

**Assurance Argument**  
**Adler Graduate School - MN**

7/30/2019

**3 - Teaching and Learning:  
Quality, Resources, and Support**

## **3 - Teaching and Learning: Quality, Resources, and Support**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### **Argument**

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All credit-yielding courses offered at AGS are graduate level courses. Core courses, and program-specific courses in art therapy, counseling, and school counseling are aligned with educational standards established by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), Council for Accreditation of Counseling and Related Educational Programs (CACREP), or American Association for School Counselor Association (ASCA), respectively. There are no externally determined educational standards specific to the Applied Adlerian Psychology and Leadership master's degree; however, the programmatic rigor is equivalent to that of the other Adler Graduate School master's programs.

#### **3.A.1 - Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.**

As a result of AGS's participation in the HLC Assessment Academy in the last four years, the School has implemented processes for continuous assessment of courses and program currency. As a result, programs were examined against the most recent curriculum standards established by program-specific accrediting bodies, and key performance indicators were developed to assess students' development of the desired competencies. Standards and competencies were mapped to the curricula and are measured, according to Bloom's taxonomy, at least three times in each program, when they are introduced, reenforced, or applied.

#### Master's in Adlerian Counseling and Psychotherapy - Art Therapy

Students in the Art Therapy Program complete a 69-72 credits program, depending on whether they are interested in obtaining Minnesota licensure as Licensed Professional Clinical Counselor (or equivalent in other U.S. states) or as Licensed Marriage and Family Therapist. The [course of studies](#) in this program includes most of the core courses from the counseling program, as well as a number of courses specific to art therapy. [Student learning objectives](#) for this program align with the

standards established by CAAHEP, and the program is scheduled to submit a self-study for CAAHEP accreditation in October of this year.

#### Master's in Adlerian Counseling and Psychotherapy - Counseling

Students in the Counseling Program share a core curriculum that meets the eight core area [standards established by CACREP](#). Students in each specialty also take additional courses to meet the standards specific to each specialty. The [courses of study](#) for each of these specialties shows that students in the Clinical Mental Health specialty must complete 60 credits, those in Co-Occurring Disorders and Addictions specialty must complete 64 to 73 credits, and those in the Marriage, Couple, and Family Counseling must also complete 60 credits. AGS expects to apply for CACREP accreditation toward the end of 2020.

#### Master's in Adlerian Counseling and Psychotherapy - School Counseling

Students in the School Counseling program complete a [50-credit program](#) that meets the educational [standards established by ASCA](#). The School Counseling Program is accredited by the Minnesota Professional Educator Licensing and Standards Board.

#### Master's in Applied Adlerian Psychology in Leadership

The Master's in Applied Adlerian Psychology in Leadership is a [35-credit program](#) designed to prepare human services professionals for leadership positions that do not require licensure. [Student Learning Objectives](#) for this program are based on Adlerian Competencies and were established by AGS faculty.

#### Certificates

AGS offers post-master's certificates in Applied Adlerian Psychology, [Counseling](#), and [School Counseling](#). Certificates vary from 21 credits (Applied Adlerian Psychology) to 30 credits (School Counseling) and are intended for professionals who already hold master's degrees and want to either broaden their human services and leadership knowledge and skills (Applied Adlerian Psychology) or complete educational requirements for licensure (Counseling and School Counseling).

### **3.A.2 - The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

AGS only offers Master level degree and certificate programs. All courses offered are graduate level courses. Degree conferring programs have learning goals clearly established by the college and program-specific accreditation agencies, as discussed above. In addition to course-specific evaluation of learning goals, degree-seeking students prepare a capstone professional portfolio to demonstrate global professional development.

Prior to academic year 2019-20, mental health professionals who were required by licensing board to complete additional master's level coursework prior to qualifying for licensure were able to take these courses at AGS as "licensure only" students. With the implementation of LiveText as our student learning data management system and the program evaluation process we engaged in during academic year 2018-19, we realized that due to the lack of structure of the licensure only "program" we were not able to evaluate learning outcomes for these students. This led to the decision to eliminate the licensure only option and direct those students to the certificate program that best meets their needs. Certificate programs have flexibility in learning goals to meet student-specific needs,

which are frequently determined by state licensure boards. All courses in certificate programs are courses offered as part of Master's programs, and we issue LiveText cards to all students enrolled in the programs, which enables us to evaluate certificate-student learning through the same assignments and with the same rigor as that of degree-seeking students. We are in the process of developing a framework to guide the development of a professional portfolio by certificate students.

**3.A.3 - The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).**

AGS's Applied Adlerian Psychology, Counseling, and School Counseling programs can be completed on-campus, online, or partly on-campus partly online. The Art Therapy program can be completed on campus or on a hybrid on-campus/online format. All on-campus programs and courses are offered at the college's Minnetonka campus. AGS has no contractual or consortial arrangements and offers no dual-credit courses.

As discussed above, AGS programs have clearly established learning goals. Key performance indicators and all major assignments are the same whether students take the course online or on campus. [Syllabi](#) for online and on campus courses differ only in delivery methods. All on-campus courses have an online companion page where the syllabus and additional materials are deposited and through which all assignments are submitted. In addition to the policies and procedures described in the AGS Faculty Handbook, all faculty receive a copy of AGS's [Online Learning Policies and Procedures](#), which establishes best practices for online teaching.

Campus-based faculty teach both on-campus and online courses. AGS also has four fully online full-time faculty, two of which have significant course-releases for administrative functions. Qualifications and recruitment processes are the same for on-campus and online faculty, as are [student advising](#) and the [faculty evaluation](#) process. Adjunct faculty have no advising responsibilities, but meet the same qualifications and responsibilities whether they teach on-campus or online.

On rare occasions, scheduling conflicts result in the need to offer a course as an independent study. Learning objectives and key assignments in independent studies must be the same as those in regular courses. In order to maintain the same rigor of regular courses, independent studies must be approved by the AGS President or by the Director of Academic Affairs and Quality Assurance, and require [submission of a plan of study](#), signed by the instructor offering the course, demonstrating how the learning objectives assigned to the course will be achieved.

## Sources

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- ACAD\_AAP\_courses.pdf
- ACAD\_AAPL\_KPIs\_SLOs
- ACAD\_Advising.pdf
- ACAD\_Art\_Therapy\_KPIs\_SLOs\_
- ACAD\_ASCA\_Standards
- ACAD\_AT\_courses.pdf
- ACAD\_CAAHEP\_SLOs.pdf
- ACAD\_CAAHEP\_Standards
- ACAD\_CACREP\_Standards.pdf

- ACAD\_Certificate\_SC.pdf
- ACAD\_CMHC\_KPIs\_SLOs
- ACAD\_Co\_Occuring\_KPIs\_SLOs
- ACAD\_Core\_KPIs\_SLOs\_Artifacts
- ACAD\_Counseling\_Certificate
- ACAD\_Counseling\_Courses.pdf
- ACAD\_Faculty\_Evaluation\_Policy
- ACAD\_Independent\_Study\_Request.pdf
- ACAD\_Marriage\_Couple\_Family\_KPIs\_SLOs
- ACAD\_OnCampus\_v\_Online\_Syllabi
- ACAD\_Online Learning Manual
- ACAD\_SC\_Courses.pdf
- ACAD\_SC\_KPIs\_SLOs

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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The exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to Adler Graduate School's educational programs. Programs are constructed using a developmental course sequence that promotes continuous increase in depth of knowledge and in students' ability to integrate and apply knowledge, and to create their own approach to counseling and leadership.

#### **3.B.1 - The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

AGS does not offer a general education program.

#### **3.B.2 - The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

AGS does not offer undergraduate programs.

#### **3.B.3 - Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

All students are introduced to literature searches and graduate writing in the [first course](#) they take at AGS, and students seeking the master's degree in Adlerian Counseling and Psychotherapy later take

a required course in principles of research. In addition, most courses require engagement in research projects, with results being presented in different ways, including research papers, class presentations either live or electronically delivered, or a combination of both.

All AGS's students seeking either the Applied Adlerian Psychology and Leadership or the Adlerian Counseling and Psychotherapy Master's degrees are required to complete a professional portfolio. This professional portfolio focuses both on program-specific competencies and on comprehensive competencies the AGS faculty expects from all its graduates. [Selected sections of the portfolio](#) manual give a broad view of the developmental nature of competency development and of the different ways in which students engage in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. Specific, examples of activities that promote such engagement can be found in these [key curricular assignments](#). In addition, students must successfully defend their portfolios in order to qualify for graduation. Successful portfolio defense requires a certain degree of meta-competence in that students must understand their own knowledge and skills in the context of professional practice and how to adapt this knowledge and skills to practice in different settings and with different populations.

### **3.B.4 - The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

Recognition of human and cultural diversity of the world in which students live and work is central to AGS's mission of preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and **culturally diverse communities they serve** (bold added here for emphasis). All students seeking the Master's degree in Adlerian Counseling and Psychotherapy take one course (either as part of the [core curriculum](#) or specific to [art therapy](#)) dedicated exclusively to multicultural awareness and knowledge. In addition, multicultural and social justice competencies are infused throughout the curriculum for both degrees. These competences are included as a [specific section](#) in the professional portfolio developed by students.

### **3.B.5 - The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission**

As stated in AGS's mission, preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve, we are a teaching institution rather than a research one. In this context, AGS's faculty and students contribute to scholarship and creative work in a number of ways.

Full-time faculty's responsibilities consist of teaching, scholarship, and service and as shown in the Faculty Handbook, scholarship is part of the annual faculty performance evaluation. As part of their professional identity as counselor educators, part-time faculty also participate, and frequently present, at professional conferences, such as the North American Society for Adlerian Psychology ([NASAP](#)) annual conferences. An examination of [faculty curricula vitae](#) reveals details of their participation in professional conferences, community education events, publishing peer reviewed journal articles and book chapters, and publishing books. Two of our full time faculty members host weekly FM radio shows (Dr. Asha Dickerson: *Two therapists and a Microphone*, airing in GA, FL, and KY; Rashida Fisher: *Voices of the African American Community*, airing in MN) and our Art Therapy faculty participate in art exhibits and include students in extra-curricular community engagement creative

projects. Selected examples of faculty and student scholarship can be found in the *Accreditation and Assessment Corner* of the [May 2019](#) issue of the Adler Graduate School Newsletter. Examples of art therapy faculty and students art-based creative community engagement can also be found in this and other issues of the AGS Newsletter (ex: [January](#) and [March](#) 2019). The March Newsletter also showcases a book written by one of our adjunct faculty members. Other examples can be found in the "In the News" section of AGS's website, Occasionally, [students also present](#) their scholarly work at professional conferences.

In addition to the extra-curricular scholarly and/or creative product of faculty and/or student work, students also systematically participate in curricular experiences that increase their scholarly and creative skills, by producing course-related research projects, developing and defending professional portfolios, and/or participating in art therapy activities.

## Sources

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- ACAD\_512\_Syllabus
- ACAD\_523\_Syllabus.pdf
- ACAD\_558 summer 18
- ACAD\_AT\_Students\_Scholarship Activities
- ACAD\_Full-time Faculty CVs
- ACAD\_Key Assignments\_3B
- ACAD\_MSJCCs\_Rubric.pdf
- ACAD\_NASAP2019
- ACAD\_Portfolio.pdf
- ADM\_Newsletter\_March2019
- ADM\_Newsletter\_January2019
- ADM\_Newsletter\_May2019

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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**The institution has the faculty and staff needed for effective, high-quality programs and student services.**

Prior to July 2018, AGS operated from an all-adjunct faculty model and there was no full-time faculty. In January 2018, with a new President onboard and a vision shared by the Board of Directors and the President that included implementing best practices in counselor education and seeking program-specific accreditation, AGS created a model for developing a core of full-time faculty to take the lead in curriculum development, continuous improvement in instructional strategies, and programmatic assessment. This model was implemented in July 2018 (the start of AGS's academic year). Currently, AGS has a total of 16 full-time faculty members and 42 part-time faculty members. AGS has 19 staff members who provide students support and institutional administrative services. AGS's faculty and staff are able to provide effective, high-quality programs and student services.

**3.C.1 - The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.**

AGS operates on a year-round teaching schedule. Programs are offered in an accelerated format of 6.5 weeks per session, and two sessions per semester. Each academic year consists of four 13 weeks semesters. A full-time teaching load at Adler Graduate School consists of 33 credits/year, which translates into 8.25 credits per semester. Considering a student full-time equivalence of 9 credits per semester (the industry standard for graduate schools), the [FTE ratios](#) of students to faculty have remained under 10:1 every semester since the inception of the full time faculty model; data are not available for previous academic years due to the lack of full-time faculty and the resulting inability to

establish faculty FTEs.

Faculty performing administrative functions have course releases proportional to the load of those administrative functions. Positions with course releases include Director of Academic Affairs and Quality Assurance, Director of Assessment and Online Education, program Chairs, Field Experience Coordinators, and Professional Development Coordinator. All full-time faculty are engaged in teaching, scholarship, and service activities. With the exception of the directors of academic affairs and quality assurance and of assessment and online education, all full-time faculty members carry an advising load.

According to AGS [shared academic leadership](#) model, faculty oversees curriculum content and rigor, and establishes expectations for student performance. Curriculum changes within a program are initiated by program faculty and presented to the Academic Council for further examination and/or approval. Systemic changes that affect the whole college (for example, movement from master's project to portfolio) may be initiated by program faculty or at the Academic Council level. Changes initiated by Academic Council are taken by program Chairs to their respective programs for faculty examination and feedback; input from faculty is then considered by Academic Council and the process continues until a final product is approved. [Faculty minimum qualifications](#) were defined by full-time faculty and approved by Academic Council, and faculty are always part of search committees who identify qualified candidates for new faculty positions and make hiring recommendations to the President. [Faculty evaluations](#) are performed by faculty in conjunction with program Chairs. Assessment of student learning, [exemplified here](#), is performed by faculty and shared with Academic Council for program evaluation.

The majority of AGS full-time faculty and student support staff, and a significant number of adjunct faculty, have been with AGS for five years or more. With the implementation of minimum qualifications for faculty some of the previously existing adjunct faculty was replaced during academic year 2018-19. In addition, four new full-time faculty and three new members of the admissions team (one replacement and one-and-a half new positions) joined AGS during the 2018-19 academic year.

### **3.C.2 - All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.**

AGS requirements for [minimally qualified faculty](#) match the HLC policy that establishes that all faculty must have at least one degree above or possess a credential above that of the students they teach. As demonstrated by the [full-time faculty curriculum vitae](#), of the 16 full-time faculty members eight have doctoral degrees, two are completing their doctoral programs (ABD), and the remaining six are credentialed professionals in the areas in which they teach. Curricula vitae of adjunct faculty show that ten of the 45 adjunct faculty members hold doctoral degrees, with the others holding clinical credentials in their areas of expertise. During the 2018-19 academic year AGS was able to recruit 4 new full-time faculty members holding doctoral degrees in counselor education and supervision, more than doubling the [percentage of credits](#) taught by faculty who qualify as core faculty according to the Council for Accreditation of Counseling and Related Educational Programs (CACREP), thereby making significant progress toward [institutional effectiveness plan](#) goal 1.4.2, which calls for specialized program accreditation.

Adler Graduate School is not engaged in dual credit, contractual or consortial programs.

### **3.C.3 - Instructors are evaluated regularly in accordance with established institutional policies**

### **and procedures.**

Until July 2018, when AGS faculty was fully adjunct, instructor evaluation consisted only of IDEA evaluations performed by students at the end of each course. Creation of a process for systematic evaluation of faculty was one of the quality education performance indicators (goal 1.5.1) in the [institutional effectiveness plan](#) AGS developed in the first half of 2018 calendar year. With the introduction of full-time faculty at the start of 2018-19 academic year, a new [faculty evaluation policy](#) was developed in a collaboration between program faculty (full- and part-time) and AGS's Academic Council. As the policy calls for annual evaluations based on the faculty member's start date, implementation of the policy is still in its infancy. According to the policy, full-time faculty members' evaluation is based on the three functions of the position (teaching, service, and scholarship), while part-time faculty members are evaluated only on teaching practices and functions that are auxiliary to classroom instruction (such as timeliness in providing student feedback and submitting attendance and grades). Students continue to have an opportunity to evaluate instructors at the end of each course, now through the use of SmartEvals, and program Chairs review all course evaluations.

### **3.C.4 - The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

Providing quality opportunities for faculty and staff professional development is one of AGS strategic priorities and a significant component of the [institutional effectiveness plan](#) (goal 1.5.2). One full-time faculty member has course releases to function as Professional Development Coordinator, responsible for developing and implementing an in-house professional development plan for faculty and staff. This plan includes six [professional development events](#) each academic Year. In addition, a series of five shorter [sessions on Adlerian theory basics](#) was offered during the 2018-2019 academic year. [Evaluations](#) for each of these four-hour trainings were consistently positive and provided useful feedback that is continuously incorporated into the planning of future trainings.

Traditionally, faculty professional development has been financially supported by AGS on an individual basis, with an annual amount of \$300-700, depending on the number of credits the faculty member taught; few faculty members have taken advantage of this opportunity while the support offered to others may have been less than ideal, which lead institutional leaders to develop a new strategy for supporting faculty development. The [2019-20 budget](#) includes a line for faculty professional development in the amount of \$18,000. Starting this academic year, faculty requests of funds for professional development are to be submitted to the Academic Council, where distribution decisions will be made.

### **3.C.5 - Instructors are accessible for student inquiry.**

All full-time faculty have and post a minimum of 20 hours on campus each week, during which they are available to students. Online full-time instructors are subject to the same rules as on-campus faculty. All full-time faculty members have individual Zoom accounts and are available to students outside of office hours via email and scheduled appointments for face-to-face Zoom meetings. With a Student/Faculty [FTE ratio under 10:1](#), AGS faculty members are able to give individualized and in-depth attention to students. A [2018 survey of current students](#) (120 responses) indicated that 88% of the students were satisfied with instructor feedback (the survey question did not specify quality, timeliness, or both). An [exit survey](#) of students graduating in the second half of the 2018-2019 academic year indicated a level of satisfaction with the different aspects of faculty-student interaction, including accessibility, of 81% or higher.

The 2018 implementation of full-time faculty has also affected student learning and the overall student experience in ways that are not directly related to courses. In addition to the accessibility provided by formal office hours full-time faculty are now responsible for advising, which includes supporting students in the development of their professional portfolio, and faculty visibility on campus provide opportunities for informal, unscheduled conversations with students. Faculty mentoring in the development of the portfolio helps students to intentionally exam their competence in the different areas of professional competence, which leads to solidifying of learning and increased ability to apply knowledge and skills to different practice environment and situations. [Exit surveys](#) provide evidence that this has had a positive impact on students' perceptions of their own competence.

**3.C.6 - Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.**

Each staff position at AGS including academic librarian, admissions, financial aid, registrar, and Student Success Services staff has a job description that includes specific educational and experiential requirements, as well as job-specific duties and expectations. New staff members participate in the same [onboarding and orientation](#) process as new faculty, focused on needs specific to staff (for example, meeting with V.P. for Finances, instead of Directors of Academic Affairs and of Online Education). New staff members are trained and mentored as needed by the leader of their units.

Academic Advising is provided by full-time faculty who, as discussed in 3.C.2 are fully qualified for their positions. In addition to the professional development opportunities discussed in 3.C.4, academic advisors are supported by the academic advising coordinator (Chair of the School Counseling program), who provides training and a [framework for advising](#), and by their respective Program Chairs.

Staff has been included in all in-house professional development events offered in the 2018-2019 academic year. Part fo the feedback received from staff was that much of the training offered is focused on faculty, with a request for trainings offered specifically to staff; the first of these staff-focused trainings is scheduled for August 4 and 8, 2019.

In addition to these internal professional development opportunities, AGS supports staff participation in conferences and other [training events appropriate for each position](#), on a as needed basis. The 2019-20 AGS budget contains a line-item of [\\$18,000 for staff professional development](#). Requests for college-supported staff participation in professional development conferences and other external events are to be submitted to and approved by the Leadership Group (which consists of the President, unit heads, faculty representative, and the Director of Academic Affairs and Quality Assurance).

## Sources

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- ACAD\_Adlerian Basics\_Training
- ACAD\_Advising.pdf
- ACAD\_Assessment of Student Learning\_Sample\_3C1.pdf
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- ACAD\_FTEs\_2018-19

- ACAD\_IEP 1.4.2\_Progress
- ACAD\_Professional Development Series
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- ACAD\_Shared\_Leadership
- FIN\_2019-20 Budget\_Professional Development
- FTFaculty\_CVs\_HLC
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- HR\_Onboarding and Orientation Process
- PRES\_Institutional Effectiveness\_2019-2021.pdf
- QAA\_2018-19 Exit Survey\_Advising.pdf
- QAA\_2018-19\_Exit Survey\_Faculty.pdf
- QAA\_ExitSurvey\_Compencies
- QAA\_Staff Training
- SSS\_2018\_Survey\_Student Support Services

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

### Argument

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AGS's support for student learning and effective teaching includes physical and human resources to support both students and faculty. Physical plant support includes art studio, cafeteria area that can also be used by study groups, media center, lactation room, library (both general and Adlerian research collections, as well as electronic databases), writing center, and a number of areas that can be used for individual or small group study. Support services offered to students are discussed in the subsections that follow.

#### **3.D.1 - The institution provides student support services suited to the needs of its student populations.**

Students are supported by the Admissions staff, Academic Advisors, Academic Librarian, Financial Aid Office, Technology Department, and the Student Success Services department. Services are available to students both on campus and online or over the phone.

A current-students [survey](#) performed in 2018 indicated that student support services offered by AGS are suitable to student needs. Satisfaction levels among students who used the different services were:

- Office of Financial Aid: 93%
- Registrar: 90%
- Writing Center: 93%
- Academic Library: 91%
- Career Services: 86%
- Academic Advising: 80%
- Technology support was not evaluated; online courses received a satisfaction rate of 75%, but the wording of the question does not allow for interpretation regarding the different components of the online learning experience.

Support offered by the [Writing Center](#) includes, in addition to day-to-day writing assistance as

needed, coordination of master's projects and writing assistance to students for completion of master's projects and specialized assistance for students whose first language is not English.

**3.D.2 - The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

Student support starts pre-admission, with admission staff informing prospective students about the types of programs offered; requirements of each program; formats in which programs are offered and average duration of each program; cost of education and financial aid available; and answering any questions prospective students may have. Admissions staff make several contacts with prospective students, including facilitation of interview scheduling with the Chair of the program for which the student is interested in applying. As part of the admission process, all students have an interview with a program Chair, to explore goodness of fit between the student, their objectives, and the program.

Immediately following admission, students are supported a) by the Registrar, who registers all new students for their first semester courses; b) by the student support staff and program Chair, who offer a new-student orientation prior to the start of the semester in which students will start their program; and c) by academic advisors, who meet with each student, in person or online, to design their program of study. In addition, the [first course](#) taken by all students offers an introduction to graduate writing, to the online learning platform used at AGS (Moodle), and to the professional portfolio that students will develop during their career at AGS and will defend prior to graduation.

Students who are admitted conditionally receive additional support, coordinated by the Director of Student Success Services. This supportive process can be offered on campus or online and includes:

- Upon admittance, the student meets with the Director of Student Success Services to discuss and develop an individual success plan for the student's initial courses (first term). The goal of this meeting is to proactively plan successful strategies, including specific support, to meet the conditions of admittance (receiving a B or better in the first two courses).
- The individual success plan is shared with the student's academic advisor and tracked via Student Success Services. The academic advisor is encouraged to communicate and follow up with the student to broaden the support partnership.
- The Student Success Services group reviews the progress of conditionally admitted students on a weekly basis. If additional supports are needed, the success plan may be revised. Any changes to the plan would be communicated to the student and shared with the student's academic advisor.
- Conditional admits who meet the passing grade requirements may move to good standing and still access support services for ongoing terms.

**3.D.3 - The institution provides academic advising suited to its programs and the needs of its students.**

With the implementation of full-time faculty a program Chair was appointed to coordinate academic advising, which is provided by full-time program faculty. Each full-time faculty, both on-campus and online, carries an advising load that varies according to the program. An [advising framework](#) was created by the advising coordinator in collaboration with all advisors. Advisors meet twice a month for additional training, trouble-shooting, and continuous improvement of advising practices.

Advisors start supporting students prior to new-student orientation and continue until graduation. In addition to helping with course scheduling, advisors help students stay on track with portfolio development, advocate for students and refer students for further support as needed, and help students develop their professional identity. [Professional dispositions](#) are fundamental to the development of professional identity, and advisors help students understand what these dispositions are, and monitor and [facilitate their development](#) in this area by addressing growth needs.

**3.D.4 - The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).**

As discussed in **component 3.C.4**, AGS provides significant professional development support to all faculty. Instructors are also supported by program Chairs, who hold quarterly program meetings and meet with individual instructors as needed for support.

New Instructors

Immediately upon hiring, all new instructors go through an [on boarding and orientation process](#). Following this orientation, instructors engage in mandatory basic training on the learning platform used by AGS for online learning, Moodle, which consists of two online modules designed to help faculty increase their familiarity with AGS's policies for online teaching as well as with the basic functions necessary to create and manage an online classroom and/or a Moodle companion page for on-campus courses, used to house the syllabus and additional course resources, and for submission of assignments.

Art Studio

Students in the Art Therapy program are strongly supported by having access to an approximately 1,500 square feet art studio. The studio includes a clay/kiln area and is fully stocked with materials students may use in their creative projects. The studio is open to the entire campus community and is frequently used for collaborative projects between the Art Therapy program and area agencies.

Field Experience Sites:

Over the years, Field Experience Coordinators have developed wide and strong collaborations with mental health agencies and school systems that result in a wide range of options for placement of students into field experience sites. Both [clinical sites](#) and [schools](#) where School Counseling students can do their practice and internships are representative of the demographic and cultural diversity of the region.

Library:

The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically allowing faculty and students to access collections for educational and research needs from all user locations. The library circulating collection includes materials related to curricula and the major works of Adlerian psychology. The circulating collection holds 3,046 titles (primarily books). The research library consists of more than 3000 items, including books, journals, articles, photographs, and memorabilia from Adler family members and noted Adlerian scholars.

The library is centrally located and adjacent to the main library, visible and accessible to students,

faculty, and staff. The library and writing center are connected, promoting hands-on student learning and connection to the librarian to assist with information searches when students are working in the writing center. Library and writing center are adjacent to the faculty offices, offering opportunities for interaction between students, student success staff, and faculty.

In addition to the collection physically housed on campus, the library provides access to a number of digital databases, including EBSCO, Psychotherapy.net, and Taylor & Francis, among others. A list of services provided by the Academic Librarian and library usage data can be found in the [library report](#).

#### Technology:

The media center (computer lab) contains computers available anytime during normal business hours. There are also a limited number of computers in the library and in the writing center which are available when those areas are open. Computers are configured with up-to-date software and internet connections to help students complete high quality graduate work. There are three black-and-white copiers and a color copier available for printing from any computer on the AGS campus. Information is available in the computer lab about how to configure personal computers to access AGS's copier/printers. Wireless internet access is available throughout the building, and each classroom is equipped with a laptop computer, camera, and computer.

AGS's Learning Management System is Moodle. Moodle open-source software is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments.

Zoom pro, video calling and screen sharing software for meetings is available to AGS faculty teaching online courses and to all academic advisors. The AGS IT department is responsible for managing user access and permissions in Zoom. Technical support is provided and available on Zoom.us to all Zoom users.

Tech department staff are available to help students and faculty with technology questions. Moodle support is available to faculty and students. Online teaching support is offered by the Director of Assessment and Online Education.

#### Writing Center:

The writing center space is large and allows multiple students to work at one time. In addition, writing center staff have individual offices where students can receive verbal assistance without other students hearing the writing feedback. Writing Center staff is available to students on campus and online, have day and evening hours, and are available on weekends.

#### Faculty Office Space:

Each full-time faculty member has their own office, equipped with a computer, desk, extra table for small-group conferences, and bookshelves. Faculty offices are located in close proximity to one another, contributing to an interactive and collegial environment. An office with desk and three computers is available for adjunct faculty use.

### **3.D.5 - The institution provides to students guidance in the effective use of research and information resources.**

Students are introduced to the use of research and information sources in a number of ways. Among others, learning objectives of the [first course](#) they take at AGS include

- Being able to identify the need for various writing categories in the social sciences, including reflection papers, literature reviews, and clinical documentation;
- Being able to locate primary and secondary research materials;
- Learning how to create a hypothesis and support it with research;
- Recognizing plagiarism and learning to paraphrase;
- Learning how to synthesize their individual work with existing research or the work of others.

Following this brief introduction, students are guided in the effective use of research and information resources throughout their career at AGS. Opportunities to develop competence in effective use of research and information sources include:

- The great majority of AGS courses include one or more research papers;
- Several courses include assignments that include an experiential component, a research component, and a final project that integrates both.
- All students seeking the master's degree in Adlerian Counseling and Psychotherapy take a 3-credit course dedicated in its entirety to research and program evaluation. [Rubrics from major assignments](#) in this course provide evidence of the knowledge and skills in the use of research students are expected to develop.
- An integral function of the Academic Librarian is to help students develop the ability to utilize digital databases.

## Sources

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- ACAD\_512\_Syllabus
- ACAD\_Advising.pdf
- ACAD\_Dispositions Form
- ACAD\_Dispositions Process
- ACAD\_Faculty Onboarding
- ACAD\_Field Experience Sites
- ACAD\_Library Report.pdf
- ACAD\_SC\_Field Experience Sites
- ACAD\_Use of Research
- SSS\_2018\_Survey\_Student Support Services
- SSS\_WC Usage

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### 3.E.1 - Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

As AGS's students are for the most part working adults, many with young families and little free time, in order to obtain student engagement co-curricular activities must be meaningful. AGS's co-curricular activities are directly related to our mission of "*preparing mental health and human services professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve*" and focus on promoting holistic student development. These co-curricular activities and/or programs include:

- [Didactic Experiences](#). Adlerian Didactic creates an opportunity for students to understand the importance of self-awareness and ethical use of self as a helping professional. The program Chair for the counseling program collaborated with the didactic instructors to identify counseling competencies that are reinforced through experiential learning designed to engage students in improving their skills and confidence in utilizing the core competencies of counseling and Adlerian psychology. This experiential learning takes place in two formats, [individual](#) and [group](#).
- [Art Therapy Studio/Service Center](#). Art Therapy Service Center offers students the opportunity to learn through service to special populations, increasing their ability to work with individuals and families of diverse backgrounds and who have different types of abilities.
- [School Counseling Service Center](#). The School Counseling Service Center provides students the opportunity to work side by side with an experienced school counselor, who models behaviors that students can learn and later apply to the school setting in which they gain employment.
- [Adler Institute of Continuing Education](#). Programs offered by the Institute are free to students, giving them the opportunity to learn from experts in different areas of professional practice and to interact with area professionals that may later serve as mentors, supervisors, or part of a professional support network.
- [Adlerian Students in Action](#). This new and growing AGS student group gives students the opportunity to interact with another outside of a classroom environment and to connect through common interests not necessarily related to courses they take.
- [Writing Center writing contests](#). These monthly contests sponsored by the Writing Center offer students the opportunity to exercise their creative writing and increase their consecutiveness

with the Student Success Services staff, making it easier for the student to seek support when needed.

- [Process of Dispositions Evaluation](#). This process aims at helping students develop professional attitudes and behaviors that they will be expected to demonstrate in the work environment. The process starts with the second class students take at AGS, when these professional dispositions are introduced and students do a self-evaluation, and continues throughout the program.

### **3.E.2 - The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

In order for AGS to achieve its mission of preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and culturally diverse communities they serve, opportunities must be created for students to develop cultural understanding and cultural humility. We intentionally create these opportunities, using a multi-pronged approach that includes curricular and co-curricular opportunities.

AGS's 3-credit course structure is designed to include two credits of classroom-based learning and one credit of guided learning, designated as "special project", that for most courses has a research component and an experiential learning component. Experiential special project time may vary from analyzing movie characters from a cultural standpoint, to visiting and evaluating a local agency, to interviewing professionals who work in diverse settings, to spending time with a family of individuals of different cultures in their own cultural environment, or a combination of several of these and other strategies. The three programs leading to the master's degree in Adlerian Counseling and Psychotherapy also have a requirement for 600-800 hours of supervised field experience and, as demonstrated by the broad variety of sites where we have placed students, Field Experience Coordinators strive to develop internship sites that provide [mental health](#) or [school counseling](#) services to a diversity of communities, help students find placement within these sites, and monitor the overall quality of the field experience offered.

We also strive to create co-curricular opportunities for students to develop a better understanding of their own cultural identity and of how it intersects with others'. Opportunities for local engagement are offered through the two service centers mentioned above and through the social interest committee that coordinates our sponsorship of a local agency during the holiday season. International cultural immersion opportunities have been offered by the Art Therapy program in [Jamaica](#) and in [Romania](#).

Richness of educational experience is also promoted by faculty diversity and community engagement.

Since implementing the full-time faculty model we have intentionally increased the diversity of our full-time faculty, and today 81% of this group identifies as female, 19% as male, 62.5% as White, 31.25% as African American, and 6.25% as Latinx. As the great majority of AGS's adjunct faculty members are practitioners working with communities of diverse socio-economical/cultural backgrounds, their lived experiences also contribute significantly to students' educational experience, both through student-instructor interactions and through the perspective they offer when working on curriculum and program assessment and improvement.

## **Sources**

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- ACAD\_528\_Individual Didactic\_Syllabus
- ACAD\_529\_Individual Didactic\_Syllabus.pdf
- ACAD\_Adlerian Students in Action.pdf
- ACAD\_Didactics
- ACAD\_Dispositions Process
- ACAD\_Field Experience Sites
- ACAD\_ICASSI
- ACAD\_Multicultural Experience\_Jamaica
- ACAD\_SC\_Field Experience Sites
- INST\_2017-2019\_Data
- SSS\_Writing Contest\_Samples
- WEB\_AT\_Service Center.pdf
- WEB\_Institute\_page.pdf
- WEB\_SC\_Service Center.pdf
- WEB\_Social\_Interest\_in\_Action.pdf

## 3.S - Criterion 3 - Summary

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The institution provides high quality education, wherever and however its offerings are delivered.

### Summary

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All credit-yielding courses offered by AGS are graduate level courses, and curricula and student learning outcomes for Art Therapy, Counseling, and School Counseling programs are aligned with the curricular standards established by national (art-therapy and counseling) or state (school counseling) accrediting agencies. Curriculum for the Applied Adlerian Psychology in Leadership follows the same rigor of the other three programs. AGS delivers courses on campus and online, with curriculum, learning objectives, and academic rigor being the same for both types of delivery. Advising practices are the same for students who are campus-based and for fully online students.

AGS does not offer undergraduate or general education programs. Students engage in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments in a number of ways during their programs of study, including curricular and co-curricular experiences. Throughout their career at AGS students collect and analyze evidence of development of the different professional competencies identified as student outcomes for their programs and build a professional portfolio. Successful defense of this portfolio is a requirement for graduation and depends on the student's ability to demonstrate analytical and creative skills that enable them to successfully engage in professional practice in diverse settings and with diverse populations.

In July 2018, AGS implemented a plan for developing a core of full-time faculty. Today, AGS has 16.75 full-time highly qualified faculty with responsibilities in curriculum development, delivery and continuous improvement of instructional strategies, student advising, and programmatic assessment. The institutional has clearly identified criteria for faculty and staff minimum qualifications, based on the specific requirements of each position. A plan is in place for annual faculty and staff evaluations, which include performance improvement plans as needed. AGS provides in-house professional development trainings to faculty and staff, in addition to having faculty and staff professional development as line-items in the annual budget. All faculty have advising responsibilities and posted office hours and are available to students, outside of office hours, by appointment. The full time equivalence of students to faculty is below 10:1, which promotes faculty availability to students.

AGS's support for student learning and effective teaching includes physical and human resources to support both students and faculty. Physical plant support includes art studio, cafeteria area that can also be used by study groups, faculty and staff offices, media center, lactation room, library (both general and Adlerian research collections, as well as electronic databases), writing center, and a number of areas that can be used for individual or small group study. Student advising is provided by faculty and includes support for both academic and professional identity development. Student support services include a new-student orientation, registration support, advising, extended support to conditionally admitted students, financial aid support, guidance the effective use of research and information resources, and technology and writing support. Services are available to students on campus or via distance technology.

All students seeking the Adlerian Counseling and Psychotherapy degree must complete between 700

and 880 hours of supervised field experience. Field experience coordinators are responsible for the development of sites for field experience that represent the diversity of the profession and of the area, for helping students find placement in these sites, and for monitoring the quality of students' field experiences. Other co-curricular experiences include a unique experiential component (Adlerian didactics), service centers that serve special populations, and some opportunities for international immersion learning.

## **Sources**

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*There are no sources.*