



SCHOOL OF INTEGRATED HEALTH
Division of Counseling

Student Handbook
2024-2025

INDIANA WESLEYAN UNIVERSITY



CACREP

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) promotes excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP has granted specialized accreditation to the following programs offered by the Division of 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.

NCATE

The Standard of Excellence
in Teacher Preparation

The National Council of Accreditation for Teachers in Education (NCATE) accredits schools, colleges, and departments of education in U.S. colleges and universities, as well as non-university entities that prepare educators for P-12 schools.

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

NASAC

The National Addiction Studies Accreditation Commission (NASAC) is the only Accrediting body that represents addiction-focused educators and practitioners. It is also the only discipline-specific accrediting body that accredits all levels of academic education that have Addiction Studies majors, minors or concentrations, including Associate's Degree, Bachelor's Degree, Master's Level Certificate, Master's Degree, Post-Graduate Certificate, and Doctoral Degree.

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IWU Contact Information

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

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IWU Campus Phone Numbers			
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Academic Affairs			2493
Bookstore			2210
Business Office/Cashier			2411
Student Success Ctr.	ADArequest@indwes.edu	(765) 677 - 2257	2257
Financial Aid (General Inquiries)	IWUfinaid@indwes.edu		2116
Jackson Library-Marion			2184
Jackson Library		(800) 521 - 1848	
Registrar's Office			2131
Registration Change	Registration.change@indwes.edu		2877
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Security/Emergency	Indy North Education Cener Front Desk	(317) 574 - 3980	3980
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*The switchboard may not transfer you to all these numbers from the 800 number

**For emergencies at Indy North Education Center, contact the front desk at (317) 574-3980 or extension 3980

Welcome to the Graduate Program in Counseling



Welcome to the Graduate Counseling Program! 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 ride, or you might get stuck in traffic. Some even get lost. Feel free to ask for directions. 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. A growth mindset will take you a long way. Even the most experienced practitioner has much to learn.
- *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 toolbox. 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.* Walk the fine line that balances common sense, on the one hand, and encourages new ideas, on the other.

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

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

Division of Counseling: *Faculty*



Full-Time Faculty Profiles

Rob Atchison, PhD, LMFT, NCC, AAMFT- Approved Supervisor *rob.atchison@indwes.edu*



Dr. Atchison is the Division Chair of the Graduate Counseling Division at Indiana Wesleyan University and the Director of Clinical Training. These opportunities allow him to play a part in connecting counselors-in-training to the community through the Graduate Counseling Clinics in Marion and Indianapolis while also coordinating strong working relationships between students and internship sites. Dr. Atchison also gets to protect the integrity of the profession in both of his roles by ensuring the students that we graduate are highly qualified to provide the best care to the clients they serve. Prior to his current role, Dr. Atchison's clinical experience has been as a therapist, clinical supervisor, and regional supervisor of a nationally recognized in-home agency where he helped to initiate six offices across Southern and Central Indiana. Most of Dr. Atchison's experiences have been with families with kids at risk of being removed from the home due to emotional and behavioral disturbances.

Dr. Atchison's PhD is in Counselor Education with an emphasis on Trauma and Crisis. Besides being a Licensed Marriage and Family Therapist in Indiana, he is a National Certified Counselor and AAMFT-Approved Supervisor. His current volunteer services are with the Red Cross in Disaster Mental Health and the Service to the Armed Forces where he is trained to do Reconnection Workshops.

Dr. Atchison's top priority is his wife and four kids, which keeps life fun! He loves the opportunity to invest in the next generation of his family lineage. Also, a passion of Rob's is competing in endurance events. In our profession we preach self-care, so Dr. Atchison tries to put that into practice.



Melissa Buquo, MA • missy.buquo@indwes.edu

Melissa Buquo has seventeen years of experience as an educator in the public, private, and virtual education world. After earning her BA in Education with a focus on Special Education in 2007 from the University of North Florida, Melissa worked as a classroom teacher. Quickly learning the importance of building relationships with students, Melissa was drawn to the field of School Counseling. She earned her M.Ed. in School Counseling and Guidance in 2015, from the University of North Florida. In 2024, she will complete her Ph.D. in Counselor Education and Supervision from Regent University.

Melissa's passion for children in foster care and her understanding of the role school counselors can play in supporting at-risk and underserved children is the driving force behind her desire to teach and serve future counselors, making each counselor the best they can be. As a veteran of the U.S. Army, Melissa is a member of the American Legion and works with veterans as often as possible. She volunteers in her church's nursery and supports A Women's Resource Center, a non-profit service for pregnant women and new families, as well as those struggling with parenting.



Denise Burkett, PhD, LMFT

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Dr. Burkett is an Associate Professor of Marriage & Family Counseling/Therapy Counseling at Indiana Wesleyan University. She also serves as the Division's Internship Coordinator. Dr. Burkett earned her PhD in Marriage and Family Therapy from Texas Tech University. She also earned her MA in Rehabilitation & Mental Health Counseling and BA in Psychology from the University of South Florida. Her research projects have included issues impacting marginalized communities, couple issues and supervision. In addition to her scholarly work, she has written several peer-reviewed articles in the following publications: *The American Journal of Family Therapy*, *The Qualitative Report*, *Journal of Gender Studies*, and a book chapter in *Transforming Students into Leaders Through the Literary Arts and the Social Sciences*. As a professor and researcher, Dr. Burkett stays current with the trends in therapy. She has given national and international presentations on a variety of therapy-related topics. She continues to serve as a mentor and advocate for new clinicians in the field. She is a clinical fellow and Approved Supervisor of the American Association for Marriage and Family Therapy.



Amanda Davis, PhD, NCC, DCC

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Dr. Amanda Davis has a robust academic background and over two decades of experience in the field of education. She earned her Bachelor of Science in Special Education and went on to achieve Master's degrees in both Education and School Counseling. Dr. Davis furthered her academic journey by attaining a PhD in Counseling Education and Supervision from Walden University, alongside earning the designation of LMHCA.

With a career spanning over 20 years, Dr. Davis has served as a dedicated K-12 public school teacher and school counselor before making a significant contribution to the academic community at Indiana Wesleyan University (IWU).

Dr. Davis's passion for education, counseling, and child development shines through her diverse interests. Notably, she finds joy in teaching, learning, and actively engages in grant writing and presentations at both local and national levels. She is currently the Chair of the Board of Directors for the Indiana School Counselor Association (ISCA). Her research interests include school counselor leadership, school counselor and administrator partnerships, and grief.



Erin Davis, PhD, MA, M.T.S

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Dr. Erin Davis received her PhD and MA 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 Associate Professor at Indiana Wesleyan University. Prior to earning her doctorate, she spent seven years working in Student Life as a Resident Director, while also teaching adjunct for the Liberal Arts, Psychology, and Sociology departments.

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

Dr. Davis and her husband, Todd, and her two children Shelah 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. Dr. Davis most recently taught on Semester at Sea, a study abroad program focusing on international studies.



Judith Justice, EdD, LSC, LMHC

judith.justice@indwes.edu Dr. Justice is the Program Director of the School Counseling program and a Full Professor in IWU's Counseling Division. She has taught in higher education since 1995 and has worked with IWU since 2003, beginning in the Education Program and then directing, teaching, and advising for IWU's School Counseling Program for most of the time since 2005. Dr. Justice served as a K-12 school counselor for nearly twenty years, and has counseled with the courts and church. She continues to volunteer for local and national disasters with the American Red Cross Disaster Mental Health.

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, Miami, Florida. She has three degrees from Indiana University, including a Master's Degree in Counseling, a Bachelor's Degree in Elementary Education, and an Associate's Degree in Early Childhood Education.

Dr. Justice has presented at local, state, national, and international (Jamaica and Thailand) workshops and conferences. Her current research and writing centers around issues in school counseling, 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 for others.



Elisa Niles Thorne, PhD, LMHC-S, NCC, CCTP, CCMHC, RPT-S
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Elisa Niles Thorne, (Dr. E) is a Licensed Mental Health Counselor in the State of Florida and a Licensed Professional Counselor in the U. S. Virgin Islands. She completed her education at the University of the Virgin Islands 2002 (BA), 2005 (MAEd.) and Argosy University in 2009 (MA). She completed her Ph.D. (2019) in Counselor Education and Supervision at Walden University. Her dissertation examined the Impact of Trauma on Reoccurring Homelessness in the U. S. Virgin Islands

Dr. E. holds the following credentials: Qualified Supervisor for mental health and marriage and family therapist interns, Board- Certified Counselor, Certified Clinical Mental Health Counselor, Certified Clinical Trauma Professional, and a Registered Play Therapist-Supervisor™. Dr. E is proud to be a recipient of the National Board of Certified Counselor- Minority Fellowship Program (2016). She has presented at several local, state, national and international conferences.

She is a published contributing author in two textbooks: *An integrative approach to play therapy supervision using sandtray therapy* and *Techniques and Interventions for Play Therapy and Clinical Supervision*. Specializations include: Christian Counseling; Clinical Supervision; Dissociative Disorders; Play Therapy; Sandtray Therapy, Trauma/Complex Trauma; Women Issues.

Dr. E., hails from the Caribbean Island of St. Thomas, United States Virgin Islands, but spent her formative years in Jamaica and Antigua.



Candice Norris-Brown, PhD, EdS, LPC, NCC
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Dr. Norris-Brown is an Associate Professor of Counseling. She holds a Doctor of Counseling and Student Personnel Services from The University of Georgia, an Ed.S in School and Guidance Counseling from the University of Georgia, a M.S. in Clinical Psychology from Virginia State University, and a BS 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 a Mental Health First Aide Facilitator. She enjoys advocating for children and 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, the professional identity of school counselors, and clinical supervision.



Donald P. Osborn, PhD, MAC, NCC, LMHC, LCSW, LMFT, LCAC

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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 of the 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 organizations, and to state and federal entities. Professionally he has experience as a therapist, clinical director, medical program administrator, and minister. He has served on the Indiana Professional Licensing Board in Behavioral Sciences and Human Services. In 2010, Dr. Osborn 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.

Dr. Osborn 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). Dr. Osborn 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. He has a BA from Lincoln Christian University in Christian Ministries. An MS from Indiana State University (ISU) in Counseling Psychology, an M.A. from Saint Mary of the Woods College in Theology, and a Ph.D. in Guidance and Psychology with a specialization in Counselor Education & Clinical Supervision from ISU. Dr. Osborn has a professional academic certificate in Addictions Counseling from Vincennes University and post-graduate work in Psychological Appraisal and Marriage and Family Therapy from ISU. Dr. Osborn and his wife Cindy have three daughters, Shawna, Tiffany, and Sara. He is an avid St. Louis Cardinals fan.



Hye-Sun Ro, PhD

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Dr. Ro is an Assistant Professor of Marriage and Family Counseling/Therapy program at Indiana Wesleyan University. She received her BS in Child Studies from Seoul Women’s University and earned her MS and PhD in Marriage and Family therapy from Texas Tech University. Dr. Ro is an AAMFT-approved supervisor candidate.

Her research interests include couples therapy, self of the therapist training and supervision, and MFT training in the multicultural context.



Nenetzin A. Stoeckle, PhD, LMFT

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Dr. Stoeckle is an Associate Professor of Counseling and the MFC/T program director. She received her B.S. in Child and Family Studies from Baylor University and earned her PhD and M.S. in Marriage and Family Therapy from Texas Tech University (TTU) in Lubbock, Texas. She is a clinical fellow and Approved Supervisor of the American Association for Marriage and Family Therapy. Dr. Stoeckle is an active member of the Indiana Counseling Association (ICA) and Indiana Association for Marriage and Family Therapy (IAMFT) and has served on both Boards of Directors. She has been published in professional journals including *Family Relations* and the *Journal of Couple and Relationship Therapy*. Dr. Stoeckle actively gives presentations at the local, state, and national levels.



Robert S. Thompson, PhD

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Dr. Thompson has over 20 years of experience working in Residential Life and Student Development at four different institutions. He has previously served as the Director of the IWU Student Development and Administration program. 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 PhD 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 teaches Research Methodology, Career Counseling, Human Development as well as Sociology. In addition, Dr. Thompson guest lectures on Human Osteology and Skeletal Identification for IWU's Forensic Science courses.



Sarah Warren, PhD, LMFT, LCAC

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Dr. Warren is the Program Director of the IWU Clinical Mental Health Counseling Program and an assistant professor of Counseling at Indiana Wesleyan University. She earned her MA in Counseling from Indiana Wesleyan University with concentrations in Marriage and Family Therapy, Community Mental Health, and Addictions Counseling and her PhD from the University of Louisville with a specialization in Counselor Education and Supervision. Dr. Warren has worked in various counseling settings, including college counseling centers, adolescent residential facilities, hospital psychiatric emergency teams, an international

mission's organization, and has served as a supervisor for a home-based therapy team providing services to children and families in the foster care system.



Daphne Washington, PhD, NCC, ACS, BC-TMH, BCPCC

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Dr. Washington is an Associate Professor in the Clinical Mental Health Counseling Program and Director of the Community Care and Post-Master's Certificate Programs. She earned her PhD in Educational Psychology with a specialization in Counseling and Student Personnel Psychology and a minor in Child Psychology from the University of Minnesota, Twin Cities. She also earned an MS in Counseling with a specialization in School Guidance and Counseling from Johns Hopkins University. Dr. Washington received a MA in Biblical

Counseling from Trinity Theological Seminary, and she is currently a candidate for a Doctor of Ministry degree in Christian Counseling. She has served as an online counselor educator for over 16 years, and she first joined the IWU Division of Graduate Counseling as an adjunct faculty member in 2019.

Dr. Washington has provided counseling services in various settings, including: an alternative school for at-risk youth, university counseling centers, a crisis counseling hotline, and pastoral and Christian counseling agencies. She presently provides tele-health counseling services through BetterHelp. She is a member of the American Association of Christian Counselors (AACC) and has written for AACC's Multicultural Division's as well as AACC's International Christian Coaching Association's publications. She is a life member of Chi Sigma Iota (CSI), has served as a Section Editor for CSI's Counselor's Bookshelf, and presently serves on CSI's Professional Members committee. Dr. Washington is a licensed clinical professional counselor (LCPC) in the State of Maryland, as well as a licensed professional counselor (LPC) in the State of Arizona. She is also a licensed psychologist (LP) in the State of Maryland as well as a Board-Certified Coach (BCC), Certified Professional Christian Life Coach (CPCLC), and Certified Positive Psychology Coach (CPPC). She is also the author of the book, *A Christian's Book of Haiku*.

Daphne and her husband Joseph have been married for over 27 years and have three children together: Joseph IV (Jo Jo), Jadon, and Jada. She is a fitness enthusiast; and she enjoys listening to music, eating good food, and spending quality time with family and friends.

Adjunct Faculty Profiles



Sarah Altman, MEd. • sarah.altman@indwes.edu • Sarah Altman has been a school counselor at Avon Community School Corporation for over 15 years. She has worked at the elementary level and has been involved in district planning for the awarded Lilly Grant, along with collaboration with Project Aware. She is an active member of both ISCA and ASCA, having served as President and Elementary VP of ISCA. Ms. Altman enjoys presenting to school counselors at both the state and national level, and she was awarded Semi-Finalist for School Counselor of the Year by ASCA in 2016. Ms. Altman resides in Brownsburg with her husband and two children. In her spare time, she enjoys crafting and watching movies with her family.



Natasha Bailey, MA • natasha.bailey@indwes.edu

Natasha Bailey is an experienced educator with a robust background in both graduate and undergraduate psychology programs. She has been an adjunct faculty member in PsyD programs, specializing in clinical psychology, marriage and family therapy, and addiction counseling. Natasha has also taught a variety of courses in undergraduate psychology departments, focusing on foundational psychological principles and practical counseling techniques.

Currently, Natasha serves as the Clinical Director at Recovery Centers of America in Indianapolis. A dedicated U.S. Army Veteran, she holds an Associate of Arts degree in Psychology and a Bachelor of Science in Addiction Counseling. Natasha has earned a Master of Arts in Marriage and Family Therapy and is currently pursuing a Ph.D. in Counseling Education and Supervision.

In addition to her clinical and educational roles, Natasha is actively involved in professional organizations, serving as the state division chair in ASERVIC (Association for Spiritual, Ethical, and Religious Values in Counseling). She is also a member of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and the American Association for Marriage and Family Therapy (AAMFT). Her dedication to advancing counseling practices and education is evident through her leadership and ongoing contributions to the field.



Jeffrey Boatner, PhD, LPC, LMFT, NCC • jeffrey.boatner@indwes.edu

Dr. Boatner has been involved with counselor education and college administration since 2014. He is a Licensed Professional Counselor and Licensed Marriage and Family Therapist in the commonwealth of Virginia and has extensive clinical experiences in outpatient and community-based settings. His diverse work background includes a stint in the US Army and serving as a missionary to Russia. Dr. Boatner's research interests include self-care for counselors, spiritual formation, and wellness or flourishing as a goal of counseling. His doctoral research focused on the father-daughter relationship and clinical interventions that can help to strengthen this relationship. This research interest is based in part on his own family (Dr.

Boatner and his wife Barbara have four children, three of whom are daughters).



Donald Bohannon, PhD, LPC • don.bohannon@indwes.edu • Dr. Donald L. Bohannon is currently an Associate Professor with Johnson University located in Knoxville, Tennessee. Dr. Bohannon is also an Adjunct Professor with Gardner-Webb University in North Carolina. Prior to beginning his tenure with Johnson University, he was an outpatient therapist with Resilience Counseling and Social Skills Center in Fredericksburg, Virginia. Dr. Bohannon is currently a Licensed Professional Counselor in Virginia where he has served in various capacities. Additionally, he served as a Clinical Supervisor and Outpatient Director with National Counseling Group in Fredericksburg, VA. Prior to becoming a Professional Counselor, Dr. Bohannon served as a United States Marine. He retired from the Marine Corps after more than 30 years of service.

Dr. Bohannon's clinical interests include familial attachment and interaction, marital crisis, and familial challenges within military families. He is also a member of the American Counseling Association. Dr. Bohannon holds a BS degree in Professional Aeronautics with Embry Riddle University, a Master's Degree in Marriage and Family Therapy from Liberty University, and a PhD from Regent University. Dr. Bohannon's research interests include religious practice and its impact on military families, familial attachment, and cognitive behavioral approaches in the resolution of post-traumatic stress disorder.



Todd Bowman, PhD, LCPC • todd.bowman@indwes.edu

Dr. Bowman 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 is the editor of *Reclaiming Sexual Wholeness: An Integrative Christian Approach to Sexual Addiction Treatment*

which is to be published in late 2021. 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 his doctoral studies at OSU. He is married to Rebekah, and they have three boys, Ethan, Graham, and Titus.



Frankie Bowen, MA, PSC, LPC, NCC • frankie.bowen@indwes.edu

Professor Bowen earned his MA in School counseling at IWU in 2017 and a BA in Addictions Counseling from IWU in 2012. Professor Bowen works daily as a school counselor in Ohio focusing on development of a comprehensive school housing program for the district. In addition, he also owns a private practice in Northwest Ohio, which has expanded to over two locations. Professor Bowen is passionate about working with couples and men in private practice.



Elizabeth J. Burton, LCSW, PMH-C · elizabeth.burton@indwes.edu

An Indiana native, Elizabeth earned her MSW from Indiana University in 2013. Elizabeth has worked in various nonprofit mental health organizations and in 2019 opened her private practice in Nashville, Tennessee. With over a decade of clinical experience, she offers psychotherapy for anxiety and OCD, attachment and relationship dynamics, trauma and abuse recovery, and is Perinatal Mental Health Certified. Elizabeth is passionate about supporting emerging clinicians and offering supervision. Outside of her work, she is an avid reader, frequents coffee shops, enjoys a good waterfall hike, and loves to travel.



Adam Carroll, LMFT · adam.carroll@indwes.edu

Adam Carroll graduated from IWU in 2018. Adam currently oversees the US Program of Loving Shepherd Ministries providing counseling, consultation, and education to foster and adoptive youth and families throughout the state of Indiana. Adam enjoys working with families navigating the unique complexities of the foster and adoption process. Other areas of professional interest are attachment, sexually maladaptive behavior, and the ways in which trauma impacts the developmental process. Adam also currently serves as the President of the Indiana Association of Marriage and Family Therapists.



Sara Chambers, MS, LMHC, LCAC, CCTP · sara.chambers@indwes.edu

Ms. Chambers works in private practice with military and individuals with PTSD. She is also an affiliate professor in the IWU Graduate Counseling Clinic.



Paige Clingenpeel, LMHC · Paige.clingenpeel@indwes.edu · Paige has a Master's Degree in community counseling and addiction counseling from Indiana Wesleyan University. She has spoken all over the nation for parenting groups, family ministries, youth groups, women's retreats, professional counseling conferences, and Christian radio stations. She has worked on TV, radio, and web-based media. Paige is a former contributor to the women's marriage and parenting site iMom.com, and host of tween show iShine K'nect on TBN. She was a TEDx speaker in 2019 with the topic: Raising Kids in A Technology Driven World. She presently hosts a podcast sponsored by HomeWord, called Embracing Your Season: Raising Littles and Understanding Teens. You can find her articles and videos on her webpage: PaigeClingenpeel.com. Paige is married to Ryan; they have four kids and a Bernedoodle therapy dog.



Jacey Coy, PsyD, LMFT · Jacey.coy@indwes.edu · Dr. Jacey Coy holds a Doctorate of Psychology in Couple and Family Therapy from Alliant International University as well as a Master's Degree in Communication Studies from Texas State University. He has taught over 20 different college courses in multiple disciplines, including Psychology, Human Development, Family Therapy, and Counseling. Dr. Coy has also published three peer-reviewed research studies in the Journal of Marital and Family Therapy, the American Journal of Family Therapy, and the Journal of Contemporary Athletics. In addition to teaching, Dr. Coy has extensive leadership experience and maintains an active clinical license as a Licensed Marriage and Family Therapist (LMFT) and has experience leading in digital health, outpatient, inpatient, substance use, nonprofit, and hospital settings.



Jess Doan, MA, LMFTA · jess.doan@indwes.edu

Jess Doan earned her MA in Marriage and Family Therapy from IWU in 2022. She also holds a Master's degree in School Counseling from IUPUI. Since graduation, she has worked in both private practice and residential addictions. Outside of teaching and training new clinicians, Jess' professional passions include walking alongside clients in their healing journeys, as well as bridging the gap between MFT and Addictions to help support clients in recovery and their families.

Jess also enjoys spending time in nature, serving her church and community, and enjoying time with her husband and two children.



Linda Domerese, LPCC • linda.domerese@indwes.edu

Linda Domerese is currently an independent contractor with an employee assistance program providing short-term counseling services. She has also worked as a clinical coordinator for a sexual assault recovery center. In addition to counseling those affected by sexual abuse, Linda has served those in hospice as well as working independently. She is licensed in the state of Kentucky as an LPCC. Additionally, she holds a Doctor of Ministry with a specialty in Christian counseling. She currently resides in Kentucky with her husband after a lifetime of traveling with her military family.



Jennifer Ferryman, MA, LMHC, LAC, CIMHP • Jennifer.ferryman@indwes.edu

For over 12 years, Jennifer has been in private, clinical practice. Trauma, grief, mood disorders, chemical addiction, addictive behavior, and functional medicine are some of the targeted areas of Jennifer's research, treatment, and referral collaboration. She practices from a variety of modalities, primarily utilizing faith-based and cognitive behavioral therapy. Her focus is specialized to women, working to understand clients from a systemic, mind-body-spirit-relational perspective.

Jennifer received an MA in Professional Counseling, as well as a BS in Psychology from Liberty University. She is a Licensed Mental Health Counselor and Licensed Addiction Counselor in the State of Indiana. Jennifer is also a Certified Prepare-Enrich Provider.

Jennifer's hobbies include chicken farming, playing board games, reading, laughing with friends and family—especially with her husband and kids, and geopolitical politics (in moderated doses). She loves oceans with turquoise water, mountains (especially in Utah), and the homes of extended family. Jennifer has also homeschooled her three girls for the last 14 years.



Michelle Forgey – LPC, LMHC, RPT • michelle.forgey@indwes.edu

Michelle Forgey graduated from Liberty University in 2011 and has worked in residential, homebased, and private practice settings. She obtained her certificate in Registered Play Therapy in 2014. Michelle is currently working on her Animal Assisted Play Therapy Certification. She has her own private practice, Compassionate Care Counseling, LLC. Michelle specializes in trauma, Autism, and ADHD. Outside of being a therapist she enjoys being with her family (husband and son), going horseback riding,



Carla Gaff-Clark, EdD, 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 Master's 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 mental health and addictions training for the Indiana Coalition Against Domestic Violence.

Dr. Clark shares her research on the political scene and continues to be heavily involved in state legislation governing the extremely at-risk client.



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

Kristina Graber earned her MA in Marriage and Family Counseling Therapy from Indiana Wesleyan University and is a Licensed Marriage and Family Therapist in the state of Indiana. Ms. Graber holds membership in AAMFT and is an AAMFT Approved Supervisor. She has worked in a variety of settings including a non-profit church counseling center, FQHC outpatient clinic, conducting mental health evaluations in a hospital setting (ER, ICU, and PCU), and private practice. Ms. Graber owns a group counseling practice in Greenfield, Indiana and works with a variety of client populations with specialty areas in treating couples recovering from infidelity, working with families in improving relationship dynamics within

the family system, and assisting individuals with trauma recovery utilizing EMDR and Internal Family Systems Theory. Ms. Graber is currently serving as the secretary for IAMFT and is involved with the local Systems of Care Team for Hancock County, Indiana.



Heather Harris • MS, LMHC, NCC, PMH-C • heather.harris2@indwes.edu

Heather Harris has 25 years of experience in the counseling field, including community mental health, in home counseling, and private practice. She currently owns a solo private practice on the west side of Indianapolis specializing in trauma work. Heather is Perinatal Mental Health Certified, specializing in perinatal loss. Heather holds a BA (2000) from Anderson University in Christian Ministry and family science, as well as MS (2001) in Community Counseling from Eastern Illinois University. Heather is passionate about treating the whole person to live a thriving life.



Julie Hill, MS • julie.hill@indwes.edu • Ms. Hill has worked as a school counselor in urban, suburban, and rural settings for 20 years. After receiving a Master's degree from Butler University in 2000, she has taken on numerous leadership positions at the local, state, and national levels. She currently serves as department chair at Western Boone Jr/Sr High in Thorntown, IN.

Ms. Hill has served on the Governing Board for the Indiana School Counselor Association for 14 years in roles including President, Conference Chair, Government Relations Chair and currently the Policy Governance Coach. At the national level, she served 6 years on the Board of Directors for the American School Counselor Association including 3 years as the Chair of the Board. She now serves as a RAMP Reviewer for the ASCA Award. Ms. Hill was awarded the Career Guidance Award from Indiana ACTE in 2018, the ACTE Region 3 Career Guidance Award in 2019 and was named one of five finalists for the national award. She is a consultant and blogger for mesacloud.com.

Ms. Hill also serves as an instructor/facilitator for the American Red Cross Disaster Mental Health and Service to Armed Forces divisions and is a member of Calvary United Methodist Church. Her husband Allen is also a school counselor, and she enjoys spending time with her two adult children and their families.



Maurita Hodge, MA, EdD, LPC • maurita.hodge@indwes.edu

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



Richard Hooker, EdD, LMHC, LCAC • richard.hooker@indwes.edu

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

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



Levi Huffman, EdD, MA, LSCC • levi.huffman@indwes.edu

Dr. Huffman has over 15 years of experience working in collegiate administration in areas that include life calling, residence life, academic advising, judicial affairs, career development, study abroad curriculum, and outdoor experiential learning and facilitation. He earned 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 life coaching, student leadership, and positive psychology practices as well as student motivation, servant leadership, and identity development. Prior to teaching at IWU, Dr.

Huffman also conducted research at Wake Forest University on holistic student thriving. Dr. Huffman is a PCC Life Coach through the International Coach Federation. He 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. When he's not teaching or coaching, Dr. Huffman is an avid backpacker who enjoys exploring trails and canoeing rivers throughout Indiana, Appalachia, and the Wild West.



Andrea McCutchan, MS, LPSC • andrea.mccutchan@indwes.edu

Mrs. McCutchan is an elementary school counselor at Petersburg Elementary School and has ten years of experience in school counseling. In addition to her experience as a school counselor, Mrs. McCutchan also has four years of experience working with the Department of Child Services as a field investigator.



Phyllis McLain, PhD, EdS • phyllis.mclain@indwes.edu • Dr. Phyllis McLain has been a school counselor in public schools for 21 years. Dr. McLain earned her PhD in Counseling Studies from Capella University, an EdS in School Counseling from Troy State University, and an MS in Counseling Psychology from Troy State University. Dr. McLain's interests include advocating for students who are homeless and assisting students who are aging out of the foster care system to transition into post-secondary options.



Sandra Metz, MA, IMFT • sandra.metz@indwes.edu

Ms. Metz has a BS in Psychology and an MA in Counseling from Indiana Wesleyan University (IWU). She has provided counseling in the college setting at the IWU Counseling Center and designed a counseling program and group practicum experience for ordination-bound students in the IWU Religion department. She also worked part-time for a church counseling center in Huntington, IN. Since moving from Indiana in 2011, Ms. Metz has taught undergraduate psychology and addiction courses online for IWU. She also teaches a Pastoral Counseling course for the Master in Practical Theology program. She began her own private practice seven (7) years ago in Ohio. Ms. Metz continues with some of those clients online since moving to Pennsylvania in July 2019. She holds an active license in Ohio (IMFT) and a retired license in good standing with Indiana (LMFT).



Lori Moses MA, LSC • lori.moses@indwes.edu

Ms. Moses has over 30 years of experience in education covering preschool through college in the roles of educator and licensed school counselor. Most recently she has worked at the high school level as a school counselor and as an adjunct professor supervising internships at IWU.



Karen Newhard, M.S • karen.newhard@indwes.edu

Karen Newhard earned a B.S. in Counseling from Grace College, and a M.S. in Organizational Leadership and Supervision from Purdue University. Karen serves as an adjunct instructor for Life Calling (LFC-150) for pre-declared freshman, Life Calling (SDC-532) and Supervised Internship (SDC-551).

Karen is currently beginning her 13th year as the Director of TRIO Student Support Services at Indiana Wesleyan University. TRIO SSS advisors work individually with students to assess and anticipate academic, career, and personal needs. Advisors use various assessment tools to determine each student's abilities and needs. These assessments aid students and advisors in developing an Individualized Retention Plan (IRP) that is used to identify and work toward semester goals that help students improve and succeed academically. Karen has 21 years of experience in higher education serving as a Resident Director at IWU, Director of Student Life, Leadership and Development at Ivy Tech Community College, and Director of Student Success and Retention at Tabor College.



Brock Reiman, Ph.D • brock.reiman@indwes.edu

Dr. Brock Reiman has a BA in Psychology and Christian Ministries from Malone University, an MA in Counseling and Human Development from Walsh University, a PhD in Counseling and Human Development from Kent State University, and an MBA from Western Governors University. He has worked professionally as a professor and administrator in higher education as well as a clinical counselor and counseling psychologist in both private practice and public, social service agencies. As a clinician, he has had extensive clinical experience, practicing since 1986, with various populations including juvenile delinquents, the severely mentally disabled, people living with HIV/AIDS and their families, the chemically addicted, multiple-criminal offenders, college students, trauma survivors, couples, and families. He also served as a site-supervisor for over twenty interns from various counseling programs. Dr. Reiman has worked in Higher Education since 1995 as a professor and administrator. He currently serves as the Vice President of Academic Affairs at Aultman College overseeing all academic programs.



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

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



Brittanie Spraker, LMFT, RPT • brittanie.spraker@indwes.edu

Brittanie Spraker graduated from IWU in 2014 and has worked in hospital, community mental health and private practice settings. She obtained a Registered Play Therapist (RPT™) certification in 2018. Ms. Spraker began the AAMFT Approved Supervisor journey in April 2021 and opened a private practice Wee Play Family Therapy in October 2021. She enjoys supervising and supporting emerging clinicians over in community mental health and has been an IWU Adjunct since Fall 2022. Outside of being a therapist, Ms. Spraker enjoys gardening (homesteading), being with her family (husband and two children) and going camping, exploring, or traveling and learning new things wherever they go.



Angela Walls • angela.walls@indwes.edu

Angela Walls is a resident of Grant County, Indiana. She obtained her Bachelor of Science and Master of Art degrees from Indiana Wesleyan University. Her undergraduate studies were in political science, pre-law and criminal justice. Ms. Walls worked as a Probation Officer in Grant County for 14 years before making the decision to continue her education. Completing the graduate Clinical Mental Health Counseling program through Indiana Wesleyan University allowed her to combine my previous education and work experience together to pursue her passion of helping others. By 2018, Ms. Walls was fully licensed by the State of Indiana as a Mental Health Counselor. She is honored and privileged to be a part of

Indiana Wesleyan University and excited at this opportunity to work alongside students seeking to enrich their professional, educational, and personal lives.

University Information & Policies



Introduction to Indiana Wesleyan University History

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

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

Enrollment at IWU has grown radically since 1985 when the first adult courses were offered.

Adult programs now enroll about 12,500 students.

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

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

University Mission

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

University Values

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

University Charge

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

University Vision

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

Statement of Faith

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

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

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

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

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

Accreditation

Indiana Wesleyan University is accredited by the

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

In addition, specific programs are accredited by the

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

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

University Non-Discrimination Policy

Indiana Wesleyan University is committed to equal opportunity in employment and education. Indiana Wesleyan University admits students and employees of any race, sex, color, national or ethnic origin, disability, age, service in the military, or any other status protected by law.

These have access to all the rights, privileges, programs and activities generally made available to students or employees at the University. It does not discriminate on the basis of race, sex, color, national or ethnic origin, disability, or age, service in the military, or any other status protected by law, in the administration of its educational policies, scholarship and loan programs, athletic, and other administered programs, and all phases of employment, including hiring, promotion, demotion, treatment during employment, rates of pay or other compensation, and termination of employment.

As an equal opportunity employer, Indiana Wesleyan University is committed to compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973 or other federal, state, or local laws or executive orders except as claimed in a filed religious exemption.

Inquiries or complaints should be addressed to the Vice President for Business Affairs or Executive Director for Human Resources, Indiana Wesleyan University. Indiana Wesleyan University will take appropriate steps to provide reasonable accommodations upon request to qualified individuals with disabilities so long as doing so does not cause Indiana Wesleyan University an undue hardship.

IWU Non-Discrimination Policy and Its Alignment with Accreditation Standards

Indiana Wesleyan University's Division of Graduate Counseling welcomes students who are diverse in race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion, and spiritual beliefs and/or affiliation, and/or national origin. This is true in regard to the recruitment, admission, retention, and dismissal decisions related to the program. However, IWU students are expected to abide by the Code of Conduct mentioned on page 42 of this Handbook. A student wishing to file a grievance should follow the Non-Academic Student Grievance and Appeal Policy or can reach out to the Campus Equity Response Team (CERT) see page 35 of this handbook for more information.

As a private educational institution, Indiana Wesleyan University reserves the right to deny admission to any applicant whose academic preparation, character or personal conduct is determined to be inconsistent with the purposes and objectives of the university.

Indiana Wesleyan University is a religious institution owned by the Wesleyan Church and operates with fidelity to particular religious commitments and affirms the dignity of all persons. "IWU is a community joined together to further academic achievement, personal development and spiritual growth. Together the Community seeks to honor Christ by integrating faith, learning, and living while its member's hearts and lives mature in relationship to Jesus Christ and each other" (Community Lifestyle Statement para. 1). As such, all employees including faculty, staff and supervisors are hired who are a missional fit with the university's mission. All employees including faculty, adjunct faculty, staff and supervisors are aware of this requirement and it plays a role in hiring and retention decisions of those employed by the university. IWU employees adhere to the Community Lifestyle Statements and the Employee Code of Conduct. These and other details are publicly available at the [IWU HR homepage](#) and can also be found on the Employee Handbook.

Graduate-level students who choose to reside in University Student Housing at our Marion campus must adhere to the Student Conduct and Community Standards of the Marion Residential Campus as stated on the Graduate Housing Rental Agreement point #17. The Student Conduct and Community Standards can be found in the [Marion Campus Student Handbook](#), page 27.

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, possible sanctions, and the appeals process.

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

1. First incident of cheating: failure in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

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

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

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

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

Unauthorized Access to Computerized Academic or Administrative Records or Systems:

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

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

University Student Grievance Policies

Student Grievance and Appeal Policy (Non-academic)

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

Informal Procedure

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

Formal Procedure

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

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

The complainant will be notified of results at each step of the grievance process. All grievances with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the vice president for Academic Affairs in whose office all files will be kept. Because grievance and appeal processes are private university administrative hearings, legal counselor representation is inappropriate.

Student Grievance and Appeal Policy (Academic)

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

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

Protest of a Grade

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

Informal Procedure

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

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

Formal Procedure

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

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

Protest of Policy

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

Informal Procedure

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

Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the office of the vice president for Academic Affairs.
2. The student may then make a request within fifteen working days for a hearing with the vice president for Academic Affairs to review the formal grievance.
3. If the complaint is not satisfactorily resolved with the vice president, the student may then request, within fifteen working days, a hearing with the Academic Affairs Council of the university.

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

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

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

University Services

Unless otherwise noted as Marion or Indianapolis Campus (i.e. Marion on-Campus Housing), all university services are available to all onsite and online students.

Financial Aid

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

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

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

For more information regarding:

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

Please contact our office at 765-677-2116 or email IWU finaid@indwes.edu

Library Services: Off Campus Library Services

Utilizing the resources available through IWU's Jackson Library is critical to thriving and succeeding in your graduate program. It is important that you become familiar with them and learn to navigate the library website early in your first semester. You will rely on these resources to successfully complete assignments and facilitate your professional development.

In this workshop, you will learn about Jackson Library by navigating the site. In addition, please browse through the Graduate Counseling Research Guide for an overview of the resources available: <https://indwes.libguides.com/gradcounseling>

Accessing Library Resources

1. Go to <https://library.indwes.edu/>
2. At the top of the library homepage, select **Research Guides**.
3. Scroll down and select "**Graduate Counseling**."
4. Explore the Research Guide to become more familiar with library resources.
5. Make use of all the Jackson Library resources to enhance your studies.

Jackson Library Hours (semester) – <https://indwes.libguides.com/hours>

Monday - Thursday: 7:30 am to midnight

Friday: 7:30 am to 6:00 pm

Saturday: 11:00 am to 8:00 pm

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.

Slingshot Campus Bookstore

Hours (Fall and Winter semesters): Monday - Friday 8:00 am - 5:00 pm. Books for class can be purchased in the campus bookstore, located in the student center. Students can purchase books online at <https://indwes.slingshotedu.com/#/landing> or in the bookstore. Some bookstore services are also available by calling 765-677-2210.

Textbooks

Slingshot is a service designed to help streamline the beginning of the semester. All of your textbooks are selected and delivered according to the preference you choose (new, used, rental). Your textbooks are then charged to your student account.

To make sure every student has every required textbook; IWU Counseling has automatically opted each student in. Any student can opt out or return unneeded books, but we can't guarantee we have books for students who have opted out.

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

Counseling Services

The Center for Student Success provides clinical counseling services for all IWU-Marion, School of Nursing (Pre-licensure and TTN), and Occupational Therapy students. These services are provided by licensed professionals and graduate interns. Services are limited to 12 free counseling sessions per academic year and crisis support. For students who have been placed on our waiting list or who do not wish to pursue counseling with us, we have an extensive list of community providers for referrals.

IWU's Disability Services Special Services

Need Accommodations?

If you have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please get in touch with Disability Services. Disability Services offers resources and coordinates reasonable accommodations for students with disabilities and temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and Disability Services. It is the policy and practice of Indiana Wesleyan University to create inclusive and accessible learning environments consistent with federal and state law. Indiana Wesleyan University suggests a 6-week notification for most academic accommodations.

Please refer to the process for requesting accommodations by emailing ADArequest@indwes.edu or calling us at 765-677-2257.

For more information check out our website- <https://myiwu.indwes.edu/mstudent/student-services/studentsuccess/Pages/Disability-Services.aspx>

IWU Safety, Crime, Reporting, and Privacy Policies

Campus Equity Response Team (CERT)

The purpose of CERT is to provide those who have experienced a bias incident with a safe space to report a concern, as well as receive guidance about available support, resources, and formal and informal options for moving forward. Serve in an advisory capacity to offices and processes that address violations involving bias incidents.

A bias incident is defined as:

- Conduct, language, or expression motivated by bias on a persons' actual or perceived race, color, ability, ethnicity, gender, gender identity and expression, national origin, religion, sexual orientation, and veteran status. Bias behavior differs from a hate crime in that no criminal activity is involved.
- Such acts could include, but are not limited to:
- Physical, spoken, or written acts
- Offensive graffiti, images or drawings
- Use of ethnic, racial, or other slur to identify someone
- Imitating or mocking someone with any kind of disability
- Imitating or mocking someone's cultural norm or practice

Reports can be made on Maxient, which is found on the portal or at the link:

<https://cm.maxient.com/reportingform.php?IndianaWesleyanUniv>

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 always be carried and never lent to others.
- Cars should always be locked. 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 Counseling



Division of Counseling

Mission Statement

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

Vision Statement

The Division of 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.

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) (1001 N. Fairfax St., Suite 510), Alexandria, VA 22314, 703-535-5990). CACREP is an independent agency recognized by the council for Higher Education Accreditation to accredit master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2024 with an interim report in lieu of accreditation through 2030. The current curriculum is designed to meet the 2016 standards, which combined Community Counseling and Mental Health Standards into standards for Clinical Mental Health Counseling programs. **School Counseling students will be required to earn 60 credit hours starting with the Fall 2023 enrollment.**

The Marriage and Family Counseling/Therapy Program is accredited by the Commission on Accreditation for Marriage and Family therapy Education (COAMFTE). The School Counseling Program is also approved by the Indiana Professional Standards Board and the National Council of Accreditation for Teachers in Education (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

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. If undergraduate GPA is under 3.25, applicants must submit scores obtained on the GRE. Graduate Record Exam (GRE) taken within five years of application to the program. Verbal (V) score of at least 146 is required.
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.
9. A criminal background check.

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

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.

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 Counseling Division.
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.

Criminal Background Policy

Occasions may arise when applicants to the Indiana Wesleyan University Graduate Counseling program may have a criminal record. If that is the case, then the applicant is highly encouraged to seek out the Professional Licensing Agency in the state in which they reside, or expect to practice counseling upon graduation, and ask if the board can speak to the applicant's ability to become licensed with the criminal background in question. By taking this step the applicant is not assured of knowing their ability to be licensed, but will be more informed before starting a degree program. The Indiana Wesleyan University Graduate Counseling program cannot be

held liable if the applicant completes the program and then finds out they are not able to become licensed. If the applicant gets documentation about license eligibility prior to admittance to the program, then the applicant should submit documentation of the board's response. Also, a favorable response from a state board does not equate to admittance to the Indiana Wesleyan University Graduate Counseling program. The applicant is encouraged to be candid about their criminal background in the admission application and interview so that the program can make the most informed decision about admittance to the program.

Graduate Counseling Re-Admission Process

1. If the student has been away for up to two (2) semesters after last completed course, they must:
Complete a readmit form
2. If the student has been away longer than two (2) semesters and up to five (5) years (15 semesters), they must:
 - a. Complete the online application indicating they are seeking re-admission
 - b. Submit a letter identifying what has changed that will allow them to be successful if readmitted to the program
 - c. Complete an interview with faculty from the identified program
3. If a student has been away longer than five (5) years (16+ semesters) after last complete course, they must:
Complete the full application process

*Any student reapplying to the program is not assured of being moved to the top of any waiting list for their chosen specialization.

If student had been suspended or dismissed

Students who have been suspended may reapply after one semester away from IWU. Students who have been dismissed may reapply after two semesters away.

Students who have been academically suspended or dismissed must meet the following requirements before being considered for re-admission to the university.

1. Readmit Form
2. Transfer Information Form (if applicable)
3. College transcript(s) (If applicable)
4. The student will need to complete a letter of appeal to be reviewed by a graduate-faculty subcommittee comprised of core faculty in the corresponding graduate program. The letter should outline:
 - The pertinent factors leading to the suspension/dismissal.
 - What have you learned about yourself and/or the situation that will prevent academic probation from re-occurring.
 - Why the outcomes will be improved if you are permitted to return, and
 - How you plan to make your next college experience successful.

An appeal does not guarantee that a student will be granted re-admission.

Policy for Student Program/Major Changes

Students who desire to switch graduate counseling programs in the initial admissions process or while taking courses towards another graduate counseling program must complete each of the following steps. Delays may occur in the student's program of study and degree progress.

1. Application officially switched with new criminal background check
2. Review of IWU transcripts for CACREP-tracked courses by Registrar or Program Coordinator with approval needed to move forward
 1. Example: Student in Community Care courses that are named non-CACREP may not be able to count those non-CACREP courses towards their proposed CACREP program resulting in repeated courses, costs, and time.
3. New Writing Sample geared towards the proposed program
4. Interview with the proposed program
5. Final Approval from Division Chair

Rationale: Division Chair has knowledge of individual program ratios and faculty advising loads.

Graduate Credit Transfer Policy

Transfer of credit will be considered for graduate work taken only at regionally accredited institutions provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "C" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years.

Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer
- Only graduate courses in which a student has earned a grade of "C" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs no more than 30% can be transferred into the certificate program.

If it is an Ethics or Psychopathology course, it must have been taken within the last five years (unless there has been a change in the DSM).

Student Evaluation and Progression Policy

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member prior to the beginning of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be "C" or above. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

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

Coursework, practicum, and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

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

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.

3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony (eg. offenses involving possession, sale or consumption of a controlled substance, sexual transgression).
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Student Code of Conduct

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

1. Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) and/or the Counselor Licensure laws in the state of Indiana.
2. Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
3. Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
4. Conviction of a felony (e.g. offenses involving possession, sale or consumption of a controlled substance, sexual transgression).
5. Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Plan of Study

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

The Clinical Mental Health Counseling (CMHC) and Marriage and Family Counseling/Therapy (MFC/T) programs are offered onsite as well as online. Applicants to those programs will apply to either the onsite or online modality. Please also be advised that the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) limits the number of courses taken in a different modality than the program in which the applicant was accepted. The School Counseling (SC), Clinical Addictions Counseling (CAC), Community Care (CC), and Student Development Administration (SDA) programs are only offered online.

Programs of Study in Division of Graduate Counseling

All students who obtain a Master of Arts degree with a major in Counseling from Indiana Wesleyan University must complete either 48 or 60 hours of study. Students who major in Student Development Administration are required to complete a minimum of 36 hours of study. For the majors in Addictions Counseling, Community Counseling, and School Counseling 48 semester hours of graduate studies are required. Sixty semester hours of graduate studies are required for completion of the Clinical Mental Health Counseling and Marriage and Family Counseling Counseling/Therapy. Programs of study in the majors of Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling consist of the following components: core courses, clinical experiences, and specialization courses. In contrast, the program of study in Addictions Counseling and Student Development Administration consists of a unique set of core courses as well as clinical experiences. Each of these programs of study is described in greater detail in the following pages.

Clinical Addictions Counseling (48)

The **Clinical Addictions Counseling** program is an online *48 semester hour*, 1.5 year minimum, and six-year maximum program.

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

PROGRAM LEARNING OUTCOMES: PERFORMANCE INDICATORS

- Articulate a clear, accurate understanding of addiction counselor professional identity.
- Demonstrate knowledge of the fundamental domains in addictions counseling (i.e., foundations, theories of counseling, prevention, intervention, advocacy, assessment, research and evaluation, and diagnosis)
- Demonstrate skills and practices of addiction counseling in the delivery of behavioral health services (e.g., assessment, diagnosis, treatment, termination, documentation, and ethical practice)
- Deliver addictions counseling services with multicultural competence and sensitivity.
- Demonstrate ability to apply relevant research and evaluation models in the practice of addiction counseling.
- Demonstrate ability to integrate faith with an addictions counseling practice in a clinically appropriate, sensitive, and ethical manner.

Clinical Addictions Counseling (48)

Course Requirements

Core Courses:

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

Specialized Courses:

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

Clinical Experience:

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

TOTAL:

48 credit hours

Recommended Course of Study Tables

Clinical Addictions Counseling (48 hours) –Fall Start

Meets State of Indiana LCAC-A (Associate) and LCAC Licensure

Fall	Winter	Summer
Year 1		
503 T&T in the Helping Relationship	502 Multicultural Counseling	512 Psychopharmacology
506 Appraisal of Individuals	504 T&T in Group Counseling	533 Psychopathology
508 Legal, Ethical, & Prof. Issues	511 Issues Addiction Recovery	
Year 2		
507 Research	545 Couns. Addicted Families	CNS 501 Human Growth and Dev.
535 T&T of Addictions*	551D Supervised Internship*	552D Supervised Internship*
550D Practicum*	509 Integration	

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

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

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

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

Course descriptions online at <http://graduatecounseling.indwes.edu>

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

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

Clinical Addictions Counseling (48)**Winter Admit**

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

Year 3

507 Research

535 T&T of Addictions

552D Supervised Internship*

*Prerequisite completion required. See Graduate Student Handbook for information in course descriptions.

Two Weekend Intensives from Friday to Saturday must be completed for graduation. Intensives are held in the spring (group counseling focus) and fall (individual counseling focus).

For fulfillment of the academic requirements for adding the LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS 501, CNS 505, CNS 522, CNS 523, and CNS 554.

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

Graduate Certificate In Addictions Counseling (18)

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

Specialized Courses:

CNS 501	Human Growth and Development	3 credit hours
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: **18 credit hours**

Recommended Course of Study Table

Clinical Addictions Certificate (18 hours) – Online Graduate

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Fall	Winter	Summer
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Year 1		
535 T&T of Addictions	545 Couns. Addicted Families	512 Psychopharmacology
501 Human Growth & Dev	511 Issues Addiction Recovery	533 Psychopathology

Clinical Mental Health Counseling (60)

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

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

Successful Program Learning Outcomes are as follows:

1. Students will articulate a clear understanding of CMHC professional identity.
2. Students will deliver mental health services with multicultural competence.
3. Students will integrate understanding of developmental concepts and processes in case conceptualizations.
4. Students will conceptualize the relationship that exists between/among work, personal and relational well-being, and other life roles.
5. Students will demonstrate essential counseling skills with competence.
6. Students will facilitate a group session with competency.
7. Students will display counseling appraisal skills that demonstrate validity and reliability.
8. Students will apply research findings from professional literature to inform development of treatment plans/intervention strategies.
9. Students will integrate faith-based or spirituality-based principles/strategies in case conceptualizations or interventions.
10. Students will demonstrate ability to diagnose mental disorders using accepted diagnostic systems (e.g. DSM, ICD).
11. Students will apply CMHC paradigm in case conceptualizations (i.e., remediation of pathology and promotion of well-being in clients and their related ecological contexts).
12. Students will function in professional roles and relationships in ways that reflect adherence to ethical and legal standards

Clinical Mental Health Counseling (60)

Course Requirements

Core Courses:

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

Specialized Courses:

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

Clinical Experience:

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

TOTAL:

60 credit hours

*Recommended Course of Study Tables***CLINICAL MENTAL HEALTH COUNSELING (60)****Fall Start**

Fall	Winter	Summer
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Year 1

501 Human Growth & Dev	502 Multicultural Counseling	533 Psychopathology
503 T&T in Helping Relationship	504 T&T in Group Counseling	523 CMHC Assess/Intervention
508 Legal, Ethical, Prof Issues	505 T&T in Career Counseling	___ Elective
506 Appraisal of Individ/Families	522 Foundation in CMHC	

Year 2

550A Practicum	551A Supervised Internship	552A Supervised Internship
524 Ecological Cns & Prevention	511 Issues in Addict Recovery	___ Elective
___ Elective	509 Integration	
507 Research		

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

CLINICAL MENTAL HEALTH COUNSELING (60)**Winter Start**

Fall	Winter	Summer
Year 1	502 Multicultural CNS	533 Psychopathology
	503 T&T in Helping Relationship	523 CMHC Assess/Intervention
	504 T&T in Group Counseling	___ Elective
	522 Foundation in CMHC	
Year 2		
506 Appraisal of Individ/Families	505 T & T in Career CNS	551A Supervised Internship
507 Research	511 Issues in Addict Recovery	___ Elective
508 Legal, Ethical, & Prof Issues	550A Practicum	
501 Human Growth & Dev	509 Integration	

Year 3

524 Ecological Cns & Prevention

552A Supervised Internship

___ Elective

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

Community Care (36)

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

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

Course Requirements

Core Courses:

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

TOTAL:

36 credit hours

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

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

Community Care (36)—Winter Start

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

*Course sequence could be completed in 2 years or 4 semesters by taking more than 6 hours per term

Marriage and Family Counseling/Therapy (60)

The **Marriage and Family Counseling/Therapy** program is an *on-site 60-semester hour*, 2.5-year minimum, and six-year maximum program. Classes are offered online and at the Indianapolis North Campus. Indianapolis students must complete all courses onsite with the exception of Winter Admits (CNS 501O and CNS 508O) and electives. **Currently online students are only admitted in the Fall semester.**

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

Program Goals:

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

Student Learning Outcomes:

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

Clinical Requirements: The program curriculum is designed to meet the academic requirements for licensure as a marriage and family therapist in the state of Indiana. Effective July 1, 2023, students are required to accrue a minimum of 300 face-to-face clinical hours under the supervision of AAMFT approved supervisors, supervisor candidates or supervisor equivalent. One hundred of these hours must be relational hours (e.g., couples, family). Students from states requiring more than 300 direct clinical contact hours must abide by their state's hour requirement. It is the student's responsibility to ensure that Indiana's clinical hours requirement matches the requirements of the state in which they plan to license.

Individuals seeking licensure outside of the state of Indiana are encouraged to speak directly with an MFC/T faculty who can help them navigate the process. For more information on state licensure requirements and contact information, please visit [AAMFT](https://www.aamft.org/).

Online Students Only: Please note there are ***two (2) required onsite*** intensives that take place in the summer in the month of June. The first intensive is tied to CNS 541: Foundations of MFT and the second is tied to CNS 546: MFT III. Please be aware that failure to attend the onsite intensives results in failure on the corresponding course (CNS 541 or CNS 546) and a delay in graduation by a year (intensives are only given once a year). ***No exceptions will be made.***

Marriage and Family Counseling/Therapy (60)

Course Requirements

Core Courses:

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

Specialized Courses:

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

Clinical Experience:

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

TOTAL:

60 credit hours

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

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

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

*Prerequisite completion required. See Course Descriptions.

**Attendance at intensive is required for online students

***Could be taken in Summer

*Recommended Course of Study Tables***Onsite Marriage/Family Counseling/Therapy (60) – Winter Admit**

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

*Prerequisite completion required. See Course Descriptions.

***Could be taken in Summer

School Counseling (60)

The **School Counseling** Program is a **60-credit-hour** program, 2.5-year minimum, and 6-year maximum program. The program is online and requires two (2) to four (4) on-site intensives.

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

Successful Program Learning Outcomes are as follows:

1. Students will articulate a clear understanding of School Counseling professional identity.
2. Students will deliver school counseling services with multicultural competence.
3. Students will integrate an understanding of developmental concepts and processes in case conceptualizations.
4. Students will conceptualize the relationship between and among work, personal well-being, and other life roles.
5. Students will demonstrate essential counseling skills with competence and ethical proficiency.
6. Students will facilitate a group session with competency.
7. Students will display counseling appraisal skills that recognize validity and reliability.
8. Students will apply research findings from professional literature to inform development of treatment plans and intervention strategies.
9. Students will integrate faith or spirituality-based principles and strategies in case conceptualizations and/or interviews.
10. Students will demonstrate knowledge of the foundations of school counseling.
11. Students will evaluate comprehensive school counseling programs with the use of appropriate data.
12. Students will demonstrate comprehensive school counseling by synthesizing professional skills and interactions.
13. Students will integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice.
14. Students will function in professional roles and relationships in ways that reflect adherence to ethical and legal standards.

Students may attain 60 Credit Hours in two (2) options:

Option One (1) for School Counseling: requires 9 Core courses, 3 School counseling specialization courses, 3 Clinical courses, and 5 Elective courses, from any of the Counseling (CNS) courses.

Option Two (2) SC/CMHC for both School and Community Mental Health Counseling: requires 9 Core courses, 3 School counseling specialization courses, 5 Clinical Mental Health Courses, and 3 Clinical courses.

Both Option One and Option Two can be completed in a two-course or a three-course per semester sequence when starting in the fall. TO RECEIVE FINANCIAL AID, STUDENTS MUST TAKE AT LEAST FIVE CREDIT HOURS PER SEMESTER. Students starting in the Winter term will GENERALLY complete three courses per semester.

Course Requirements for Option One (1) for School Counseling:

Core Courses:

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

Specialized Courses:

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

Electives: Variety of CNS courses 15 credit hours

Clinical Experience:

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

TOTAL: 60 credit hours

* 2 Required onsite intensives for CNS 519 and CNS 529

Course Requirements for Option Two (2) SC/CMHC for both School and Community Mental Health Counseling:

Core Courses:

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

School Counseling Specialized Courses:

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

Clinical Mental Health Counseling Specialized Courses:

CNS 511	Issues in Addiction Recovery	3 credit hours
CNS 522	Foundations in CMHC	3 credit hours
CNS 523	CMHC Assess/Intervention **	3 credit hours
CNS 524	Ecological CNS and Prevention**	3 credit hours
CNS 533	Psychopathology	3 credit hours

Clinical Experience:

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

TOTAL: 60 credit hours

****Required onsite intensives for CNS 519, CNS 529, CNS 523, and CNS 524**

Recommended Course of Study Tables

School Counseling
Fall start (Two courses per semester)

Fall	Winter	Summer
Year 1		
503 T & T in Counseling 508 Legal, Ethical & Prof. Issues	501 Human Growth & Dev 502 Multicultural Counseling or 504 Group Counseling	519 School Counseling I** 527 Child/Adol Dev & Treatment
Year 2		
504 Group Counseling or 502 Multicultural Counseling 506 Appraisal & Assessments In Counseling	505 Career Counseling 507 Research	Elective I or 529 School Counseling II **
Year 3		
551 Internship I Elective II or 522 Foundations in CMHC	Elective III or 511 Issues in Addiction 550 Practicum	Elective IV or 533 Psychopathology 524 Ecological CNS and Prevention**
Year 4		
551S Internship I 509 Integration	552S Internship II	

**** 4 Required onsite intensives for CNS 519, CNS 529, CNS 523, and CNS 524**

School Counseling
Fall start (Three courses per semester)

Fall	Winter	Summer
Year 1		
503 T & T in Counseling	501 Human Growth & Dev	519 School Counseling I**
508 Legal, Ethical & Prof. Issues	505 Career Counseling	527 Child/Adol Dev & Treatment
502 Multicultural Counseling	504 Group Counseling	523 Assess/Intervention **
Year 2		
506 Appraisal & Assessments	509 Integration	552 Internship II
507 Research	Elective II or 511 Issues in	529 School Counseling II **
550 Practicum	Addiction Recovery	Elective IV or 533 Psychopathology
	Elective III or 522 Foundations	
	in CMHC	
	551 Internship I	
Year 3		
Internship III if needed		
Elective V or 524 Ecological CNS and Prevention**		

****Required onsite intensives for CNS 519, CNS 529, CNS 523, and CNS 524**

School Counseling
Winter start (Two courses per semester)

Winter	Summer	Fall
Year 1		
501 Human Growth & Dev. 502 Multicultural Counseling	519 School Counseling I** 527 Child/Adol Dev & Treatment	503 Theories & Techniques in Couns 508 Legal, Ethical & Prof. Issues
Year 2		
504 Group Counseling Elective I or 522 Foundations In CMHC	Elective II or 523 CMHC Assess/Intervention ** 529 School Counseling II **	Elective III or 524 Ecological CNS and Prevention** 506 Appraisal & Assessments
Year 3		
Practicum 505 Career Counseling 522 Foundations in CMHC	Elective IV or 533 Psychopathology 551 Internship I	507 Research Methods 552 Internship II
Year 4		
509 Integration 511 Issues in Addiction Recovery Possible 554 Additional Internship		

****Required onsite intensives for CNS 519, CNS 529, CNS 523, and CNS 524**

Post Master's Certificate

Indiana Wesleyan University offers a Post-Master's 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 in the student's state of residency.*

Coursework for the Post-Master's Certificate may be taken online or at our Indianapolis location. Those pursuing a certificate in Addictions Counseling, School Counseling must complete their coursework online. A maximum of 15 credits may be taken with the Post-Master's Degree Certificate.

Non-Specialization Certificates

Current Graduate Counseling students wishing to add courses towards licensure or certification in a subject other than their chosen specialization must apply for a certificate through our Admission offices. Your advisor can provide guidance in adding a certificate to your current plan of study. Please note: the Division of Graduate Counseling only has three certificates that current Graduate Counseling students can add to their course of study. These are:

- Professional Coaching Certificate
- Addictions Certificate
- Student Development Certificate

Blended Program Policy

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

Current Online students: The Onsite Course Policy for Online Students, unless otherwise specified by the program of study, allows the blending of onsite coursework for online students.

Program Change Policy

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

1. The student must inquire about such a change a semester prior. The initial inquiry must be done through the student's advisor in writing.
2. The student must provide appropriate documentation outlining the reason for the request.
 - a. Students are encouraged to speak with the new advisor for details on the program, i.e. length of program, transfer of courses, course offerings etc.
3. The student's advisor will provide all documentation to the Graduate Counseling Division for review. Please allow 30 days after submission of all documents to hear back from your current advisor about the Division's decision.

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

Course Descriptions - Graduate Studies in Counseling

CNS-501 Human Growth and Development (3)

The study of individual and family development across the life span. An examination of cognitive, affective, personality, and moral development throughout life and family life-cycle stages. Attention is given to cultural, gender, and spiritual influences on development.

CNS-502 Multicultural Counseling (3)

An investigation of the major counseling theories and their applications to the helping relationship. Major therapeutic techniques are studied, practiced, and applied to various theories.

CNS-503 Theory and Techniques in the Helping Relationship (3)

An investigation of the major counseling theories and their applications to the helping relationship. Major therapeutic techniques are studied, practiced, and applied to various theories.

CNS-504 Theory and Techniques in Group Counseling (3)

The study of group theories, dynamics, process, and stages. Group roles and leadership are examined as well as basic and advanced group interventions. Students are required to participate in a therapy group while enrolled in this class. Prerequisites: CNS-503 or by permission of the 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. Students will be completing several instruments on themselves which will facilitate self-awareness.

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 the application theological concepts in professional counseling. The course explores the foundations of faith, fundamental theological concepts, and specific models of integration. Ethical implications are explored.

CNS-511 Issues in Addiction Recovery (3)

Issues In Addiction and Recovery is an introduction and general overview to the major areas of substance abuse counseling and behavioral syndromes. This course will focus on areas of pharmacology, neurology, assessment, treatment protocol documentation, and differentiation between process and substance addictions. The course will also review gender, developmental, group and family counseling dynamics, and program administration. Special addiction issues will examine cultural, gambling, eating disorders, sexual addiction, and co-occurring disorders.

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)

This course will study the process of spiritual growth. An emphasis will be placed on the study and application of spiritual disciplines such as: prayer, meditation, study, solitude, etc. Personal application as well as directing the spiritual growth of others will be emphasized.

CNS-519 Theories and Techniques of School Counseling I (3)

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, collaborator, and coordinator. An onsite intensive is required.

CNS-520 Sexuality, Intimacy, and Gender (3)

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

CNS-522 Foundations in Clinical Mental Health Counseling (3)

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

CNS-523 Clinical Mental Health Assessment and Intervention (3)

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

CNS-524 Ecological Counseling and Prevention (3)

This course is designed to provide students with an understanding of the impact of ecological systems on consumers of mental health services. An examination of preventive counseling and positive psychological theories will be explored. The ecological view of diagnosis and assessment will be emphasized, and a wellness model of counseling is considered. In addition, theoretical models of consultation and advocacy within the community and clinical mental health settings are presented. *Prerequisite: CNS-522*

CNS-525 Contemporary Issues Seminar (1-3)

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

CNS-527 Child and Adolescent Development and Treatment (3)

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

CNS-529 Theories and Techniques of School Counseling II (3)

Students will develop and demonstrate skills in school counseling, including best practices, consultation, collaboration, and use of technology. An onsite intensive is required. *Prerequisite: CNS-519 or by permission of instructor.*

CNS-530 Expressive Arts Therapies (3)

This Expressive Arts Therapies course will instruct students in using experiential methods with individuals, couples, families and groups in therapy. Various expressive therapies and techniques will be introduced and discussed, including art, music, drama, dance, movement, poetry, play and sand tray. Students will also discover and practice specific expressive therapeutic methods and gain experience in particular therapeutic activities which may be useful and appropriate to their particular career path.

CNS-531 Intro to Music Therapy (3)

Introduction to Music Therapy provides an overview of the field of music therapy and is designed for students interested in grasping a clearer understanding of music as a therapeutic agent. The course surveys professional characteristics and organizations as well as processes and principles of music therapy as used by practicing music therapists. Special emphasis is placed on music therapy in mental health settings.

CNS-532 Intro to Art Therapy (3)

This course is an in-depth survey of the fundamental concepts, history, and uses of the visual arts in a therapeutic context.

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.

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

CNS-538 Theory and Practice of Play Therapy (3)

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

CNS-541 Foundations of Marriage and Family Therapy (3)

This course serves as an introduction to the field of marriage and family therapy and is designed to help students conceptualize the family in systemic terms. It includes history and development, key underpinnings and concepts, techniques, and an overview of the theoretical models typically used in the field of marriage and family therapy as well as pertinent sociological theories of the family. A focus will be on the cultural and spiritual contexts and how these impact couples and families. Upon completion of the course students should be well oriented to the discipline and equipped to pursue more advanced studies in family therapy. *Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508*

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

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

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

This course examines widely implemented and empirically validated postmodern marriage and family theory and treatment approaches. There is an emphasis on integrating knowledge and practice of marriage and family theory in the course of treating couples and families. The postmodern movement and its influence on the family, family therapy and theories will be examined. Throughout the class, social, cultural, spiritual and ethnic diversity will be addressed with attention to their impact on resources available to families. *Prerequisite: CNS-542*

CNS-544 Graduate Capstone Project (3)

A directed, independent research project designed by the student, in cooperation with a faculty member. The project includes considerable research resulting in a publishable paper and/or presentation. This course is normally taken toward the end of the student's program. *Prerequisite: by permission of instructor.*

CNS-545 Counseling Addicted Families (3)

The family systems approach to therapy with addicted people in the context of their families, from the perspectives of addiction and recovery. This will require an understanding of family systems and addictions, and a blending of the two. *Prerequisite: CNS-511.*

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

This course will explore challenges facing today's contemporary family. A significant part of the class is devoted to understanding and treating normative and catastrophic stress in the context of individuals, families, and society. Theoretical, biological, emotional, and spiritual wellness will be emphasized. Effectiveness research literature as it relates to marriage and family therapy across a multitude of disorders and populations will be presented. Throughout the class, social, cultural, spiritual, and ethnic diversity will be addressed with attention to their impact on resources available to families. This class will culminate in the development and writing of a personal philosophy of marriage and family therapy. *Prerequisite: CNS-543.*

CNS-548 Affair, Divorce, Remarriage: Assessment and Applications (3)

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

CNS-550 Supervised Practicum (3)

The course provides students with a supervised counseling experience in the graduate counseling clinic providing the opportunity to practice individual and group counseling skills. The 100-hour practicum includes a minimum of 50 direct contact hours (10 of which are group hours) and weekly individual and group supervision. **Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533. Also, CNS-522 for CMHC, CNS-541 for MFT, CNS-511 for ADD, CNS-519 for SCH.**

CNS-550M Supervised Practicum (3) This course provides students with a supervised counseling experience in the graduate counseling clinic **or an off-campus setting (for online students)** providing the opportunity to practice individual, **couples, family** and group **therapy** skills. The 100-hour practicum includes a minimum of **40** direct contact hours and weekly individual and group supervision. **Prerequisites: CNS-501, CNS-502, CNS-503, CNS-504, CNS-508, and CNS-533.**

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-551M Supervised Internship (3) This course provides students with 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. **Students are expected to provide direct clinical services and attend weekly individual and group supervision as they worked towards the required number of hours as set by the program and state requirements where they plan to license (whichever number is greater).** 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 -552M Supervised Internship (3) This course provides students with 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. **Students are expected to provide direct clinical services and attend weekly individual and group supervision as they worked towards the required number of hours as set by the program and state requirements where they plan to license (whichever number is greater).** Graded on a CR/NC basis. *Prerequisite: CNS-551M*

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-554M Supervised Internship (3) This course provides students with 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. **Students are expected to provide direct clinical services and attend weekly individual and group supervision as they worked towards the required number of hours as set by the program and state requirements where they plan to license (whichever number is greater).** Graded on a CR/NC basis. *Prerequisite: CNS-552M*

Upon completion of the advanced internship, students are ready to enter the field of their chosen specialization. Graded on a CR/NC basis. *Prerequisites: CNS-552.*

CNS 555 Academic Counseling (3)

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

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

This course will help School Counselors more fully understand Career and College Development, which is one of the three domains of School Counseling, intertwined with the other two, Academic and Dispositions and Behavioral Domains. Career development begins early, encouraging youth to consider their future, based on numerous considerations, including their unique backgrounds, interests, giftedness, goals, and opportunities. School counselors collaborate with students, families, school staff, communities, and colleges to assist youth into their future. College Access Professionals hold the unique position to assist youth by working solely with college placement, to establish collaboration with community-based and college-access organizations and professionals.

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

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

CNS 558 Trauma and Grief Counseling (3)

Students will increase awareness and understanding of the impact of trauma on the lives of individuals and their families. Students will be able to analyze trauma in the body and brain and learn strategies for management of trauma and grief, to create positive growth and change. Finally, students will learn how their own experience with trauma can allow for connection to those with whom they serve. This course serves as an elective and is offered online in alternate years.

CNS-559 Thesis Project (3)

This course will be the 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 been 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*

CNS-562 Trauma and Grief in Couns II (3)

Students will increase awareness and understanding of the impact of trauma on the lives of individuals and their families. Students will be able to analyze trauma in the body and brain and learn strategies for management of trauma and grief, to create positive growth and change. Finally, students will learn how their own experience with trauma can allow for connection to those with whom they serve. This course serves as an elective and will be offered in alternating years. *Prerequisites: CNS-503, CNS-508, and CNS-558.*

Student Development Courses**SDC 520 Foundations of Professional Coaching (3)**

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

SDC 522 Coaching and Self (3)

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

SDC 524 Coaching and Systems (3)

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

SDC 526 Coaching Applications- Experimental Methods (3)

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

MASTER COURSE SCHEDULE

10/18/22 jlm

FALL Classes	WINTER Classes	SUMMER Classes
Onsite/Online (o)	Onsite/Online (o)	Onsite/Online (o)
CNS 501 Hum Gro & Dev	CNS 501 Hum Gro & Dev (o)	CNS 506 Appraisal (o)
CNS 501 Hum Gro & Dev (o)	CNS 502 Multicultural Cns	CNS 512 Psychopharm (o)
CNS 502 Multicultural (o)	CNS 502 Multicultural Cns (o)	CNS 513 Spirit Form & Direction (o)
CNS 503 Theo/Tech Help Relat	CNS 503 Theo/Tech Help Relat (o)	CNS 519 SCH Cns I (o)
CNS 503 Theo/Tech Help Relat (o)	CNS 504 Group Cns	CNS 523 CMHC Assess/Intervention
CNS 504 Group Cns (o)	CNS 504 Group Cns (o)	CNS 523 CMHC Assess/Intervention (o)
CNS 505 Career Cns (o)	CNS 505 Career Cns	CNS 525 Seminar
CNS 506 Appraisal	CNS 505 Career Cns (o)	CNS 527 Child/Adolescent Dev/Treat (o)
CNS 506 Appraisal (o)	CNS 506 Appraisal (o)	CNS 529 SCH Cns II (o)
CNS 507 Research	CNS 507 Research (o)	CNS 530 Expressive Arts Therapies (o)
CNS 507 Research (o)	CNS 508 Legal/Ethical/Prof Issues (o)	CNS 533 Psychopathology
CNS 508 Legal/Ethical/Prof Issues	CNS 509 Cn Faith in Professional Cns	CNS 533 Psychopathology (o)
CNS 508 Legal/Ethical/Prof Issues (o)	CNS 509 Cn Faith in Professional Cns (o)	CNS 538 Play Therapy (o)
CNS 509 Cn Faith in Professional Cns (o)	CNS 511 Issues in Addiction (o)	CNS 541 Found of MFT
CNS 511 Issues in Addiction (o)	CNS 522 Foundation in CMHC	CNS 541 Found of MFT (o)
CNS 519 SCH Cns I (o)	CNS 522 Foundation in CMHC (o)	CNS 546 MFT III
CNS 520 Intimacy & Sexuality	CNS 525 Seminar	CNS 546 MFT III (o)
CNS 520 Intimacy & Sexuality (o)	CNS 532 Intro to Art Therapy (o)	CNS 548 Infidelity, Divorce & Remarriage
CNS 524 Ecological Cns	CNS 543 MFT II	CNS 561 EFT
CNS 524 Ecological Cns (o)	CNS 543 MFT II (o)	CNS 557 Mental Health Advocacy odd years only
CNS 525 Seminar	CNS 545 Addicted Families (o)	CNS 558 Trauma and Grief Counseling (o)
CNS 531 Intro to Music Therapy (o)	CNS 556 P-12 College, Career, & Life Preparedness (o) SP 20 even years	CNS 562 Trauma and Grief Counseling II (o)
CNS 535 Theo/Treat of Add (o)	CNS 558 Trauma and Grief Counseling (o)	
CNS 542 MFT I	CNS 562 Trauma and Grief Counseling II (o)	
CNS 542 MFT I (o)		
CNS 541 Found of MFT (o) for CC		
CNS 555 Academic Counseling FA 20 even years		
CNS 558 Trauma and Grief Counseling (o)		
CNS 562 Trauma and Grief Counseling II (o)		
	ALL Majors (o)	
CNS 544 Capstone	CNS 544 Capstone	CNS 544 Capstone
CNS 550 Practicum	CNS 550 Practicum	CNS 550 Practicum
CNS 551, 552, 554 Internships	CNS 551, 552, 554 Internships	CNS 551, 552, 554 Internships
CNS 559 Thesis	CNS 559 Thesis	CNS 559 Thesis
CNS 560 Independent Study	CNS 560 Independent Study	CNS 560 Independent Study
	Student Dev Admin only (o)	
SDC 520 Found of Life Coach (o)	SDC 522 Coaching and the Self (o)	SDC 524 Coaching and Systems
		SDC 526 Coaching App: Exper Methods (o)

Other Coursework Options

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

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

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

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

Audit

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

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

Thesis Option

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

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

Bound Thesis

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

- Email the Word version of the final thesis to OCLS@indwes.edu.
- OCLS will save the document as a PDF.
- It will be returned to the student for photocopying at the university print shop for any personal bound copies.
- The student will contact the university print shop and arrange for as many print copies as desired. Photocopying is done on special acid-free paper to preserve the work. The print shop contact information is:
 - University Print Center
 - Maxwell Center, Rm. 138
 - 4201 S. Washington St.
 - Marion, IN 46053
 - 765-677-2212
 - Print.center@indwes.edu
 - <https://dsf.indwes.edu/dsf>
- Inform the print shop that the photocopies should be delivered to Jackson Library, OCLS.
- The cost for binding changes each year, but it is currently under \$30 per copy. Additionally, there is an amount for postage if the student is unable to pick up the bound copy(ies) from the OCLS office in Jackson Library on the main campus of Indiana Wesleyan University in Marion, Indiana.
- Once the copies are delivered to OCLS, an invoice will be generated from OCLS. It will include the cost of binding and postage.
- OCLS will contact the student when the bound copies are ready for pick up or they will be mailed to the student if that option is requested.
- Additionally, the PDF version of the theses will be uploaded to a Jackson Library server. It will be cataloged and discoverable through the Jackson Library public access catalog. It will also be uploaded to an Open-Source digital repository and available worldwide.
- A release is required from you that assures there is no copyrighted information included in the thesis (without proper citing) and that you are giving permission for your manuscript to be added to the Jackson Library catalog and the digital repository. (See appendix for release form.)

Course Guidelines

Course Attendance

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

Student Engagement Policy

Student engagement is defined as active participation by a student in an instructional activity related to the student's course of study. Student engagement is monitored within the learning management system (Brightspace). Engagement is defined as:

- Posting in a discussion
- Submission of an assignment
- Completion of a test or quiz

Students who have not engaged (as defined above) in a class for 21 consecutive days will be withdrawn from the class. Students will be withdrawn from the entire program if the program is a lock-step program, the 21-day non-engagement course is a prerequisite to other courses, or upon the second consecutive withdrawal for non-engagement.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student & Faculty Support Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student & Faculty Support Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Faculty members reserve the right to factor lateness, early departures, and class engagement into a student's grade, as long as it is addressed in the syllabus.

Course Evaluation

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

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

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

Incomplete Grades

All course work is expected to be completed by the end of the semester in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete).

Criteria for awarding an incomplete grade:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Change in work schedule as required by employer
- Judicial obligations
- Other emergencies deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

No more than 1/3 of the course work may be left to complete and the student must be passing the class at the time the incomplete grade is awarded. Any incomplete extended beyond the end of the next term must be approved by the Dean of the governing school. Once an incomplete grade has been awarded, the student cannot withdraw from the class. Students may not register for new courses for subsequent semesters if more than 12 hours of undergraduate or 6 hours of graduate incompletes remain on a transcript. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available at <https://myiwu.indwes.edu/RAS/Forms>.

Drop/Add Procedure

The student's choice of classes, once made and filed, is expected to be permanent for the semester. However, the last date to add a course shall be the Friday after the first day of the term. The last date to drop a course is the second Friday after the start of classes. For May term and summer, I and II terms, the last date to add or drop a course is the second day of classes. For Summer 1 Term the last day to add a class is the end of the first week. The last day to drop a class is the end of the second week. This includes any desired change in audit registrations.

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

Refund of Tuition

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

Notice of Withdrawal

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

Tuition and Fee	Tuition Refund
First week of class	100%
Second week of class	100 %
Third week of class	75%
Fourth week of class	50%
Fifth week of class	25%

NO refunds after the fifth week of classes.

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

Guidelines for Submission of Papers and Written Material

Unless otherwise instructed by the professor, ALL papers should follow APA guidelines. Each student is responsible for learning and implementing APA guidelines. For information on purchasing an APA Style Manual or other APA resources consult the following website:

<http://www.apastyle.org> or other online booksellers. For online assistance with APA style, consult the resource page of Jackson Library at <http://www2.indwes.edu/library/reference/sources.html>. IWU's writing center, The Ink Well, seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division. The Ink Well supports IWU's mission to develop students in scholarship, by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations. Appointments may be scheduled via the online scheduler located on the writing center's Portal page.

Clinical Experience

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

Details regarding the specific requirements for fulfillment of Clinical Experience coursework are found in the Clinical Experience Manual. The manual is found on the Clinical Intern and Practicum Procedure Site (CIPPS). All students will be required to attend orientation to the clinical experience prior to practicum given by the Director of Clinical Training. This occurs either at the student's first intensive, if online, or on the first day of the semester, for those who complete their practicum or internship at the clinic. All students are expected to apply for each semester of practicum and internship. Those due dates are Feb 15th for Summer semester, April 1st for Fall, and October 15th for Spring. The following paragraphs provide general descriptions of the clinical experience components.

Clinical Intern and Practicum Procedure Site (CIPPS)

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

Tevera

The Indiana Wesleyan University Graduate Counseling Division values the time and energy that all stakeholders in our program put forth. In working to become more efficient in our clinical paperwork for practicum and internship, the IWU Graduate Counseling Division has adopted Tevera to manage our paperwork processing and storage for each student. At the onset of the student's journey in the program, each student is assessed a one-time \$195 fee for Tevera. Students can find clinical sites, track their hours and receive feedback from their supervisors through the Tevera system.

Additionally, students will be able to access the program while in the program and as they progress towards licensure. Tevera will also function as a digital storage site for all paperwork processed in Tevera, which will allow the student and future alumni, as well as the program administration to access those documents whenever necessary. Many facilities and institutions have moved or are moving to online platforms for their clinical work, and the IWU Graduate Counseling Division feels the Tevera system allows our students to stay at the forefront of these changes in our profession.

Students must have a counseling site application for their practicum and internship site if there is not one already for the site. These applications are found in Tevera as a "New Site Applications".

Practicum

Practicum is a 100-hour experience that takes place at an appropriate and qualified practicum site and is supervised by university faculty. Students will provide direct services to individuals, couples, family, and/or groups under appropriate supervision. The 100-hour practicum includes a minimum of 40 direct contact hours and indirect hours which are comprised of weekly individual and group supervision as well as clinical paperwork, etc. Clinical Mental Health (CMHC) and School Counseling (SCH) students are required to complete a minimum of ten group hours as part of their clinical track requirements. These hours can be completed during Practicum or Internship. Students will need to spend 10-15 clock hours each week to complete the practicum experience.

Clinical Mental Health and Marriage & Family (MFT) students who complete their program onsite will complete their practicum in the campus clinics while any online program students have the option to complete their practicum in either the campus clinics or in the community. It is expected that *all* students will read the Clinical Practice Manual *prior* to practicum.

Students are required to have 3-4 clinical case recordings each semester during their practicum and internship courses. Clinical recordings serve as a way to provide students with direct feedback regarding their clinical skills and flow of session.

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 a 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 (three credits each), based on your track and taken sequentially at an off-campus site. These courses provide students with 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. Students are expected to provide direct clinical services and attend weekly individual and group supervision as they work toward the required number of hours as set by the program and state requirements where they plan to license (whichever number is greater). 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.

Internships for Clinical Mental Health Counseling, School Counseling, and Addictions Counseling students consist of 300 total hours of which 120 must be direct hours of service to clients and 160 indirect hours of service. 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 the hours needed.

MFT students residing in Indiana or who plan to license in states with a requirement of 300 direct contact hours or less can plan to accrue a minimum of 260 direct clinical hours across all three internships (300 direct clinical hours total with 40 being accrued in Practicum). Please be aware that a minimum of 100/300 hours must be relational. Students will also be required to accrue a minimum of 300 indirect total hours throughout their practicum and internship experiences. MFT students are required to accrue a minimum of 100 supervision hours by a program supervisor and therefore must make sure to attend all university supervision classes.

Indirect hours generally include the following: site and university supervision, paperwork, calls and training related to clients/clinical work. If you have questions regarding what does or does not count for direct or indirect hours, please contact your university supervisor or faculty supervisor for guidance.

Please note:

- Students are responsible for finding acceptable practicum and internship sites in the community. There is a folder on CIPPS that lists all approved sites and evaluations completed by students at that site in previous semesters.
- Site supervisors are required to have an active license (LMHC, LMHT, LCAC, LCSW, and Licensed Psychologist, or a LSC for School Counselors).
- Be sure to check your state licensure board for additional/special requirements for your specific state.
- The New Counseling Site form must be completed if the site has not been used before, or a new site supervisor is being used at that site. This form must be submitted and approved at the time of course registration.
- Before practicum or internship can be started, the contract must be signed by all designated parties and returned to the department office. No client contact hours will be counted until site personnel sign the contract.
- Internship students are expected to get at least two different types of clinical experiences during their internship experiences and training (i.e., out-patient, in-patient, group homes, in-home). School students are required to work in all levels of K-12 education 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

Winter term

*Applications due: **October 1st***

Summer & Fall terms

*Applications due: **February 1st***

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

Other Division Policies

Endorsement Policy

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

Division Docket/Student Communication

Student News via Email

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

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

Professional Organizations

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

AMERICAN ASSOCIATION OF CHRISTIAN COUNSELORS (AACC)

www.christiancounseling.org

AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY (AAMFT)

www.aamft.org

AMERICAN COUNSELING ASSOCIATION (ACA)

www.counseling.org

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION (AMHCA)

www.amhca.org

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

www.schoolcounselor.org

ASSOCIATION FOR CHRISTIANS IN STUDENT DEVELOPMENT (ACSD)

www.acsd.org

CHI SIGMA IOTA (CHI SIG)

www.csi-net.org

CHRISTIAN ASSOCIATION OF PSYCHOLOGICAL STUDIES (CAPS)

www.rnoby.net/~caps

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

www.indianacounseling.org

INDIANA SCHOOL COUNSELING ASSOCIATION (ISCA)

www.isca-in.org

INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELING (IAMFC)

www.iamfc.org

NATIONAL BOARD OF CERTIFIED COUNSELORS (NBCC)

www.nbcc.org

Divisions of ACA

ASSOCIATION FOR ASSESSMENT IN COUNSELING AND EDUCATION (AACE)

<http://aac.ncat.edu>

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

ASSOCIATION FOR ADULT DEVELOPMENT AND AGING (AADA)

www.aadaweb.org

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

ASSOCIATION FOR CREATIVITY IN COUNSELING (ACC)

www.aca-acc.org

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

AMERICAN COLLEGE COUNSELING ASSOCIATION (ACCA)

www.collegecounseling.org

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

ASSOCIATION FOR COUNSELORS AND EDUCATORS IN GOVERNMENT (ACEG)

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

ACEG 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 in the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homo-prejudice.

ASSOCIATION FOR MULTICULTURAL COUNSELING AND DEVELOPMENT (AMCD)

www.amcdaca.org

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

AMERICAN MENTAL HEALTH COUNSELORS ASSOCIATION (AMHCA)

www.amhca.org

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

AMERICAN REHABILITATION COUNSELING ASSOCIATION (ARCA)

www.arcaweb.org

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

AMERICAN SCHOOL COUNSELOR ASSOCIATION (ASCA)

www.schoolcounselor.org

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

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

www.aservic.org

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

ASSOCIATION FOR SPECIALISTS IN GROUP WORK (ASGW)

www.asgw.org

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

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

www.c-ahead.com

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

COUNSELOR FOR SOCIAL JUSTICE (CSJ)

www.counselorsforsocialjustice.org

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

INTERNATIONAL ASSOCIATION OF ADDICTION AND OFFENDER COUNSELORS (IAAOC)

www.laaoc.org

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

INTERNATIONAL ASSOCIATION OF MARRIAGE & FAMILY COUNSELORS

(IAMFC)

www.iamfc.com

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

NATIONAL CAREER DEVELOPMENT ASSOCIATION (NCDA)

<http://ncda.org>

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

NATIONAL EMPLOYMENT COUNSELING ASSOCIATION (NECA)

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

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

Counseling Referral Resources

Anderson, Indiana		
Organization	Fees	Therapists
Anderson Family Practice 141 West 22 nd Street Anderson, IN 46016 765-641-7113		Sharon Binkerd Gary Vaughn
Tirman Counseling and Consulting 1106 Meridian Street - Suite 457 Anderson, IN 46016 765-400-4904 Email: TirmanCounselingandConsulting@gmail.com	Self-pay	Tom Tirman, LMHC, LCAC, PC, Organizational Consultant
Avon, Indiana		
Organization	Fees	Therapists
Life Enrichment Counseling 7517 Beechwood Centre Rd Suite 300, Avon, IN 46123 (317) 268-8070 Email: hello@lifeenrichmentindy.com W: https://www.lifeenrichmentindy.com/		Colleen Bernhardt, MA, LMFTA
Carmel, Indiana		
Organization	Fees	Therapists
Life Solutions Counseling 1185 W Carmel Dr., Suite D4 Carmel, IN 46032 317-569-LIFE (5433) fax at 317-569-1767 Email: info@lifesolutionspc.com	Insurance Medicaid Self-pay	No Current IWU Alum
Peace Counseling Group 9640 Commerce Drive Suite 413 Carmel, IN 46032 317-605-7015 Email: nancyeisenmanlcsw@gmail.com		Alaina Halbur MA, LMFTA, CLC, MT-BC 317-758-8714 alaina.halbur@gmail.com
Fortville, Indiana		
Organization	Fees	Therapists
Enduring Change Counseling, LLC 412 S. Maple St. Suite 100B Fortville, IN 46040 765-276-7131 www.enduringchangecounseling.com	Self-pay	Ressa Smith MA, LMFT

Fort Wayne, Indiana		
Organization	Fees	Therapists
Farrington Specialty Counseling 412 S Scott Rd, Fort Wayne, IN 46814 (260) 358-7180 https://farringtonspecialtycenters.com/	Insurance	Brooke Farrington, MSW, LSCW, CEDS-S (Eating Disorders)
Weiland & Associates Inc. 1415 Magnavox Way, Suite 120 Fort Wayne, IN 46804 Kevin Wieland HSPP, Director 260-483-7207	Insurance	Multiple counselors
Huntington, Indiana		
Organization	Fees	Therapists
Grace & Truth Counseling Services College Park United Brethren Church 1936 College Avenue Huntington, IN 46750 260-356-2642 ext. 201	Sliding scale	Abbie Grandlienard, M. A. Annalee Rowley, M. A., LMFT Mary Clark, M. A., LMHCA
Lifespring Counseling (Graduate Clinic at Huntington University) 479 Campus Street Huntington, IN 46750 260-454-5500	No or minimal fee	Graduate Counseling Students
Indianapolis, Indiana		
Organization	Fees	Therapists
Counseling at the Greenhouse 447 E 38th Street Indianapolis, IN 46205 https://www.greenhouseindy.com/counseling	Self-pay and Sliding Scale	Tim Mallory, LMFT-A Lisa Floyd, NCC, LMHC-A Gus Ozmun, LMHC-A, LCAC Erin Myers, LMFT-A
Christian Theological Seminary Counseling Center 1050 W. 42nd Street, Indianapolis, IN 4620 317.924.5205 https://www.cts.edu/counseling-center/	Sliding Scale	
Enlightened Pathways, LLC 711 E. 65th St, Ste 205 Indianapolis, IN 46220 317-678-7658 Email: kristen@enlightenedpathways.us www.pathwaystohealingcounseling.com	Self-pay & Sliding Scale	Kristen Rosenberger, LMHCA

Healing and Hope Restored, LLC Crosspoint Plaza One 10475 Crosspoint Blvd, STE 250 Indianapolis, IN, 46256 317-674-3206 Email: jordanmadison.hhr@gmail.com https://healingandhoperestored.com/	Self-pay	Jordan Madison MA, MFT
Kokomo, Indiana		
Organization	Fees	Therapists
Wee Play Family Therapy, LLC (765) 416-3422 https://weeplayfamilytherapy.com/	Self-pay Insurance and deductibles/copays may vary.	Brittanie A. Spraker, LMFT, RPT
RESTORE Family Counseling LLC 618 E Blvd Suite 102, Kokomo, IN 46902 (765) 450-3198 restorefamilycounseling7@gmail.com	Self-pay	Annetta McKaig, LMFT, NCC
Online Counseling		
Organization	Fees	Therapists
Keith Puffer Converse Church of Christ 301 E. Wabash St. Converse, IN 46919 765-603-9574 https://www.caredash.com/doctors/keith-puffer-phd-lcmhc-ncc-converse-in		Dr. Keith A. Puffer PhD, LCMHC, NCC
Marion, Indiana		
Organization	Fees	Therapists
Friends Counseling Center at The River The River Church 759 Lenfesty Ave Marion, IN 46953 260-563-8453	Insurance Medicaid	Amy Yoder Amy Terrell Faith Spaulding
Graduate Counseling Clinic Indiana Wesleyan University 1900 West 50 th Street Marion, IN 46953 765-677-2571	No or minimal fee	Graduate Counseling Students

Life Center Counseling Services 5230 S. Western Ave Marion, IN 46953 765-674-2208	Insurance Medicaid	Mike Johnson Brian Warner (ADD)
Renovo Counseling 510 West 40 th Street Marion, IN 46953 (765) 398-3879 https://www.renovocounseling.com/ Email: gary@renovocounseling.com	Some Insurance Sliding Scale	Gary Martens, MA, LMFT
Upland, Indiana		
Organization	Fees	Therapists
Sacred Journey Counseling 212 W Wright Ave, Upland, IN 46989 765-997-8460 Email: Hope.sacredjourney@gmail.com https://sacred-journey-counseling.business.site/	Some Insurance Sliding Scale	Hope Brown
Wabash, Indiana		
Organization	Fees	Therapists
Friends Counseling Center 3565 S. State Road 13, Wabash, IN 46992 (260) 563-8453 Email: office@wabashfriends.org http://www.wabashfriendscounseling.com/	Insurance Sliding Scale	Joseph Wesche, LCSW Amy Terrell, MDiv, MA, LMFT Faith Spaulding, LCSW Elizabeth Dyson, MSW, LSW Emily Dotson, LMFT Amy Yoder, MA

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 (North)

3777 Priority Way South Drive, Suite 209
 Indianapolis, IN 46240
 (317) 713-6148 (office)
 (317) 713-6154 (clinic)
 Fax: (317) 713-6155

Directions to Graduate Counseling Campuses

Indy North to Marion Campus

I-69 N/IN-37 N/Fort Wayne
 Merge onto I-69 N/IN-37 N
 Take the **IN-37 N** exit, EXIT 205, toward **Noblesville**
 Merge onto State Road 37/IN-37 N via the ramp on the **left** toward **Noblesville**
 Enter next roundabout and take the 2nd exit onto IN-37

Turn left (west) on 50th Street

Turn right at first drive

The Graduate Counseling Offices are located on the first floor of the three-story brown brick building.

Marion to Indy North Campus

Take 37S Enter next roundabout and
 take the 2nd exit onto State Road
 37/IN-37
 Merge onto I-69 S/IN-37 S via the ramp on
 the **left** toward **Indianapolis**
 Take the **96th St** exit, EXIT 203

Turn **slight right** onto E 96th St. Pass through 3 roundabouts.

Enter next roundabout and take the 3rd exit onto Priority Way West Dr.

Priority Way West Dr becomes Priority Way D

2nd floor

Academic Calendar

[2024-2025 Academic Calendar](#)