Seek exceptionally strong mission-fit individuals in personnel hires
 - Enrich the spiritual vitality of the community
 - Design curricular and co-curricular engagement with Christian faith
 - Increase awareness and understanding of the Wesleyan tradition in the academic community
- 2 Enhance Teaching and Learning
 - Attract and retain dedicated Christian scholars
 - Enhance the quality of teaching through faculty development and assessment
 - Support faculty and student scholarship
 - Engage students as collaborators and active participants in transforming learning
 - Increase global awareness and engagement throughout the University
- 3 Celebrate the Richness of each Culture within the University
 - Enrich the distinct ethnic community and educational modalities of the University
 - Invest in purpose-guided quality of life initiatives among our campus populations
 - Develop opportunities for interaction among all distinct groups
 - Discover ways to increase intentional engagement for underrepresented faculty and students
- 4 Serve our Constituencies with Excellence and Authenticity
 - Enhance a service-oriented environment
 - Promote active participation in our host communities
 - Enhance service to The Wesleyan Church and other denominations
 - Create opportunities for student, faculty, staff and alumni to engage and serve the global community
- 5 Secure and Deploy Resources for Future Success
 - Grow endowment to develop faculty and support students
 - Develop existing and new alumni and partners; and collaborate with others
 - Develop effective internal systems and processes
 - Establish research and development budget for innovative programs
 - Exercise wise stewardship of all resources

Statement of Faith

WE BELIEVE... in God the Father, the Son, and the Holy Spirit.

WE BELIEVE...that Jesus Christ the Son suffered in our place on the cross, that He died but rose again, that He now sits at the Father's right hand until He returns to judge all men at the last day.

WE BELIEVE...in the Holy Scriptures as the inspired and inerrant Word of God.

WE BELIEVE...that by the grace of God every person has the ability and responsibility to choose between right and wrong, and those who repent of their sin and believe in the Lord Jesus Christ are justified by faith.

WE BELIEVE...that God not only counts believers as righteous, but that He makes them righteous, freeing them of sin's dominion at conversion, purifying their hearts by faith and perfecting them in love at entire sanctification, and providing for their growth in grace at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life.

Accreditation

Indiana Wesleyan University is accredited by the

- Higher Learning Commission (HLC), <http://www.ncahigherlearningcommission.org/> and is a member of the North Central Association of Colleges and Schools (151 North Dearborn, Chicago, IL 60601; phone 312-263-0456 and 1-800-621-7440).

In addition, specific programs are accredited by the

- National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington DC 20036; phone 202-466-7496,
- Commission on Collegiate Nursing Education (CCNE), phone 202-887-6791,
- Council for Accreditation of Counseling and Related Educational Programs (CACREP), 5999 Stevenson Ave, Alexandria, VA 22304; phone 703-823-9800,
- Council on Social Work Education (CSWE); phone 703-683-8080,
- Commission on Accreditation of Allied Health Education Programs (CAAHEP),
- Commission on Accreditation of Athletic Training Education (CAATE), <http://caate.net>, 2201 Double Creek Drive, Suite 5005, Round Rock, TX 78664
- National Association of Schools of Music (NASM), phone 703-437-0700

IWU has approvals from the State Department of Public Instruction of Indiana, National Association of Alcoholism and Drug Abuse Counselors (NAADAC), Indiana Board of Nursing Registration, Indiana Professional Standards Board, Kentucky Council of Postsecondary Education, Kentucky Education Professional Standards Board, and Ohio Board of Regents.

Student Honesty/Cheating

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

- Submitting work for academic evaluation that is not the student's own.
- Copying answers from another student during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy one's work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

Plagiarism is defined as "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own" (A. Lindey, 2006, *Plagiarism and Originality*). *The Prentice Hall Reference Guide* (2006) indicates, "To plagiarize is to include someone else's writing, information, or idea in a paper and fail to acknowledge what you took by indicating whose work it is" (p. 292). In other words, it is not giving credit where credit is due. Plagiarism is both a moral and ethical offense and sometimes a legal one.

Examples of plagiarism include:

- Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
- Presenting another person's ideas or theories in your own words without citing the source.
- Failing to acknowledge contribution and collaboration from others.
- Using information that is not common knowledge without citing the source.
- Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgement of a source.

Sanctions

It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Any undergraduate student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: failure in paper, assignment, or exam.

2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from the university for a single incident of academic dishonesty or cheating. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty.

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrator who in turn reports the case to the academic leader of the specific college/school. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies below.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to dismissal from the university for a single incident. The university may consider legal action for any individual found to have participated in these actions.

Student Grievance Policies

Student Grievance and Appeal Policy (Non-academic)

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation through the following procedures:

Informal Procedure

1. The student should seek informal resolution with the individual department concerned before initiating a written complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the dean for mentoring and accountability, the dean of the Graduate School.
3. If the complaint is not satisfactorily resolved at this level, the student may request a hearing with the Vice President for Student Development. If the complaint is not satisfactorily resolved at this level, the student may submit a written grievance form.

Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance within 30 days of the event or action. Grievances must include the demographic information regarding the complainant, the clear facts of the case, the disposition or resolution achieved thus far and the requested resolution by the complainant. Additional information or clarification may be requested before a hearing is scheduled. NOTE: Appeals that are based solely on the severity of a sanction that upon investigation are within the parameters of the available sanctions for an event or action are not considered grounds for appeal.
2. A hearing will be held with the dean of the Graduate School, ordinarily within fifteen working days from the filing of the written grievance.
3. If the complaint is not satisfactorily resolved with the respective assistant vice president, the student may then request, within fifteen working days, a hearing with the Vice President for Student Development. This hearing will ordinarily be held within fifteen working days following the request.
4. If the complaint is not satisfactorily resolved with the respective vice president, the student may then request, within fifteen working days, a hearing with the Graduate Student Development Council, which will make recommendations back to the vice president within fifteen working days.
5. If the complaint is not satisfactorily resolved with the Student Development Council and the vice president, the student may then request, within fifteen working days, a hearing with the president of the university. This final hearing with the president will ordinarily take place within fifteen working days. This is the final appeal.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Student Grievance and Appeal Policy (Academic)

A student who has a grievance related to a course grade or an academic policy decision, including those believed to be discriminatory based on race, national origin, color, sex, disability, or age, should follow these procedures for resolution.

Students must begin with the awareness that the university follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. These differ widely from professor to professor and from college to college. Indiana Wesleyan University allows its instructors independence in following generally accepted practices.

Protest of a Grade

If the student feels that an instructor has not followed fair practice nor followed his or her own published grading policy, the following procedures should be followed:

Informal Procedure

1. The student should contact the professor for a full explanation of the grade given and the basis for making the grade.

2. If there is no resolution of the problem, the student may request a review with the division chairperson (or the dean of the Graduate School if the complaint involves the chairperson).
3. The chairperson or the dean will notify the faculty member of the grievance and its nature and seek to mediate the dispute through the following steps:
 - a) Informal discussion of the facts of the case seeking resolution within fifteen working days.
 - b) If the faculty member's stated policy for calculating the grade has not been followed, the chairperson or dean will insist that it be followed.
 - c) If the dispute is about a grade on a specific paper or an examination, the chairperson or dean will request that the professor reevaluate the paper or the examination to examine the grade given.

If the student is not satisfied with this informal process, the formal procedure may be initiated.

Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of receiving the grade. Grievance forms are available in the office of the dean of the Graduate School.
2. The chairperson or the dean within fifteen working days will request a second reading of the specific paper or examination by two faculty members with knowledge in the academic discipline. They will submit their evaluations to the chairperson or dean within fifteen working days. That person will make a judgment, within fifteen working days, as to whether the grade has been definitely mis-evaluated by more than one full grade. If so, the grade may then be changed by the academic administration. The decision of the academic dean will be final in all grade disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the Vice President for Academic Affairs in whose office all files will be kept.

Protest of Policy

If a student believes that the university has not followed published policies regarding academic decisions or discriminated based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504, the student may follow the following procedures:

Informal Procedure

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.
2. If the complaint is not satisfactorily resolved, the student may request a hearing with the division chairperson.
3. If the complaint is not satisfactorily resolved with the division chairperson or dean, the student may request a hearing with the vice president for Academic Affairs.
4. If the complaint is not satisfactorily resolved with the vice president informally, the formal procedure may be initiated.

Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy

decision. Grievance forms are available in the office of the vice president for Academic Affairs.

2. The student may then make a request within fifteen working days for a hearing with the vice president for Academic Affairs to review the formal grievance.
3. If the complaint is not satisfactorily resolved with the vice president, the student may then request within fifteen working days a hearing with the Academic Affairs Council of the university.

The decision of the Academic Affairs Council will be made within fifteen working days of such a request and will be final in all academic policy disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept.

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

University Services

Financial Aid

The Financial Aid Office is located upstairs in the Student Center in Marion, and is open Monday through Friday 8:00 AM to 5:00 PM. Our staff is available to talk with you regarding the affordability of attending Indiana Wesleyan. To best serve you, we assign a counselor who will work with you throughout your time at IWU.

Financial Aid may be available in the form of scholarships, grants, student employment and loans. You must file a FAFSA (Free Application for Federal Student Aid) by the institutional deadline each year to help hold your eligibility for state and institutional money. Not all scholarships require a FAFSA, but we do encourage everyone to file this application at least the first year.

We understand that graduate education is expensive and our staff is here to assist in exploring all the options available to assist in paying for this investment. We realize that sometimes circumstances arise that might change your financial ability to pay (for instance: loss of job, change of marital status, etc). Our staff is available to talk with you if you are experiencing difficult times.

For more information regarding:

- Financial Aid Deadlines
- Your assigned financial aid counselor
- The FAFSA Application
- Specific scholarships available
- Scholarship renewal criteria

Please contact our office at 765-677-2116, see the IWU catalog and/or check us out online at www.indwes.edu/finaid/traditional. See the phone listing on the inside cover for the financial aid counselor assigned to the first letter of your last name.

On Campus Married/Family Housing

Married graduate students in the Counseling program and single parent families have the option of on-campus student housing. Students who would like more information or to apply for Married Housing may contact the Student Development Office on the Undergraduate Campus at 765-677-2204.

Library Services

Off Campus Library Services (OCLS) provides students and faculty in IWU's adult and graduate programs with the resources needed for developing character, scholarship and leadership. Graduate Counseling students can contact OCLS via email, Web page form, 800 toll free or fax. Online access to the Library Resource Guide is available from the OCLS Web page, http://www.indwes.edu/ocls/student_services.html. Services include:

- Access to many online academic research databases, giving immediate utilization of full text articles and books.
- Time sensitive delivery of journal articles not found online.
- Research assistance and other library services.

The Jackson Library in Marion has well over 150,000 titles (including e-books), more than 12,000 audiovisual titles, 680 current paper subscriptions and provides access to thousands of online journals via a searchable database. Branch libraries are available at the Indianapolis, Fort Wayne, Louisville, Cincinnati and Cleveland campuses of the university and include some reference books and full access to the library catalog and subscription based periodical indexes. Remote access to the catalog and computerized general and subject specific indexes are available via the library's Web page <http://www.indwes.edu/ocls> for any students with Internet access and a student ID with a 14-digit library number.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian will tell you about opportunities in your area.

Student Identification Card

Graduate Counseling students will need a current IWU student identification card (ID) to access OCLS services and for checking out material at Jackson Library and for use of the Recreations and Wellness Center located on the Marion campus.

All students, faculty, and staff must have a valid IWU identification (ID) card and are only permitted to possess one IWU ID card at any given time.

Persons may receive their card from Conference Services located in the Student Center on the Marion campus. An ID card is the property of Indiana Wesleyan University; however, it is the student's responsibility to present the ID for service. A fee will be assessed for any destruction or loss of your ID preventing it to be used in these areas.

Changes in Personal Information

When changing any of your biographical data (name, address, phone numbers, etc.), please send an email to both the Division Office at grcns.office@indwes.edu and the Registrar Office at registrar@indwes.edu including your name and student ID number. Note changes to be made. Corrections will be noted to your campus office and the Registrar's Office (who will change that info in Datatel, the university information system). In addition, for name changes, you are required to

submit a copy of one of the following official documents: marriage certificate/divorce decree, new driver's license, or new Social Security card.

Tree of Life Campus Bookstore

Hours: (Fall and Spring semesters): Monday - Friday 8:00 am - 5:00 pm

Books for class can be purchased in the campus bookstore, located in the student center.

Marion and Indianapolis students can purchase books online at <http://iwubookstore.com> or in the bookstore. Some bookstore services are also available by calling 765-677-2210.

Food Services (Marion Campus) – Flex Accounts or “Bonus Points

These accounts may be purchased by resident or non-resident students, as well as faculty and staff.

Flex Accounts are available in the following levels:

Cost	Purchase Power
\$25.00	\$25.00
\$50.00	\$62.50
\$75.00	\$93.75
\$100.00	\$125.00 (25% discount)

After submitting a deposit, you may access your Flex Accounts by presenting your college ID (or Pioneer Card). Any balance remaining at the end of the first semester will transfer to the second semester; however, no balances will carry beyond the end of second semester. These accounts may be purchased from the Pioneer Food Service office.

Food Services (Indianapolis Campus)

The Ritz, a privately owned deli, is located on the first floor of the Indianapolis building for students' convenience.

Special Services

Any graduate student who needs special services in order to remain successful in the department is encouraged to contact the Aldersgate Center to set up a plan for accommodations. The phone number is 765-677-2257.

IWU Safety, Crime Reporting and Privacy Policies

Campus Security

Security policies and procedures

The safety and security of all members and guests of the campus community are of primary concern to Indiana Wesleyan University. The Department of Campus Police is made up of 27 officers from the Grant County Sheriff's Department. All officers graduated from the Indiana Law Enforcement Academy, and undergo continual training. All have been trained in emergency medical procedures, first aid and CPR. They each carry a weapon and have the power to arrest.

Officers' routine duties include, but are not limited to, the following: locking and unlocking facilities; greeting students, visitors, faculty and staff; preventing crime through high visibility and

aggressive patrolling; maintaining internal building security; escorting visitors and students; preparing reports; investigating on and near campus crimes; conducting foot and vehicle patrols; monitoring and enforcing moving and parking traffic violations; and campus emergency weather notification. On campus, campus police enforce all regulations and laws -- both of the university and the State of Indiana. Our campus police officers work very closely with the Marion Police Department and the Indiana State Police to assist them with incidents that may occur off-campus.

The student's responsibility

The cooperation and involvement of students themselves in a campus safety program is absolutely necessary. Students must assume responsibility for their own personal safety and the security of their personal belongings by taking simple, common sense precautions. The students' awareness of their environment and their surroundings is the best place to start.

- Exterior doors to the residential areas should never be propped open.
- Keys should be carried at all times and never lent to others.
- Cars should be locked at all times. Valuables should be concealed.
- Students should report any suspicious-looking individuals or vehicles that they feel do not belong on campus or any unusual incidents in the residence halls or around campus to the residence life staff or campus police.

Security awareness

Although the university does all it can to reduce the likelihood of crimes which could result in injury or property loss, students and employees are encouraged to safeguard themselves as well as their belongings. The university is not responsible for personal possessions brought to campus so students might want to consider insuring valuable items. To discourage theft, students should consider marking their valuables with an engraver.

Additional Information

The Aldersgate Center (located on 2nd floor of Student Center) has information regarding sexual assault as well as provides personal counseling opportunities. The institution will make changes in a crime victim's academic and living situation if appropriate and reasonably possible. Programs informing the campus community about crime prevention and campus security policies will be announced and publicized.

The University Handbook contains information on disciplinary action procedures and policies on the use, possession and sale of alcoholic beverages and illegal drugs. The university will make timely warning reports to the campus community on certain crimes that represent a continuing threat to students and employees and that are reported to officials.

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and includes crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault, and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566. Crime reporting forms are located in the Graduate Counseling Office.

Student Records, Rights, and Privacy

The university complies with the Family Education Rights and Privacy Act of 1974 (FERPA) and as it appears in final form in June 1976. This law protects the rights of students to review their own records and to challenge any of the content of the record. Students may request access to their records from the following offices:

- Permanent grade records (transcripts) for all students are kept in the Marion Campus Records Office.
- For CAS students, including graduate counseling students, discipline records are kept in the Student Development Office and financial records are kept in the CAS Financial Aid and CAS Student Accounts Offices.

The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status.

The law allows the disclosure of five classes of "directory information" as follows:

1. Name, address, email address, telephone number, dates of attendance, class, and religious affiliation.
2. Previous institution(s) attended, major field of study, awards, honors, and degree(s) conferred including dates.
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, and date and place of birth.
4. Schedule of classes
5. Photograph

A graduate counseling student may request in writing that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in those cases that are in keeping with the law.

Privacy Policy

Indiana Wesleyan University considers the privacy of your personal information a very serious matter. As such we comply with all applicable laws regarding such information. IWU's Privacy Policy may be accessed at <http://www.indwes.edu/legal-notices.htm>.

Division of Graduate Counseling



Division of Graduate Counseling Information

Integrating Professional Counseling and Faith

The Division of Graduate Counseling at Indiana Wesleyan University trains students to integrate counseling and psychology from a distinctly Christian perspective. Students are prepared to work respectfully and effectively from within the person's or family's unique position in life—including race, gender, cultural background, and ecological context.

Mission Statement

The Division of Graduate Studies in Counseling is dedicated to training high quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to the training and mentoring of students within an integrated understanding of Christian faith with emphasis on student academic, professional, and cultural competence.

The division seeks to offer the finest academic and clinical experiences that prepare students aspiring to change the world through professional service in Christ's name within the counseling-related professions. Many of the faculty are recognized leaders in their professions. Together with students, a synergistic community of learners combines to create a set of training experiences that are distinctive.

Divisional Student Learning Outcomes

The following statements reflect specific objectives of the division:

1. Students will demonstrate mastery of comprehensive counseling curriculum
2. Students will demonstrate competence in reading, interpreting, evaluating and applying scholarly research
3. Students will demonstrate clinical proficiency.
4. Students will demonstrate multicultural awareness in clinical practice.
5. Students will demonstrate professional integrity
6. Students will demonstrate an ability to integrate faith with the counseling profession.
7. Students will demonstrate proficiency in communication skills.
8. Students will demonstrate proficiency in their selected area of specialization.

The division offers a number of assistantships and scholarships. For those students with aspirations for doctoral degrees, a number of research opportunities are available. Faculty regularly co-present with students at regional and national conferences. Opportunities for submitting articles for publication in professional journals abound. What a better way to be socialized into the counseling profession than to be mentored by recognized faculty within a dynamic community of learners!

Program Distinction

Integration

Our coursework is based on the integration of psychology, faith, and practice. As a Christian University, we teach our graduate students to wrestle with integrating their own faith with their own emerging counseling identities. Students become actively engaged with professional literature concerning the importance of faith and counseling.

Academic and Cultural Diversity

Students learn from and are clinically supervised by professors from diverse cultural backgrounds who hold Ph.Ds in a variety of areas. The diverse training backgrounds of the faculty,

each with a commitment to serving God's world through counseling, result in a well-rounded and academically stringent training program that well prepares our graduates for a wide variety of professional settings.

Clinical Emphasis

Our free-of-charge on-campus counseling clinics at both the Indianapolis and Marion locations allows students to serve the community from a technologically-advanced and professional facility that is among the country's finest. Equipped with one-way mirrors and wireless recording capabilities, the clinic provides top-notch research opportunities. Students see a wide array of clinical populations and are actively supervised by licensed faculty. All sessions are professionally videotaped, creating a fertile atmosphere for an excellent supervisory training experience to occur.

National Counselor Examination

Graduates of the Marriage and Family Counseling/Therapy, Clinical Mental Health, and School Counseling programs are eligible to sit for the National Counselor Exam (NCE) in the final semester of their studies. This exam will be a requirement for the Associates License for Clinical Mental Health Counselors in the state of Indiana.

Programs of Study

The Division of Graduate Counseling offers six programs of study: Addictions Counseling, Clinical Mental Health Counseling, Community Counseling, School Counseling and Student Development Counseling and Administration. In addition, the division offers a Post Masters Certificate and a Certificate in Addictions.

Addictions Counseling – 48 hours

NAADAC accredited. Meets requirements for Licensed Addictions Counselor in Indiana.

Core Courses

CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3
CNS-511	Issues in Addiction and Recovery	3
CNS-512	Psychopharmacology	3

Core Courses (cont.)

CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addiction	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS 551, 552	Supervised Internship	6
	Elective	3

Total Semester Hours 48

Clinical Mental Health Counseling – 60 hours

CACREP accredited. Meets requirements for Licensed Mental Health Counselor in Indiana.

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-511	Issues in Addiction and Recovery	3
CNS-512	Psychopharmacology	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Assessment and Intervention in Clinical Mental Health Counseling	3
CNS-524	Ecological Counseling and Prevention	3
CNS-533	Psychopathology	3
	Electives	3

Total Semester Hours 60

Clinical Mental Health Counseling (Non-Licensure Track) – 48 hours

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Clinical Assessment and Intervention in Clinical Mental Health Counseling	3
	Electives	6

Total Semester Hours 48

Marriage and Family Counseling/Therapy– 60 hours

CACREP accredited. Meets the requirements for Licensed Marriage and Family Therapist in Indiana

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552, 554	Supervised Internships	9

Specialization Courses

CNS-520	Sexuality, Intimacy, and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3
CNS-542	Major Models of MFT I: Theory, Assessment and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Electives	3

Total Semester Hours 60

School Counseling – 48 hours

CACREP accredited. Meets the requirements for Licensed School counselor in Indiana.

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical, and Professional Issues	3
CNS-509	Integration of the Theory and Practice of Christian Counseling	3

Clinical Experiences

CNS-550	Counseling Practicum	3
CNS-551, 552	Supervised Internships	6

Specialization Courses

CNS-519	Theories and Techniques of School Counseling I	3
CNS-527	Child and Adolescent Development and Treatment	3
CNS-529	Theories and Techniques of School Counseling II	3
	Elective	3

Total Semester Hours 48

Student Development Counseling and Administration– 36 hours

Core Courses

CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
SDC-501	History of Higher Education	2
SDC-505	Career Counseling for Student Development	2

Core Courses (cont.)

SDC-508	Legal and Ethical Issues in Student Development	2
SDC-509	Administration and Finance in Higher Education	3
SDC-510	The College Student	3
SDC-525	Special Topics in Student Life Administration	3

Clinical Experiences

CNS 551, 552	Supervised Internship	6
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Total Semester Hours 36

Post Master's Degree Certificate

Indiana Wesleyan University offers a **Post-Master's Degree Certificate** to persons seeking specialized academic preparation in one of the major areas of study offered by the Division of Graduate Counseling, but who do not desire or require degree completion. Specifically, this certificate is designed for persons who have already obtained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. This includes students who are enrolled in a license-eligible program (e.g., Clinical Mental Health Counseling), but who desire to meet educational requirements for a second license-type (e.g., Addictions Counseling). In such cases, program faculty members collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Coursework for the Post-Master's Degree Certificate may be taken at our Marion or Indianapolis locations. Those pursuing a certificate in Student Development Counseling and Administration or Addictions Counseling may also complete their coursework online. A maximum of 15 credits may be taken with the Post-Master's Degree Certificate.

If it is determined by the HPB that only clinical hours (practicum and/or internship) are needed, the student must present a tape of a counseling session and a reference from a qualified (master's level with at least two years of experience) supervisor. This tape and reference will be reviewed by the graduate counseling faculty and be considered in the acceptance process. All students enrolled in clinical experiences must purchase personal liability insurance. Once the student is admitted into the program, a 3.0 GPA needs to be maintained until the post Master's certificate is completed.

Graduate Certificate in Addictions Counseling

Indiana Wesleyan University offers the Graduate Certificate in Addictions Counseling to persons seeking specialized academic preparation in this area. Applicants must have already attained a Master of Arts degree in a counseling-related program in which the degree program and/or post-graduate clinical experiences did not meet specific state licensure or national certification requirements for an addictions counseling-related credential.

Curriculum

CNS-511	Issues in Addiction and Recovery	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addictions	3
CNS-545	Counseling Addicted Families	3

Course Descriptions - Graduate Studies in Counseling

CNS-501 Human Growth and Development 3
The study of individual and family development across the life span. An examination of cognitive, personality, and moral development throughout life stages. Additional emphasis will be placed on human sexuality.

CNS-502 Multicultural Counseling 3
The study of the social and cultural foundations of the behaviors of individuals, families, and diverse groups. Strategies that promote understanding and effective intervention will be stressed.

CNS-503 Theory and Techniques in the Helping Relationship 3
An investigation of a range of counseling theories and their applications in the helping relationship. Application of basic and advanced helping skills that will facilitate positive change in the helping process.

CNS-504 Theory and Techniques in Group Counseling 3
The study of group theories, dynamics, process, and stages. An examination of group roles and leadership as well as basic and advanced group interventions. A weekly therapy group experience is required for this class in addition to the scheduled class time. There is also an additional lab fee to cover the cost of the group therapist. Prerequisite: CNS-503 (or by permission of instructor)

CNS-505 Theory and Techniques in Career Counseling 3
An investigation of career development theory including career decision-making; gender, family, and social/cultural issues; and the use of techniques and assessment instruments that facilitate lifelong career development.

CNS-506 Appraisal of Individuals 3
Studies that provide an understanding of the evaluation of individuals and groups. An investigation of appraisal methods that include validity, reliability, and psychometric statistics.

CNS-507 Research and Evaluation of Methods and Practice 3
Includes studies that provide a broad understanding of quantitative and qualitative research designs, research reporting and evaluation, and the use of computers in data collection and analysis.

CNS-508 Legal, Ethical, and Professional Issues 3
An examination of professional roles and responsibilities with regard to the counseling profession. Includes ethical, legal, and Biblical standards for conduct, professional organizations, credentialing, and developing a plan for lifelong professional and personal development and integrity.

CNS-509 Integration of the Theory and Practice of Christian Counseling 3
A study of integration models and the application of these models to the practice of Christian counseling. This study includes the basic assumptions of Christianity and psychology, the nature of the Christian experience, and the direct application of the major teachings of the Bible to the helping relationship. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508 (or by permission of the instructor)

CNS-511 Issues in Addiction Recovery 3
The study of the underlying issues that contribute to various addictive and compulsive behaviors. Assessment, diagnosis, treatment, and prevention of addictions are discussed, as well as models of recovery.

CNS-512 Psychopharmacology 3

The basic classifications and indications of commonly prescribed psychopharmacological medications. The study of the appropriate uses of these medications, as well as the identification of the effects and side effects of the medications.

CNS-513 Spiritual Formation and Direction 3

The study of the practice of spiritual growth. An emphasis will be placed on the application of the spiritual disciplines such as prayer, meditation, study, solitude, etc. Personal application, as well as directing the spiritual growth of others, will be stressed.

CNS-519 Theories and Techniques of School Counseling I 3

A particular emphasis will be given to the role and function of the school counselor as a professional team member. The various roles of the school counselor will be presented within a comprehensive framework. Special emphasis will be given to the role of the school counselor as consultant, counselor, and coordinator.

CNS-520 Sexuality, Intimacy, and Gender 3

The study of human interaction in relationships with emphasis on intimacy and sexuality. Additional areas of study would include gender issues, sexual identity formation, and sexual abuse. Strategies for counseling interventions will be explored.

CNS-522 Foundations in Clinical Mental Health Counseling 3

This course offers students a comprehensive introduction to clinical mental health counseling. The history and philosophy of mental health counseling, including professional identity, legal and ethical considerations, and credentialing are explored. Students gain an understanding of models and theories related to mental health counseling as well as the operation of mental health services and programs. Additional emphasis will be placed on pastoral counseling and church settings. Prerequisites: CNS-501, CNS-503 and CNS-508

CNS-523 Clinical Mental Health Assessment and Intervention 3

This course provides students with the knowledge and skills necessary to complete clinical mental health assessments and diagnostic interviews. Students learn various assessment techniques for individuals, couples, families, children, and adolescents. Emphasis will be placed on mental status examinations and procedures for ensuring the safety of suicidal clients. This course will also explore theory and practice of various crisis intervention models and the use of emergency management systems. Culturally responsible interventions for clients and communities will also be explored. Prerequisite: CNS-522

CNS-524 Ecological Counseling and Prevention 3

This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services.

An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized and a wellness model of counseling is considered. In addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. Prerequisite: CNS-522

CNS-525 Contemporary Issues Seminar 1-3

This course will supply theoretical and practical direction to contemporary issues. Attention will be given to etiology, theory, research and practice. Topics will be discussed from psychological and Christian perspectives, with an eye towards how therapists can more helpfully conceptualize and respond to various relevant issues. Topics will vary to meet the needs/interests of students, professors, and contemporary culture.

CNS-527 Child and Adolescent Development and Treatment 3

The purpose of this course is to equip future counselors to effectively respond to the unique needs of children and adolescents in a variety of settings. Developmental theory, interventions, and prevention strategies will be presented relevant to this population. Coordination and consultation will be encouraged in order to respond to the needs of the child and adolescent using a comprehensive team approach.

CNS-529 Theories and Techniques of School Counseling II 3

This course is a continuation of CNS-519, Theories and Techniques of School Counseling I, and will include additional tools for building and sustaining a successful school counseling program. The introductory course focused on the role of the school counselor. This course, building on the first, will include the philosophy and mechanics of building relationships with key individuals and groups in the school community as well as other tools for developing and maintaining a school counseling office, including assessing and meeting needs in the school community, collaborative action research, advanced consultation, and the use of technology. Students will also be exposed to additional theory and practice of integration of Biblical principles into their school counseling practice. Prerequisite: CNS-519 or by permission of the instructor)

CNS-533 Psychopathology 3

The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of

mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS-534 Understanding Addictions for the Greater Good 3

This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

CNS-535 Theories and Treatment of Addiction 3

The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined. Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addiction counseling. Prerequisite: CNS-511

CNS-538 Theory and Practice of Play Therapy 3

This course is an introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents, and adults. This course will familiarize participants with the history of play therapy, its primary theoretical models, and general applications. This class will provide hours that can be applied to therapy instruction necessary to become a Registered Play Therapist (RPT).

CNS-541 Foundations of Marriage and Family Therapy 3

This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms. It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family. A significant part of the class involves use of family of origin models to enable students to identify systemic, intergenerational, cultural, and spiritual contexts and how these impact families, including each student's own family. Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced

studies in family therapy. Prerequisites: CNS-501, CNS-503, CNS, 508

CNS-542 Major Models of MFT I: Theory, Assessment, and Application 3

This course is designed to further the students' knowledge of the history, theory, and techniques of marital and family therapy. This course presents the underlying philosophy, theory, and practice of structural and strategic approaches to marital and family therapy including the major theorists associated with each. A brief introduction to object relations, couples therapy, and Gottman's research will be discussed. Marriage and family therapy skills associated with these theories will be emphasized. Prerequisite: CNS-541

CNS-543 Major Models of MFT II: Theory, Assessment, and Application 3

This course will examine widely implemented and empirically validated marriage and family treatment approaches including emotionally focused, solution focused, and cognitive behavioral family therapy. This class will explore challenges facing today's contemporary family. The postmodern movement and its influence on family therapy and theories such as Interpersonal Process Theory and Collaborative Theory will be introduced. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. Prerequisite: CNS-542

CNS-544 Graduate Capstone Project 3

This is a personalized project consistent with the student's current research interest. This project may include a major research paper and/or a publishable paper or a presentation at a professional conference. Prerequisite: permission of the instructor

CNS-545 Counseling Addicted Families 3

This course will focus on a family systems approach to counseling addicted individuals and their family members. Attention will be given to the principles of family therapy, the unique features of the addicted family system, and the integration of these two systems. Further attention will be given to the integration of Christian faith and practice within the therapeutic process.

CNS-546 Major Models of MFT III: Theory, Assessment, and Application 3

This course focuses on contemporary approaches to counseling including trauma and ambiguous loss and their relevant theories of treatment. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Biological, emotional, and spiritual wellness will be emphasized. This course will present effectiveness research as it relates to

marriage and family therapy across a multitude of disorders and populations. An emphasis on current issues and events in the field of marriage and family therapy will facilitate further development of advanced marriage and family students and their professional identity. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy. Prerequisite: CNS-543

CNS-550 Supervised Practicum 3

A supervised counseling experience providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 40 direct contact hours and weekly individual and group supervision. Prerequisites: CNS-501, CNS-502, CNS-503, CNS-508, and CNS-533. Also CNS-522 for CMHC, or CNS-541 for MFT, or CNS-511 for ADD, or CNS-519 for SCH

CNS-551 Supervised Internship 3

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service and weekly individual and group supervision. Prerequisite: CNS-550

CNS-552 Supervised Internship 3

See CNS-551

CNS-554 Supervised Internship 3

See CNS-552

CNS-559 Thesis Project 3

This course will be culmination of the student's graduate course work. The student will assimilate the knowledge and skills from all previous course work to complete a cogent and relevant thesis of individual written research. The thesis is to be original and should use accepted research methods of inquiry. The thesis will contribute to deeper understanding or new knowledge to the field and professional practice. The topic of investigation must have signed prior approval of both instructor and division chair.

CNS-560 Graduate Counseling Independent Study 1-3

An individualized study agreed upon by the student and faculty member that allows the student to focus on a specific area of knowledge or service to a particular population. The study would normally include the components of research, theory, and practice with the integration of Christian faith. Prerequisites: permission of the instructor

CNS-561 Emotionally Focused Therapy with Couples and Families: Creating Secure Attachment Bonds 3

Emotionally Focused Therapy for Couples (EFT), a contemporary empirically validated approach, offers a comprehensive theory of adult love and attachment, as well as a process for healing distressed relationships. It recognizes that relationship distress results from a perceived threat to basic adult needs for safety, security, and closeness in intimate relationships. This course will thoroughly explore the theory and application of EFT with couples and families. Emotional engagement and attachment theory will be compared/contrasted to a Christian anthropology of being created as relational beings. This elective is open to all students who have completed Practicum and are currently enrolled in Internship. Prerequisites: CNS-550 and presently enrolled in internship or by permission of the instructor

Student Development Courses

SDC-501 History of Higher Education 2

History of Higher Education: An examination of the history of higher education as it developed in the United States from its origins through the present day. The course will emphasize how the role of religious thought and practice shaped the development of American higher education.

SDC-505 Career Counseling for Student Development 2

Career Counseling for Student Development: An investigation of career development theory including career decision making; gender, family and social/cultural issues; techniques required of Student Development practitioners to identify and meet career development needs in the student body that facilitate lifelong career development and support systems needed to insure a robust career development operation in a higher education setting. This course not open to students who have credit in CNS 505.

SDC-508 Legal and Ethical Issues in Student Development 2

Legal & Ethical Issues in Student Development: This course is intended to provide the emerging student development professional with a concrete sense of the scope of professional practice. The nature of the profession will be examined along with the variety of roles and responsibilities of the student development professional. Topics included will be the assimilation of ethical, legal, and Biblical guidelines for professional conduct and ongoing professional and personal development. This course not open to students who have credit in CNS 508.

SDC-509 Administration and Finance in Higher Education 3

Administration and Finance in Higher Education: This course is an introduction to administration in American institutions of higher education. The role of student development within the context of the institution's organization and culture and the greater higher education community will be examined as well as the principles of budgeting.

SDC-510 The College Student 3

The College Student: An introduction and assessment of the various developmental theories established in relation to the college student. These theories include intellectual, moral, psycho-social, and spiritual forms of understanding while also considering various forms of human identity.

SDC-525 Special Topics in Student Life Administration 3

Special Topics in Student Life Administration: This course focuses on administrative and organizational leadership of colleges and universities. Attention will be given to institutional leadership roles, responsibilities, strategic planning, team development, and vision casting. Prerequisites: SDC 508. Can be repeated only for an alternative topic.

SDC-551, 552 Supervised Internship in Student Development 6

Supervised Internship: The internship provides the opportunity to apply knowledge and skills in programmatic or administrative areas in student development. This 300 hour internship includes a minimum of 75 hours of direct counseling service to college students. Prerequisites: The College Student, Legal & Ethical Issues, CNS 503, CNS 508, SDC 508, and SDC 510

Course Offering Schedule

Classroom Courses*

Fall Courses	Spring Courses	Summer Courses
CNS-501 Human Growth and Development	CNS-502 Multicultural Counseling	CNS-512 Psychopharmacology
CNS-503 Theory and Techniques of Helping Relationship	CNS-505 Theory and Techniques in Career Counseling	CNS-523 Clinical Mental Health Assessment and Intervention
CNS-506 Appraisal of Individuals	CNS-504 Theory and Techniques in Group Counseling	CNS-527 Child and Adolescent Development and Treatment
CNS-507 Research and Evaluation of Methods and Practice	CNS-509 Integration of the Theory and Practice of Christian Counseling	CNS-533 Psychopathology
CNS-508 Legal, Ethical, and Professional Issues	CNS-511 Issues in Addiction – (odd years)	CNS-538 Theory and Practice of Play Therapy
CNS-520 Sexuality, Intimacy, and Gender	CNS-519 Theories and Techniques of School Counseling I	CNS-542 Major Models of MFT I: Theory, Assessment, and Application
CNS-524 Ecological Counseling and Prevention	CNS-522 Foundations in Clinical Mental Health Counseling	CNS-561 Emotionally Focused Therapy with Couples and Families: Creating Secure
CNS-529 Theories and Techniques of School Counseling II	CNS-541 Foundations of Marriage and Family Therapy	
CNS-535 Theories and Treatment of Addiction	CNS-545 Addicted Families - even years	
CNS-543 Major Models of MFT II: Theory, Assessment, and Application	CNS-546 Major Models of MFT III: Theory, Assessment, and Application	

On-Line Courses (for online students only)*

Fall Courses	Spring Courses	Summer Courses
CNS -503-O Theory and Techniques of Helping Relationship	CNS-511-O Issues in Addiction and Recovery (odd years)	CNS-512-O Psychopharmacology
CNS-535-O Theories and Treatment of Addiction	CNS-545-O Counseling Addicted Families (even years)	CNS-533-O Psychopathology
SDC-501-O History of Higher Education	CNS 502-O Multicultural Counseling	SDC-509-O Finance in Higher Education
SDC-506-O Appraisal of Individuals & Families	CNS 504-O Group Counseling	SDC-525-O Special Topics in Student Life Administration
CNS 507-O Research/Evaluation of Methods and Practice	SDC 505-O Career Counseling for Student Development	
SDC-508-O Legal and Ethical Issues in Student Development	SDC-510-O The College Student	

Note: * Course schedule subject to minor changes from year to year.

Other Coursework Options

Independent Learning Option

Occasionally, students may benefit from academic enrichment by Independent Learning. Students with special learning goals may find it possible to obtain credit by independent learning in one or more of the following venues: Independent Scholarship, or Tutorial.

1. *Independent Scholarship* is provided for a unique topic of study, not provided in any specific university course. Enrollment in Independent Scholarship is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.
 - a. *Tutorials* are catalog courses that are taught on an individual basis.
 - b. *Tutorial: Private Instruction* allows a student to work individually with a faculty member on a private lesson or research project.
2. *Tutorial: Directed Study* is the form of instruction that allows a student to take a regular catalog course in an independent context. Tutorials are designed as an exception and are not open to all students. Enrollment is based on faculty availability and a student's ability to meet the criteria provided by the Records Office.

Independent Learning requires signatures of the Division Chair and faculty member prior to the approval of the Dean of Academic Affairs and must be obtained by petition. A \$100 per credit hour fee will be assessed on Independent Learning coursework. For more information on independent learning, contact the Registrar's Office.

To enroll in Independent Learning, a student should:

1. Initiate contract
2. Fulfill all syllabus requirements or their equivalent for the existing course
3. Meet with faculty prior to semester to establish contract
4. Meet with faculty minimum of one time per week or the equivalent
5. One (1) credit hour equals 45 hours student work per semester (1-3 credit hours possible)
6. Meet with advisor prior to drop-add date to submit course request
7. Submit contract to Registrar's Office prior to Drop/Add deadline
8. Fulfill all course requirements

Thesis Option

Many students have interests in conducting empirical studies on topics relevant to their professional interests. The Division of Graduate Counseling provides ample opportunity for students to engage in research alongside faculty. In addition, all students are encouraged to consider the thesis option, especially those students considering attaining a doctoral degree with the goal of being a counselor educator.

For those interested in writing a thesis, please contact a faculty member whose professional and/or research interests align with the topic of interest. This discussion should begin no later than the second semester of study. Further information regarding the thesis option can be found in the Research and Thesis Manual, which will be available early in the Fall 2012 semester.

Course Guidelines

Course Attendance

Policy regarding class attendance is set by the faculty person of the particular course and should be clearly stated in the course syllabi. Refer to the specific course syllabus for attendance guidelines.

Course Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average is the number of quality points earned divided by the number of credit hours attempted. Students need to earn at least a C in order to receive credit for a course (a grade of C is acceptable, a grade of a C- and/or lower is not). In clinical work students must receive the grade of Pass in order to receive credit for the class.

Grade	Quality Points	Percentage	Description
A	4.0	100-94%	Superior/Excellent
A-	3.7	93-90%	
B+	3.3	89-87%	
B	3.0	86-83%	Above Average/Good
B-	2.7	82-80%	
C+	2.3	79-77%	
C	2.0	76-73%	Average (<i>Needs Improvement</i>)
C-	1.7	72-70%	
D+	1.3	69-67%	
D	1.0	66-63%	Failing
D-	.7	62-60%	
F	0	59% and below	

Students who fall below a 3.0 will be placed on probation and may be suspended from the graduate counseling program if their cumulative GPA is not 3.0 or above in the following semester.

Incomplete Grades

A grade of "I" may be given if circumstances beyond the student's control prevent completion of the work. A faculty person, at his or her discretion, may offer an incomplete to a student. Any incomplete extended beyond the end of the next term must be approved by the Associate Dean of the governing school. The entire incomplete policy is available online at www.indwes.edu/catalog/ under the subject *Incomplete Courses*.

Criteria for awarding an incomplete grade:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks

2. A death in the immediate family
3. Financial responsibilities requiring a student to alter course schedule to secure employment
4. Change in work schedule as required by employer
5. Judicial obligations
6. Other emergencies deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

Things to note:

1. Grades for incomplete course work must be submitted before the end of the next term after it is awarded. For spring semester that is the end of May Term.
2. No more than 1/3 of the course work may be left to complete.
3. Students must be passing the course at the time the incomplete is awarded.
4. Incompletes must be arranged for before the last day of classes.
5. Students who take an "I" for their grade cannot then withdraw from the course and must accept a failing grade for the course if they do not complete it.

Drop/Add Information

The student's choice of classes, once made and filed, is expected to be permanent for the semester. However, the last date to add a course shall be the Friday after the first day of the term, except for those students who wish to change their schedule as a result of dropping or adding a Monday evening course. In this circumstance, the deadline for adding courses shall be the Tuesday after the first day of classes. The last date to drop a course is the second Friday after the start of classes. For May term and summer I and II terms, the last date to add or drop a course is the second day of classes. For Summer 1Term the last day to add a class is the end of the first week. The last day to drop a class is the end of the second week. This includes any desired change in audit registrations.

Students who wish to drop or add a class should email their campus office and request an Add/Drop form when adding/dropping courses. Fill out the form, get needed signatures, and submit to your campus office. The form will then be submitted to the Registrar's office and a copy put in your student file.

Refund of Tuition*

Registration is an agreement between the student and the university. If a student withdraws, a refund may be given, depending upon the period of time that has elapsed from the beginning of the semester. Refunds apply to those completely withdrawing from school, not to those who drop a course.

Notice about Withdrawal

Failure to pay one's bill does **not** automatically withdraw a student from classes. Should one decide not to attend IWU, the Records Office must be notified before the first two weeks of the semester in order to receive 100% refund. If a student does not formally withdraw through the Records Office, grades of "F" will be given for the semester. The following table reflects the percentage/amount of refund allowable to those who completely withdraw from school.

Tuition and Fee	Tuition Refund	Room Refund
During the first week	100%	75%
During the second week	100%	50%
During the third week	75%	25%
During the fourth week	50%	-0-
During the fifth week	25%	-0-

No refunds after the fifth week.

*Special fees, such as private lesson fees, are refundable according to the same percentages as tuition.

Guidelines for Submission of Papers and Written Material

Unless otherwise instructed by the professor, ALL papers should follow APA guidelines. Each student is responsible for learning and implementing APA guidelines. For information on purchasing an APA Style Manual or other APA helps consult the following website: <http://www.apastyle.org> or other online booksellers. For online assistance with APA style, consult the resource page of Jackson Library at http://www2.indwes.edu/library/reference_sources.html.

The IWU Writing Center seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division.

The Writing Center supports IWU's mission to develop students in scholarship, by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.

Clinical Experience

Clinical experience is the center-piece of all Graduate Counseling programs. Skill-building under the careful supervision of experienced faculty begins in the first semester of study, continues into on-site practicum, and culminates with community-based internships. Live supervision and the digital recording of sessions enable clinical training to be tailored to address the specific needs and strengths of the counseling trainee. The division is home to the **Graduate Counseling Clinics**. These state-of-the-art facilities offer free counseling services to the Marion and Indianapolis communities. In doing so, students are guaranteed to deliver a level of service

that is in alignment with diverse populations presenting issues typical of community and university service delivery systems.

Details regarding the specific requirements for fulfillment of Clinical Experience coursework is found in the Clinical Experience Manual. The manual is found on Blackboard. Students are advised to read the divisional newsletter, *The Counseling Connection*, for current updates related to practicum and internships. The following paragraphs provide general descriptions of the clinical experience components.

Practicum

Practicum is a 100-hour experience that will take place at a site supervised and managed by the university. During practicum, students will spend 50 hours of direct contact, 40 hours with clients individually, as couples, as families and 10 hours in groups. Students will need to spend 10-15 clock hours each week in order to complete the practicum experience. It is recommended that students in School Counseling and Addictions Counseling enroll for practicum in the summer semester. Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and Student Development Counseling and Administration students are encouraged to enroll for practicum in the Fall semester. Students transferring into the program typically take this course in the spring semester.

Personal Professional Liability Insurance must be in place prior to the start of practicum. The professional organizations representing the professions of the student's particular program (e.g., AMHCA, AAMFT, ASCA, or NAADAC) provide liability insurance for students at very reasonable rates. Student membership in the professional organization is typically required. For additional information on liability insurance, please refer to the website of your professional organization.

Internship

The internship clinical experience is two or three semesters (3 credits each) taken sequentially at an off-campus site. Each internship consists of 300 total hours of which 120-150 must be direct hours of service to clients. Clinical Mental Health Counseling, Addictions Counseling, and School Counseling must deliver a minimum of 140 hours of direct service, whereas Marriage and Family Counseling/Therapy interns must deliver a minimum of 150 direct service hours. And of the 150 hour required of MFC/T students, a minimum of 75 must be relational (i.e., direct service hours delivered to couples and/or families). Typically, group supervision is provided by a qualified university faculty member at the university, whereas individual supervision is conducted by the site supervisor at the agency setting.

Students should plan to spend 24 clock hours each week in order to complete a three credit internship. **It is therefore recommended that a significant reduction in outside commitments occur during this time.** Multiple internship sites may be secured to complete hours needed.

- Students are responsible for finding acceptable internship sites. A notebook containing a list of potential sites and site evaluation forms from past semesters is available in the graduate clinic library.

- Before contacting a site, students must discuss possible sites with faculty supervisors for initial approval. In addition, a *Site Approval Form* must be completed at the time of course registration.
- A university supervisor must sign a student's "Internship Application" before final approval of the site will be given.
- Before internship can be started, the "Internship Contract" must be signed by all designated parties and returned to the department office.

The Graduate Counseling Department adheres to the ethical codes for the counseling profession set forth by the *American Counseling Association (ACA)*, *American Association of Marriage and Family Therapy (AAMFT)* and the *American Mental Health Counselors Association (AMHCA)*, *American School Counseling Association (ASCA)* and NAADAC.

Application Deadlines for Practicum and Internship

Application deadlines:

- | | |
|--------------------|---------------------------------|
| * Spring semester: | applications due by October 15 |
| * Summer semester: | applications due by February 15 |
| * Fall semester: | applications due by June 15 |

Late applications may result in postponing practicum or internship for a semester.

Other Division Policies

Progression Policy

Students are evaluated by faculty upon completion of their initial twelve hours of graduate study. This evaluation includes: current GPA, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member at the mid-term of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

In order to remain in good academic standing within the program, students must maintain a cumulative GPA of at least 3.0. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative G.P. A. is not 3.0 or above upon completion of the following semester.

Coursework, practica, and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilizes these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to

develop, in collaboration with faculty, a remediative plan of correction. Such plan might include referrals for individual counseling to address specific identified issues. In cases where the plan for remediation is unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practicum, or internships is considered cause for dismissal from the program. Once admitted to the program, non-academic cause for dismissal includes, but is not limited to:

- Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American Association of Christian Counselors (AACC), and/or the Counselor Licensure laws in the State of Indiana.
- Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators, or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
- Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
- Conviction of a felony or of an offense involving possession, sale, or consumption of a controlled substance.
- Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.
- Conviction of an offense involving sexual transgression.
- Behavior that violates one of the lifestyle expectations of the university

Endorsement Policy

Department faculty members are pleased to assist trained and qualified students in obtaining employment in the field of human services. This assistance typically occurs through writing reference letters and providing recommendations. Students are encouraged to solicit the support of appropriate faculty. However, departmental faculty reserves the right to decline the request. In addition, a recommendation may be withheld if it is determined that the specific student is not qualified or adequately prepared for the position being sought.



Communication

Campus Mail

Please try to come by once a week to check for mail. If you are unable to come in during office hours there will be some evenings during the week when practicum students will be seeing clients and the clinic will be open. Please stop and check your folder when you are here for class.

Marion Mailboxes: Campus mail and class work will be put in a folder bearing your name in the file cabinet marked "mailboxes" in the student cubicle in the Graduate Counseling Department. Graduate faculty folders are on the wall outside of faculty offices. Any other campus correspondence may be put in the outgoing mailbox in the student cubicle in the Graduate Counseling Department or taken to the post office in the Student Center.

Indianapolis Mailboxes: Indy student mailboxes are located in the student library in the red file cabinet. Faculty mailboxes are located in the Graduate Counseling Office

Student News via Email

We will be sending out news items to the student body periodically. Not all messages will apply to you, but some may. This has become one of the easiest ways for us to relay messages to students, but we are unable to sort out which messages may apply to you.

In addition, the ***Counseling Connection***, an electronic newsletter, is sent to students on a bi-monthly basis to keep them connected with each other, faculty, and staff by providing updates on news from the leading professional counseling organizations, “dates to remember” calendar, critical updates about state licensing legislation, highlights related to faculty/student research findings, campus procedural changes, important deadline reminders...and much more!

All students are assigned an Indiana Wesleyan University e-mail account (e.g. john.doe@myemail.indwes.edu). All correspondence will come via this account, not your personal account.

Please glance at emails from our office to keep up with current and pertinent information. In case of a change of email please alert the office at: grcns.office@indwes.edu.

Professional Organizations

All students are strongly encouraged to become members of appropriate professional organization early in their graduate program. Involvement in professional organizations is a very important ingredient in the development of a strong professional identity. And as noted earlier, membership is necessary for obtaining student rates for liability insurance.

Some of these professional organizations include:

AMERICAN ASSOCIATION OF CHRISTIAN COUNSELORS (AACC)

www.christiancounseling.org

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY (AAMFT)

www.aamft.org

AMERICAN COUNSELING ASSOCIATION (ACA)

www.counseling.org

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION (AMHCA)

www.amhca.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

www.schoolcounselor.org

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT (ACSD)

www.acsd.org

CHI SIGMA IOTA (CHI SIG)

www.csi-net.org

CHRISTIAN ASSOCIATION OF PSYCHOLOGICAL STUDIES (CAPS)

www.mobynet.com/~caps

INDIANA COUNSELING ASSOCIATION/INDIANA MENTAL HEALTH COUNSELORS ASSOCIATION (ICA/IMHCA)

www.indianacounseling.org

INDIANA SCHOOL COUNSELING ASSOCIATION (ISCA)

www.isca-in.org

INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELING (IAMFC)

www.iamfc.org

IOTA OMEGA UPSILON OF IWU (IOU)

www.csiiou.com

NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC)

www.nbcc.org

Divisions of ACA

www.counseling.org/AM/Template.cfm?Section=DIVISIONS_REGIONS

ASSOCIATION FOR ASSESSMENT IN COUNSELING AND EDUCATION (AACE)

<http://aac.ncat.edu>

AACE is positioned to fulfill seven fundamental purposes: Administration and Management; Professional Development; Professionalization; Research and Knowledge; Human Development; Public Awareness and Support; International and Interprofessional Collaboration.

ASSOCIATION FOR ADULT DEVELOPMENT AND AGING (AADA)

www.aadaweb.org

AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

ASSOCIATION FOR CREATIVITY IN COUNSELING (ACC)

www.aca-acc.org

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

AMERICAN COLLEGE COUNSELING ASSOCIATION (ACCA)

www.collegecounseling.org

ACCA's focus is to foster student development in colleges, universities, and community colleges.

ASSOCIATION FOR COUNSELORS AND EDUCATORS IN GOVERNMENT (ACEG)

www.dantes.doded.mil/dantes_web/organizations/aceg/index.htm

ACED is dedicated to counseling clients and their families in local state, and federal government or in military-related agencies.

ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (ACES)

www.acesonline.net

ACES emphasizes the need for quality education and supervision of counselors for all work settings.

ASSOCIATION FOR GAY, LESBIAN AND BISEXUAL ISSUES IN COUNSELING (AGLBIC)

www.aglbic.org

Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of

stereotypical thinking and homo-prejudice.

ASSOCIATION FOR MULTICULTURAL COUNSELING AND DEVELOPMENT (AMCD)

www.amcdaca.org

AMCD strives to improve cultural, ethnic, and racial empathy and understanding by programs to advance and sustain personal growth.

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION (AMHCA)

www.amhca.org

AMHCA represents mental health counselors, advocating for client-access to quality services within the health care industry.

AMERICAN REHABILITATION COUNSELING ASSOCIATION (ARCA)

www.arcaweb.org

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

www.schoolcounselor.org

ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

ASSOCIATION FOR SPIRITUAL, ETHICAL, AND RELIGIOUS VALUES IN COUNSELING (ASERVIC)

www.aservic.org

ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

ASSOCIATION FOR SPECIALISTS IN GROUP WORK (ASGW)

www.asgw.org

ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

COUNSELING ASSOCIATION FOR HUMANISTIC EDUCATION AND DEVELOPMENT (C-AHEAD)

www.c-ahead.com

C-AHEAD provides a forum for the exchange of information about humanistically-orientated counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

COUNSELOR FOR SOCIAL JUSTICE (CSJ)

www.counselorsforsocialjustice.org

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

INTERNATIONAL ASSOCIATION OF ADDICTION AND OFFENDER COUNSELORS (IAAOC)

www.iaaoc.org

Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELORS (IAMFC)

www.iamfc.com

IAMFC members help develop healthy family systems through prevention, education, and therapy.

NATIONAL CAREER DEVELOPMENT ASSOCIATION (NCDA)

<http://ncda.org>

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

NATIONAL EMPLOYMENT COUNSELING ASSOCIATION (NECA)

<http://geocities.com/employmentcounseling/neca.html>

The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings

Office Addresses and Driving Directions

Office Addresses

Marion Office and Clinic

1900 West 50th Street
 Marion, IN 46953
 (765) 677-2995 (office)
 (765) 677-2571 (clinic)
 Fax: (765) 677-2504

Indianapolis Education Center (West)

6325 Digital Way, Suite 222
 Indianapolis, IN 46278
 (317) 713-6148 (office)
 (317) 713-6154 (clinic)
 Fax: (317) 713-6155

Directions to Graduate Counseling Campuses

Indy West to Marion Campus

I465 N to I69 N
 Take I 69 N to Exit 59 (SR 22)
 Go west on SR 22
 Turn right (north) on SR 37
 Turn left (west) on 50th Street
 Turn right at first drive
 The Graduate Counseling Offices are located on the first floor of the three-story brown brick building.

Marion to Indy West Campus

Take 69 South to I465 W
 Take I 465 W to 71st Street Exit (exit 21)
 Turn right
 Go to first stop light and turn left on Intech Blvd. Proceed $\frac{3}{4}$ way around the roundabout and turn right on Digital Way
 First building on right – 2nd floor

Academic Calendar*

	2010-2011	2011-2012
Final Registration for Fall Semester	September 3	September 2
Fall Semester Classes Begin	September 7	September 6
Fall Break	October 22	October 21
Thanksgiving Recess	November 24-26	November 23-25
Final Examinations*	December 13-15	December 12-14
Commencement	December 18	December 17
New Student Registration - Spring Semester	January 10	January 9
Spring Semester Classes Begin	January 11	January 10
Spring Vacation	March 7-11	March 5-9
Easter Recess	April 22-25	April 22-25
Final Examinations* (Final Exams resumes at 8:00 a.m.)	April 21 (Day 1) April 26-27 (Day 2-4 after Easter recess)	April 23-25
Baccalaureate	April 29	April 27
Commencement	April 30	April 28
May Term	May 4-24	May 2-22
Summer Term	May 4-August 5	May 2 – August 3
Summer Session I	May 31-July 1	May 29 – June 29
Summer Session II	July 5-August 5	July 2 – August 3
Commencement	August 13	August 11

***Note: Academic Calendar is subject to change.**