



COLLEGE OF ARTS AND SCIENCES
Division of Graduate Counseling



Student Handbook
2019 – 2020

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.



CACREP

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.



maintain COAMFTE Accreditation.

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) is a specialized accrediting body that accredits master's degree, doctoral degree, and post-graduate degree clinical training programs in marriage and family therapy throughout the United States and Canada. An abundance of information regarding the accreditation process, fees, manuals and standards are offered as resources for programs desiring to become or



NCATE accredits schools, colleges, and departments of education in U.S. colleges and universities, as well as non-university entities that prepare educators for P-12 schools.

The accreditation covers all educator preparation programs for the purpose of preparing and developing professional educators for work in P-12 school settings, including off-campus programs, distance learning programs, and alternate route programs. However, the accreditation **does not include individual education courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

NASAC The **National Addiction Studies Accreditation Commission** (NASAC) is the only

Accrediting body that represents addiction-focused Educators and Practitioners. It is also the only discipline specific accrediting body that accredits all levels of academic education that have Addiction Studies Majors, Minors or Concentrations, including: Associate Degree, Bachelor's Degree, Masters Level Certificate, Master's Degree, Post-Graduate Certificate, and Doctoral Degree.

Table of Contents

| | |
|--|----|
| Important IWU Phone Numbers | 6 |
| Welcome to the Graduate Program in Counseling | 7 |
| Division of Graduate Counseling: <i>Faculty</i> | 8 |
| Full-Time Faculty Profiles | 9 |
| Adjunct Faculty Profiles | 14 |
| Introduction to Indiana Wesleyan University History..... | 19 |
| University Mission | 19 |
| Statement of Faith | 19 |
| Accreditation | 20 |
| University Policy – Academic Integrity | 20 |
| Coursework | 20 |
| Sanctions | 21 |
| University Student Grievance Policies | 22 |
| Student Grievance and Appeal Policy (Non-academic) | 22 |
| Student Grievance and Appeal Policy (Academic) | 23 |
| University Services | 24 |
| Financial Aid | 24 |
| Marion On-Campus Married/Family Housing | 25 |
| Library Services: Off Campus Library Services | 25 |
| Student Identification Card | 25 |
| Changes in Personal Information | 26 |
| Tree of Life Campus Bookstore | 26 |
| Food Services (Marion Campus) - Flex Accounts or "Bonus Points" | 26 |
| Food Services (Indianapolis Campus) | 26 |
| Special Services | 26 |
| IWU Safety, Crime, Reporting, and Privacy Policies | 26 |
| Campus Security (Marion) | 26 |
| Student Records, Rights, and Privacy | 28 |
| Privacy Policy | 28 |
| Division of Graduate Counseling | 29 |
| Division of Graduate Counseling | 30 |
| Mission Statement | 30 |
| Vision Statement | 30 |
| Division Learning Outcomes | 30 |

| | |
|---|----|
| Accreditations | 30 |
| Admission Requirements | 31 |
| Student and Program Evaluation Policy | 32 |
| Plan of Study | 33 |
| Programs of Study in Division of Graduate Counseling | 33 |
| Clinical Addictions Counseling (48) | 35 |
| <i>Recommended Course of Study Tables</i> | 36 |
| Graduate Certificate In Addictions Counseling (15) | 38 |
| <i>Recommended Course of Study Tables</i> | 38 |
| Clinical Mental Health Counseling (60) | 39 |
| <i>Recommended Course of Study Tables</i> | 40 |
| Community Care (36) | 41 |
| <i>Recommended Course of Study Tables</i> | 42 |
| Marriage and Family Counseling/Therapy (60) | 43 |
| Course Requirements | 44 |
| <i>Recommended Course of Study Tables</i> | 45 |
| School Counseling (48) | 46 |
| <i>Recommended Course of Study Tables</i> | 47 |
| Student Development Administration (36) | 48 |
| <i>Recommended Course of Study Tables</i> | 49 |
| Certificate in Professional Coaching | 50 |
| <i>Recommended Course of Study Tables</i> | 50 |
| Post Master’s Degree Certificate | 51 |
| Non-Specialization Certificates | 51 |
| Course Descriptions - Graduate Studies in Counseling | 52 |
| Student Development Courses | 56 |
| MASTER COURSE SCHEDULE | 58 |
| Other Coursework Options | 59 |
| Audit..... | 59 |
| Thesis Option | 59 |
| Bound Thesis | 60 |
| Course Guidelines | 60 |
| Course Attendance | 60 |
| Course Evaluation | 60 |
| Incomplete Grades | 61 |

| | |
|---|----|
| Drop/Add Procedure | 62 |
| Refund of Tuition | 62 |
| Notice of Withdrawal | 62 |
| Guidelines for Submission of Papers and Written Material | 62 |
| Clinical Experience | 63 |
| Clinical Intern and Practicum Procedure Site (CIPPS) | 63 |
| Practicum | 63 |
| Internship | 63 |
| Application Deadlines for Practicum and Internship | 64 |
| Other Division Policies | 64 |
| Endorsement Policy | 64 |
| Division/Student Communication | 65 |
| Textbooks | 65 |
| Professional Organizations | 65 |
| Office Contact Info and Driving Directions | 69 |
| Directions to Graduate Counseling Campuses..... | 69 |
| Academic Calendars 2018-2021 | 70 |

Important IWU Phone Numbers

Toll Free #: 1-866-468-6498*

(765) 677- _____ (four digit extension)

| Graduate Counseling Division Phone Numbers | | |
|--|--|------------------|
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| Graduate Clinic, Indy | | 6154 |
| Graduate Clinic, Marion | | 2571 |
| Graduate Office Fax, Indy | | 6155 |
| Graduate Office Fax, Marion | | 2504 |
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| Williams, Denise | denise.williams2@indwes.edu | 6152 |
| Warren, Sarah | Sarah.warren@indwes.edu | 3774 |
| Campus Phone Numbers | | |
| Academic Affairs | | 2493 |
| Bookstore | | 2210 |
| Business Office/Cashier | | 2411 |
| Student Success Ctr. | | 2257 |
| Financial Aid (General Inquiries) | finaid@indwes.edu | 2116 |
| Graduate Housing | rental@indwes.edu | 2144 |
| Jackson Library-Marion | | 2184 |
| Jackson Library OCLS (Off-Campus Library Services) | | 800-521-1848 |
| Registrar's Office | | 2131 |
| Registration & Academic Services (RAS) | RAS@indwes.edu | 2590 |
| RAS GRCNS Specialist- Nick Hamrick | Nick.hamrick@indwes.edu | 2177 |
| Security/Emergency (Marion) | | 4911 |
| Student Accounts: Open Monday-Friday 8:00AM-5:00PM. Extended hours: Monday-Thursday 5:00PM-8:00PM (Phone and Email only). | Mailing address for payment: 4201 S. Washington St. Marion, TN 46953 | 2411 |
| Customer Service questions | SAScustomerservice@indwes.edu | |
| Collections questions: students should email their specific billing representative directly regarding specific questions related to their account. | collections@indwes.edu | |

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

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 meditate 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 common sense, 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.

Rob Atchison, PhD, LMFT, NCC, AAMFT- Approved Supervisor
Division Chair, Graduate Counseling

Division of Graduate Counseling: *Faculty*



Full-Time Faculty Profiles



Rob Atchison, Ph.D., M.A., LMFT rob.atchison@indwes.edu

Dr. Atchison is an Assistant Professor of Counseling. He serves as the Division Chair and Director for Clinical Training. He graduated from the Indiana Wesleyan University Graduate Counseling program. He began his track as a Youth Minister, but transitioned into the world of counseling as part of his calling. His time in the field has included experience as a therapist, clinical supervisor, and regional supervisor of a nationally recognized in-home agency where he helped to initiate six offices across Southern Indiana. His focus has primarily been with families with kids at-risk of being removed from the home due to emotional and behavioral disturbances. He is a Nationally Certified Counselor as well as a Licensed Marriage and Family Therapist in Indiana. He is also a member of the *American Association of Marriage and Family Therapists*

(AAMFT).

Dr. Atchison holds degrees in Youth Ministries and Psychology (B.S.) from Indiana Wesleyan University as well as a M.A. Marriage and Family Therapy from IWU. He is in the final stages of completing a Ph.D. in Counselor Education and Supervision (Specialization in Trauma and Crisis) from Walden University. His research interests include: Attachment in military families, Emotion-Focused Therapy effectiveness with military couples, and counseling leadership.



Todd Bowman, Ph.D., LCPC todd.bowman@indwes.edu

Dr. Bowman, an Associate Professor of Counseling, earned his doctoral degree in Counseling Psychology from Oklahoma State University in 2008. He has taught counselor education since the fall of 2008 and joined the IWU Division of Graduate Counseling in the fall of 2014.

Dr. Bowman specializes in human sexuality, sexual addiction, and psychological assessment, and published his first book, *Angry birds and killer bees: Talking to you kids about sex* through Beacon Hill Press in 2013. He has taught for the Hong Kong Institute for Christian Counselors and presents regularly at state, national and international conferences. Dr. Bowman is a 2003 graduate of Mount Vernon Nazarene University and served as the director of the Oklahoma State University Nazarene Student Center during the course of his doctoral studies at OSU. He

is married to Rebekah and they have three boys, Ethan, Graham and Titus.

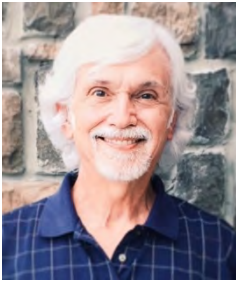


Erin Davis, Ph.D., M.A., M.T.S. erin.davis@indwes.edu

Dr. Erin Davis received her Ph.D. and M.A. in Counseling Psychology from Ball State University, with a cognate in Psychological Assessment. She also earned an M.T.S. from the Anderson School of Theology, and taught part-time at Anderson University and Ball State University before becoming an Assistant Professor at Indiana Wesleyan University. Prior to earning her doctorate, she spent seven years working in Student Life as a Resident Director, while also teaching adjunct for the Liberal Arts, Psychology and Sociology departments.

Dr. Davis completed her Internship year at the Notre Dame University Counseling Center, where she did individual and group therapy with undergraduate and graduate students as well as being active in social justice and outreach programs. She specializes in international student adjustment, trauma and abuse recovery, family dynamics and using dream work in therapy. She is involved in empathy research, and travelled with a team to Portugal last summer to compare the psychophysiological empathic responses of American and Portuguese students, using EEG and fMRI technology.

Dr. Davis and her husband, Todd (who also works in the field, as a family therapist), and her two children, SheaLah and Caleb, live in Anderson, Indiana. Erin and Todd have led several international short-term mission trips with teams of students from Anderson University, including service teams which worked in Peru, Grand Cayman, Australia and



Uganda.

James Fuller, Ph.D., M.Div., LMHC, NCC, NCSC.....jim.fuller@indwes.edu

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 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 later became the Dean of the Graduate School. In 2014, Dr. Fuller returned to full time teaching in the Graduate Counseling program, where he found his heart to be. He is married with a son and daughter and has six grandchildren. His wife is retired from after 27 years as an elementary school teacher, the last 19 of which were in the Marion Community School System.



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

Dr. Gerig is Professor of Counseling 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.



Richard Hooker, Ed.D., LMHC, LCAC.....richard.hooker@indwes.edu

Dr. Richard Hooker received his doctorate in Counselor Education and Supervision from the University of Cincinnati. Richard has over 23 years of clinical counseling experience. Dr. Hooker is Professor of Graduate and Addictions Counseling. He is credentialed as a Licensed Clinical Addictions Counselor (LCAC) and Licensed Mental Health Counselor (LMHC) in Indiana and a Licensed Professional Clinical Counselor (LPCC-S) and Licensed Independent Chemical Dependency Counselor in Ohio. Richard is also credentialed as an International Certified Clinical Supervisor (ICCS).

Dr. Hooker came to IWU after serving 7 ½ years as a clinical supervisor of adolescent services on U.S. military installations in Germany and Italy. His research interests include dual diagnosis, military children and families, early intervention services, counselor performance, and program development and evaluation. Richard has developed the Pathways to Success (P2S) early intervention program that is provided by Addictions Counseling students for local at-risk adolescents.



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 directed IWU's School Counseling program since 2005. Dr. Justice recently retired after 19 years as a K-12 school counselor. She has moderated a program for divorcing parents for the Whitley County Courts, has led groups for the courts and churches, 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 Master's Degree in Counseling from Indiana University. Her undergraduate work includes a Bachelor's Degree in Elementary Education and an Associate's Degree in Early Childhood Education also from IU.

Dr. Justice has presented at local, state, national, and international workshop conferences. Her current research and writing centers around service learning and international academics. Her free time is filled with family, nature, travel, and service. She tries to emulate the love of God by acting as His eyes, ears, hands, and feet in service to others.



Jennifer Money-Brady, Ed.D, NCC, DCC.....*jennifer.money-brady@indwes.edu*

Dr. Money-Brady is an Assistant Professor of Counseling. She is a licensed school counselor and National Credentialed Counselor who is completing her doctoral degree in Counselor Education and Supervision in August 2018. Jen brings experience working in mental health with children at the Joseph Maley Foundation and Horizons at SRES and in grief support group facilitation with Brooke's Place.

Dr. Money-Brady is the Past President of the Indiana School Counselor Association and sits on the board of the Indiana Counseling Association. Her husband, John, is the Middle Division Head at St. Richard's Episcopal School. Their daughter, Katy is a second grader at St. Richard's Episcopal School. They attend and volunteer at St. Thomas Aquinas Catholic Church where Jen is also an active member of their Tea & Empathy Grief group, John is a head greater and Katy is in Sunday school. They enjoy hiking on the weekends and spending time at their family horse farm in Traders Point, Indiana.

Dr. Money-Brady has an interest in Leadership, Adverse Childhood Experiences and Trauma. She works with practicum and internship students who are navigating their clinical experience in schools or mental health settings. Her dissertation research involves a qualitative study on the characteristics and supports of School Counselor Leaders to understand how they best advocate for their students.



Brent Moore, Ph.D, LPC.....*brent.moore2@indwes.edu*

Dr. Moore is an Associate Professor of Counseling at Indiana Wesleyan University. He earned a bachelor's degree in psychology and theology from MidAmerica Nazarene University, a master's degree in clinical psychology from Wheaton College, and a Ph.D. in health psychology from Walden University.

Dr. Moore has taught psychology, health, and counseling-related courses at the undergraduate and graduate levels since 2009. He regularly presents at regional and national conferences, and guest lectures at West Africa Theological Seminary in Lagos, Nigeria. Dr. Moore is president-elect of the American Counseling Association of Missouri, is the lead counselor education track coordinator for the Christian Association of Psychological Studies, serves as a dissertation advisor and reader, is a registered play therapist, and enjoys writing.

Dr. Moore is married to Nikki, and they have three children together: Mia, Marley, and Micah. He enjoys spending time with family and running.



Candice Norris-Brown, Ph.D., Ed.S., LPC, NCCcandice.norris-brown@indwes.edu

Dr. Norris-Brown is an Assistant Professor of Counseling. She holds a Doctorate of Counseling and Student Personnel Services from the University of Georgia, Ed.S. in School and Guidance Counseling from the University of Georgia, M.S. in Clinical Psychology from Virginia State University and a B.S in Psychology from Virginia State University. She holds credentials as a Licensed Professional Counselor, Approved Clinical Supervisor, and National Certified Counselor. She is a certified facilitator with the Anti-Defamation League and National Curriculum & Training Institute (NCTI). She enjoys advocating for children, spending time with family and friends.

Dr. Norris-Brown's current interests include advocating for students with disabilities and marginalized groups that experience systemic barriers, group work, professional identity of school counselors and clinical supervision.



Donald P. Osborn, Ph.D MAC, NCC, LMHC, LCSW, LMFT, LCAC

.....donald.osborn@indwes.edu

Dr. Osborn "Dr. Oz" is Director and Professor of Graduate Addictions Counseling at Indiana Wesleyan University. He is a Senior Fulbright Scholar in Addictions and Mental Health and serves on the National Trainers Academy for the National Association of Alcohol and Drug Abuse Counselors (NAADAC). He is the Immediate Past National President of NAADAC and has served two terms as the Regional Vice President for the Mid Central Region. He currently serves as the Chair Standards Committee for NAADAC. He is the Cofounder and Past Chairman of the for the Professional Practices and National Addiction Studies Accreditation Commission (NASAC). Dr. Oz has also served as a consultant on treatment, administrative, program and

educational issues, to not for profit and for profit organization and to state and federal entities. Professionally he has experience as a therapist, clinical director, medical program administrator and minister. He has served on the Indiana Professional Licensing Board in Behavioral Sciences and Human Services. In 2010 Dr. Oz was selected to lead the first United States delegation team of addiction and mental health, therapists, physicians, academics and government representatives to Cuba, to observe addiction treatment and provide consultation.

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 Fellow of the American Association of Marriage and Family Therapists (AAMFT), and the American Counseling Association (ACA). Don has also been ordained for over thirty years as a Minister in the Christian Church/Church of Christ. He is licensed in Indiana in Mental Health, Clinical Social Work, Marriage and Family Therapy and Clinical Addictions. Don's BA is from Lincoln Christian University in Christian Ministries. His MS is from Indiana State University (ISU) in Counseling Psychology. His M.A. is from Saint Mary of the Woods College in Theology. His Ph.D. is in Guidance and Psychology with a specialization in Counselor Education & Clinical Supervision, from ISU. He has a professional academic certificate in Addictions Counseling from

Vincennes University, and post graduate work in Psychological Appraisal and Marriage and Family Therapy from Indiana State University. Don and his wife Cindy have three daughters, Shawna, Tiffany and Sara. He is an avid St. Louis Cardinals fan.



Nenetzin A. Stoeckle, Ph.D., LMFT nenetzin.stoeckle@indwes.edu

Dr. Stoeckle is an Associate Professor of Counseling and the MFC/T program director. She received her B.S. in Child and Family Studies from Baylor University, and earned her Ph.D. and M.S. in Marriage and Family Therapy from Texas Tech University (TTU) in Lubbock, Texas. She is a clinical fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. Dr. Stoeckle is an active member on the ICA and IAMFT boards of directors, and currently serves as the President of the Indiana Association for Marriage and Family Therapy. She was a contributing author for the book *Voices of 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. She actively gives presentations at the local, state and national level.

Relationship Therapy in the area of multicultural issues. She actively gives presentations at the local, state and national level.



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

Dr. Thompson is the Director of the Student Development and Administration program. He has over 20 years of 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, Gay & Lesbian identity & Spiritual

Development on Christian College Campuses, college campus ecology, transgenerational leadership, and servant leadership in higher education. Dr. Thompson is a frequent presenter at national Student Development conferences, including Gay & Lesbian Identity Development on Christian College Campuses; the perception of Spiritual Development of Gay & Lesbian Identified Students on Christian College Campuses, and Beyond Binary: Gender Issues for Student Life Professionals.



Sarah Warren, PhD., LMFT, LCAC sarah.warren@indwes.edu

Dr. Warren is an assistant professor of Addictions Counseling at Indiana Wesleyan University. She earned her M.A. in Counseling from Indiana Wesleyan University with concentrations in Marriage and Family Therapy, Community Mental Health, and Addictions Counseling, and her Ph.D. from the University of Louisville with a specialization in Counselor Education and Supervision. Dr. Warren has worked in various counseling settings, including college counseling centers, adolescent residential facilities, hospital psychiatric emergency teams, an international mission's organization, and as supervisor for a home-based therapy team providing services to children and families in the foster care system.



Denise Nicholas Williams, PhD., LMFT.....denise.williams2@indwes.edu

Dr. Williams is an assistant professor of Marriage & Family Counseling/Therapy Counseling at Indiana Wesleyan University. Williams earned her Ph.D. in Marriage and Family Therapy from Texas Tech University. She also earned her M.A. in Rehabilitation & Mental Health Counseling and B.A. in Psychology from the University of South Florida. She continues to serve as a mentor and advocate for those in her community. She is a clinical fellow and Approved Supervisor of the American Association for Marriage and Family Therapy.

Dr. Williams’s research interests include: marital issues, couples’ sexual intimacy concerns, the influence of addiction in the family and underrepresented groups such undocumented and international students.

Adjunct Faculty Profiles



Paige Clingenpeel, LMHC.....Paige.clingenpeel@indwes.edu

Paige has a master’s degree in community counseling and addiction counseling from Indiana Wesleyan University. She has spoken all over the nation for parenting groups, family ministries, youth groups, women’s retreats, professional counseling conferences, and Christian radio stations. She has worked on TV, radio, and web-based media. Paige is a contributor to the women's marriage and parenting site iMom.com, and can be seen hosting tween show iShine K’nect on TBN. You can find her articles and videos on her webpage: PaigeClingenpeel.com

She presently works for Parkview Health in Fort Wayne as a mental health therapist assigned to Carroll High School and Maple Creek Middle School. Paige is married to Ryan, they have 4 kids and a Bernedoodle therapy dog who joins her at the high school and middle school.



Doug Daugherty, Psy.D., HSPP.....doug.daugherty@indwes.edu

Dr. Daugherty is a licensed psychologist, with expertise in clinical psychology, addiction, and use of technology for in-the-moment assessment and intervention. He regularly teaches the Psychopathology course and enjoys connecting with grad students. Dr. Daugherty has published in the areas of addiction; ecological momentary assessment (EMA); smartphone delivery of positive interventions (EMI); and student retention-success. He has more than 25 years of clinical experience and serves as program evaluator for several problem-solving courts. Doug is the founder of Grace House for Recovery, a faith-based recovery home in Marion, Indiana. He also serves as Academic Dean for Graduate Counseling. He enjoys travel, family time, and Pickle Ball.



Carla Gaff-Clark, Ed.D., LMHC, CADAC.....carla.gaff-clark@indwes.edu

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.



Kristina M. Graber, MA, LMFT.....*kristina.graber@indwes.edu*

Kristina Graber earned her MA in Marriage and Family Counseling Therapy from Indiana Wesleyan University and is a Licensed Marriage and Family Therapist in the state of Indiana. Kristina holds membership in AAMFT and is an AAMFT Approved Supervisor Candidate. She has worked in a variety of settings including non-profit church counseling center, FQHC outpatient clinic, mental health evaluations in the hospital setting (ER, ICU, and PCU), and private practice.

Kristina owns a group counseling practice in Greenfield, Indiana and works with a variety of client populations with specialty areas in treating couples recovering from infidelity and working with families in improving relationship dynamics within the family system, and trauma recovery. Kristina has received EMDR Basic training through an EMDRIA approved course and is pursuing EMDR certification for treatment of trauma. She is currently serving as Elections Committee Chair and on the membership committee for IAMFT and is active with the local Systems of Care Team for Hancock County, Indiana.



Nathan Herring, Ed.D. *nathan.herring@indwes.edu*

Dr. Herring holds degrees from Taylor University, BA; Ball State University, MA in counseling psychology and an Ed.D. in Special Education with a cognate in Adult, Community, and Higher Education. He has been employed at Indiana Wesleyan University since 2004 and has served as a Clinical Counselor, TRiO Advisor, and the Director of Disability Services. Previous employment related to his current position was as a case manager at Grant-Blackford Mental Health, Inc. He filled this position for 6 years. Along with his supervision duties he provides academic support for students on probation and general university students. He serves on several committees as a member or as a consultant. His professional memberships include: The Association of Higher Education and Disability (AHEAD), The Council for Exceptional Children (CEC), and The Learning Disability Association of America (LDA). Teaching responsibilities have included: World Changers, Life Calling, General Psychology,

Developmental Psychology at the Undergraduate level and Theories and Techniques of the Helping Relationship, Theory and Technique in Career Counseling, and Appraisal of Individuals at the Graduate School level.



Maurita Hodge, MA, Ed.D., LPC *maurita.hodge@indwes.edu*

Dr. Hodge holds an Ed.D. degree from Argosy University, Sarasota, in Counseling Psychology, and Master's from Clark Atlanta University, Atlanta, in School Counseling. She is a Licensed Professional Counselor and School Counselor as well as being SASSI Certified. She currently serves as the Department Chair and Associate Professor at Point University. She has worked as a counselor for Moving Mountains Consulting, LLC, and Gwinnett Children's Shelter as well as a school counselor at Ronald E. McNair High School and Henry County Evening Academy.



Liz Howerth, M.A., LMHC.....*liz.howerth@indwes.edu*

Liz Howerth earned a bachelor's degree in Elementary Education and a master's degree in Clinical Mental Health Counseling, both from Indiana Wesleyan University.

Liz is a Licensed Mental Health Counselor in a private practice. Her focus is helping clients experience holistic growth and change in their lives. Liz is trained in EMDR. Liz enjoys travelling, missions work, spending time with community and staying active with CrossFit.



Levi Huffman, Ed.D., M.A., LSCC.....*levi.huffman@indwes.edu*

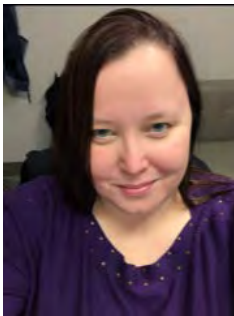
Dr. Huffman has over 10 years of experience working in collegiate administration in areas that include academic advising, judicial affairs, residence life, career development, study abroad curriculum, and outdoor experiential learning. He received his Doctorate of Education and Master's degree in College Student Affairs from Azusa Pacific University and a Bachelor's degree from Malone University. His research includes the long-term impact of student leadership positions post-college, as well as student motivation, servant leadership, and identity development. Prior to teaching at IWU, he also conducted research at Wake Forest University on holistic student thriving. Levi is a professionally certified Life Coach.

Dr. Huffman began his service to college students in London and has led many cross-cultural and humanitarian relief efforts to several areas around the world including Swaziland, Nicaragua, and Sri Lanka. He holds several professional memberships and has presented at multiple conferences. Levi is also an avid backpacker who enjoys exploring trails and canoeing rivers throughout Indiana, Appalachia, and the Wild West.



Kay Keller, M.A., LMHC, LPC, NCC*kay.keller@indwes.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 practicum and internship supervision for IWU in addition to counseling in a college student counseling center and teaching as an adjunct.



Lorrie Neuberg, LMFT.....*lorrie.neuberg@indwes.edu*

Lorrie Neuberg has a BS in Child Development Family Studies/Health Specialization from Purdue University. I hold a Master's of Science in Marriage and Family Therapy (COAMFTE) from Friends University. Lorrie Neuberg has worked in community mental health, community drug & alcohol, Dept. of Veteran Affairs, State Social Rehabilitation Services, city police department, Department of Child Services(DCS), medical facilities and universities since 2003. Lorrie provides internship supervision for IWU, as well as clinical supervisor at VA Hospital, in addition to teaching as an adjunct. Lorrie is a clinical fellow of the American Association for Marriage and Family Therapy (AAMFT) and AAMFT Approved Supervisor. Lorrie is licensed in Indiana in Marriage Family Therapy LMFT) and Kansas as Licensed Clinical Marriage Family Therapy (LCMFT). Lorrie currently directs the Family Support Center and Warrior to Soul Mate Programs at Richard L Roudebush VA Medical Center in Indianapolis as well as Director of Training over Marriage and Family Therapy.



Rachel Olufowote, PhD, LMFT.....*Rachel.olufowote@indwes.edu*

Dr. Rachael Olufowote received her Master's degree in Marriage and Family Therapy from Abilene Christian University and completed her PhD in Couple, Marriage, and Family Therapy at Texas Tech University. Her clinical and research interests include couple therapy and couple relationship processes, faith, and attachment style change, specifically how people earn attachment security. Dr. Olufowote holds associate marriage and family therapist licenses in Indiana and Texas, and is a pre-clinical fellow of the American Association for Marriage and Family Therapy (AAMFT), and an AAMFT approved supervisor.



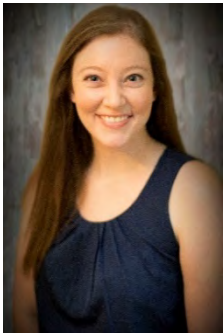
Julie Quigley, NCC, LMHCA *julie.quigley@indwes.edu*

Julie is a therapist at a community mental health agency in Indiana and provides psychotherapy for clients ages 5 to 65. She has twelve years of professional work experience in the counseling and advising vocation. Her counseling environments include rural and urban schools, higher education, as well a community mental health. Julie’s teaching experience is with Butler University and University of the Cumberland. She taught Marriage and Family Counseling, Organizational Behavior, Career Development, and Foundations of Mental Health Counseling. She holds an MS in School Counseling and Mental Health. She is currently seeking her PhD in Counselor Education and Supervision with the University of the Cumberland, with an expected graduation date of December 2018. Her current research interests include behavior change, Health technology, and stress management. She is a National Certified Counselor and holds an Indiana license in Mental Health and School Counseling. She is currently seeking her Association of Certified Biblical Counselors (ACBC) certification.



Betsey Robinette, Ph.D. *betsye.robinette@indwes.edu*

Dr. Robinette is a licensed psychologist with a wide variety of exposure to clinical, school, and academic populations. Varied settings include: providing psychological services for inpatient, outpatient, Headstart, preschool, Elementary, Middle and High schools. Range of clinical services include: counseling, psychological services for the mentally ill, assessment of learning disabled and seriously emotionally disturbed students, and providing school psychology services and consultations for parents and teachers. She practiced as a school psychologist prior to coming to IWU where she now teaches in both the undergraduate and graduate divisions. Her doctorate is from the University of Tennessee where she studied School Psychology. Her Master’s from Wheaton Graduate School is in Clinical Psychology. Dr. Robinette’s research interests lie in the area of students’ faith development, parental attachment and emotional intelligence. She is a past board member of various community organizations and is an active member of Lakeview Wesleyan Church. Her involvement on the IWU campus is varied and extensive, including Campus Rape Advocate, John Wesley Honors College, faculty advisor for a number of campus student organizations, practicum supervisor, and consultant for Student Support Services.



Katherine Ruiz, MA, NCC, LMFT *katherine.ruiz@indwes.edu*

Katherine Ruiz has a BA in Psychology from North Park University and is a graduate of Indiana Wesleyan University's graduate counseling program. She provides counseling services in a private practice setting and specializes in affair recovery counseling, Gottman method couples counseling, and blended family issues. She is a nationally certified counselor (NCC), licensed marriage & family therapist (LMFT), and a clinical fellow of the American Association for Marriage and Family Therapy (AAMFT), and an AAMFT approved supervisor candidate. Katherine provides supervision for IWU graduate counseling students in addition to teaching as an adjunct instructor.



James Witty, M.Div., D.Min., LMFT *james.witty@indwes.edu*

Dr. Witty is an ordained United Methodist minister with over 40 years of experience in the Indiana Conference of the United Methodist Church. He earned a Doctorate of Ministries degree in “Pastoral Care and Counseling” from Christian Theological Seminary (Indianapolis, Indiana) and also has a Master of Divinity degree and Master of Religious Education degree from Methodist Theological School (Delaware, Ohio). Dr. Witty earned a Bachelor of Arts degree in Sociology from the University of Evansville (Evansville, Indiana). He is a Clinical Fellow and Approved Supervisor of American Association for Marriage and Family Therapy (AAMFT) as well as a Licensed Marriage and Family Therapist (LMFT) with the State of Indiana.

Dr. Witty is also endorsed by the United Methodist Division of Chaplains and Related Ministries as “Pastoral Counselor” with over 35 years of experience counseling children, youth, adults, couples and families.

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 the last three decades, Indiana Wesleyan University has grown from approximately 1200 students to now enrolling 15,000 students. The university employs more than 250 full-time faculty and nearly 1200 adjunct faculty who are all supported by approximately 770 full-time staff.

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, and 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.

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

- Commission on Accreditation for Marriage and Family therapy Education (COAMFTE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation of Athletic Training Education (CAATE),
- Commission on Collegiate Nursing Education (CCNE), phone 202-887-6791
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Social Work Education (CSWE)
- National Addiction Studies Accreditation Commission (NASAC)
- National Association of Schools of Music (NASM)
- National Council for the Accreditation of Teacher Education (NCATE)

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.

University Policy – Academic Integrity

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 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.

University 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 counselor 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 associate 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 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 and/or the associate dean.
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 counselor 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 or email finaid@indwes.edu

Marion 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 Property Management at 765/677-3388.

Library Services: Off Campus Library Services

As an IWU student, you have library privileges through Off Campus Library Services and Jackson Library. Go to <https://ocls.indwes.edu> to learn more about the library. You can do the following:

- Access books (print and e-books), articles, services, and web resources.
- Psychology/counseling specific databases are available and include the following:
 - PsycINFO
 - PsycArticles
 - PsycTests
 - Psychotherapy.net (streaming media)
 - Several of the DSM-5 books are available as electronic resources.
 - Mental Measurements Yearbook with Tests in Print
 - Many other databases from related disciplines.
- Access to many full text articles.
- Document delivery, which includes mailing print books, scanning PDF articles (that are only available in paper in the IWU library), providing a service of interlibrary loan whereby items not owned by IWU will be obtained on your behalf from other libraries that own the item.
- Assistance with APA writing style through consultation, paper editing, resources for APA and Academic Writer, an online academic writing system that formats in APA.
- Provision of Personalized Search Plans (PSPs) The PSP is customized to your topic, taking the student step-by-step through the database search process to get to appropriate articles or books on the requested topic.

In order to use many of the library databases, you need your MyIWU login information, e.g. firstname.lastname OR a Library Access Number (LAN). The LAN is available on the university picture ID card or can be requested from OCLS. Either method is needed to get into the proprietary subscription-based databases.

If you need help, contact OCLS; 800-521-1848 or <https://ocls.indwes.edu/forms/request.aspx>. During the day hours, live chat is available.

Student Identification Card

Graduate Counseling students in Marion will need a current IWU student identification card (ID) to access OCLS services to check out materials at Jackson Library and to use the Recreation and Wellness Center located on the Marion campus.

All Marion 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 the Student Development office 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.

Indianapolis or Online students who wish to receive an ID card, can submit a headshot photo to Julie Myers at julie.myers@indwes.edu.

Changes in Personal Information

When changing any of your biographical data (name, address, phone numbers, etc.), please request a change form from your administrative assistant and return to that office when completed. Changes will be noted and submitted to the registrar's office to be changed in 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://www.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"

A *Ten Block Meal Plan* is available to accommodate your busy schedule and allows you some flexibility. The cost of the meal plan is \$42.50. At \$4.25 per meal, you may want to purchase multiple plans to use each semester. This meal plan may be purchased through Pioneer's dining services office on the east side of Barnes Student Center. You will need to have your student ID with you at the time of purchase.

As a Resident Graduate Student, you can now take advantage of this convenient and affordable dining plan. Enjoy a meal close to your classes and be part of the entire IWU community with our All-You-Can-Eat meals in Baldwin Dining Commons.

In addition to this meal plan, we offer flex dollar accounts. These accounts allow you to take advantage of a 25% discount (when purchasing a minimum of \$100) at not only the Baldwin dining area but at any of the other eating establishments in the Student Center. Purchase either in the Pioneer Office directly or by going online to <http://indwes.pconline.net>.

Food Services (Indianapolis Campus)

RUTH'S TOO Café is located on the first floor of the Indianapolis building for students' convenience. It is open Monday – Friday for breakfast and lunch.

Special Services

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

IWU Safety, Crime, Reporting, and Privacy Policies

Campus Security (Marion)

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 *Center for Student Success* (located on 2nd floor of Student Center) provides information regarding sexual assault as well as 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 include 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 wanting 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) 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

Mission Statement

The Division of Graduate 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 training and mentoring students with an integrated understanding of Christian faith and professional practice with emphasis on student, academic, professional, and cultural competence.

Vision Statement

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.

Division Learning Outcomes

The Division of Graduate Counseling prepares students who are able to integrate their Christian faith and values with integrity in their practice of counseling-related professions. Graduates of the program will be prepared to provide professional service in public agencies, churches, educational settings, para-church organizations, and business and industry settings. To that end, the graduate counseling program establishes the following student learning outcomes:

1. Students will demonstrate mastery in each of the core areas of counseling competency:
 - a. Professional Counseling Orientation and Ethical Practice
 - b. Social and Cultural Diversity
 - c. Human Growth and Development
 - d. Career Development
 - e. Counseling and Helping Relationships
 - f. Group Counseling and Group Work
 - g. Assessment and Testing
 - h. Research and Program Evaluation
2. Students will display professional dispositions suitable for the counseling profession and their particular specialization.
3. Students will demonstrate an ability to integrate faith with the practice of their profession.
4. Students will demonstrate proficiency in oral and written communication skills.
5. Students will demonstrate competency in their selected area of specialization.

Accreditations

The Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (5999 Stevenson Ave., Alexandria, VA 22304, 703-823-9800). CACREP is an independent agency recognized by the council for Higher Education Accreditation to accredit masters and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2021. The current curriculum is designed to meet the 2009 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs. The Marriage and Family Counseling/Therapy Program is also accredited by the Commission on Accreditation for Marriage and Family therapy Education (COAMFTE). The School Counseling Program is also approved by the Indiana Professional Standards Board and NCATE. NCATE accredits schools, colleges, and departments of education in U.S. colleges and universities, as well as

non-university entities, preparing and developing professional educators for work in P-12 school settings, including off-campus programs, distance learning programs, and alternate route programs.

The Addictions Counseling Program is accredited with the National Addiction Studies Accreditation Commission (NASAC), the only accrediting body that represents addiction-focused educators and practitioners at all levels of academic education, including associate degree, bachelor's degree, master's level certificate, master's degree, post-graduate certificate, and doctoral degree.

Admission Requirements

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Graduate Counseling Program. See Certificate Programs below. Those interested in this option should call 800-895-0036 for more information.

Admission to Graduate Studies in Counseling

The admission requirements are:

1. A baccalaureate degree from an accredited college or university or an institution accredited by the Association for Biblical Higher Education.
2. An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
3. Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology. Developmental Psychology or Lifespan Development preferred for Student Development Administration program applicants.
4. Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Graduate Counseling Department. Students may take any of the prerequisite classes at any Higher Learning Commission (HLC) accredited school and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
5. If undergraduate GPA is under 3.25 applicants must submit scores obtained on the GRE. Graduate Record Exam (GRE) taken within five years of application to the program. Verbal (V) score of at least 146 is required. GRE not required for Student Development Administration program applicants.
6. An official transcript from each undergraduate and graduate institution attended.
7. Three recommendations -- at least one from a professor and one from a supervisor/professional.
8. Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Prerequisites for Graduate Studies in Counseling

The following prerequisites must be completed within the first 12 semester hours of graduate level counseling courses:

1. Six semester hours in undergraduate *psychology* of which three semester hours must be in *Abnormal Psychology*.
2. Six semester hours in *Bible* (Old and New Testament) or passage of the *Bible exam* administered by the Graduate Counseling Department.
3. Students may take any of the prerequisite courses at any Higher Learning Commission (HLC) accredited school and be admitted on a conditional basis and may take up to 12 hours of course work while completing

all prerequisites.

Student and Program Evaluation Policy

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, 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 prior to the beginning 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. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be "C" or above. 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 GPA is not 3.0 or above upon completion of the following semester.

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.

Coursework, practicum and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize 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, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are 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 disciplinary action, which may include educative advisory or warning, development and implementation of a remedial plan, or dismissal from the program. Once admitted to the program, non-academic cause for disciplinary action includes, but is not limited to:

1. 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 School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) and/or the Counselor Licensure laws in the state of Indiana.
2. 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.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony (eg. offenses involving possession, sale or consumption of a controlled substance, sexual transgression).

5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Alternatives for Program Completion

The Online Course Policy for Onsite Students, unless otherwise specified by the program of study does not allow onsite students to integrate online courses into their program of study. This is in accordance with accreditation and online seat availability.

The Onsite Course Policy for Online Students, allows the blending of onsite coursework for online students.

Program Change Policy

It is rare that a student will begin a specific degree program and then request to switch to another. Furthermore, these types of request are often discouraged from being done mid-semester. However, if a student believes an extraordinary circumstance exists that require the immediate change in program, the following steps outline the

Program Change policy.

1. The student must inquire about such change through the student's advisor in writing.
2. The student must provide appropriate documentation outlining the reason for the request.
 - Students are advised to review the requirements for the new program, (i.e. length of program, transfer of courses, course offerings etc.) prior to contacting the new advisor
3. The student's advisor will provide all documentation to the Division of Graduate Counseling for review. Please allow 30 days after submission of all documents to hear back from your current advisor about the Division's decision.

Please note these requests are still under the discretion of the Division of Graduate Counseling. A number of factors may be considered in the approval process, such as nature of the request i.e. extenuating circumstances, program availability, etc.

Please be advised COAMFTE Accreditation Standards does not allow MFT students to take more than two noncore courses online. Additionally, at this time Marriage and Family Therapy program does not have an online component.

Plan of Study

During their first semester, new students are required to meet with their assigned advisors to determine their academic plan. Students must review, in detail, their orientation material to understand their options. They will then meet with their advisors to review the recommended course plan, ensure any pre-requisites have been or are on track to be completed before the 12 credit hour requirement, determine their elective(s), and project their graduation date. This is also a time when you can discuss a thesis option, adding a certificate to your program, or getting direction on available electives that might best fit your interests.

Programs of Study in Division of Graduate Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling,

Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the program of study in Addictions Counseling and Student Development Administration consists of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail in the following pages.

Clinical Addictions Counseling (48)

The **Clinical Addictions Counseling** program is an online *48 semester hour*, 1 ½ year minimum, and 6 years maximum program.

Mission Statement: The Graduate Clinical Addictions Counseling program endeavors to train entry level practitioners in understanding and healing the destructive nature of various addictions. Through academic rigor, using related healing arts and sciences, with integrated Christian thought, is dedicated to bring forth addiction professionals with knowledge and application of healing skills to reclaim, redeem, restore and repurpose healthy individuals and families in body, mind and soul to one another and God.

The student *learning outcomes* include:

1. Students will articulate a clear, accurate understanding of Addiction counselor professional identity
2. Students will demonstrate knowledge of the fundamental domains in addiction counseling (i.e., foundations; theories of counseling, prevention, and intervention, advocacy; assessment; research & evaluation; and diagnosis)
3. Students will demonstrate skills and practices of addiction counseling in the delivery of behavioral health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice)
4. Students will deliver addiction counseling services with multicultural competence and sensitivity
5. Students will demonstrate ability to apply relevant research and evaluation models in practice of addiction counseling
6. Students will demonstrate ability to integrate faith with addiction counseling practice in clinically appropriate, sensitive, and ethical manner

Course requirements

Core Courses:

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

Specialized Courses:

| | | |
|---------|--------------------------------------|----------------|
| CNS 511 | Issues in Addiction and Recovery | 3 credit hours |
| CNS 512 | Psychopharmacology | 3 credit hours |
| CNS 533 | Psychopathology | 3 credit hours |
| CNS 535 | Theories and Techniques of Addiction | 3 credit hours |
| CNS 545 | Counseling Addicted Families | 3 credit hours |

Clinical Experience:

| | | |
|--------------------|------------------------|----------------|
| CNS 550D | Counseling Practicum | 3 credit hours |
| CNS 551D & 552D | Supervised Internships | 6 credit hours |

TOTAL:

48 credit hours

Recommended Course of Study Tables

Clinical Addictions Counseling (48 hours) –Fall Start
 Meets State of Indiana LCAC-A (Associate) and LCAC Licensure

| Fall | | Spring | | Summer |
|---------------|---------------------------------|--------|---------------------------|------------------------|
| Year 1 | | | | |
| 503 | T&T in the Helping Relationship | 502 | Multicultural Counseling | 512 Psychopharmacology |
| 506 | Appraisal of Individuals | 504 | T&T in Group Counseling | 533 Psychopathology |
| 508 | Legal, Ethical, & Prof. Issues | 511 | Issues Addiction Recovery | 550D Practicum* |
| Year 2 | | | | |
| 507 | Research | 545 | Couns. Addicted Families | ___ Elective |
| 535 | T&T of Addictions* | 552D | Supervised Internship* | |
| 551D | Supervised Internship* | 509 | Integration | |

Note: (CNS 501 should be taken as a fall elective for LCAC-A and LCAC licensure)

*Prerequisite completion required to take CNS 550,551,552. (are the following courses CNS 501,502,503,504,508,511,533 See Graduate Student Handbook for information and course descriptions.)

Two Weekend Intensives from Friday to Saturday must be completed for graduation. Intensives are held in the spring and fall. The intensives are for those students completing CNS 550, 551 & 552 online and not classroom.

**For fulfillment of the academic requirements for adding the LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS 501, CNS 505, CNS 522, CNS 523, and CNS 524
 Course descriptions online at <http://graduatecounseling.indwes.edu>

The Clinical Addictions Program meets requirements for the Master Addictions Counselor (MAC) exam and Indiana licensure (LCAC-A & LCAC) and national certification thru the National Association of Alcohol and Drug Abuse Counselors (NAADAC).

To use Financial Aid, you must be registered for a minimum of 6 credit hours in a semester. You can take any Graduate Counseling class offered as an elective to fulfill that requirement.

Clinical Addictions Counseling (48 hours)--Spring Start
Meets State of Indiana LCAC-A (Associate) and LCAC Licensure

| Fall | Spring | Summer |
|---------------|---|---|
| Year 1 | 502 Multicultural Counseling 504 T &T Group Counseling 511 Issues Addiction Recovery | 512 Psychopharmacology 533 Psychopathology |
| Year 2 | 503 T&T Helping Relationship 506 Appraisal of Individuals 508 Legal, Ethical & Prof. Issues | 509 Integration 545 Couns. Addicted Families 550D Practicum |
| Year 3 | 507 Research 535 T&T of Addictions 552D Supervised Internship | ___Elective 551D Supervised Internship |

*Prerequisite completion required to take CNS 550,551,552. (CNS 502,503,504,508,511,533 See Graduate Student Handbook for information and course descriptions.)

Two Weekend Intensives from Friday to Saturday must be completed for graduation. Intensives are held in the spring and fall. The intensives are for those students completing CNS 550, 551 & 552 online and not classroom.

For fulfillment of the academic requirements for adding the LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS 501, CNS 505, CNS 522, CNS 523, and 524

The Clinical Addictions Program meets requirements for the Master Addictions Counselor (MAC) exam and national certification thru the National Association of Alcohol and Drug Abuse Counselors (NAADAC).

To use Financial Aid, you must be registered for a minimum of 6 credit hours in a semester. You can take any Graduate Counseling class offered as an elective to fulfill that requirement.

Graduate Certificate In Addictions Counseling (15)

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. This program is offered in an online format.

Specialized Courses:

| | | |
|---------|--------------------------------------|----------------|
| CNS 511 | Issues in Addiction and Recovery | 3 credit hours |
| CNS 512 | Psychopharmacology | 3 credit hours |
| CNS 533 | Psychopathology | 3 credit hours |
| CNS 535 | Theories and Techniques of Addiction | 3 credit hours |
| CNS 545 | Counseling Addicted Families | 3 credit hours |

TOTAL: **15 credit hours**

Recommended Course of Study Tables

Clinical Addictions Counseling Certificate (18) – Fall or Spring Start

| Fall | | Spring | | Summer | |
|---------------|-------------------|--------|------------------------------|--------|--------------------|
| <hr/> | | | | | |
| Year 1 | | | | | |
| 535 | T&T of Addiction* | 511 | Issues Addiction Recovery | 512 | Psychopharmacology |
| | | 545 | Counseling Addicted Families | 533 | Psychopathology |

*Prerequisite completion required. See Student Handbook.

Course descriptions online at <http://graduatecounseling.indwes.edu>
Go to: Student Handbook (left-hand side bar under Program Highlights)

To use Financial Aid, you must be registered for a minimum of 6 credit hours in a semester. You can take any Graduate Counseling class offered as an elective to fulfill that requirement.

Clinical Mental Health Counseling (60)

The **Clinical Mental Health Counseling** program is a *60-semester hour*, 2-year minimum, and 6-year maximum program. The CHMC program can be completed either onsite or online depending on the track chosen when applied.

Mission Statement: It is the mission of the M.A. in Clinical Mental Health Counseling program to provide a Christ-centered academic community that facilitates the professional and personal development of students to become competent providers of exceptional clinical mental health services to individuals and their related systems within relevant ecological contexts.

The student *learning outcomes* include:

1. Students will articulate a clear, accurate understanding of CMHC professional identity;
2. Students will demonstrate knowledge of the fundamental domains in clinical mental health counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis);
3. Students will demonstrate skills and practices of clinical mental health counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice);
4. Students will deliver mental health services with multicultural competence and sensitivity;
5. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical mental health counseling;
6. Students will demonstrate ability to integrate faith with clinical mental health counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

Course Requirements

Core Courses:

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

Specialized Courses:

| | | |
|---------|--|----------------|
| CNS 511 | Issues in Addiction Recovery | 3 credit hours |
| CNS 522 | Foundations in Clinical Mental Health | 3 credit hours |
| CNS 523 | Clinical Mental Health Assessment/Intervention | 3 credit hours |
| CNS 524 | Ecological Counseling and Prevention | 3 credit hours |
| CNS 533 | Psychopathology | 3 credit hours |
| | Electives | 9 credit hours |

Clinical Experience:

| | | |
|--------------------|------------------------|----------------|
| CNS 550A | Counseling Practicum | 3 credit hours |
| CNS 551A & 552A | Supervised Internships | 6 credit hours |

TOTAL:

60 credit hours

Recommended Course of Study Tables**Clinical Mental Health Counseling (60) -- FALL admit**

| Fall | | Spring | | Summer | |
|---------------|---------------------------------|--------|--|--------|------------------------|
| Year 1 | | | | | |
| 501 | Human Growth & Development | 502 | Multicultural Counseling | 523 | CMHC Assessment |
| 503 | T&T in the Helping Relationship | 504 | T&T in Group Counseling* & Intervention* | | |
| 508 | Legal, Ethical, & Prof. Issues | 505 | T&T in Career Counseling | 533 | Psychopathology |
| 506 | Appraisal of Individuals | 522 | Foundations in CMHC* | ___ | Elective |
| Year 2 | | | | | |
| ___ | Elective | 511 | Issues Addiction Recovery | 552A | Supervised Internship* |
| 507 | Research | 551A | Supervised Internship* | ___ | Elective |
| 524 | Ecological CNS & Prevention* | 509 | Integration | | |
| 550A | Practicum* | | | | |

*Prerequisite completion required. See Course Descriptions.

*****2 required onsite intensives for CMHC Online students only (during CNS 523 & CNS 524)**

Clinical Mental Health Counseling (60) -- SPRING admit

| Fall | | Spring | | Summer | |
|---------------|--------------------------------|--------|-------------------------------------|--------|-----------------|
| Year 1 | | | | | |
| | | 503 | T&T in the Helping Relationship (O) | 523 | Assessment |
| | | 504 | T&T in Group Counseling | | & Intervention* |
| | | 505 | T&T in Career Counseling | 533 | Psychopathology |
| | | 522 | Foundations in CMHC* | ___ | Elective |
| Year 2 | | | | | |
| 506 | Appraisal of Individuals | 502 | Multicultural Counseling | 551A | Supervised |
| 507 | Research | 511 | Issues Addiction Recovery (O) | | Internship* |
| 508 | Legal, Ethical, & Prof. Issues | 550A | Practicum* | ___ | Elective |
| 501 | Human Growth/Dev (O) | 509 | Integration | | |
| Year 3 | | | | | |
| 524 | Ecological CNS & Prevention* | | | | |
| 552A | Supervised Internship* | | | | |
| ___ | Elective | | | | |

*Prerequisite completion required. See Course Descriptions.

*****2 required onsite intensives for CMHC Online students only (during CNS 523 & CNS 524)**

Community Care (36)

The Master of Arts with a major in Community Care is a 36-hour, non-licensure track counseling-related degree that prepares nonprofessional people helpers to work with persons seeking assistance non-clinical life circumstance concerns, holistic wellness, and prevention within communities.

Mission Statement: The mission of the M.A. in Community Care program is to provide a Christ-centered, academic community that enhances the services provided by students in diverse vocational contexts.

Course Requirements

Core Courses:

| | | |
|---------|---|----------------|
| CNS 501 | Human Growth and Development | 3 credit hours |
| CNS 502 | Multicultural Counseling | 3 credit hours |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 credit hours |
| CNS 504 | Theory and Techniques in Group Counseling | 3 credit hours |
| CNS 505 | Theory and Techniques in Career Counseling | 3 credit hours |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 credit hours |
| CNS 509 | Integration of Theory & Practice of Christian Cns | 3 credit hours |
| CNS 511 | Issues in Addiction Recovery | 3 credit hours |
| CNS 524 | Ecological Counseling and Prevention | 3 credit hours |
| CNS 541 | Foundation of Marriage & Family Therapy | 3 credit hours |
| | Electives | 6 credit hours |

TOTAL:

36 credit hours

*Recommended Course of Study Tables***Community Care (36)—Fall Start**

| Fall | Spring | Summer |
|--|---|----------------|
| Year 1 | | |
| 502-O Multicultural 503-O Theories & Tech | 511-O Addiction 504-O Group Counseling | _____ Elective |
| Year 2 | | |
| 501-O Human Growth & Dev 524 Ecological Counseling and Prev | 505-O Career 509-O Integration | _____ Elective |
| Year 3 | | |
| 507-O Research 541-Found. of MFT | | |

Community Care (36)—Spring Start

| Fall | Spring | Summer |
|--|--|----------------|
| Year 1 | | |
| | 502-O Multicultural 503-O Theories & Tech | _____ Elective |
| Year 2 | | |
| 501-O Human Growth & Dev 524-O Ecological Counseling and Prev | 504-O Group 511-O Addiction | _____ Elective |
| Year 3 | | |
| 507-O Research 541-O Found. of MFT | 505-O Career 509-O Integration | |
| *Course sequence <u>could</u> be completed in 2 years or 4 semesters by taking more than 6 hours per term | | |

Marriage and Family Counseling/Therapy (60)

The **Marriage and Family Counseling/Therapy** program is an *on-site 60-semester hour*, 2 ½-year minimum, and 6-year maximum program. Classes are offered at the Marion or Indianapolis West Campus. All classes must be completed onsite with the exception of Spring Admits (CNS 501O and CNS 508O) and electives.

Program Mission: The MFC/T Program is committed to training entry level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity and sensitivity to diverse populations of individuals, couples and families.

Program Goals:

- The program will prepare students to engage in the professional practice of individual, couple, and family therapy.
- The program will prepare students to deliver individual, couple, and family therapy to diverse populations.
- The program will prepare students to practice individual, couple, and family therapy with skill and professional integrity.

Student Learning Outcomes:

- Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.
- Students will demonstrate skills and practices of individual, couple, and family therapy.
- Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.
- Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.
- Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.
- Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.

Course Requirements

Core Courses:

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

Specialized Courses:

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

Clinical Experience:

| | | |
|--------------------------|------------------------|----------------|
| CNS 550 | Counseling Practicum | 3 credit hours |
| CNS 551M, 552M & 554M | Supervised Internships | 9 credit hours |

TOTAL:

60 credit hours

**For course descriptions, see the appropriate section in this handbook (refer to Table of Contents).

*Recommended Course of Study Tables***Marriage/Family Counseling/Therapy (60) – FALL admit**

| Fall | Spring | Summer |
|-------------------------------------|------------------------------|-----------------------------|
| Year 1 | | |
| 501 Human Growth & Development | 502 Multicultural Counseling | 533 Psychopathology |
| 503 T&T in the Helping Relationship | 504 T&T in Group Counseling | ___ Elective |
| 506 Appraisal of Individuals | 505 T&T in Career Counseling | |
| 508 Legal, Ethical & Prof. Issues | | |
| Year 2 | | |
| 507 Research | 509 Integration | 543 Major Models MFT II* |
| 541 Foundations in MFT | 542 Major Models MFT I* | 552M Supervised Internship* |
| 550 Practicum* | 551M Supervised Internship* | |
| Year 3 | | |
| 520 Sexuality, Intimacy, & Gender | | |
| 546 Major Models MFT III* | | |
| 554M Advanced Internship* | | |

*Prerequisite completion required. See Course Descriptions.

Marriage/Family Counseling/Therapy (60) – SPRING admit

| Fall | Spring | Summer |
|-------------------------------------|---------------------------------------|-----------------------------|
| Year 1 | | |
| | 501 Human Growth & Dev (O) | 533 Psychopathology |
| | 502 Multicultural | ___ Elective |
| | 504 T&T in Group Counseling | |
| | 508 Legal, Ethical & Prof. Issues (O) | |
| Year 2 | | |
| 503 T&T in the Helping Relationship | 505 T&T in Career Counseling | 543 Major Models MFT II* |
| 506 Appraisal | 542 Major Models MFT I* | 551M Supervised Internship* |
| 520 Sexuality & Gender | 550 Practicum* | |
| 541 Foundations of MFT | | |
| Year 3 | | |
| 507 Research | 509 Integration | |
| 546 Major Models MFT III* | 554M Advanced Internship | |
| 552M Supervised Internship* | | |

*Prerequisite completion required. See Course Descriptions.

School Counseling (48)

The **School Counseling** program is a *48 semester hour*, 2 year minimum, and 6 year maximum program. The program is online with two (2) on-site intensives.

Mission Statement: Indiana Wesleyan University Graduate School Counseling Program prepares future professional school counselors in knowledge, skills, and best practices of school counseling, with Christ-like servant leadership to effectively work with culturally diverse students, faculty, and families.

The *student learning outcomes* include:

1. Students will demonstrate knowledge of the foundations of school counseling
2. Students will evaluate comprehensive school counseling programs with the use of appropriate data.
3. Students will demonstrate comprehensive school counseling by synthesizing professional skills and interactions.
4. Students will integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice.

Course Requirements

Core Courses:

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

Specialized Courses:

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

Clinical Experience:

| | | |
|------------------------|------------------------|----------------|
| CNS 550S | Counseling Practicum | 3 credit hours |
| CNS 551S & CNS 552S | Supervised Internships | 6 credit hours |

TOTAL: **48 credit hours**

*Recommended Course of Study Tables***School Counseling (48) -- FALL Admit**

| Fall | Spring | Summer |
|-------------------------------------|------------------------------|----------------------------|
| Year 1 | | |
| 502 Multicultural Counseling | 501 Human Growth & Dev | 527 Child/Ado Dev. & Treat |
| 503 T&T in the Helping Relationship | 504 T&T in Group Counseling | 529 School Counseling II* |
| 508 Legal, Ethical, & Prof. Issues | 505 T&T in Career Counseling | 550S Practicum* |
| 519 School Counseling I | 550S Practicum* or -----^ | |
| I N T E N S I V E | | I N T E N S I V E |
| Year 2 | | |
| 506 Appraisal | 509 Integration | |
| 507 Research | 552S Supervised Internship* | |
| 551S Supervised Internship* | ___ Elective | |

*Prerequisite completion required. See Course Description.

School Counseling (48)- Spring Start

| Fall | Spring | Summer |
|-----------------------------------|---------------------------------|---------------------------|
| Year 1 | | |
| | 502 Multicultural Counseling | 519 School Counseling I |
| | 503 T&T in Helping Relationship | 527 Child/Ado Dev & Treat |
| 508 Legal, Ethical, & Prof Issues | | I N T E N S I V E |
| Year 2 | | |
| 501 Human Growth & Dev | 505 T &T in Career Counseling | ___ Elective |
| 504 T &T in Group Counseling | 550S Practicum | 529 School Counseling II |
| 507 Research | | I N T E N S I V E |
| Year 3 | | |
| 506 Appraisal | 509 Integration | |
| 551S Supervised Internship | 552S Supervised Internship | |
| ___ Elective | | |

519 & 529 require onsite Intensives

*Prerequisite completion required. See Course Descriptions.

Student Development Administration (36)

The **Student Development Administration** program is *an online 36-semester hour*, 2-year minimum, and 6-year maximum program.

Mission Statement: The SDA Program is committed to providing students with knowledge in the theory and practice of student development as well as critical counseling-related skills to effectively serve, understand, and communicate with college students.

Student Learning Outcomes:

1. Students will articulate a clear, accurate understanding of student development profession.
2. Students will demonstrate knowledge of the ethical and legal considerations specifically related to the practice of student development.
3. Students will understand the knowledge, skills and attitudes that connect the history, philosophy, and values to one's professional practice.
4. Students will gain awareness of student development theories as they relate to the formative needs of college and university students.
5. Students will demonstrate knowledge of the challenges and opportunities of working with diverse populations.
6. Students will explore the concepts of organizational culture, budgeting and finance in higher education.
7. Students will demonstrate competence in counseling and coaching group formation skills and systems techniques.
8. Students will develop the ability to use, design, conduct, and analyze qualitative and quantitative assessment, evaluation or research project.

Course Requirements

Counseling Core Courses:

| | | |
|---------|---|----------------|
| CNS 502 | Multicultural Counseling | 3 credit hours |
| CNS 503 | Theory and Techniques in the Helping Relationship | 3 credit hours |
| CNS 504 | Theory and Techniques in Group Counseling | 3 credit hours |
| CNS 507 | Research and Evaluation of Methods and Practice | 3 credit hours |

Student Development Core Courses:

| | | |
|---------|---|----------------|
| SDC 501 | History of Higher Education | 2 credit hours |
| SDC 509 | Administration and Finance in Higher Education | 3 credit hours |
| SDC 510 | The College Student | 3 credit hours |
| SDC 515 | Career Counseling for Student Development | 3 credit hours |
| SDC 518 | Legal and Ethical Issues in Student Development | 2 credit hours |
| SDC 551 | Supervised Internship | 3 credit hours |
| SDC 552 | Supervised Internship | 3 credit hours |

Electives

| | |
|---------|--|
| SDC 520 | Foundations of Life Coaching |
| SDC 525 | Special Topics in Student Life Administration* |
| SDC 530 | Social Justice |
| CNS 506 | Appraisal of Individuals and Families |
| CNS 520 | Sexuality, Intimacy and Gender |

* topics include: *Adult Learning & Development, Mental Health Issues in Higher Education, Gender and Sexual Identity in Higher Education, Tribal Colleges, and American Community Colleges*

TOTAL: **36 credit hours**

*Recommended Course of Study Tables***Student Development Administration (36) -- Fall admit**

| Fall | Spring | Summer |
|---|----------------------------------|----------------------|
| Year 1 | | |
| SDC 501 History of Higher Ed. (2) | SDC 510 The College Student | SDC 509 Admin & Fin. |
| CNS 503 T&T Helping Rel. | CNS 502 Multicultural CNS | ___ Elective |
| SDC 518 Legal & Ethical Issues in SDA (2) | CNS 504 T&T Group Counseling | ___ Elective |
| Year 2 | | |
| SDC 520 Life Coaching | SDC 515 Career Counseling in SDA | |
| CNS 507 Research & Evaluation | SDC 552 Supervised Internship | |
| SDC 551 Supervised Internship | | |

*Prerequisite completion required. See Student Handbook.

Student Development Administration (36) -- Spring admit

| Fall | Spring | Summer |
|----------------------------------|---|-----------------------|
| Year 1 | | |
| | CNS 502 Multicultural Counseling | SDC 509 Admin & Fin. |
| | SDC 510 The College Student | ___ Elective |
| | SDC 518 Legal & Ethical Issues in SDA (2) | |
| Year 2 | | |
| CNS 503 T&T of Helping Rel. | CNS 504 Group Counseling | ___ Elective |
| SDC 501 History of Higher Ed (2) | SDC 515 Career Counseling in SDA | SDC 552 S. Internship |
| CNS 507 Research | SDC 551 Supervised Internship | |

*Prerequisite completion required. See Student Handbook.

Certificate in Professional Coaching

The SDA program also houses a graduate certificate in coaching, which can be completed online, and in conjunction with the SDA master's degree or alone. Two courses (6 hrs.) can overlap between the SDA degree and the graduate certificate in coaching (CNS 503 and SDC 515).

The IWU Certificate in Professional Coaching provides a comprehensive educational program designed to equip students in various professional fields to competently utilize coaching knowledge and skills. Students can enroll in the coaching certificate to enhance their academic training and to better meet their professional goals, by learning to apply positive psychology principles and coaching methods in their chosen occupation.

Coaching is a valuable skill for professionals in many fields, including educators, health care providers, counselors, pastors and ministry workers, human resource personnel, business leaders and student development professionals.

The IWU graduate certificate in Professional Coaching includes 6 required courses, for a total of 18 semester credit hours. The certificate coursework is designed to be completed in 12 months, beginning in the summer or fall. Certificate courses are offered in an online format. The content of these courses meet the standards set by the Center for Credentialing and Education and the International Coach Federation (ICF).*

*To become a nationally or internationally certified coach, additional face-to-face training, supervision, mentor coaching, paid coaching client hours and an exam are required. These additional requirements can be met through an optional externship in Indianapolis (Lark's Song Academy) or coach training through other local agencies.

Recommended Course of Study Tables

Professional Life Coaching (18)

| Fall | Spring | Summer |
|---|----------------------------------|----------------------------------|
| Year 1 | | |
| SDC 520 Life Coaching | SDC 522 Coaching & Self | SDC 524 Coaching & Systems |
| CNS 503 T&T of Helping Rel | SDC 515 Career Counseling in SDA | SDC 526 Coaching App-Exp Methods |
| <i>Optional</i> Onsite training for Coaching Certification (externship – Lark's Song in Marion, IN) | | |

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 licensing 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 Administration and Administration, Addictions Counseling, or School Counseling complete their coursework online. A maximum of 15 credits may be taken with the Post-Master's Degree Certificate.

Non-Specialization Certificates

Current Graduate Counseling students wishing to add courses towards licensure or certification in a subject other than their chosen specialization (e.g. CHMC student seeking to add Addictions classes for future licensure as an LCAC) must apply for a certificate thru our Admission offices. You can contact Natalie Halt directly at natalie.halt@indwes.edu. Your advisor can provide guidance in adding a certificate to your current plan of study.

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, affective, personality, and moral development throughout life and family life-cycle stages. Attention is given to cultural, gender, and spiritual influences on development.

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

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 and Families (3)

Studies that provide an understanding of the evaluation of individuals, families, 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 (1-3)

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. Onsite Intensive is required.

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.* Onsite Intensive is required.

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-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)

Theory and Techniques in Play Therapy is a didactic course using both traditional and experiential learning. The course will instruct the basics in experiential counseling with children of all ages, using the mode of play and relational counseling. Various play therapy theories and techniques will be used such as sand tray therapy, art therapy, symbolic play, family play therapy, and trauma interventions. An experiential Play Therapy Onsite Intensive is required.

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 focus will be on the cultural and spiritual contexts and how these impact couples and families. 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 502, CNS 503, CNS 504, CNS 508.*

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

This course is designed to further the student's knowledge of the history, theory, techniques of marital and family therapy. The focus is on the underlying philosophy, theory, and practice of classic approaches to marital and family therapy as they inform the professional identity and practice of the therapist. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. *Prerequisite: CNS-541*

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

This course examines widely implemented and empirically validated postmodern marriage and family theory and treatment approaches. There is an emphasis on integrating knowledge and practice of marriage and family theory in the course of treating couples and families. The postmodern movement and its influence on the family, family therapy and theories will be examined. 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 will explore challenges facing today's contemporary family. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Theoretical, biological, emotional, and spiritual wellness will be emphasized. Effectiveness research literature as it relates to marriage and family therapy across a multitude of disorders and populations will be presented. 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-548 Affair, Divorce, Remarriage: Assessment and Applications (3)

This course examines special issues encountered in the treatment of individuals, couples and families experiencing affairs, divorce and remarriage. Theoretical and empirically validated approaches will be covered as well as addressing developmental, cultural and spiritual impacts on the family.

CNS-550 Supervised Practicum (3)

The course provides students with a supervised counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 50 direct contact hours (10 of which are group hours) and weekly individual and group supervision.

Prerequisites: CNS-501, CNS-502, CNS- 503, CNS 504, CNS-508, and CNS-533. Also CNS-522 for CMHC, CNS-541 for MFT, CNS-511 for ADD, CNS-519 for SCH

CNS-551 Supervised Internship (3)

This course provides 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 (150 for MFTs) and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-550

CNS-552 Supervised Internship (3)

This course provides the opportunity to practice and provide a variety of counseling related activities in an off-campus setting that would normally be expected of a regularly employed staff member. The 300-hour practicum includes a minimum of 120 hours of direct service (150 hours for MFTs) and weekly individual and group supervision. Graded on a CR/NC basis. Prerequisite: CNS-551

CNS-554 Supervised Internship (3)

The advanced supervised internship continues to provide opportunities to integrate their knowledge, personal growth, faith, and clinical experiences and refine competencies as a counselor/therapist with greater emphasis on professional identity and skill level of an entry level practitioner. The 300-hour practicum includes a minimum of 120 hours of direct service (150 hours for MFT) and weekly individual and group supervision. Upon completion of the advanced internship, students are ready to enter the field of their chosen specialization. Graded on a CR/NC basis. Prerequisites: CNS-552.

CNS 555 Academic Counseling (3)

This course is designed to provide students with an understanding of curriculum design, lesson plan development, classroom management strategies, and instructional strategies that include technology for facilitating classroom guidance and supporting classroom teachers. The course is an elective and will be offered online in alternating years.

CNS 556 P.12 Career and College Readiness (3)

This course will help School Counselors and College Access Professionals understand Career and College Development. School counselors collaborate with P-12 students, families, school staff, communities, and colleges to assist youth into their futures. College Access Professionals hold the unique position to assist youth by working solely with college placement, to establish collaboration with community-based and college-access organizations and professionals. This elective course is offered, online, in alternating years.

CNS 557 Mental Health issues in School Counseling P-12 (3)

This course emphasizes (a) the history of, process of, and characteristics of mental disorders, (b) cultural and contextual aspects of mental disorders in schools, (c) strategies for consultation with parents, teachers, and other caretakers regarding mental health issues, and (d) special focus on mental issues that affect children and adolescents. This elective course will be offered online on alternating years.

CNS 558 Trauma and Grief Counseling (3)

Students will increase awareness and understanding of the impact of trauma on the lives of individuals and their families. Students will be able to analyze trauma in the body and brain and learn strategies for management of

trauma and grief, to create positive growth and change. Finally, students will learn how their own experience with trauma can allow for connection to those with whom they serve. This course serves as an elective and is offered online in alternating years.

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 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-509 Administration and Finance in Higher Education (3)

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, culture, and the greater higher education community will be examined as well as institutional funding and finance.

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-515 Career Counseling for Student Development (3)

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 is not open to students who have credit in CNS 505.

SDC-518 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 is not open to students who have credit in CNS 508.

SDC 520 Foundations of Professional Coaching (3)

This course will introduce coaching theory and practice with an emphasis on the various applications and benefits of coaching in the professional world. The role of the coach will be distinguished from that of a teacher, counselor, or advisor. Theories include those developed by leading practitioners in the field of coaching and scholars from the positive psychology movement. Students will be trained in coaching competencies and skills utilized specifically in coaching.

SDC 522 Coaching and Self (3)

Coaching and Self instructs students to use practical activities and assessments to develop an individualized coaching identity. Students will gain experience with coaching practice, learn how to design an alliance with clients, and work on establishing a "coaching toolbox" that will aid in future practice. Students will gain an understanding of coaching ethics, develop a personalized approach to coaching, and begin to explore different coaching niches. Students will also identify their own strengths, values, and possible obstacles to effective coaching. Prerequisite: [SDC-520](#).

SDC 524 Coaching and Systems (3)

This course allows students to explore and integrate the coaching proficiencies and techniques needed to serve diverse systems desiring coaching. The multicultural educational process will include an overview and synthesizing of systems theory, team toxins, and conflict resolution. Students will learn the coach's unique role in empowering groups, couples, families, teams, or entire organizations to reach their goals and develop their cohesive potential. Prerequisite: [SDC-520](#).

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: Can be repeated only for an alternative topic.

SDC 526 Coaching Applications- Experimental Methods (3)

This Coaching Applications course will instruct students in using experiential learning methods in professional coaching. Various experiential learning theories and techniques will be used, including art, equine, adventure and metaphoric coaching tools. Students will also learn to improvise using experiential methods during individual and group coaching. Prerequisite: [SDC-520](#).

SDC 530 Social Justice in Action (3)

Social Justice in Action is an introductory course designed to expose students to the concepts and skills needed to grapple with the interplay between the growing needs of the education profession and biblical notions of justice, equity, and reconciliation. In this course, students will be encouraged to think critically and expansively about the social world and the human condition, namely, the interaction of justice/injustice, privilege, oppression, and power. Important issues such as activism, identity development, and intersectionality theory will be introduced. This course is an elective, offered online, will be offered in rotating years.

SDC-551, 552 Supervised Internship in Student Development (6)

This internship provides the opportunity to apply knowledge and skills in programmatic or administrative areas in student development. This 150 hour internship includes a minimum of 75 hours of direct counseling service to college students. Prerequisites: SDC-518 (or CNS-508), SDC-510, and CNS-503.

MASTER COURSE SCHEDULE

| Fall Classes | Spring Classes | Summer Classes |
|--|--|---|
| Onsite | | |
| CNS 501 Human Growth & Dev CNS 501 Human Growth & Dev (O) | CNS 501 Human Growth & Dev (O) CNS 502 Multicultural | CNS 512 Psychopharmacology (O) CNS 513 Spiritual Formation & Direction (1-3) CNS 519 SCH CNS I (O) |
| CNS 503 T&T/Helping Relationship CNS 503 T&T/Helping Relationship (O) CNS 506 Appraisal | CNS 502 Multicultural (O) CNS 503 T&T/Helping Relationship (O) CNS 504 Group Counseling | CNS 523 CMHC Assmt/Interven CNS 523 CMHC Assmt/Interven (O w/ intensive) |
| CNS 506 Appraisal (O) CNS 507 Research | CNS 504 Group Counseling (O) CNS 505 Career | CNS 525 Seminar CNS 527 Child & Adol Dev & Treat (O) CNS 529 SCH CNS II (O w/ intensive) |
| CNS 507 Research (O) CNS 508 Legal, Ethical Prof Issues CNS 508 Legal, Ethical Prof Issues (O) CNS 519 Intro to SCH CNS I (O w/intensive) | CNS 505 Career (O) CNS 508 Legal, Ethical Prof Issues (O) CNS 509 Integration CNS 509 Integration (O) | CNS 533 Psychopathology CNS 533 Psychopathology (O) CNS 538 Play Therapy (O w/intensive) CNS 543 MFT II |
| CNS 520 Intimacy & Sexuality CNS 524 Ecological Counseling | CNS 511 Issues in Addictions (O) CNS 522 Found CMHC | CNS 548 Affair, Divorce, Remarriage CNS 555 Academic Counseling SU 20 even yrs |
| CNS 524 Ecological Counseling (O w/ intensive) CNS 525 Seminar | CNS 522 Found CMHC (O) CNS 525 Seminar | CNS 557 Mental Health issues in SCH SU 19 odd yrs CNS 558 Trauma and Grief Counseling SU 19 & 20, then even yrs CNS 561 Emotionally Focused Therapy |
| CNS 535 Theories/Treat Addict. (O) CNS 541 Foundations of MFT CNS 541 Foundations of MFT (O) for CC CNS 546 MFT III | CNS 542 MFT I CNS 545 Addicted Families (O) CNS 556 P-12 College, Career & Life Preparedness (O) SP 20 every even year | |
| SDA (online) | | |
| SDC 501 History of Higher Ed (2) SDC 518 Legal Ethical Issues in Stud Dev | SDC 510 The College Student SDC 515 Career Cns/Student Dev | SDC 501 History of Higher Ed (2) SDC 509 Admin/Fin in Higher Ed |
| SDC 520 Foundations of Life Coaching | SDC 518 Legal/Ethical Issues in SDA (2) | SDC 520 Foundations of Life Coaching |
| SDC 551 Supervised Internship SDC 552 Supervised Internship | SDC 522 Coaching and the Self SDC 551 Supervised Internship SDC 552 Supervised Internship | SDC 524 Coaching & Systems SDC 525 Spec Topics in Student Life Admin (0-3) SDC 526 Coaching App: Exp. Methods SDC 530 Social Justice in Action SU 19 every odd years SDC 532 Life Calling SDC 551 Supervised Internship SDC 552 Supervised Internship |
| All Majors (excluding SDA) | | |
| CNS 544 Capstone CNS 550 Practicum CNS 551-554 Internships CNS 559 Thesis CNS 560 Independent Study | CNS 544 Capstone CNS 550 Practicum CNS 551-554 Internships CNS 559 Thesis CNS 560 Independent Study | CNS 544 Capstone CNS 550 Practicum CNS 551-554 Internships CNS 559 Thesis CNS 560 Independent Study |

Other Coursework Options

The **Academic Independent Learning Contract** will be reserved for those special studies that a student desires to pursue that are not available through any of the courses in our catalog. The student contracts with a faculty member, who then helps construct the syllabus and who meets with the student at least once a week to make sure they are staying on track. The student pays an extra fee (\$100/credit) and the faculty member receives compensation (\$100/credit/student). Every prefix will be given an XXX-475 ILC. Independent Learning requires signatures of the Division Chair and faculty member prior to the approval by the Dean of Academic Affairs and must be obtained by petition. For more information on independent learning, contact your advisor or the Registrar's Office.

The **Alternative Course Offering** covers courses that are in the catalog, but that are not on the schedule because the course did not fill or was not planned for the semester. It might also be needed for a student who has two required courses that are both offered only at the same time. The student would need to present compelling justification for why they could not wait and take the course at a later time. There would be no extra fee to the student (since it is not their fault) and the faculty member would be compensated at \$100/credit hour/student.

The **Special Topics Course** is often a new course that a department is running as a trial to determine demand. The faculty will be loaded for teaching this course as usual, with prorating if below six students.

The **Faculty/Student Research** course are faculty/student cooperative research projects in which the faculty and student are working together. In most cases, the load for these is one load hour for every four student credit hours.

Audit

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses as follows:

- Audit registration is allowed on a space available basis. Undergraduate students may not register under this category until after the first day of class and must have the approval of the class instructor.
- The current audit fee per credit hour must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignment or to complete homework, quizzes, or tests.
- The faculty for the course is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students.
- The student must meet course prerequisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit after registration closes.
- Forms for admission to audit classes are available in the Admissions Office.

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 who's 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.

Bound Thesis

Steps for binding and electronic submission of the finally approved thesis:

- Email the Word version of the final thesis to OCLS@indwes.edu.
- OCLS will save the document as a PDF.
- It will be returned to the student for photocopying at the university print shop for any personal bound copies.
- The student will contact the university print shop and arrange for as many print copies as desired. Photocopying is done on special acid-free paper to preserve the work. The print shop contact information is:

University Print Center
Maxwell Center, Rm. 138
4201 S. Washington St.
Marion, IN 46053
765-677-2212
Print.center@indwes.edu
<https://dsf.indwes.edu/dsf>

- Inform the print shop that the photocopies should be delivered to Jackson Library, OCLS.
- The cost for binding changes each year, but it is currently under \$30 per copy. Additionally, there is an amount for postage if the student is unable to pick up the bound copy(ies) from the OCLS office in Jackson Library on the main campus of Indiana Wesleyan University in Marion, Indiana.
- Once the copies are delivered to OCLS, an invoice will be generated from OCLS. It will include the cost of binding and postage.
- OCLS will contact the student when the bound copies are ready for pick up or they will be mailed to the student, if that option is requested.
- Additionally, the PDF version of the theses will be uploaded to a Jackson Library server. It will be cataloged and discoverable through the Jackson Library public access catalog. It will also be uploaded to an Open Source digital repository and available worldwide.
- A release is required from you that assures there is no copyrighted information included in the thesis (without proper citing) and that you are giving permission for your manuscript to be added to the Jackson Library catalog and the digital repository. (See appendix for release form.)

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% | Average (<i>Needs</i>) |
| C | 2.0 | 76-73% | |
| C- | 1.7 | 72-70% | |
| D+ | 1.3 | 69-67% | |
| O | 1.0 | 66-63% | |
| D- | .7 | 62-60% | Failing |
| 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 [/](#) 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 one third 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 incomplete 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 Procedure

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. 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 1 Term 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 of Withdrawal

Failure to pay one's bill does not automatically withdraw a student from classes. Should one decide not to attend IWU, Registration & Academic Services (RAS) 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 RAS, 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 |
|------------------------|-----------------------|
| First week of class | 100% |
| Second week of class | 100 % |
| Third week of class | 75% |
| Fourth week of class | 50% |
| Fifth week of class | 25% |

NO refunds after the fifth week of classes.

*Special fees, such as lab 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 resources 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](http://www2.indwes.edu/library/reference%20sources.html). IWU's writing center, The Ink Well, 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 Ink Well 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. Appointments may be scheduled via the online scheduler located on the writing center's Portal page.

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 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 low cost counseling services to the Marion and Indianapolis communities. In doing so, students are guaranteed to deliver a level of service which 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 are found in the Clinical Experience Manual. The manual is found on the Clinical Intern and Practicum Procedure Site (CIPPS). All students will be required to attend orientation to the clinical experience prior to practicum given by the Director of Clinical Training. This occurs either at the student's first intensive, if online, or on the first day of the semester, for those who complete their practicum or internship at the clinic. All students are expected to apply for each semester of practicum and internship. Those due dates are Feb 15th for Summer semester, April 1st for Fall, and October 15th for Spring. The following paragraphs provide general descriptions of the clinical experience components.

Clinical Intern and Practicum Procedure Site (CIPPS)

As an Indiana Wesleyan Graduate Counseling student, you will have access to the Clinic Intern and Practicum Procedure Site (CIPPS) through the IWU portal. CIPPS contains documents needed for practicum and internship, the official documents approved for use in the IWU Graduate Counseling Clinic, and links to external resources. Students are responsible for. Upon enrollment in the program, students should confirm they have access to CIPPS by looking at their portal under 'My Team Sites'. If you do not have access to CIPPS, please contact your campus administrative assistant requesting access to CIPPS.

Practicum

Practicum is a 100-hour experience, which 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 a minimum 10 hours in groups. Students will need to spend 10-15 clock hours each week in order to complete the practicum experience.

Clinical Mental Health and Marriage & Family students who complete their program onsite will complete their practicum in the campus clinics while any online program students have the option to complete their practicum in either the campus clinics or in the community.

It is expected that *all* students will read the Clinical Practice Manual *prior* to practicum.

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 120 hours of direct service, whereas Marriage and Family Counseling/Therapy interns must deliver a minimum of 150 direct service hours. Of the 150 hours required of MFC/T students, 40% should 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 practicum and internship sites in the community. There is a folder on CIPPS that lists all approved sites and evaluations completed by students at that site in previous semesters.
- Site supervisors are required to have an active license (LMHC, LMHT, LCAC, LCSW, and Licensed Psychologist, or a LSC for School Counselors).
- The New Counseling Site form must be completed if the site has not been used before or a new site supervisor is being used at that site. This form must be submitted and approved at the time of course registration.
- Before practicum or internship can be started, the Contract must be signed by all designated parties and returned to the department office. No client contact hours will be counted until site personnel sign the contract.
- Internship students are expected to get at least two different types of clinical experiences during their internship experiences during their internship training (i.e., out-patient, in-patient, group homes, in-home). School students are required to work in all levels of schooling during their internships (i.e. elementary, middle, and high school).

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. These codes are posted on CIPPS.

Application Deadlines for Practicum and Internship

| | |
|------------------------|---|
| Spring Semester | Applications due: October 15th |
| Summer Semester | Applications due: February 15th |
| Fall Semester | Applications due: April 1st |

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

Other Division Policies

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 which the specific student is not qualified or adequately prepared for the position being sought.

Division/Student Communication

Student News via Email

We send out weekly Division Dockets. Not all messages will apply to you. It is the student's responsibility to read all Division emails and the Docket to determine pertinent information. This is one of the easiest ways for us to relay critical communication to you, so you are expected to *check your university student email daily*.

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. We do not use personal email accounts.

Campus Mail

You are asked to check your student mail folder in your respective campus office at least once a week when you are on campus for class. This is where faculty may return papers, supervisors may return evaluations, etc.

INDIANAPOLIS: Indianapolis student mail folders are located in the student library in the red file cabinet. Faculty mailboxes are located in the office suite.

Textbooks

Textbook Butler is a service designed to help streamline the beginning of the school year. Instead of waiting in line for an hour or clicking around online and hoping your shipments come in on time, we pull and package all of your textbooks according to the preference you choose (new, used, rental) and deliver them to campus for you before classes start. Your textbooks are then charged to your student account.

In order to make sure every student has every required textbook, your school has decided that the default option for students is opted-in. Any student can opt out or return unneeded books, but we can't guarantee we have books for students who have opted out.

Textbooks are available for purchase through the university bookstore or online distributors such as half.com and amazon.com. To determine texts for courses, go to <https://indwes.treeoflifebooks.com/#/landing>, then click on buy or rent books in the middle. Search by term, department, and course to find a list of your required texts.

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.rnoby.net.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

NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC)

www.nbcc.org

Divisions of ACA

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 (CACCA)

www.collegecounseling.org

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

ASSOCIATION FOR COUNSELORS AND EDUCATORS IN GOVERNMENT (ACE G)

www.dantes.doded.milldantes_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.laaoc.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 Contact Info and Driving Directions

Office Addresses

Marion Office and Clinic

1886 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

1465 N to 37N
Take 37 N to 50th Street

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 37S to I465W

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 Calendars 2018-2021

| Notable Events | 2018-2019 | 2019-2020 | 2020-2021 |
|---|--|--|---|
| Fall | Fall | Fall | Fall |
| Fall Semester Classes Begin | September 4, 2018 | September 3, 2019 | September 8, 2020 |
| Fall Academic Convocation | September 7, 2018 | September 6, 2019 | September 11, 2020 |
| Last Day to Add Classes | September 7, 2018 | September 6, 2019 | September 11, 2020 |
| Summit | September 10-12, 2018 | September 9-11, 2019 | September 14-16, 2020 |
| Last Day to Drop Classes | September 14, 2018 | September 13, 2019 | September 18, 2020 |
| Fall Board Meeting | October 4-5, 2018 | October 10-11, 2019 | October 8-9, 2020 |
| Homecoming | October 4-6, 2018 | October 10-12, 2019 | October 8-10, 2020 |
| Degree Conferral | October 12, 2018 | October 11, 2019 | October 9, 2020 |
| Early Friday | October 18, 2018 | October 17, 2019 | October 22, 2020 |
| Mid-term; End of 1st Half-Semester | October 18, 2018 | October 17, 2019 | October 22, 2020 |
| Fall Break | October 19, 2018 | October 18, 2019 | October 23, 2020 |
| Beginning of 2nd Half-Semester | October 22, 2018 | October 21, 2019 | October 26, 2020 |
| Last Withdrawal Date | November 9, 2018 | November 8, 2019 | November 13, 2020 |
| Thanksgiving Recess | November 21-23, 2018 | November 27-29, 2019 | November 25-27, 2020 |
| Day Class Final Examinations | December 11-13, 2018 | December 10-12, 2019 | December 15-17, 2020 |
| Evening Class Final Examinations | December 10-13, 2018 | December 9-12, 2019 | December 14-17, 2020 |
| Board Executive Committee Meeting | December 14, 2018 | December 13, 2019 | December 18, 2020 |
| Commencement | December 15, 2018 | December 14, 2019 | December 19, 2020 |
| Grades Due at Noon | December 18, 2018 | December 17, 2019 | December 22, 2020 |
| Spring | Spring | Spring | Spring |
| Spring New Student Registration | January 5, 2019 | January 4, 2020 | January 9, 2021 |
| Spring Semester Classes Begin | January 7, 2019 | January 6, 2020 | January 11, 2021 |
| Last Day to Add Classes | January 11, 2019 | January 10, 2020 | January 15, 2021 |
| Summit | January 14-16, 2019 | January 13-15, 2020 | January 20-22, 2021 |
| Last Day to Drop Classes | January 18, 2019 | January 17, 2020 | January 22, 2021 |
| Martin Luther King Day - no classes | January 21, 2019 | January 20, 2020 | January 18, 2021 |
| Degree Conferral | February 8, 2019 | February 14, 2020 | February 12, 2021 |
| Day of Common Learning - no classes | February 12, 2019 | February 11, 2020 | February 16, 2021 |
| Mid-term; End of 1st Half-Semester | February 22, 2019 | February 21, 2020 | February 26, 2021 |
| Beginning of 2nd Half-Semester | February 25, 2019 | February 24, 2020 | March 8, 2021 |
| Spring Break | March 4-8, 2019 | March 2-6, 2020 | March 1-5, 2021 |
| Last Withdrawal Date | March 22, 2019 | March 20, 2020 | March 26, 2021 |
| World Changers Convocation | April 3, 2019* | April 1, 2020* | April 7, 2021* |
| Spring Board Meeting | April 4-5, 2019 | April 2-3, 2020 | April 8-9, 2021 |
| Easter Recess | April 19-22, 2019 | April 10-13, 2020 | April 2-5, 2021 |
| Post-Easter Resumption | Classes resume 6:00 p.m. on Monday, April 22 | Classes resume 6:00 p.m. on Monday, April 13 | Classes resume 6:00 p.m. on Monday, April 5 |
| Celebration of Scholarship - no classes | April 11, 2019 | April 16, 2020 | April 22, 2021 |
| Day Class Final Examinations | April 23-25, 2019 | April 21-23, 2020 | April 27-29, 2021 |
| Evening Class Final Examinations | April 22-25, 2019 | April 20-23, 2020 | April 26-29, 2021 |
| Baccalaureate | April 26, 2019 | April 24, 2020 | April 30, 2021 |
| Commencement | April 27, 2019 | April 25, 2020 | May 1, 2021 |
| Grades Due at Noon | April 30, 2019 | April 28, 2020 | May 4, 2021 |
| May/Summer | May/Summer | May/Summer | May/Summer |
| May Term | May 1-23, 2019 | April 29 - May 21, 2020 | May 5-27, 2021 |
| Summer Term | May 1 - August 2, 2019 | April 29 - July 31, 2020 | May 5 - August 6, 2021 |
| Summer Session I | May 28 - June 28, 2019 | May 26 - June 26, 2020 | June 1 - July 2, 2021 |
| Degree Conferral | June 14, 2019 | June 12, 2020 | June 11, 2021 |
| Academic Camps | June 23-28, 2019 | June 21-26, 2020 | June 27 - July 2, 2021 |
| Summer Session II | July 1 - August 2, 2019 | June 29 - July 31, 2020 | July 6 - August 6, 2021 |
| Board Executive Committee Meeting | August 9, 2019 | August 7, 2020 | August 13, 2021 |
| Commencement | August 10, 2019 | August 8, 2020 | August 14, 2021 |