COLLEGE OF ARTS AND SCIENCES
Division of Graduate Counseling

Student Handbook 2016-17
# Important IWU Phone Numbers

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

(765) 677- four digit extension

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## Graduate Counseling Division Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atchison, Rob</td>
<td><a href="mailto:rob.atchison@indwes.edu">rob.atchison@indwes.edu</a></td>
<td>2237(M) 6173(I)</td>
</tr>
<tr>
<td>Baird, Mia (Indy, Office Mgr.)</td>
<td><a href="mailto:mia.baird@indwes.edu">mia.baird@indwes.edu</a></td>
<td>6148</td>
</tr>
<tr>
<td>Bowman, Todd</td>
<td><a href="mailto:todd.bowman@indwes.edu">todd.bowman@indwes.edu</a></td>
<td>2823</td>
</tr>
<tr>
<td>Davis, Erin</td>
<td><a href="mailto:erin.m.davis333@indwes.edu">erin.m.davis333@indwes.edu</a></td>
<td></td>
</tr>
<tr>
<td>Fuller, James</td>
<td><a href="mailto:jim.fuller@indwes.edu">jim.fuller@indwes.edu</a></td>
<td>2570(M) 6159(I)</td>
</tr>
<tr>
<td>Gergi, Mark Div Chair</td>
<td><a href="mailto:mark.gergi@indwes.edu">mark.gergi@indwes.edu</a></td>
<td>2195</td>
</tr>
<tr>
<td>Graduate Assistant, Indy</td>
<td><a href="mailto:grcns.office2@indwes.edu">grcns.office2@indwes.edu</a></td>
<td>6154</td>
</tr>
<tr>
<td>Graduate Assistant, Marion</td>
<td><a href="mailto:grcns.office@indwes.edu">grcns.office@indwes.edu</a></td>
<td>1187</td>
</tr>
<tr>
<td>Graduate Clinic, Indy</td>
<td></td>
<td>6154</td>
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<tr>
<td>Graduate Clinic, Marion</td>
<td></td>
<td>2571</td>
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<tr>
<td>Graduate Office Fax, Indy</td>
<td></td>
<td>6155</td>
</tr>
<tr>
<td>Graduate Office Fax, Marion</td>
<td></td>
<td>2504</td>
</tr>
<tr>
<td>Holloway, Cindy (Marion-Division Admin Ass't)</td>
<td><a href="mailto:cindy.holloway@indwes.edu">cindy.holloway@indwes.edu</a></td>
<td>2995</td>
</tr>
<tr>
<td>Justice, Judy</td>
<td><a href="mailto:judith.judge@indwes.edu">judith.judge@indwes.edu</a></td>
<td>1489</td>
</tr>
<tr>
<td>Myers, Julie - Online</td>
<td><a href="mailto:julie.myers@indwes.edu">julie.myers@indwes.edu</a></td>
<td>3640</td>
</tr>
<tr>
<td>Norris-Brown, Candice</td>
<td><a href="mailto:candice.norris-brown@indwes.edu">candice.norris-brown@indwes.edu</a></td>
<td></td>
</tr>
<tr>
<td>Osborn, Don</td>
<td><a href="mailto:donald.osborn@indwes.edu">donald.osborn@indwes.edu</a></td>
<td>1979</td>
</tr>
<tr>
<td>Reyes, Netnetzin</td>
<td><a href="mailto:nenetzin.reyes@indwes.edu">nenetzin.reyes@indwes.edu</a></td>
<td>6159</td>
</tr>
<tr>
<td>Thompson, Rob</td>
<td><a href="mailto:rob.thompson@indwes.edu">rob.thompson@indwes.edu</a></td>
<td>2432</td>
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## Campus Phone Numbers

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Academic Affairs</td>
<td></td>
<td>2493</td>
</tr>
<tr>
<td>Bookstore</td>
<td><a href="mailto:bookstore@indwes.edu">bookstore@indwes.edu</a></td>
<td>2210</td>
</tr>
<tr>
<td>Business Office/Cashier</td>
<td></td>
<td>2411</td>
</tr>
<tr>
<td>Center for Student Success</td>
<td></td>
<td>2257</td>
</tr>
<tr>
<td>Financial Aid</td>
<td><a href="mailto:finaid@indwes.edu">finaid@indwes.edu</a></td>
<td>2116</td>
</tr>
<tr>
<td>Graduate Housing</td>
<td><a href="mailto:rental@indwes.edu">rental@indwes.edu</a></td>
<td>3388</td>
</tr>
<tr>
<td>Jackson Library, (Marion, main campus)</td>
<td></td>
<td>2184</td>
</tr>
<tr>
<td>Jackson Library OCLS</td>
<td></td>
<td>800-521-1848</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td><a href="mailto:registrar@indwes.edu">registrar@indwes.edu</a></td>
<td>2131</td>
</tr>
<tr>
<td>Registration &amp; Academic Services</td>
<td><a href="mailto:RAS@indwes.edu">RAS@indwes.edu</a></td>
<td>2590</td>
</tr>
<tr>
<td>Security (emergency)</td>
<td></td>
<td>4911</td>
</tr>
<tr>
<td>Student Accounts</td>
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<td>2411</td>
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*The switchboard may not transfer you to all of these numbers from the 800 number

*Indiana Wesleyan University complies with federal and state requirements for non-discrimination on the basis of disability, sex, color, national or ethnic origin in admissions and access to its departments and activities.*
The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) promotes excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP has granted specialized accreditation to the following programs offered by the Division of Graduate Counseling: Marriage and family Counseling/Therapy, Clinical Mental Health Counseling, and School Counseling.

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 maintain COAMFTE Accreditation.

CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

CAEP stands on a strong foundation and rich history of accreditation in teacher and educator preparation. CAEP seeks to increase the value of accreditation and to increase participation, building on the decades of institutional knowledge of education’s previous accreditors.

The National Addiction Studies Accreditation Commission (NASAC) is the only Accrediting body that represents addiction-focused Educators and Practitioners. It is also the only disciple 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.
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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 sailor 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.

Mark S. Gerig, PhD, LMHC
Chair, Graduate Studies in Counseling
Division of Graduate Counseling: Faculty
**Full-Time Faculty Profiles**

**Rob Atchison, Ph.D., M.A., LMFT**

Professor Atchison is a graduate of 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 office 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).

Professor 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**

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 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.

Erin 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.

Erin 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,
…………………….jm.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 two grandchildren. His wife is a fifth-grade teacher in the Marion School System.

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

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

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

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.
Candice Norris-Brown, Ph.D., Ed.S., M.S., LPC, NCC  
Dr. Norris-Brown 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  
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 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 also serves 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 Reyes, Ph.D., LMFT  
Dr. Reyes is Associate Professor or Marriage & Family Counseling/Therapy and Director of the MFC/T concentration as well as Site Manager of the IECW campus. Reyes earned her Ph.D. and M.S. in Marriage and Family Therapy from Texas Tech University (TTU) in Lubbock, Texas and is a clinical fellow of the American Association for Marriage and Family Therapists. Dr. Reyes 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 has also given several presentations at national conventions. Dr. Reyes received her B.S. in Child and Family Studies from Baylor University. She is affiliated with The Salvation Army where she has ministered as a Sunday school teacher, youth leader, and church council member.
Robert S. Thompson, Ph.D…………………………robertomson@indwes.edu

Dr. Thompson is the Coordinator of the Student Development 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.
Adjunct Faculty Profiles

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

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

**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.

**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 internship supervision for IWU in addition to counseling in a college student counseling center and teaching as an adjunct.

**Nathan Herring, Ed.D., MA** ……………………….*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.

**Richard Hooker, Ed.D., M.A** ……………………….*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. 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). Richard came to IWU after serving 7 ½ years as a clinical supervisor of adolescent services on U.S. military installations in Germany and Italy. He and his wife Jennifer have two children.

Richard's 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.

**Denita Hudson, Ph.D., LPC**  
*denita.hudson@indwes.edu*

Dr. Hudson received her Bachelors in Psychology and a Masters in Community Counseling from Wright State University in Dayton, Ohio. Her Ph.D. was obtained in Counselor Education at Ohio University in Athens, Ohio. Professor Hudson is a LPC in Ohio and has worked for over 14 years in private practice as well as in both community and college counseling centers. She has worked in domestic violence programs and vocational rehabilitation counseling serving people with physical and mental disabilities. Her research interests include multicultural counseling and student development, counseling older adults, and professional identity and leadership.

**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.

**Jen Money-Brady, MS, NCC, DCC**  
*jennifer.money-brady@indwes.edu*

Jen is a licensed school counselor, National Certified Counselor and Distance Credentialed Counselor. Jen earned her Bachelors in Psychology and Masters in School Counseling from Butler University and is currently working on her doctorate in Counselor Education and Supervision with Argosy University, Sarasota. Jen currently works for the Joseph Maley Foundation in the development of HOPE, their new mental health education program for Pre-Kindergarten thru 12th grade students. Jen worked as an Academic Counselor and Director of Counseling for Brebeuf Jesuit High School in Indianapolis for eight years. Jen currently volunteers for Brooke’s Place Center for Grieving Children and has enjoyed facilitating grief counseling groups for eight years. Jen has presented locally and nationally about counselor leadership, people-first language, service-learning and using study skills in classroom guidance.

Jen is the Indiana School Counselor Association President-Elect and has served on the ISCA board since 2006. She currently advocates for school counselors around the state through legislation and public relations for ISCA. Jen was awarded the Indiana Exemplary High School Counselor of the Year award in 2012. Jen enjoys time with her family, serving children of all abilities, and being in nature.

**Barb Riggs, Ph.D., RN, LMFT, LCSW, LMHC**  
*barbara.riggs@indwes.edu*

Dr. Riggs is a licensed Marriage and Family Therapist and specializes in couple and family issues, trauma recovery, anxiety, and depression. She teaches both core courses as well as family courses in the graduate studies program. She is an AAMFT Approved Supervisor and an active member of IAMFT where she is a past President for the state of Indiana and currently serves on the Council for Accreditation of Marriage and Family Therapy Education (COAMFTE) national board. Her research interests include family
resiliency, family strengths, faith integration and outcome effectiveness of counseling interns. Dr. Riggs is the former Director of the MFC/T program at Indiana Wesleyan University. She is currently semi-retired.

Dr. Riggs received her ASN at Massachusetts Bay Community College in 1973. She earned a Bachelor's degree from the University of Evansville and a Masters from Indiana University. Her Ph.D. work was in the area of Child and Family Studies at Purdue University. She is a registered nurse, state licensed clinical social worker, marriage and family therapist, mental health counselor, and a clinical fellow of the American Association of Marriage and Family Therapists. As the founder of Eagle Creek Counseling, she served as the Director from 1992-2004 where she continues a private practice. She co-authored a textbook, Marriage and Family: A Christian Perspective. She sits on the Board of Directors for FAME (Fellowship of Associates for Medical Evangelism) and Shepherds Heart Prison Ministry. She does frequent mission work in the Philippines and attends Plainfield Christian Church.

Betsey Robinette, Ph.D., MA ..........................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 using her varied clinical background in higher education teaching psychology. 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 as well serving on numerous university faculty committees. She has been named to Who’s Who of America/American Women numerous times between 2009-2015.

James Witty, D.Min., M.Div., .............................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 a “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

Indiana Wesleyan University will be a truly great Christian university serving the world.

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
  and is a member of the North Central Association of Colleges and Schools (151 North
  Dearborn, Chicago, IL 60601; phone 312-263-0456 and 1-800-621-7440).

In addition, specific programs are accredited by the
- National Council for the Accreditation of Teacher Education (NCA TE), 2010
  Massachusetts Ave., NW, Suite 500, Washington DC 20036; phone 202-466-7496
- Commission on Collegiate Nursing Education (CCNE), phone 202-887-6791
- Council for Accreditation of Counseling and Related Educational Programs (CACREP),
  5999 Stevenson Ave, Alexandria, VA 22304; phone 703-823-9800
- Council on Social Work Education (CSWE); phone 703-683-8080
- Commission on Accreditation of Allied Health Education Programs (CAHEP)
- Commission on Accreditation of Athletic Training Education (CAATE), http://caate.net,
  2201 Double Creek Drive, Suite 5005, Round Rock, TX 78664
- National Association of Schools of Music (NASM), phone 703-437-0700
- National Addiction Studies Accreditation Commission (NASAC)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)

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
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, see the IWU catalog, and/or check us out online at www.indwes.edu/finaid/traditional. Greg Spangler (866/468-6498, ext 2114) is the Financial Aid Counselor for Graduate Counseling students.
On Campus Graduate Student Housing

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

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

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

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

Student Identification Card

Graduate Counseling students 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 students are not required to have a university ID. However, one may be obtained by request in the Indianapolis campus Graduate Counseling office.

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](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 directly in the Pioneer Office.

Food Services (Indianapolis Campus)

Griffins Café is located on the first floor of the Indianapolis building for students' convenience.

Special Services – Student Support

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 and mentoring high quality professionals to competently work within their area of specialization, with culturally diverse populations and with an integrated understanding of Christian faith in professional practice.

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

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 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.
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. Graduate Record Exam (GRE) taken within five years of application to the program. A typewritten autobiography. Overall score of 293 (V + Q) strongly preferred; Verbal (V) score of at least 146 is required. Successful graduate coursework may be substituted for the GRE with a waiver request. 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**

To remain in good standing within their program, students must maintain specific academic and professional standards. Students must maintain a cumulative grade point average (GPA) of 3.0 or greater. The student whose cumulative GPA falls below 3.0 will be placed on academic probation. Failure to raise the cumulative GPA above 3.0 the following semester can result in academic suspension of that student. Furthermore, no course grades below “C” (2.0) will be accepted for fulfillment of graduation requirements. All prerequisites for admission into the program (e.g., undergraduate psychology and bible courses, submission of official GRE scores and transcripts) must be submitted before completion of 12 hours of study within the program. Failure to fulfill program prerequisites within this timeframe can result in suspension from the program. All program requirements for graduation must be completed within six years of matriculation. If a student fails to enroll two or more consecutive semesters, he or she is considered as inactive. In such cases, the student must seek readmission in order to resume studies in their respective program.

In addition, the Division of Graduate Counseling and its programs have identified sets of anticipated learning outcomes. These outcomes, which are listed in this document (see Table of Contents), serve as benchmarks to evaluate the extent to which the Division, its programs, and students are attaining expected levels of excellence. Student progression through the program is monitored by determining the extent to which each student is demonstrating appropriate levels of attainment on each of the specified divisional and program learning outcomes. Student evaluation is ongoing throughout the program, with formal evaluation taking place following completion of nine credit hours of study in the program, the semester of the practicum, and in the last semester of study. The following sources of data are used in evaluating student progression through the program:

- Overall course performance (i.e., end of course grades);
- Performance on specific assignments within courses;
- Performance on the comprehensive core counseling exam; comprehensive program exit exam, and multicultural competence exam;
- Faculty and supervisor evaluations of student performance in practicum and internships;
- Compliance with professional ethical standards and university behavioral standards.
Once admitted into the program, non-academic cause for dismissal from the program includes, but is not limited to:

- Behaviors prohibited under the ethical standards of the professional organization associated with that student’s program (e.g., ACA, AAMFT, AMHCA, etc.)
- Indecent or malicious behavior or disrespect directed toward faculty, supervisors, administrators, or fellow students; use of profanity or verbal/physical intimidation; any form of sexual harassment;
- Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity related to performance in the program
- Conviction of a felony or of an offense involving possession, sale, or consumption of a controlled substance
- Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Students who do not possess characteristics deemed as essential for the counseling-related professions or who are performing below specified standards as set by their programs will be asked to develop, in collaboration with faculty, remedial professional growth action plans. Such plans might include referrals for individual counseling to address specific issues of concern. In cases where remedial plans are unsuccessful, the student may be asked to withdraw from the program. Career services will be made available to assist such persons in finding a more appropriate vocational direction.

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 below.

**ADDICTIONS Counseling (48)**

The Addictions Counseling program is a 48 semester hour, 1 ½ year minimum, and 6 year maximum program. The student learning outcomes include:

**Course requirements**

**Core Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 506</td>
<td>Appraisal of Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CNS 508</td>
<td>Legal, Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>CNS 509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialized Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 511</td>
<td>Issues in Addiction and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>CNS 512</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 533</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 535</td>
<td>Theories and Techniques of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CNS 545</td>
<td>Counseling Addicted Families</td>
<td>3</td>
</tr>
</tbody>
</table>
Clinical Experience:

CNS 550 Counseling Practicum 3 credit hours
CNS 551, 552 Supervised Internships 6 credit hours

TOTAL: 48 credit hours

**For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS 501, CNS 505, CNS 522, CNS 523, CNS 524, and CNS 554. For course descriptions, see the appropriate section in this handbook (refer to Table of Contents).**

*Addictions Counseling (48)*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>503 T&amp;T in the Helping Relationship</td>
<td>502 Multicultural Counseling</td>
</tr>
<tr>
<td>506 Appraisal of Individuals</td>
<td>504 T&amp;T in Group Counseling*</td>
</tr>
<tr>
<td>508 Legal, Ethical, &amp; Prof. Issues</td>
<td>511 Issues Addiction Recovery</td>
</tr>
</tbody>
</table>

For fulfillment of the academic requirements for 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 554.

*Prerequisite completion required. See Course Descriptions.*

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. Admission requirements include: (1) Bachelor of Arts degree; (2) 3.0 on 4.0 scale from BA granting institution (30 hours completed); (3) completed admissions application; (4) if graduate work, transcripts showing 3.0 on 4.0 scale; (5) letter stating reason(s) for seeking admission into certificate program; (6) for licensure-seeking candidates, specific course requirements for inclusion in his/her program of study is the responsibility of the applicant.

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
Addictions Counseling Certificate (15) – Online

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>535 T&amp;T of Addiction*</td>
<td>511 Issues Adc Recovery</td>
<td>512 Psychopharmacology</td>
</tr>
<tr>
<td></td>
<td>545 Counseling Addicted Families</td>
<td>533 Psychopathology</td>
</tr>
</tbody>
</table>

*Prerequisite completion required. See Course Descriptions.

CLINICAL MENTAL HEALTH Counseling (60)

The Clinical Mental Health Counseling program is a 60 semester hour, 2½ year minimum, and 6 year maximum program. 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 501</td>
<td>Human Growth and Development</td>
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<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
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<td>CNS 505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 506</td>
<td>Appraisal of Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CNS 508</td>
<td>Legal, Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>CNS 509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
</tr>
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</table>
Specialized Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 511</td>
<td>Issues in Addiction Recovery</td>
<td>3</td>
</tr>
<tr>
<td>CNS 512</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 522</td>
<td>Foundations in Clinical Mental Health Cns</td>
<td>3</td>
</tr>
<tr>
<td>CNS 523</td>
<td>Clinical Mental Health Assessment/Intervention</td>
<td>3</td>
</tr>
<tr>
<td>CNS 524</td>
<td>Ecological Counseling and Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CNS 533</td>
<td>Psychopathology</td>
<td>3</td>
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Clinical Experience:

<table>
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<tr>
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<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>CNS 550</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS 551, 552</td>
<td>Supervised Internships</td>
<td>9</td>
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<td>Total</td>
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Clinical Mental Health Counseling (60) -- FALL admit

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<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Year 2</strong></td>
<td><strong>Year 3</strong></td>
</tr>
<tr>
<td>501 Human Growth &amp; Development</td>
<td>502 Multicultural Counseling</td>
<td>512 Psychopharmacology</td>
</tr>
<tr>
<td>503 T&amp;T in the Helping Relationship</td>
<td>504 T&amp;T in Group Counseling*</td>
<td>523 CMHC Assessment &amp; Intervention*</td>
</tr>
<tr>
<td>508 Legal, Ethical, &amp; Prof. Issues</td>
<td>505 T&amp;T in Career Counseling</td>
<td>533 Psychopathology</td>
</tr>
<tr>
<td></td>
<td>522 Foundations in CMHC*</td>
<td></td>
</tr>
<tr>
<td>506 Appraisal of Individuals</td>
<td>509 Integration</td>
<td>552 Supervised Internship*</td>
</tr>
<tr>
<td>524 Ecological CNS &amp; Prevention*</td>
<td>511 Issues Addiction Recovery</td>
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</tr>
<tr>
<td>550 Practicum*</td>
<td>551 Supervised Internship*</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>507 Research</td>
<td></td>
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</tr>
<tr>
<td>554 Advanced Internship</td>
<td></td>
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</tbody>
</table>

*Prerequisite completion required. See Course Descriptions.
Clinical Mental Health Counseling (60) -- SPRING admit

<table>
<thead>
<tr>
<th>Fall</th>
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<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>501 Human Growth/Dev (O)</td>
<td>512 Psychopharmacology (O)</td>
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<tr>
<td>503 T&amp;T in the Helping Relationship (O)</td>
<td>523 Assessment &amp; Intervention*</td>
<td></td>
</tr>
<tr>
<td>504 T&amp;T in Group Counseling</td>
<td>533 Psychopathology</td>
<td></td>
</tr>
<tr>
<td>522 Foundations in CMHC*</td>
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</tbody>
</table>

| **Year 2**               |                                       |                            |
| 506 Appraisal of Individuals | 502 Multicultural Counseling | 551 Supervised Internship* |
| 507 Research              | 511 Issues Addiction Recovery (O)    | ___ Elective               |
| 508 Legal, Ethical, & Prof. Issues | 550 Practicum*                |                            |

| **Year 3**               |                                       |                            |
| 524 Ecological CNS & Prevention* | 505 T&T in Career Counseling |                            |
| 552 Supervised Internship* | 509 Integration                   | 554 Advanced Internship    |

*Prerequisite completion required. See Course Descriptions.

COMMUNITY Counseling (36) Non-Licensure

The Community Counseling program is a 36 semester hour, non-licensure track 6 year maximum program.

Course Requirements

Core Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 501</td>
<td>Human Growth and Development</td>
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</tr>
<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
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</tr>
<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
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</tr>
<tr>
<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
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</tr>
<tr>
<td>CNS 505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
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</tr>
<tr>
<td>CNS 508</td>
<td>Legal, Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>CNS 509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CNS 511</td>
<td>Issues in Addiction</td>
<td>3</td>
</tr>
<tr>
<td>CNS 513</td>
<td>Spiritual Formation</td>
<td>3</td>
</tr>
<tr>
<td>CNS 523</td>
<td>Clinical Mental Health Assessment/Intervention</td>
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<tr>
<td>CNS 533</td>
<td>Psychopathology</td>
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</tbody>
</table>

**TOTAL:** 36 credit hours

** Please note that this degree does not prepare the student for licensure in Indiana. It is primarily for the student who desires a master’s degree in counseling but does not need to be licensed. See Course Descriptions.
## COMMUNITY Counseling (36)

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>501 Human Growth &amp; Dev</td>
<td>502 Multicultural Counseling</td>
<td>523 CMHC Assessment/Intervention*</td>
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<tr>
<td>503 T&amp;T in the Helping</td>
<td>504 T&amp;T in Group Counseling</td>
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<tr>
<td>Relationship</td>
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<tr>
<td>508 Legal &amp; Ethical Issues</td>
<td>505 T&amp;T in Career Counseling</td>
<td>513 Spiritual Formation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>507 Research</td>
<td>509 Integration</td>
</tr>
<tr>
<td>509 Issues in Addiction</td>
<td></td>
</tr>
</tbody>
</table>

### Marriage and Family Counseling/Therapy

The **Marriage and Family Counseling/Therapy** program is a *60 semester hour*, 2 ½ year minimum, and 6 year maximum program. The **student learning outcomes** include:

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

### Course Requirements

Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 501</td>
<td>Human Growth and Development</td>
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</tr>
<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 506</td>
<td>Appraisal of Individuals and Families</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 508</td>
<td>Legal, Ethical and Professional Issues</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS 509</td>
<td>Integration of the Theory and Practice of</td>
<td>3 credit</td>
</tr>
<tr>
<td>CNS</td>
<td>Christian Counseling</td>
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</table>
Specialized Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 520</td>
<td>Sexuality, Intimacy, and Gender</td>
<td>3</td>
</tr>
<tr>
<td>CNS 533</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CNS 541</td>
<td>Foundations of Marriage and Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>CNS 542</td>
<td>Major Models of MFT I: Theory, Assessment and Application</td>
<td>3</td>
</tr>
<tr>
<td>CNS 543</td>
<td>Major Models of MFT II: Theory, Assessment and Application</td>
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</tr>
<tr>
<td>CNS 546</td>
<td>Major Models of MFT III: Theory, Assessment and Application</td>
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</tr>
</tbody>
</table>

Clinical Experience:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 550</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS 551</td>
<td>Supervised Internships</td>
<td>3</td>
</tr>
<tr>
<td>CNS 552</td>
<td>Supervised Internships</td>
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</tr>
<tr>
<td>CNS 554</td>
<td>Supervised Internships</td>
<td>3</td>
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</table>

TOTAL: 60 credit hours

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

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<td>501</td>
<td>Human Growth &amp; Development</td>
<td>502 Multicultural Counseling</td>
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<td>503</td>
<td>T&amp;T in the Helping Relationship</td>
<td>504 T&amp;T in Group Counseling</td>
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<td>506</td>
<td>Appraisal of Individuals</td>
<td>505 T&amp;T in Career Counseling</td>
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<td>508</td>
<td>Legal, Ethical &amp; Prof. Issues</td>
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<tr>
<td>507</td>
<td>Research</td>
<td>509 Integration</td>
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<td>541</td>
<td>Foundations in MFT</td>
<td>542 Major Models MFT I*</td>
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<td>550</td>
<td>Practicum*</td>
<td>551 Supervised Internship*</td>
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<td>Year 3</td>
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<tr>
<td>520</td>
<td>Sexuality, Intimacy, &amp; Gender</td>
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<tr>
<td>546</td>
<td>Major Models MFT III*</td>
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<tr>
<td>554</td>
<td>Advanced Internship*</td>
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*Prerequisite completion required. See Course Descriptions.
### Marriage/Family Counseling/Therapy (60) – SPRING admit

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<th>Fall</th>
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<td>504</td>
<td>T&amp;T in Group Counseling</td>
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<tr>
<td>508</td>
<td>Legal, Ethical &amp; Prof. Issues</td>
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| 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* | 551 | Supervised |
| 520 | Sexuality & Gender | 550 | Practicum* | | Internship* |
| 541 | Foundations of MFT | | | | |

| Year 3 | | |
| 507 | Research | 509 | Integration |
| 546 | Major Models MFT III* | 554 | Advanced Internship |
| 552 | Supervised Internship* | | |

*Prerequisite completion required. See Course Descriptions.

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### SCHOOL Counseling

The School Counseling program is a 48semester hour, 2 year minimum, and 6 year maximum program. The student learning outcomes include:

1. Students will articulate a clear, accurate understanding of School Counseling profession to promote the academic, career and personal/social development of P-12 students.
2. Students will demonstrate knowledge of the fundamental domains in School counseling; foundations; counseling prevention, and intervention; diversity and advocacy; assessment; research and evaluation; academic development; collaboration and consultation; and leadership.
3. Students will know, relative to school counseling: historical, philosophical, and changing trends; ethical and logical aspects; roles, functions, and setting; professional organizations, standards, and credentials; current models; the effects of developmental growth and affecting barriers and resilience; and crisis management.
4. Students will demonstrate skills and practices of school counseling, prevention, and intervention in the delivery of School services, including: theories and best practices; designing, implementing, managing, and evaluating programs; assisting students in finding their strengths and coping skills; and group work.
5. Students will assist with multicultural competence and sensitivity regarding issues of diversity and advocacy, for their students, schools, families, and communities.
6. Students will know factors that affect their students' functioning, including signs of abuse or drug use and how to use needs assessments.
7. Students will demonstrate ability to apply "relevant research and evaluation models in practice of School counseling.
8. Students understand their role in their students' Academic development: the schools’ mission; closing the achievement gap; keeping students learning and remaining in school; and best practices for teaching and school counseling.
9. Students will show competency in understanding collaboration and consultation with families, colleagues, administrators, and their community.
10. Students will know effective leadership qualities, principles, skills, and styles to: enhance the learning environment; manage their program; work as a change agent; and serve as with student assistance teams.
11. Students will demonstrate ability to integrate faith with School counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

Course Requirements

Core Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CNS 501</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
<td>3</td>
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<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3</td>
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<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
<td>3</td>
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<tr>
<td>CNS 505</td>
<td>Theory and Techniques in Career Counseling</td>
<td>3</td>
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<tr>
<td>CNS 506</td>
<td>Appraisal of Individuals and Families</td>
<td>3</td>
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<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CNS 508</td>
<td>Legal, Ethical and Professional Issues</td>
<td>3</td>
</tr>
<tr>
<td>CNS 509</td>
<td>Integration of the Theory and Practice of Christian Counseling</td>
<td>3</td>
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Specialized Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CNS 519</td>
<td>Theories and Techniques of School Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>CNS 527</td>
<td>Child and Adolescent Development and Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CNS 529</td>
<td>Theories and Techniques of School Counseling II Elective</td>
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Clinical Experience:

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<tr>
<th>Course Code</th>
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<th>Credit Hours</th>
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<tr>
<td>CNS 550</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CNS 551, 552</td>
<td>Supervised Internships</td>
<td>6</td>
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</table>

TOTAL: 48 credit hours

School Counseling (48) -- FALL Admit

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<td>Year 1</td>
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<tr>
<td>502</td>
<td>Multicultural Counseling</td>
<td>501 Human Growth &amp; Dev</td>
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<td>503</td>
<td>T&amp;T in the Helping Relationship</td>
<td>504 T&amp;T in Group Counseling</td>
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<td>508</td>
<td>Legal, Ethical, &amp; Prof. Issues</td>
<td>505 T&amp;T in Career Counseling</td>
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<tr>
<td>519</td>
<td>School Counseling I</td>
<td>550 Practicum* or -------------------------------^</td>
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INTENSIVE INTENSIVE

Year 2

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<th>506</th>
<th>Appraisal</th>
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<td>507</td>
<td>Research</td>
<td>552 Supervised Internship*</td>
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<td>551</td>
<td>Supervised Internship*</td>
<td>552</td>
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<td>Elective</td>
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*Prerequisite completion required. See Course Description.
### Student Development Administration

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

#### Course Requirements

**Core Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CNS 502</td>
<td>Multicultural Counseling</td>
<td>3</td>
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<tr>
<td>CNS 503</td>
<td>Theory and Techniques in the Helping Relationship</td>
<td>3</td>
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<tr>
<td>CNS 504</td>
<td>Theory and Techniques in Group Counseling</td>
<td>3</td>
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<tr>
<td>CNS 507</td>
<td>Research and Evaluation of Methods and Practice</td>
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**Specialized Courses:**

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SDC 501</td>
<td>History of Higher Education</td>
<td>2</td>
</tr>
<tr>
<td>SDC 509</td>
<td>Administration and Finance in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>SDC 510</td>
<td>The College Student</td>
<td>3</td>
</tr>
<tr>
<td>SDC 515</td>
<td>Career Counseling for Student Development</td>
<td>2</td>
</tr>
<tr>
<td>SDC 518</td>
<td>Legal and Ethical Issues in Student Development</td>
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**Plus (5) credits from:**

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<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>SDC 520</td>
<td>Foundations in Life Coaching</td>
<td>3</td>
</tr>
<tr>
<td>SDC 525</td>
<td>Special Topics in Student Life Administration</td>
<td>1-3</td>
</tr>
<tr>
<td>CNS 506</td>
<td>Appraisal of Individuals &amp; Families</td>
<td>3</td>
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<tr>
<td>CNS 520</td>
<td>Sexuality, Intimacy, and Gender</td>
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<tr>
<td>CNS 544</td>
<td>Graduate Capstone Project</td>
<td>3</td>
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<tr>
<td>CNS 559</td>
<td>Thesis Project</td>
<td>3</td>
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Clinical Experience:
CNS 551, 552  Supervised Internships  6 credit hours

TOTAL:  36 credit hours

Student Development Administration (36) -- FALL admit

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<tr>
<th>Fall</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>SDC 501 History of Higher Ed. (2)</td>
<td>SDC 510 The College Student</td>
<td>SDC 509 Administration and Finance in Hi’r Ed</td>
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<tr>
<td>CNS 503 T&amp;T Helping Relationship</td>
<td>CNS 502 Multicultural Cns</td>
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<tr>
<td>SDC 518 Legal &amp; Ethical Issues in Student Development (2)*</td>
<td>CNS 504 T&amp;T Group Counseling*</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>(5 credits from electives)</td>
<td>SDC 515 Career Counseling for Student Development (2)</td>
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<tr>
<td>CNS 507 Research &amp; Evaluation</td>
<td>SDC 515 Supervised Internship in Student Development*</td>
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<tr>
<td>SDC 551 Supervised Internship in Student Development*</td>
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*Prerequisite completion required.  See Student Handbook.

Student Development Administration (36) -- SPRING admit

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<td><strong>Year 1</strong></td>
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<tr>
<td>CNS 502 Multicultural Counseling</td>
<td>SDC 509 Administration and Finance</td>
<td>SDC 501 History of Higher Ed (2)</td>
</tr>
<tr>
<td>SDC 510 The College Student</td>
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<td>CNS 503 Theories and Techniques</td>
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<tr>
<td>SDC 518 Legal &amp; Ethical Issues in Student Development (2)*</td>
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<td><strong>Year 2</strong></td>
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<tr>
<td>CNS 504 Group Counseling Methods</td>
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<td>CNS 507 Research</td>
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<tr>
<td>SDC 515 Career Counseling for Student Development (2)</td>
<td>SDC 552 Supervised Internship*</td>
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<tr>
<td>SDC 551 Supervised Internship In Student Development*</td>
<td>(5 credits from electives)</td>
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*Prerequisite completion required.  See Student Handbook.
### IWU Certificate in Professional Coaching (18)

#### Course Sequence (One Year)

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<tr>
<th>Spring</th>
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<tr>
<td>Year 1</td>
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<tr>
<td>SDC 520 Foundations in Prof Coaching</td>
<td>SDC 522 Coaching and Self</td>
<td>SDC 524 Coaching and Systems</td>
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<tr>
<td>CNS 503 Theories and Techniques Of the Helping Profession</td>
<td>SDC 515 Theories and Techniques of Career Counseling</td>
<td>SDC 526 Coaching App: Experiential Methods</td>
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### 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.
Course Descriptions - Graduate Studies in Counseling

CNS-500 New Student Orientation (0)
This required non-credit course provides new graduate counseling students with important information, resources, and training necessary to successfully navigate and complete courses and programs offered in the Division of Graduate Counseling.

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

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

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

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

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

CNS-506 Appraisal of Individuals 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)
This course focuses on the study of 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. The three-day intensive, held toward the end of the course, culminates student learning with instruction, presentations, and practices.

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.

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.

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 explores the philosophy and mechanics for building relationships with key individuals and groups in the school community. Additionally, students develop skills and tools for developing and maintaining your school counseling office, assessing and meeting needs in the community, consultation and collaboration skills, and using technology. Students will also explore theories, best practices, and integrate Biblical principles into school counseling programs. A strong component to this course is the intensive, three days in real-time, live interaction, which will allow opportunities for personal and professional interaction, presentations, and practice. Prerequisite: CNS-519 or by permission of the instructor.

CNS-533 Psychopathology (3)
The principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders. An examination of the assessment and interpretation of mental disorders as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV).

CNS-534 Understanding Addictions for the Greater Good (3)
This course will address major themes (concepts) in the field of addictions and how these themes might be connected to the student's evolving sense of "life calling." A Christian understanding of the human dilemma of addiction and healing will be developed. It is intended to be a practically oriented survey course, which offers a useful overview of the field of addictions integrated with the concept of life calling. The course is for individuals who are currently employed in counseling, ministry, or other helping professions and who find themselves in need of additional knowledge and training in the area of addictions. Perhaps there will be others who will also take this course as a means of understanding addictions in terms of their personal, relational, and family experiences.

CNS-535 Theories and Treatment of Addiction (3)
The major theories and accepted treatment options of addiction and other compulsive behavior syndromes will be examined. Students will critically evaluate the major theories and treatment methods of addiction counseling to formulate their own working theory and treatment approaches of addiction counseling. Prerequisite: CNS-511

CNS-538 Theory and Practice of Play Therapy (3)
This course is an introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents, and adults. This course will familiarize participants with the history of play therapy, its primary theoretical models, and general applications. This class will provide hours that can be applied to therapy instruction necessary to become a Registered Play Therapist (RPT).

CNS-541 Foundations of Marriage and Family Therapy (3)
This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms. It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family. A significant part of the class involves use of family of origin models to enable students to identify systemic, intergenerational, cultural, and spiritual contexts and how these impact families, including each student's own family. Upon completion of the course students should be well oriented to the discipline and
equipped to pursue more advanced studies in family therapy. Prerequisites: CNS 501, CNS 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 students' knowledge of the history, theory, and techniques of marital and family therapy. This course presents the underlying philosophy, theory, and practice of structural and strategic approaches to marital and family therapy including the major theorists associated with each. A brief introduction to object relations, couples therapy, and Gottman's research will be discussed. Marriage and family therapy skills associated with these theories will be emphasized. Prerequisite: CNS-541

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

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

**CNS-544 Graduate Capstone Project (3)**

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

**CNS-545 Counseling Addicted Families (3)**

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

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

This course 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 Affairs, Divorce and Remarriage: Assessment & 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.

Each program of study has its own Practicum course with program specific prerequisites. They are listed below:


**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-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.

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 for Professional Coaching (3)
Foundations for Professional Coaching is an introduction to coaching theory and practice with an emphasis on the application and benefits of coaching. These theories and practices will aid students in learning the difference in a coach’s role 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 at a beginning level.

SDC-522 Coaching and Self (3)
Coaching and the 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.
SDC-524 Coaching and Systems (3)
This course allows students to explore and learn the coaching proficiencies and techniques needed to serve any system desiring coaching. The educational process will include an overview and understanding 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.

SDC-525 Special Topics in Student Life Administration (0-3)
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: Experiential Methods (3)
This course instructs students in using experiential learning methods in coaching. Various experiential learning theories and techniques will be explored, including art, equine, adventure and metaphoric coaching tools. Students will also learn to improvise using experiential methods during individuals and group coaching.

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-510, and CNS-503.
<table>
<thead>
<tr>
<th>Fall Classes</th>
<th>Spring Classes</th>
<th>Summer Classes</th>
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<tbody>
<tr>
<td><strong>Onsite</strong></td>
<td></td>
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</tr>
<tr>
<td>501 Human Growth &amp; Dev</td>
<td>501 Human Growth &amp; Dev (O)</td>
<td>523 CMH Assmt/Interven</td>
</tr>
<tr>
<td>501 Human Growth &amp; Dev (O)</td>
<td>502 Multicultural</td>
<td>525 Seminar Class</td>
</tr>
<tr>
<td>503 T&amp;T/Helping Relationship</td>
<td>503 T&amp;T/Helping Relationship (O)</td>
<td>527 Child &amp; Adol Dev &amp; Treat (O)</td>
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<tr>
<td>503 T&amp;T/Helping Relationship (O)</td>
<td>504 Group Counseling</td>
<td>533 Psychopathology</td>
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<tr>
<td>506 Appraisal</td>
<td>504 Group Counseling (O)</td>
<td>538 Play Therapy</td>
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<tr>
<td>506 Appraisal (O)</td>
<td>505 Career</td>
<td>543 MFT II</td>
</tr>
<tr>
<td>507 Research</td>
<td>505 Career (O)</td>
<td>548 Infidelity, Divorce &amp; Remarriage</td>
</tr>
<tr>
<td>507 Research (O)</td>
<td>508 Legal, Ethical Prof Issues (O)</td>
<td>561 EFT</td>
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<tr>
<td>508 Legal, Ethical Prof Issues</td>
<td>509 Integration</td>
<td>512 Psychopharmacology</td>
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<tr>
<td>508 Legal, Ethical Prof Issues (O)</td>
<td>511 Issues in Addictions (O)</td>
<td>529 School II</td>
</tr>
<tr>
<td>520 Intimacy &amp; Sexuality</td>
<td>519 Intro to Sch Couns (O)</td>
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<td>524 Ecological Counseling</td>
<td>522 Found CMHC</td>
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<tr>
<td>529 Sch Couns II (O)</td>
<td>542 MFT I</td>
<td></td>
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<tr>
<td>535 Theories/Treat Addict. (O)</td>
<td>545 Addicted Families (O)</td>
<td></td>
</tr>
<tr>
<td>541 Foundations of MFT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>546 MFT III</td>
<td></td>
<td></td>
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<tr>
<td><strong>SDC (online)</strong></td>
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<tr>
<td>SDC 501 History of Higher Ed</td>
<td>SDC 510 The College Student</td>
<td>SDC 509 Admin/Fin in Higher Ed</td>
</tr>
<tr>
<td>SDC 518 Legal Ethical Issues in Stud Dev</td>
<td>SDC 515 Career Coun/Student Dev</td>
<td>SDC 525 Spec Topics in Student Life Admin</td>
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<tr>
<td>SDC 551 Supervised Internship</td>
<td>SDC 551 Supervised Internship</td>
<td>SDC 551 Supervised Internship</td>
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<td>SDC 552 Supervised Internship</td>
<td>SDC 552 Supervised Internship</td>
<td>SDC 552 Supervised Internship</td>
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<tr>
<td><strong>All Majors (excluding SDA)</strong></td>
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<tr>
<td>544 Capstone</td>
<td>544 Capstone</td>
<td>544 Capstone</td>
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<td>550 Practicum</td>
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<td>550 Practicum</td>
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<td>551-554 Internships</td>
<td>551-554 Internships</td>
<td>551-554 Internships</td>
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<tr>
<td>559 Thesis</td>
<td>559 Thesis</td>
<td>551-554 Internships</td>
</tr>
<tr>
<td>560 Independent Study</td>
<td>560 Independent Study</td>
<td>560 Independent Study</td>
</tr>
</tbody>
</table>
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 of the Dean of Academic Affairs and must be obtained by petition. For more information on independent learning, contact 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.

Thesis Option

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

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

Course Guidelines

Course Attendance

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

Course Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average is the number of quality points earned divided by the number of credit hours attempted. Students need to earn at least a C in order to receive credit for a course (a grade of C is acceptable, a grade of a C- and/or lower is not). In clinical work students must receive the grade of Pass in order to receive credit for the class.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>100-94%</td>
<td>Superior/Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>93-90%</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>89-87%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>86-83%</td>
<td>Above Average/Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>82-80%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>79-77%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>76-73%</td>
<td>Average (Needs Improvement)</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>72-70%</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>69-67%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>66-63%</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>.7</td>
<td>62-60%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59% and below</td>
<td>Failing</td>
</tr>
</tbody>
</table>

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

Incomplete Grades

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

Criteria for awarding an incomplete grade:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
2. A death in the immediate family
3. Financial responsibilities requiring a student to alter course schedule to secure employment
4. Change in work schedule as required by employer
5. Judicial obligations
6. Other emergencies deemed appropriate by the instructor
Students may be asked to supply documentation of the problem.

Things to note:

1. Grades for incomplete course work must be submitted before the end of the next term after it is awarded. For spring semester that is the end of May Term.
2. No more than 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 I 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, Residential 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.

<table>
<thead>
<tr>
<th>Tuition and Fee</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of class</td>
<td>100%</td>
</tr>
<tr>
<td>Second week of class</td>
<td>100 %</td>
</tr>
<tr>
<td>Third week of class</td>
<td>75%</td>
</tr>
<tr>
<td>Fourth week of class</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth week of class</td>
<td>25%</td>
</tr>
</tbody>
</table>

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. The IWU Writing Center seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division. The Writing Center supports IWU’s mission to develop students in scholarship, by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.
**Clinical Experience**

Clinical experience is the center-piece of all Graduate Counseling programs. Skill-building under the careful supervision of experienced faculty begins in the first semester of study, continues into practicum, and culminates with community-based internships. Live supervision and the digital recording of sessions enable clinical training to be tailored to address the specific needs and strengths of the counseling trainee. The division is home to the *Graduate Counseling Clinics*. These state-of-the-art facilities offer free counseling services to the Marion and Indianapolis communities. In doing so, students are guaranteed to deliver a level of service 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). 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 interface. 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 checking CIPPS on a regular basis as important dates and updates are communicated through CIPPS. Upon enrollment in the program, students should confirm they have access to CIPPS and familiarize themselves with the CIPPS content. 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 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 interns will complete their practicum in the campus clinics while Addictions and School interns 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, half 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 internship sites. A binder containing a list of potential sites and site evaluation forms from past semesters are available.
- Site supervisors are required to have an active license (LMHC, LMHT, LCAC, LCSW, and Licensed Psychologist LSC).
- 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 Internship 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**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Applications due</th>
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</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>October 15th</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>February 15th</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>June 15th</td>
</tr>
</tbody>
</table>

**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 news items to the student body regularly. Not all messages will apply to you. It is the student’s responsibility to read all Division emails 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.

The Division Docket is circulated weekly via email with important dates/deadlines to remember, student/faculty gathering info, conference updates, student/faculty announcements, graduation info, registration open dates, scholarship info, new faculty announcements, etc.

**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.

- MARION: Campus mail and class work will be put in a folder bearing your name in the file cabinet marked “mailboxes” in the copier cubicle in the office suite. Any other campus correspondence may be put in the outgoing mailbox in the Clinic Assistant’s cubicle. Faculty mailboxes are located outside office doors.
- 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

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 the Textbook Butler through the IWU Bookstore at: http://indwes.textbookstop.com/home. Search by term and course to find a list of your required texts. Or check in your campus office for a listings of texts by course.
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.mrobnet.com/-caps
INDIANA COUNSELING ASSOCIATION/INDIANA MENTAL HEALTH COUNSELORS ASSOCIATION (ICA/IMHCA)
  www.indianacounseling.org
INDIANA SCHOOL COUNSELING ASSOCIATION (ISCA)
  www.isca-in.org
INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELING (IAMFC)
  www.iamfc.org
IOTA OMEGA UPSILON OF IWU (IOU)
  www.csiiou.com
NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC)
  www.nbcc.org

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

ASSOCIATION FOR ASSESSMENT IN COUNSELING AND EDUCATION (AACE)
  http://aac.ncat.edu
  AACE is positioned to fulfill seven fundamental purposes: Administration and Management; Professional Development; Professionalization; Research and Knowledge; Human Development; Public Awareness and Support; International and Interprofessional Collaboration.

ASSOCIATION FOR ADULT DEVELOPMENT AND AGING (AADA)
  www.aaduweb.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
CACCA'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.arcaeweb.org
ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)
www.schoolcounselor.org
ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.
ASSOCIATION FOR SPIRITUAL, ETHICAL, AND RELIGIOUS VALUES IN COUNSELING (ASERVIC)

www.aservic.org

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

ASSOCIATION FOR SPECIALISTS IN GROUP WORK (ASGW)

www.asgw.org

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

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

www.c-ahead.com

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

COUNSELOR FOR SOCIAL JUSTICE (CSJ)

www.counselorsforsocialjustice.org

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

INTERNATIONAL ASSOCIATION OF ADDICTION AND OFFENDER COUNSELORS (IAAOC)

www.iaaoc.org

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

INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELORS (IAMFC)

www.iamfc.com

TAMFC 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 3/4 way around the roundabout and turn right on Digital Way
First building on right - 2nd floor
## Academic Calendar 2016-17

### Fall 2016
- Fall Semester Begins: September 6
- Last Day to Add a Class: September 9
- Last Day to Drop a Class: September 16
- Fall Break: October 21
- Withdrawal w/o F: November 11
- Thanksgiving Break: November 23-25
- Final Exams: December 13-15
- Commencement: December 17
- Christmas Break: December 17, 2016 – January 8, 2017

### Spring 2017
- Spring Semester Begins: January 9
- Last Day to Add a Class: January 13
- Martin Luther King Day: January 16
- Last Day to Drop a Class: January 20
- Multicultural Day: February 14
- Spring Break: March 6-10
- Withdrawal w/o F: March 24
- Celebration of Scholarship: April 6
- Easter Recess: April 14-17
- Final Exams: April 24-27
- Commencement: April 29

### May/Summer Term 2016
- Summer Term: May 34-August 4
- Commencement: August 12