ADLER GRADUATE SCHOOL

2010 SELF-STUDY FOR ACCREDITATION

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 ADLER GRADUATE SCHOOL (AGS)

2010 SELF-STUDY FOR ACCREDITATION

INTRODUCTION

The Adler Graduate School’s History of Accreditation

The Adler Graduate School (AGS), located in Richfield, Minnesota, was initially approved by the State of Minnesota to offer the Master of Arts Degree in Adlerian Counseling and Psychotherapy in April 1989. This was followed by accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) in February 1991. Since then, AGS has hosted HLC Comprehensive Visits in September 1993, May 1999, May 2003 and December 2004. In addition, a Focused Visit was hosted in December 2000. This Self-Study Report has been prepared in anticipation of AGS’ March 2010 Comprehensive Visit.

OVERVIEW

The Adler Graduate School (AGS) has a distinctive set of core values and clear Vision and Mission Statements. Related goals, objectives and strategies are equally clear. Information contained in this Self-Study Report will demonstrate that AGS meets all Higher Learning Commission (HLC) accreditation requirements and, in addition, is ready to offer programming via distance education delivery methods.

The Adler Graduate School was chartered in 1969 under the name “Alfred Adler Institute of Minnesota.” The School was formed by a group of professionals dedicated to the teachings of Dr. Alfred Adler (1870-1937). In 1998, the School’s name was officially changed to “Alfred Adler Graduate School,” and in August 2004 the name was further streamlined to “Adler Graduate School.” AGS remains the only Adlerian-based institution in Minnesota, and one of only two accredited, Adlerian institutions in the United States. The Adler School of Professional Psychology in Chicago is the other such institution. The Adler School of Professional Psychology is also accredited by the Higher Learning Commission.

Dr. Adler’s work in “Individual Psychology” emphasized the uniqueness of every individual and stressed the individual’s relationship with, and embeddedness in, society. He espoused the belief that healthy persons embrace social equality and social interest. Adlerian Psychology focuses on the need for individuals to value their relationships with others and their broader communities, and to be mutually respectful and socially conscious.

In 1991, the State of Minnesota essentially discontinued licensure for Master’s-level psychologists. As a result, with the approval of the Minnesota Board of Marriage and Family Therapy, AGS began enrolling students who had already earned a Master’s degree in psychology, but wished to complete the additional coursework necessary to obtain a license in Marriage and Family Therapy. Soon afterward, once again, with approval from the appropriate authorities, AGS also began admitting students who did not yet have a Master’s degree, and wanted to become license-eligible for Marriage and Family Therapy.

As of December 2009, 421 students were enrolled at the Adler Graduate School. Most AGS students are enrolled in the School’s Master of Arts Degree Program in Adlerian Counseling and Psychotherapy. For many of these students, the reason for obtaining this degree continues to focus on obtaining a (Minnesota) license in Marriage and Family Therapy and becoming a practicing psychotherapist. However, based on its foundational Master of Arts Degree in Adlerian Counseling and Psychotherapy, AGS also offers MA-level Emphasis Areas in Clinical Counseling, School Counseling, Management Consulting and Organizational Leadership, Art Therapy and Non-Clinical Adlerian Studies. In addition, AGS offers graduate-level, Specialty Area Programs leading to certificates in the areas of Personal and Professional Life Coaching, Parent Coaching, and Coaching and Consulting in Organizations. Finally, AGS continues to offer post-graduate training for persons who require only the limited coursework necessary for licensure in Minnesota, as well as workshops that participants may use to satisfy continuing education requirements.

The Adler Graduate School is practitioner-oriented. As such, the School employs primarily faculty members who are actively practicing in their respective disciplines. Similarly, these faculty members attract students who are also interested in becoming, for example, practicing mental health/chemical health therapists, school counselors, art therapists, management consultants and coaches.

Compared to other state and national programs offering Master’s degrees in the disciplines identified above, tuition and fees at the Adler Graduate School are generally set at an average level. As such, AGS’ tuition and fees are perceived by students as fair and affordable. In addition, courses are taught primarily during evening hours and on weekends, thus permitting students to work while pursuing their educational objectives. These are essential features for many of the School’s students who might otherwise be unable to take advantage of graduate-level training. Data comparing AGS with other comparable institutions are provided in Chapter II of this Self-Study Report.

Results of the Adler Graduate School’s 2008 Student Survey indicate the vast majority of students who enroll at the School are interested in becoming employed in the human services field or advancing their current roles in the human services field. Indeed, many survey respondents are already in the field, suggesting that AGS does indeed attract a sophisticated, experienced student. Most respondents to the 2008 Student Survey are working adults, approximately one-half are between 25 and 39 years of age, 27% are in their 40s and 25% are 50 or older. 84% of student respondents are Caucasian and 16% are students of color. Over 70% of respondents to the 2008 Student Survey are female.

Over its relatively brief history, the Adler Graduate School has grown in popularity and distinction. Students who choose to attend AGS do so, in part, because of the training they receive in the application of Adlerian principles; in Emphasis Areas such as Marriage and Family Therapy, Clinical Counseling, School Counseling, Management Consulting and Organizational Leadership, Art Therapy and Non-Clinical Adlerian Studies. Indeed, data collected through the 2008 Student Survey indicate that a majority of respondents enrolled at AGS because of the School’s emphasis on Adlerian theory and philosophy. Likewise, data collected through the 2008 Alumni Survey indicate that most alumni chose AGS because of the School’s emphasis on Adlerian theory and philosophy. In addition, results of the School’s 2008 Student Survey also indicate most respondents chose AGS because of their desire to achieve licensure and/or a distinct credential in their Emphasis Area and almost as many respondents chose AGS because of their interest in starting a private practice. The Adler Graduate School’s location and flexible schedule, and respondents’ desire to advance their educations, in general, are also major influences in decisions to enroll at AGS.

***Full data sets concerning the Adler Graduate School’s 2009 Faculty/Staff Survey and the 2008 Student and Alumni Surveys, as well as a brief summary of these data are available for review in the HLC Team Resource Room***

Social equality is a hallmark of Adlerian Psychology and, as a result, the Adler Graduate School attracts students who have a desire to work in community service settings. The mutual respect and cooperation that characterize the Adlerian model also foster a richly diverse student body. As of December 2009, approximately 16% of AGS students were foreign-born and/or students of color. More specifically, 9% of AGS students are African American, 4% are Asian American, 1% are Native American, 1% are Latino and 1% are foreign born (e.g., African, Japanese). A high percentage of AGS students also identify with Gay, Lesbian, Bisexual, Transgender and/or Questioning (GLBTQ) communities.

Students entering the Adler Graduate School have the opportunity to quickly become immersed in hands-on practicum/internship training. Unlike most programs, in which practical experiences are not assigned until after classroom courses are completed, AGS’ programs emphasize continuous, experiential training. Indeed, students frequently begin stage-appropriate practicum/internship activities after just their first quarter of coursework, and continue working in applied settings throughout their respective courses of training. This supervision-intensive, practice-oriented model allows students to work in settings where they can immediately begin applying the skills they are simultaneously learning in the classroom. This model also provides important networking opportunities as students prepare for post-graduate employment. Performing professional-level work, incrementally, over the course of one’s entire program – instead of having to dedicate long periods of time to more consolidated practica/internships – also allows students to remain gainfully employed while completing their practicum/internship requirements.

Twenty years ago, the Adler Graduate School worked primarily with one practicum/internship site. Today, AGS has partnerships with approximately 150 sites, including mental health clinics, social service organizations, religious organizations, local therapists’ private practices, schools and a variety of other businesses and organizations.

***A full listing of practicum/internship sites is available for review in the HLC Team Resource Room***

**EDUCATIONAL PROGRAMS**

The Adler Graduate School’s retention rate is outstanding. As of December 2009, excluding students from a less comprehensive, pre-1990 data base and a group of students who are currently inactive but have not formally withdrawn from the School, AGS has worked with a total of 1478 students or prospective students. Of these 1478 persons, if one excludes current students, students who were admitted to AGS but never began their work, applicants who were not admitted, and students who only worked with AGS as a student-at-large, then 972 students remain. Of these 972 students, 35 left AGS before completing their educational objectives and three were administratively withdrawn from AGS. Thus, 38 students did not complete their educational objectives – leaving 934 students who completed a Master’s degree, a certificate and/or licensure preparation. As such, 934 of 972 students completed their educational objectives, constituting a 96.1% completion rate. As of December 2009, another 421 students were enrolled at the Adler Graduate School and, thus, in the process of completing their work.

Ultimately, the Adler Graduate School’s educational programs lead to gainful employment. According to results from AGS’ 2008 Alumni Survey, upon enrolling at AGS, 52% of respondents were already working in the human services field and all respondents either wanted to enter or advance themselves in the human services field. As such, AGS enrolls a focused student with distinctively clear professional objectives. More specifically, upon enrolling at AGS, 81% of alumni who responded to the 2008 Alumni Survey indicated they were interested in being promoted and/or in making a job change as a result of their graduate training. AGS helped these persons to accomplish their goals. In fact, as one indication of the professional success and influence of AGS graduates, current students now make use of approximately 25 internship sites where AGS alumni have responsibilities for clinical supervision. In fact, 95% of respondents to the 2008 Alumni Survey indicated that their Adlerian training positively affected their professional lives and, what is more, 88% indicated that their training improved their personal lives.

***2008 Alumni Survey data available for review in the HLC Team Resource Room.***

**EDUCATIONAL PROGRAMS EXAMPLE – MARRIAGE AND FAMILY THERAPY PROGRAM**

The Adler Graduate School’s Marriage and Family Therapy Emphasis Area is a good example of the effectiveness of the School’s educational programs, and Dr. Roger Ballou, AGS’ Director for Clinical Programs and Adlerian Studies, is a good example of AGS’ administrative effectiveness. In fact, Dr. Ballou’s skills, along with AGS’ strong reputation for training Marriage and Family Therapists, have been instrumental to the Adler Graduate School’s stature within the Marriage and Family Therapy field.

Based on the most recent data available through Minnesota’s Board of Marriage and Family Therapy, on average, AGS graduates correctly answered 73.09% of the questions on the national exam for Marriage and Family Therapy, the test required for Marriage and Family Therapy licensure in Minnesota and most other states. The State average for correctly answered questions was only 70.92%. Approximately 21% of all Licensed Marriage and Family Therapists in Minnesota are AGS graduates. As such, taking all Minnesota LMFTs into consideration, it is believed that more have earned their degrees from AGS than from any other institution in the State, including the University of Minnesota, the University of St. Thomas, St. Mary’s University and Argosy University. In addition, four of the 15 LMFTs identified as bilingual on the Board of Marriage and Family Therapy’s web site are AGS graduates and 20 of the 89 persons listed as approved supervisors are AGS graduates.

2004 HLC COMPREHENSIVE VISIT

The Adler Graduate School hosted a Comprehensive Visit in December 2004, during the 2004/2005 academic year. A Monitoring Report was assigned, related to the expectation that AGS hire a full-time academic leader. Subsequently, a full-time Academic Vice President was hired, beginning in July 2006 and, in turn, the assigned Monitoring Report was submitted and approved by the Adler Graduate School’s HLC Liaison, Associate Director, Mary Breslin.

*HLC Affiliation Status and correspondence relating to the 2004 Comprehensive Visit are available for review in the HLC Team Resource Room*

SUMMARY

The Adler Graduate School has a rich tradition of preparing counselors and psychotherapists for service roles with individuals, couples, families, groups and organizations. In recent years, the School has built upon the foundation of its Master of Arts Degree in Counseling and Psychotherapy by adding Emphasis Areas and Specialty Area Programs. As a result, AGS has steadily increased its contributions within both professional communities and the community at-large. The Adler Graduate School’s educational programs are rigorous and well respected and, as such, AGS graduates are well represented in disciplines such as Marriage and Family Therapy, Clinical Counseling, School Counseling, Management Consulting and Organizational Leadership, Art Therapy, Alcohol and Drug Counseling, and Coaching.

The Adler Graduate School has benefited significantly from its recent Self-Study and ongoing strategic planning processes. In fact, representatives of the School have consistently treated the Self-Study process as an opportunity. Indeed, the Self-Study process represents an opportunity to review every aspect of an institution’s structure and operations and, subsequently, make sure that its planning and decision-making processes are well-informed and, ultimately, leave the School in a position to sustain its contributions to the community well into the future.

More specifically, the Adler Graduate School’s Self-Study process has found representatives of the School reviewing AGS’ compliance with federal regulations governing higher education. The structure and activities of the School’s Board of Directors and administration and governance, overall, have been reviewed. The School’s human, financial and physical resources have been reviewed, including the sustainability of these resources. The School’s educational programs and the culture of assessment that these programs exist within have been reviewed, including the critical dimensions of student learning and teaching performance. The Adler Graduate School’s relationships with its various constituencies and the community, overall, have been reviewed. Finally, the Adler Graduate School has used its Self-Study process to prepare for a new challenge; a challenge in the form of distance education delivery methods.

Representatives of the Adler Graduate School understand the Self-Study process is a vitally important methodology for monitoring an institution’s effectiveness and viability. AGS understands the public trust the Higher Learning Commission is obligated to honor. However, in addition to this very practical reason for Self-Study, the Adler Graduate School strives to use its Self-Study exercises as opportunities for growth and maturation. As such, in addition to the accreditation status they facilitate, AGS representatives believe the School’s Self-Study exercises have been rewarding in and of themselves. In fact, for example, the Adler Graduate School’s current Self-Study process has reinforced AGS’ mission-driven belief that the life of the School and the well-being of the community are inextricably related. As a result, the Adler Graduate School has re-dedicated itself to training an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.

In conducting its Self-Study, representatives of the Adler Graduate School have faithfully addressed accreditation criteria developed by the Higher Learning Commission. As a result, the School has grown continuously stronger. Patterns of evidence contained in this Self-Study Report – and complemented by materials in AGS’ HLC Team Resource Room – will support this assertion. AGS is able to both execute and continuously improve its educational programs, and facilitate the ongoing contributions of AGS students, graduates and faculty members, now and in the future.

# CHAPTER I – CRITERION ONE – MISSION AND INTEGRITY

“The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

INTRODUCTION

Chapter I describes the mission of the Adler Graduate School and its role in training and graduating Adlerian-based professionals and in providing the community with ongoing educational programs and related services based on Adlerian principles. This chapter provides evidence that the School’s Vision and Mission Statements, core values and related goals, objectives and strategies are clear, publicly stated, and appropriate to an institution of higher learning, and that the integrity with which AGS pursues these guidelines is consistently at the highest level.

RECENT ACTIVITIES/FUTURE DIRECTIONS

* AGS’ ongoing strategic planning process and recent Self Study process have resulted in updated Vision and Mission Statements; effectively facilitating a review of core values and related goals, objectives and strategies
* AGS’ institutional performance is consistent with its Vision and Mission Statements, core values and related goals, objectives and strategies
* AGS will continue to monitor the correspondence between intended directions, as reflected in the School’s mission documents and actual performance

core components

Core Component 1a – The organization’s mission documents are clear and articulate publicly the organization’s commitments

AGS’ Board of Directors has adopted Vision and Mission Statements and core values that define the organization’s mission

As part of the Adler Graduate School’s ongoing strategic planning activities, new Vision and Mission Statements were adopted at the March 2009 meeting of the School’s Board of Directors. Both of these statements are consistent with previous statements, but differ in two distinct ways. First, they are more elegant and, thus, will be more understandable and, ultimately, useful as a guiding force among AGS constituents. Second, they address the Adler Graduate School’s commitment to community (i.e., Social Interest) more clearly and directly. The new Vision and Mission Statements appear below.

**Vision Statement**

Transforming society through Social Interest in Action

**Mission Statement**

Training human services professionals to facilitate healthy and fulfilling lifestyles for people, organizations and communities through graduate education and community involvement

**AGS’ Vision and Mission Statements are appropriate to an institution of higher education and are supported by the following core values:**

* Promoting creative thinking and advancing knowledge of the profession by increasing competency, and promoting ethical practices through the application of Adlerian principles and philosophy
* Embodying a culture of diversity, openness and collegiality among students and faculty by developing a continuous, dynamic, planning and implementation model to ensure adequate graduate educational programs
* Supporting Master’s and specialty programs utilizing an Adlerian focus
* Supplying the School with the human, financial and physical resources to ensure its future

***AGS’ mission documents define the varied internal and external constituencies the organization intends to serve***

The Adler Graduate School’s mission documents refer to the School’s commitments to both students and the broader community. More specifically, AGS seeks to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. Consistent with this objective, the Adler Graduate School is developing the Jim Ramstad Community Service Center. Once fully operational, the Ramstad Center will constitute a novel and important intersection between higher education and civic engagement. It will be a rich source of training opportunities for AGS students and community volunteers, as well as a valuable source of mental health-related services for primarily low-income persons. Indeed, the Adler Graduate School’s Jim Ramstad Community Service Center will offer a place to serve and be served.

Ultimately, AGS’ Vision and Mission Statements, core values and other mission documents guide the School’s efforts to serve the community and positively touch the lives of individuals, couples, families, groups, organizations and the community overall.

***AGS’ mission documents include a strong commitment to high academic standards and define goals for student learning***

The Adler Graduate School’s mission documents emphasize the School’s educational objectives. As the Adler Graduate School prepares for the future, AGS’ Vision and Mission Statements, core values and related goals, objectives, and strategies all serve as standards against which the School evaluates the plans, decisions and, ultimately, the actions that guide its educational programs and related services. As such, AGS’ mission documents collectively document the School’s commitment to clear learning objectives and high academic standards.

***AGS regularly evaluates and, when appropriate, revises its mission and other key documents***

The Adler Graduate School was incorporated in 1969. Since the adoption of its first Mission Statement, AGS has reviewed and adapted its mission on five occasions. In each case, changes have been integrated as a result of careful self-examination and/or Self-Study, and have reflected maturing objectives and preparation for the future.

The Adler Graduate School’s first mission statement, adopted in 1969, was essentially a collection of philosophical statements, largely borrowed from AGS’ parent school, the Adler School of Professional Psychology in Chicago. The Adler Graduate School first revised its mission statement in 1992. A committee comprised of AGS students, alumni, faculty, staff and Board members, charged with clarifying and streamlining the School’s mission, conducted a comprehensive study of the School’s mission. As a result of the committee’s efforts, a concise Mission Statement was crafted that was less a description of the School’s history and values, and more focused on the Adler Graduate School’s educational objectives. The revised Mission Statement was also meant to provide a basis for ongoing institutional evaluation.

In 1997, the Adler Graduate School again adapted its Mission Statement as part of a strategic planning process. This Mission Statement was subsequently reviewed and adapted in 2002 (as part of a Self-Study process), 2004 (as part of another strategic planning process) and, most recently, during the 2008/2009 academic year, as part of the School’s Self-Study and ongoing strategic planning processes.

Once again, on March 18, 2009, the Adler Graduate School’s Board of Directors adopted the School’s current Vision and Mission Statements. These statements reflect the continuous maturation of AGS as an institution of higher learning. More specifically, together, these statements reflect the intersection between higher education and civic engagement to which AGS aspires, as well as the core values and related goals, objectives and strategies that this critical intersection requires.

As part of the Adler Graduate School’s Self-Study process, during the past five years, many of the School’s other guiding documents have also been revised. For example, the Adler Graduate School’s Student Internship Manual and Site Supervisors Internship Manual have both been revised, as have the School’s Student and Faculty Handbooks. The Adler Graduate School’s Faculty Senate and Academic Vice President have also recently developed a comprehensive Faculty Manual. AGS’ Personnel Manual and accounting guidelines have also been reviewed and adapted, as appropriate. Each of these manuals and handbooks is a valuable source of policies and procedures, as well as a source of ethical guidance.

The Adler Graduate School’s Catalog has also been revised. This is not uncommon. Each year, as part of the State of Minnesota’s annual registration process, AGS’ Catalog is updated and submitted to the Minnesota Office of Higher Education, along with other promotional materials. This annual process helps to ensure correspondence between the Adler Graduate School’s educational programs and its publicly advertised assertions and, ultimately, helps to ensure AGS’ institutional integrity.

***AGS makes its mission documents available to the public***

Information concerning the Adler Graduate School is published in key documents, including the AGS Catalog, AGS manuals and handbooks, and numerous brochures, flyers and advertisements. Information concerning the School is also available through the Adler Graduate School’s web site ([www.alfredadler.edu](http://www.alfredadler.edu)).

The Adler Graduate School relates to its staff, faculty, students, alumni and other members of the community in an honest, consistent and highly ethical manner. AGS’ constituents are well informed and, as a result, actively participate in the life of the institution. Because of AGS’ healthy practices and relationships with its constituents, the School is able to effectively pursue its Vision and Mission Statements and related core values, goals, objectives and strategies.

**AGS’ practices and relationships with internal constituents are guided by the following documents:**

* + Articles of Incorporation
	+ By-laws
	+ AGS Policies and Procedures Manual
	+ Internship Manuals
	+ Student and Faculty Handbooks
	+ Faculty Manual
	+ AGS Catalog
	+ 2009/2010 – 2020/2021 Strategic Plan
	+ Meeting minutes
	+ Audited financial records

###### Documents identified above are available for review in the HLC Team Resource Room

The Adler Graduate School’s Articles of Incorporation and by-laws are on file with Minnesota’s Secretary of State, as required by law. Revisions in AGS’ by-laws occur only through the formal action of the School’s Board of Directors.

The Adler Graduate School is subject to an annual audit. The audited financial statements resulting from this process are available for review by AGS’ constituents and the general public. A statement to this effect appears in the School’s catalog.

Minutes are regularly recorded in conjunction with all Board, advisory committee and ad hoc committee meetings. These minutes are available for review by any AGS constituent who has a reasonable interest in them.

**Minutes are recorded by each of the following groups:**

* + Board of Directors
	+ Self-Study Committee
	+ AGS Advisory Council
	+ Building and Grounds Committee
	+ Diversity Committee
	+ Finance Committee
	+ Marketing Committee
	+ Program and Curriculum Committee
	+ Strategic Planning Committee
	+ Student Services Committee
	+ Technology Committee
	+ Program Directors group
	+ Faculty Senate
	+ Student Association
	+ Alumni Association

***Copies of minutes from committees and groups identified above are available for review in the HLC Team Resource Room***

Core Component 1b – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves

*AGS’ mission documents address the diversity within the community it serves and reflect the School’s function in a multicultural society*

The Adler Graduate School’s mission documents compel the School toward ever-expanding relationships with the diverse community it serves. As evidence of the Adler Graduate School’s deep commitment to a diverse group of constituents and the community overall, since 2007, the School has been conducting a capital campaign that has produced a permanent home which, in time, will facilitate an integration of higher education and civic engagement seldom seen among institutions of higher learning. At the heart of this project is the Adler Graduate School’s dedication to an increasingly diverse community and, more specifically, to the preparation of graduates for service to an increasingly diverse community.

As the Adler Graduate School has implemented its capital campaign and pursued the goals associated with this campaign – including the purchase of a sixty thousand square foot building, the expansion of educational programs, and the development of five new service centers – the School’s fundamental mission in the community has been manifest. That is, AGS is committed to establishing a vibrant, dynamic community service center; one that combines graduate education, clinical services and social services. Out of this rich learning environment will come graduates who are uniquely prepared to serve the whole, increasingly diverse community – not just select parts of the community, but the whole community.

Representatives of the Adler Graduate School believe the allied mental health fields can do a better job of serving the whole community and, likewise, that graduate schools can do a better job of preparing students to serve the whole community. Consistent with this challenge – and AGS’ desire to facilitate better access to mental health, chemical health and counseling services, in general, across all strata of our community – the Adler Graduate School seeks to offer a very unique graduate school experience. Indeed, AGS believes its combination of educational programs and services will provide students with a very novel learning environment; one that combines higher education and civic engagement like few graduate schools can.

The plans taking shape at the Adler Graduate School exemplify the focus of the School’s capital campaign, which has been titled “Social Interest in Action”. As the potential in the intersection between higher education and civic engagement described above is realized, AGS will come closer to fulfilling its mission as a community-based learning environment, and to honoring the principles of Adlerian Psychology, generally.

These are the directions in which the Adler Graduate School is headed. Based on the School’s mission and the compelling principles of Adlerian Psychology, AGS’ Board of Directors, faculty, staff, administrators, students and alumni all feel driven toward deeper relationships with the community – all parts of the community, including the urban core, first ring suburbs like Richfield (where AGS is presently located), other suburban environments and rural areas. All of AGS’ constituents and community partners have embraced this re-dedication to community.

*AGS’ mission documents guide the School’s efforts to address diversity and the development of the Jim Ramstad Community Service Center*

Once again, the Adler Graduate School’s mission documents compel the School to prepare an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. AGS students are expected to display a unique dedication to community service. Toward this end, as indicated, the Adler Graduate School is presently conducting a capital campaign aimed at developing a vibrant, dynamic community service center. More specifically, AGS has joined forces with retired Congressman Jim Ramstad to develop the Jim Ramstad Community Service Center. Once it is fully operational, the Ramstad Center will help AGS and its students to take full advantage of a unique combination of higher education and civic engagement experiences. The Ramstad Center will also facilitate the accomplishment of AGS’ diversity-related objectives.

Congressman Jim Ramstad served Minnesotans and citizens of the United States with distinction in the United States House of Representatives for 18 years, before retiring in January 2009.  Among his many accomplishments, Congressman Ramstad co-sponsored landmark legislation known as the Paul Wellstone Mental Health and Addiction Parity Act of 2008.  In time, this legislation will help approximately 113 million Americans gain access to mental health services and addiction treatment.

The Adler Graduate School is proud to honor Congressman Ramstad, and proud to administer the Jim Ramstad Community Service Center. The Ramstad Center will be home to the Adler Graduate School’s educational programs, a variety of clinical and counseling programs operated by the School, and other community partners offering human services.

As the Ramstad Center continues to mature, the Adler Graduate School anticipates significant expansion in its graduate-level programs, as well as the development of a Family Center that will include four related service programs for primarily low-income, uninsured/underinsured persons.  The Ramstad Center’s Family Center will offer four inter-related programs. The programs currently being planned include a Counseling/Coaching Center, the Miriam Pew Family Education Center, a School Counseling Center and an Art Therapy Center.  The Ramstad Center may also host a Therapeutic Child Care Center; a type of day care program that focuses on the needs of children who require comparatively more attention than conventional day care centers are able to provide.  Each of the service programs being developed will address a variety of personal and family needs and will provide superb training opportunities for students. The Ramstad Center will also be home to the Harold H. Mosak Auditorium.

The Jim Ramstad Community Service Center will ultimately constitute a dynamic educational and service hub. In addition to the programs and services already identified, representatives of the Adler Graduate School are also developing relationships with other community partners. These partners will substantially increase the variety of human services available through the Ramstad Center and, thus, will benefit residents of the Twin Cities area.

Once again, the Jim Ramstad Community Service Center will ultimately constitute a truly unique intersection between higher education and civic engagement.  Its value to Twin Cities residents and students in training will be substantial. Indeed, the Ramstad Center will represent a novel model for both graduate education and community service; a place where one can serve or be served with dignity.

Everyone associated with the Adler Graduate School believes the Jim Ramstad Community Service Center will honor the principles of Adlerian Psychology and, ultimately, will constitute Social Interest in Action, a fundamental and compelling Adlerian principle. The Center will also honor Congressman Ramstad’s commitment to making mental health and chemical health services available to all persons who might need them – including those low-income, uninsured/underinsured persons who will be the focus of the Ramstad Center.

**Jim Ramstad Community Service Center – Impact**

The Jim Ramstad Community Service Center will create opportunities for AGS students and community members alike. When the Ramstad Center is operating at full capacity, at any given time, forty to fifty AGS students will use its programs as practicum/internship sites and area residents will benefit from as many as 100,000 service contacts each year.

The Jim Ramstad Community Service Center will also bring approximately 220 permanent jobs to Richfield and the South Hennepin County community. More specifically, the Adler Graduate School, which administers and oversees the Ramstad Center, and presently occupies its third floor, will employ approximately 80 full-time and part-time staff and faculty members as it offers a variety of graduate-level educational programs for human services and education professionals, and community services for primarily low-income, uninsured/under-insured area residents. In addition, Hennepin County will likely use the Ramstad Center as a social service hub site, as part of the County’s effort to decentralize its social services. Approximately 125 full-time staff persons – many of whom will serve in highly responsible roles, including administrators, social workers and other social service professionals – may be based in the Center. The Ramstad Center’s projected Therapeutic Child Care Center will employ another 15 persons. Finally, in addition to the 220 permanent jobs that the Ramstad Center will host, it is estimated that remodeling of the Center will create an additional 60 construction jobs. As such, in addition to the ongoing community benefits associated with the Jim Ramstad Community Service Center, the Center will be home to at least 280 permanent and temporary jobs.

*AGS’ mission documents affirm the School’s commitment to the dignity and worth of the persons it serves and establish clear standards for conduct*

The Adler Graduate School’s Catalog and Student and Faculty Handbooks describe the expectations for ethical relationships between faculty members and students, as well as a grievance procedure to be followed for resolution of concerns. In addition, many faculty and administrative staff members hold professional licenses and/or affiliate with professional organizations that govern ethical standards. AGS encourages these professional relationships and supports the high standards associated with them.

The Adler Graduate School’s administrators invite discussion and direct communication when concerns are raised or disputes occur. In addition, AGS staff members and faculty members proactively and routinely seek input from each of AGS’ constituent groups. The style characterizing AGS’ administration and faculty is participative. Indeed, as part of AGS’ commitment to the dignity and worth of the people it serves, the School’s mission documents compel meaningful, ongoing working relationships among administrators, staff, students, alumni and other community members. As such, staff, students, alumni and community members actively participate in the life of the Adler Graduate School, and resulting relationships are characterized by courtesy, respect and clear boundaries.

Two examples of the Adler Graduate School’s respect for the dignity and worth of the persons it serves are its relationships with the AGS Student Association and the AGS Alumni Association.

AGS has worked hard to facilitate the contributions of its Student Association. The Student Association is guided by clear by-laws, holds regular meetings, elects officers and identifies projects worthy of their attention. AGS’ Academic Vice President, Admissions and Student Services Director and other faculty representatives meet regularly with representatives of the Student Association and, as a result, make use of that forum as another valuable source of influence.

Thanks to the dynamic leadership of key alumni leaders, the Adler Graduate School’s Alumni Association has been revitalized. While alumni have consistently participated in the life of the School, they have often been only loosely organized. This has changed. As a result, alumni contribute significantly to activities like: 1) The development of internship sites for AGS students; 2) Participation in both standing and ad hoc committees; 3) Serving as mentors for current AGS students.

Core Component 1c – Understanding of and support for the mission pervade the organization

The Adler Graduate School’s Board of Directors, administration, faculty, staff and students understand and support ASG’ mission documents and articulate the School’s mission in a consistent manner

The Adler Graduate School has done a great deal to ensure that its constituents, including the Board of Directors, faculty, staff, students, alumni, community partners and other friends of the institution are aware of, support and promote the School’s mission. The following examples are offered as evidence of steps taken by the Adler Graduate School to engage constituents in the School’s mission.

* Preparation of AGS’ updated Vision and Mission Statements occurred in one of the School’s standing committees (i.e., Strategic Planning Committee) – subsequently, the statements were reviewed and adopted by the School’s central AGS Advisory Council and, ultimately, forwarded to the Board of Directors for final approval.
* AGS’ Vision and Mission Statements are regularly disseminated among the School’s constituents, including faculty, staff, students and alumni.
* AGS’ Vision and Mission Statements are routinely discussed, as part of standing committee activities, for example. As such, they are treated as living guidelines – or reminders of how the Adler Graduate School intends to conduct business.
* AGS’ Vision and Mission Statements appear on the School’s web site and in printed documents (e.g., AGS Newsletter) and, as such, are very visible both within and outside the institution.

The Adler Graduate School’s strategic discussions and resulting planning regarding identified priorities are guided by the School’s mission documents

The Adler Graduate School’s mission documents support the School’s belief that the strong, collective voices of faculty, staff, students, alumni and community members constitute its best insurance policy. As such, these voices are nurtured as a source of input into any decision-making exercise in which AGS is engaged.

More specifically, the Adler Graduate School makes use of a participative management model in its planning and budgeting processes. The School’s eight standing committees and time-limited ad hoc committees, together with a variety of other committees and groups, comprise an integrated model for consensus-building and decision-making. All committees invite the participation of faculty, staff, students and alumni, as well as administrators. Committee structures feed into the equally representative AGS Advisory Council and, ultimately, AGS’ Board of Directors. A listing of committees and representative groups that meet regularly (frequency of meetings indicated) and, as such, a listing of opportunities to participate in the life of the Adler Graduate School appears below.

Standing Committees and Meeting Frequency – Institutional

* AGS Advisory Council – twice/month
* Building and Grounds Committee – once/month
* Diversity Committee – once/month
* Marketing Committee – once/month
* Program and Curriculum Committee – once/month
* Strategic Planning Committee – once/month
* Student Services Committee – once/month
* Technology Committee – once/month

Standing Committees and Meeting Frequency – Board of Directors

* Governance – meets in same months when Board meets
* Academic Program Committee – meets in same months when Board meets
* Finance Committee – meets in same months when Board meets

Representative Constituent Groups and Meeting Frequency

* AGS Program Directors – twice/month
* Alumni Association – schedule varies
* Faculty Senate – quarterly
* Faculty Senate Executive Committee – once/month
* Student Association – once/month

Examples of ad hoc groups that also provide opportunities for participation – and meeting frequency

* Annual Budget Committee and Mid-Year Budget Review Committee – schedule varies
* Counseling/Coaching Center Ad Hoc Committee – temporarily not meeting
* Family Education Center Ad Hoc Committee – temporarily not meeting
* Pre-School Therapeutic Child Care Center Ad Hoc Committee – temporarily not meeting
* Art Therapy Center Planning Committee – schedule varies
* School Counseling Center Planning Committee – schedule varies
* Other ad hoc committees related to the planning of projects/events – schedule varies

*AGS’ organization chart, committee list, committee meeting minutes and Faculty Senate minutes are available for review in the HLC Team Resource Room*

Goals of AGS administrators and faculty members are integrated and congruent with the School’s mission

The Adler Graduate School’s Faculty Senate and administration work collaboratively on behalf of the School and its mission, the School’s students and, of course, the community. The relationship between the Faculty Senate and AGS administrators is based on candid dialogue and a strong commitment to consensus building as the School engages in planning and budgeting activities. As a result, despite their largely adjunct status, AGS faculty members are fully integrated into the life of the Adler Graduate School as it concerns both current activities and future directions.

The Adler Graduate School’s Faculty Senate has grown increasingly active over the past decade. This has been strongly encouraged by the School’s administration. For example, faculty members’ participation in the Faculty Senate is one criterion guiding advancement under the Adler Graduate School’s system of faculty ranks. Attendance at the Faculty Senate’s quarterly meetings constitutes another criterion for advancement and is supported by the School with a small budget for food and refreshments. The School also provides financial incentives for faculty development activities and scholarship which constitute other criteria related to advancement.

In 2007, the Faculty Senate established a Faculty Senate Executive Committee to facilitate the effectiveness and overall influence of the full Faculty Senate. As such, monthly, two-hour Faculty Senate Executive Committee meetings, for which the Adler Graduate School compensates attendees, complement quarterly, half-day meetings of the full Faculty Senate. This has been an effective model for building the faculty’s collective voice. The Adler Graduate School’s Academic Vice President meets with the Faculty Senate Chairperson and Assistant Chairperson after each Faculty Senate Executive Committee meeting and attends virtually all full Faculty Senate meetings.

Core Component 1d – The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The Adler Graduate School has a governing Board that possesses and exercises the necessary legal authority to establish and review basic policies that govern the institution. Members of AGS’ governing Board include public members and persons with the skill sets necessary for effective stewardship of the School’s resources. AGS’ Board of Directors is sufficiently autonomous from the School’s administration to assure the integrity of the institution.

The Adler Graduate School’s Board functions as a decision-making body and recruits individuals capable of contributing to the continued growth and development of the School. AGS Board members are expected to be objective, free of conflicts of interest and capable of decision-making that is not unduly influenced by special interest groups.

The Adler Graduate School’s Board of Directors includes at least eleven members, all of whom are supportive of Adlerian Psychology as a basis for the School’s educational programs and related services. The Board of Directors is diverse; members come to AGS from fields including higher education, educational assessment, law, finance, accounting, medicine, clinical services, K-12 education, resource development and the human services, in general. Most AGS Board members hold positions of leadership in their fields and are well qualified to guide and support the goals of the School.

Members of the Adler Graduate School’s Board of Directors Board generously contribute their time and skills as they oversee the pursuit of AGS’ vision, mission and core values, and related goals, objectives and strategies. Board members meet on a monthly or bi-monthly basis to ensure that AGS’ resources are used appropriately in carrying out the School’s mission. Policy matters relating to the functioning of the Adler Graduate School which require Board attention are considered and approved through these monthly or bi-monthly meetings of the Board.

Policies and practices of AGS’ Board of Directors reflect the Board’s focus on the School’s mission

The Adler Graduate School’s Board of Directors provides appropriate legal and operational oversight, ensuring that the School’s resources are used appropriately in carrying out its mission. AGS has a talented and dedicated governing board that operates in accordance with its Articles of Incorporation, by-laws and Minnesota law. The Board of Directors sets overall policy, facilitates planning for the organization and approves items which include, but are not limited to, the annual budget (including compensation), hiring of personnel, policy-level curriculum matters, appointment of Board officers, and governance matters such as the nomination and election of Board members. Board meetings focus on regular operational reports concerning all aspects of the School’s business, including monthly financial statements, program development, student enrollment and fundraising activities. In this manner, the Board of Directors provides an appropriate level of oversight and corporate management – ensuring that AGS’ policies and strategies are carried out by its officers and employees and, ultimately, that the School’s mission documents are honored and abided by.

***Board minutes are available for review in the HLC Team Resource Room***

***AGS clearly identifies authority for decision making about organizational goals***

**Board of Directors – Detailed**

The final legal authority for the governance of the Adler Graduate School rests with the Board of Directors. AGS’ by-laws govern the size of the Board. There are currently thirteen members, whose terms are limited to three consecutive, three-year terms. The Board has a Governance Committee to establish a pool of prospective members. As indicated, the skill sets displayed by members of the Adler Graduate School’s Board of Directors are diverse. Collectively, they supply the School and AGS administrators with expertise in a variety of critical, professional domains.

AGS Board of Directors – December 2009

Cynthia Bremer, JD

Attorney

Bob Bruers, BS

Accountant

Katherine Flynn, MA

Psychotherapist

Virginia Froberg, MA

Educator & Psychotherapist

Greg Hasper, BS

Business Administration

M. Joan Hasper, MA, LP

Psychologist

Leslie Laub, MA

Educator and Psychotherapist

Jennifer Rosemark, JD

Attorney

John Rosenberg, BS

Airline Pilot

John Ryan, BS

Accountant

Margie Tomsic, PhD

College Research & Assessment Dean

Charles Dwight Townes, MD

Physician

Joe Vital, MA

Psychotherapist

**Selection of Board Members and Dynamic Nature of Board**

The Adler Graduate School’s Board of Directors has matured from a small group of persons with a common interest in the School’s mission to a multi-dimensional group of thirteen persons who not only share a sense of mission, but also fill specific roles based on unique skill sets.

Whenever seats are open they are efficiently filled. Prospective Board members are presented to the Board of Directors by other Board members, faculty and staff members, or other persons interested in the Adler Graduate School. If criteria related to the Board’s current needs are met, prospective Board members are interviewed by representatives of the Board and, if appropriate, nominated for a Board seat. The full AGS Board then votes to either accept or reject the nomination. Ultimately, Board members fill distinct professional niches and, collectively, constitute a highly effective planning, decision-making and evaluative body.

The current, thirteen-member Board of Directors is well qualified. In addition to their unique skill sets, four members hold MD, JD or PhD degrees; five other members hold Master’s degrees; two members were high-ranking accounting professionals prior to their retirement from American Express (currently Ameriprise); and one member is a businessman and a long-time employee of a respected, local corporation.

The Adler Graduate School’s Board of Directors makes use of three sub-committees, including Governance, Academic Program and Finance committees. This decentralized oversight ensures that the Board is comprised of members who are qualified, autonomous and actively involved as institutional leaders. Responsibilities associated with these sub-committees are listed below.

**Governance Committee – Administrative Liaison – President Rislove**

* Conduct periodic review of by-laws and legal requirements
* Conduct periodic review of Board policies
* Recruit, interview and recommend new Board members, as needed
* Conduct President’s annual evaluation and contract compensation

**Academic Program Committee – Administrative Liaisons – Academic Vice President Haugen and Admissions and Students Services Director Haas**

* Review and recommend new programs
* Conduct periodic review of syllabi and course schedules
* Conduct periodic review of Faculty and Student Handbooks
* Meet with faculty, as needed

**Finance Committee – Administrative Liaisons – Business Operations Director Rohde and Academic Vice President Haugen**

* Review of annual audit and financial reports
* Review of annual budget
* Periodic review of insurance and benefits programs
* Periodic review of financial data from comparable institutions
* Review fundraising efforts of the Adler Graduate School
* Review future facility options

**AGS Board Adheres to By-Laws, Other Legal Requirements/Corporate Formalities**

The Adler Graduate School’s Board of Directors complies with its by-laws and other legal requirements and corporate formalities. In addition, the Board’s sub-committees help to carry out specific responsibilities associated with governance. For example, the Board’s Finance Committee regularly reviews the School’s financial condition. The Board’s Governance Committee regularly reviews the School’s by-laws, Board Policy Manual and other legal requirements. The Board’s Academic Program Committee conducts a regular review of the School’s programs and future directions. Ultimately, sub-committees report to the full Board of Directors and make recommendations for changes or revisions that might be necessary.

**Frequency of Board Meetings Ensures Rigorous Oversight**

AGS has carefully reviewed the frequency with which Board meetings are held and has established an integrated schedule of Board meetings and complementary Board sub-committee meetings. As such, appropriate Board oversight is maintained and AGS administrators are provided with sufficient direction regarding the activities of the School. Most importantly, the AGS Board’s involvement in the management of the School is characterized by enough formalized structure to ensure that the School will continue to flourish regardless of any change that might occur in administrative personnel.

The Adler Graduate School’s Board of Directors elects officers, establishes sub-committee membership, and sets its meeting schedule annually. For example, at the Board’s June 17, 2009 meeting, the 2009/2010 meeting schedule for full Board and sub-committee meetings was approved.

**AGS Board Members Are Not Compensated**

Members of the Adler Graduate School’s Board of Directors serve the Adler Graduate School without compensation and, as such, qualify for protection under the law as volunteer board members. AGS Board members are covered by directors and officers liability insurance.

**The Board of Directors Establishes and Reviews Institutional Policies**

The Adler Graduate School’s Board of Directors reviews institutional and operational policies and has clear guidelines for the periodic review of these policies. More specifically, the Board’s Governance sub-committee annually reviews the Board Policy Manual and recommends changes or revisions to the full Board.

***The Board Policy Manual is available for review in the HLC Team Resource Room***

**Conflict of Interest Policy for Directors**

The Adler Graduate School has a clear and effective conflict of interest policy for directors. The Board of Directors adopted a revised conflict of interest policy on September 18, 2003, as recommended by legal counsel. Each year, Board members receive a copy of this policy and are asked to sign an attached form acknowledging receiving the policy statement and indicating their commitment to it. Completed forms are returned to AGS’ administrative offices, where they are kept on file. Possible conflicts of interest are reviewed and addressed, as needed.

***Conflict of Interest Policy and Disclosure Form available for review in the HLC Team Resource Room***

Minutes Provide Complete Record of Board Discussions and Actions

Minutes of all Board meetings and Board sub-committee meetings are archived by the President’s Assistant. Minutes contain information that clearly and thoroughly reflects Board discussions and actions. Copies of minutes are kept on file and are available for review, as requested.

Use of Electronic Communications for Board Discussions/Actions

Whenever electronic communications are used for Board discussions and actions, AGS is careful to comply with the Minnesota Nonprofit Corporations Act. Copies of all communications that result in approval of specific resolutions are filed with the official minutes of the Board.

**The following standards apply to those times when the AGS Board uses electronic communications for discussions and actions:**

* + Meetings can be held by teleconference in their entirety, or individuals may participate by conference call
	+ E-mail may not be used to hold meetings, but may be used to provide notice of meetings or to obtain approval of specific resolutions through an Action in Writing process
	+ When appropriate, e-mail signatures are recorded in minutes to reflect actions taken

**Board Training Provided Regarding Fiduciary Duties and Obligations**

Training for Board member concerning roles, responsibilities and duties is provided through the Adler Graduate School’s recruitment and orientation processes and through the Board’s system of committees (i.e., Governance, Academic Program, Finance) and regular meetings. Training ensures that Board members have sufficient knowledge of their fiduciary duties and obligations as officers and directors, ensuring appropriate oversight of the institution and the highest degree of legal protection.

**AGS Board Reviews AGS President and Approves Compensation**

The Adler Graduate School’s Board of Directors ensures that the methods used for compensating the School’s administrators reward strengthening the School’s academic programs and financial health. For example, AGS utilizes a formal methodology to guide the annual evaluation of the School’s President. The President, in turn, based on responsibilities delegated by the Board of Directors, oversees the evaluation of other AGS staff and faculty members and, with Board approval, establishes their compensation levels.

**Review of Staff and Faculty Compensation**

Article IV, Section 12 of the Adler Graduate School’s by-laws states, “The compensation of all employees and other agents shall be determined and fixed by the Board of Directors.” In keeping with this by-law, the Board of Directors has historically relied on the President to establish the specific compensation of all other administrative staff. Subsequently, the Board, through its approval of the annual budget, formally approves the compensation of all administrative staff.

The Board of Directors’ approval of the annual budget satisfies its obligations under its by-laws to approve the compensation of all employees, as the by-laws do not require the approval of the compensation of each individual employee. Rather, they require approval of the compensation of “all employees.” On September 18, 2003, AGS’ Board of Directors adopted a resolution confirming its delegation of authority to the President to establish the compensation of other administrative employees*.* The compensation of individual staff members is reported to the Board of Directors and will continue to be approved through the approval of AGS’ annual budget.

The Board also approves faculty members’ compensation through its approval of the per credit rates to be paid to faculty. As with other AGS employees, these rates are approved through the adoption of the annual budget and reflect six levels of faculty compensation, based on years of service as an AGS instructor and number of credits taught at AGS. The Board’s Finance Committee has responsibility for reviewing both staff and faculty members’ compensation.

Clearly, AGS’ Board of Directors provides appropriate oversight and supervision concerning compensation of the School’s employees and faculty members, in accordance with both its fiduciary duties under Minnesota law and accepted governance procedures.

***Board minutes available for review in the HLC Team Resource Room***

Board Review of AGS President and Compensation

Appointment of the Adler Graduate School’s President was approved by the Board of Directors in May 2001, without a term. In addition, as indicated previously, AGS’ Board of Directors implements and documents an annual performance review for the School’s President. This review is comprehensive and focuses on all aspects of the institution’s relative health, including continuous improvement in the strength of the School’s academic programs and the institution’s finances. In the past, this evaluation was conducted by AGS’ Board Chairperson. However, effective June 17, 2004, it is now being conducted by the Board’s Governance Committee. A criterion-driven protocol is utilized and completed evaluation forms are kept on file. After this annual evaluation is completed, a report is prepared for the full Board. The President’s appointment continues until the Board of Directors terminates the appointment, and there is no requirement that the President be re-appointed annually or at any other frequency.

As part of its annual review, the Board’s Governance Committee discusses compensation with The Adler Graduate School’s President. Each year, at its June Board meeting, the Board discusses the review that has been conducted and a compensation proposal for the upcoming school year. The Board reviews, discusses and, ultimately, approves the review and compensation plan.

***Board Minutes approving the President’s original appointment and annual compensation decisions are available for review in the HLC Team Resource Room***

**The Board of Directors Delegates President to Supervise Academic Vice President**

Article IV, Section 10 of the Adler Graduate School’s by-laws provides that the Board “may appoint the President of the corporation” as an administrative officer. In contrast, AGS’ by-laws do not refer specifically to the position of Academic Vice President, but do provide that the corporation “may have such other officers, agents and employees” as deemed necessary by the Board of Directors.

The Board of Directors approved the appointment of AGS’ current Academic Vice President on March 14, 2000 without a term. As with the President, the appointment of the Academic Vice President continues until the Board of Directors terminates the appointment. There is no requirement that the Academic Vice President be re-appointed annually or at any other frequency. AGS’ President evaluates the Academic Vice President and his role as “chief academic officer” of the School. These written evaluations are then placed in the Academic Vice President’s personnel file. The Board of Directors formalized this delegation of authority to the President at its September 18, 2003 meeting.

Minutes of Board meetings appropriately reflect the appointment of both the President and Academic Vice President. However, the minutes do not reflect an annual re-appointment, as such action is not required by the Adler Graduate School’s governing documents. The formal evaluation of the President, as performed by the Board’s Governance sub-committee, is fully reflected in Board minutes. Similarly, formal evaluation of the Academic Vice President, as conducted by the President, is reported to the Board and, subsequently, fully documented in the personnel file of the Academic Vice President. In this manner, the Board of Directors provides independent oversight of the appointment and evaluation of the President and Academic Vice President.

 ***Board Minutes available for review in the HLC Team Resource Room***

The AGS Board of Directors allows the School’s chief administrative personnel to exercise effective leadership and the School’s distribution of duties, as defined by institutional governance structures, are appropriate to responsible persons’ qualifications and to the School’s mission

The Adler Graduate School has an executive officer designated by the governing Board to provide administrative leadership for the institution. The President and Chief Executive Officer of the Adler Graduate School is Dr. Dennis Rislove, appointed by the Board of Directors in June 2001. Dr. Rislove has full authority in managing the day-to-day activities of the Adler Graduate School and in carrying out policies established by AGS’ Board of Directors. The mailing address and telephone number for President Rislove are:

Dr. Dennis Rislove

President and Chief Executive Officer

Adler Graduate School

1550 East 78th Street

Richfield, MN 55423

* + 1. #106

The Adler Graduate School has an effective system of administrative management. Prior to the 2004 Comprehensive Visit, AGS’ administrative staff included the following positions:

* President – full-time
* Academic Vice President – 15 hours/week
* Marriage and Family Therapy Program Director – 16 hours/week
* Adlerian Studies Program Director – 16 hours/week
* School Counseling Program Director – 16 hours/week
* Personal and Professional Life Coaching Specialty Area Program Coordinator – approximately 3 hours/week
* Coaching and Consulting in Organizations Specialty Area Program Coordinator – approximately 3 hours/week
* Art Therapy Specialty Area Program Coordinator – approximately 3 hours/week
* Admissions and Student Services Director – full-time
* Business Manager – full-time
* President’s Assistant – full-time
* Business Manager’s Assistant – full-time
* Media Center Coordinator – full-time
* Administrative Assistant – part-time hours vary

Since 2004, the Adler Graduate School’s administrative staff has grown in a manner that is in keeping with the growing size and needs of the School and its student body. Both hours and positions have expanded significantly. As of December 2009, the School’s administrative staff includes the following positions:

* President – full-time – 1 FTE
* Academic Vice President – full-time – 1 FTE
* Director for Clinical Programs and Adlerian Studies – 24 hours/week – .6 FTE
* Director for Internship Development and Clinical Leadership Development – 8 hours/week – .2 FTE
* Director for Special Projects and Interim On-Line Education Coordinator – 12 hours/week – .3 FTE
* School Counseling Program Director – 30 hours/week – .75 FTE
* Management Consulting and Organizational Leadership Program Director – 20 hours/week – .5 FTE
* Art Therapy Program Director – 12 hours/week – .3 FTE
* Personal and Professional Life Coaching Specialty Area Program Coordinator – 4 hours/week – .1 FTE
* Admissions and Student Services Director – full-time – 1 FTE
* Business Operations Director – full-time – 1 FTE
* Financial Aid Director/Registrar – full-time – 1 FTE
* Network and Computer Systems Associate – 20 hours/week – .5 FTE
* President’s Assistant – full-time – 1 FTE
* Business Operations Associate – full-time – 1 FTE
* Media Center Coordinator – full-time – 1 FTE
* Administrative Assistant – 16 hours/week – .4 FTE
* Administrative Assistant – School Counseling Program – 4 hours/week (to be hired) – .1 FTE
* School Counseling Program Associate – 12 hours/week – .3 FTE
* Custodian/Building Manager – 25 hours/week – .65 FTE
* Student workers – 8 hours/week – .2 FTE

###### **The Adler Graduate School’s organization chart is available for review in the HLC Team Resource Room**

The Adler Graduate School’s faculty and administrators share responsibility for the School’s curriculum and the integrity of its academic processes, and governance processes and activities are characterized by active participation and effective communication

The Adler Graduate School’s system of academic governance – focused primarily on the School’s curriculum and academic processes – is characterized by complementary relationships between administrative staff and faculty. Although the size and sophistication of the administrative team have increased significantly, the level of participation of faculty members in academic governance remains high. In fact, students and alumni also play an active role in AGS’ system of academic governance. Examples of the integration among faculty members and AGS administrators, and faculty members’ high level of participation in academic governance are listed below.

* Most AGS administrators (i.e., Academic Vice President, four Program Directors, five additional directors and one Specialty Area Program Coordinator) are also faculty members.
* Every AGS Advisory Committee and the AGS Advisory Council includes faculty representatives.
* Faculty members actively participate in curriculum development and the processes guiding academic appointments.
* AGS’ Faculty Senate and Faculty Senate Executive Committee are strong and active, and Faculty Senate representatives meet regularly with AGS’ Academic Vice President.

The Adler Graduate School believes that actively engaged constituents contribute mightily to the overall health of an institution. Indeed, actively engaged faculty members, staff, students and alumni, for example, are perceived as essential to the School’s health and constitute an insurance policy, of sorts, as they provide the checks and balances that a dynamic, well integrated organization requires. Toward this end, the Adler Graduate School implements a highly participative governance model.

While the Adler Graduate School’s Board of Directors, senior administrators and faculty work hand-in-glove as they provide administrative leadership for the School, other constituent groups play an active role in both the development and execution of plans on behalf of the Adler Graduate School. For example, every standing committee at the Adler Graduate School, by design, includes members of the faculty, administration, staff, student body and alumni. Board members are also invited to participate as they are able – although, as indicated, the Board does have its own standing sub-committees. A listing of committees and representative groups appears earlier in this chapter.

***AGS regularly evaluates its structures and processes and strengthens them as needed***

Strategic Planning Committee

One good example of an active, standing committee at the Adler Graduate School is the Strategic Planning Committee. A description of this committee appears below.

The Adler Graduate School established a Strategic Planning Committee during the 2003/2004 academic year. This standing committee, comprised of AGS administrators, faculty members and Board members, met approximately twice each month and completed a five-year strategic plan approximately halfway through the 2004/2005 academic year. AGS’ 2004/2005 – 2008/2009 Strategic Plan was adopted in December of 2004 and included updated Vision and Mission Statements, and a list of core values and related goals, objectives and strategies that are specific to AGS’ departments and institutional units.

Although the Strategic Planning Committee’s five-year, 2004/2005 – 2008/2009 Strategic Plan was adopted in late 2004, the Strategic Planning Committee’s work was never suspended. In fact, AGS’ Strategic Planning Committee was given standing committee status and began monitoring the 2004/2005 – 2008/2009 Strategic Plan through its monthly meetings. As a result, the 2004/2005 – 2008/2009 Strategic Plan was reviewed continuously, dating from its adoption. Regular annual reports were filed with AGS’ Board of Directors and the central AGS Advisory Council. As a standing committee, AGS’ Strategic Planning Committee constitutes an ongoing check and balance on the School’s present and future strategic planning and Self-Study processes.

During the 2008/2009 academic year, the Adler Graduate School developed its current, 2009/2010 – 2020/2021 Strategic Plan. This 12-year plan, including three, four-year sub-components, was adopted by the School’s Board of Directors on August 9, 2009, during one of its regularly scheduled meetings. As with other strategic plans adopted by the Adler Graduate School, over time, the 2009/2010 – 2020/2021 Strategic Plan will be reviewed on an ongoing basis, with formal reports prepared and submitted annually.

The Adler Graduate School’s most recent strategic planning and Self-Study processes have included the adaptation and implementation of AGS’ Vision Statement, Mission Statement and core values. As such, AGS’ Vision and Mission Statements and core values are meant to offer up-to-date foci for planning and evaluation, and allow the School to question how current programs and activities might appropriately change and mature in the future.

Core Component 1e – The organization upholds and protects its integrity.

AGS’ activities are congruent with the School’s mission

The educational programs and related services offered through the Adler Graduate School are congruent with the School’s mission. During the past five years, since AGS’ last Comprehensive Visit in 2004, the Adler Graduate School has grown and matured continuously. Resources – whether human, financial or physical – have expanded and, as a result, the School’s educational programs and related services have also expanded. Without exception, changes at the Adler Graduate School have been consistent with the School’s mission documents and HLC Affiliation Status. In fact, AGS’ Vision and Mission Statements, core values and related goals, objectives and strategies are always front and center as decisions are made and, subsequently, as plans and budgets are established. In turn, representatives of the Adler Graduate School have worked hard to familiarize AGS constituents with the School’s mission documents and, ultimately, to include these constituents in the life of the School. As such, AGS constituents constitute a valued check and balance on the School’s institutional integrity and the congruence between mission and actual activities.

AGS’ structures and processes ensure the integrity of its co-curricular and auxiliary activities

As stated above, the Adler Graduate School is committed to the congruency of its mission and institutional activities. The School’s structures and processes are set up to insure this congruency. In fact, all Adler Graduate School activities are subject to clear structures and processes and, as such, these activities can subsequently be evaluated in relationship to the School’s mission. Examples of structures and processes implemented by the Adler Graduate School that help to ensure the congruency of mission and institutional activities and, thus, the integrity of institutional activities, are listed below.

* The Adler Graduate School implements a participative organizational structure and, as such, the School’s mission, activities and overall health and integrity depend on the involvement of faculty, staff, students, alumni and community members, as well as administrators and the Board of Directors. A system of standing and ad hoc committees facilitates full participation in the life of the School, among AGS constituents.
* The faculty, Faculty Senate and Faculty Senate Executive Committee occupy essential roles in guiding the activities of the Adler Graduate School.
* The Adler Graduate School’s formal documents, including its personnel manual, accounting guidelines, faculty and student handbooks, catalog, strategic plan (and related plans focusing on diversity, marketing and resource development, for example) and assessment plan, all contribute to the integrity of AGS activities.

AGS’ Board of Directors exercises its responsibility to the public to ensure that the School operates legally, responsibly and with fiscal honesty, and AGS observes all applicable laws and regulations

The Adler Graduate School is a private, not-for-profit institution, incorporated in the State of Minnesota in 1969 under Section 501 (c) (3) of Chapter 317A of Minnesota Statutes. In addition, AGS is governed by by-laws formally adopted in 1976 and revised, as appropriate, in subsequent years. AGS has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

AGS operates under authority granted by the Minnesota Office of Higher Education and the Higher Learning Commission. More specifically, authorization to confer the Master of Arts Degree in Adlerian Counseling and Psychotherapy has been granted by the Minnesota Office of Higher Education (formerly the Minnesota Higher Education Services Office – MNHESO) and the Minnesota Higher Education Coordinating Board (HECB) which, by statute, are responsible for authorizing institutions of higher education to offer specific degree, diploma and certificate programs in the State of Minnesota. Formal legal authority to operate as a degree-granting institution, as well as the authority to offer a Master of Arts Degree in Adlerian Counseling and Psychotherapy in the State of Minnesota, was originally received from HECB, effective February 1, 1989. Subsequently, the Adler Graduate School was accredited to offer the Master of Arts Degree in Adlerian Counseling and Psychotherapy by The Higher Learning Commission of The North Central Association of Colleges and Schools (NCA), effective February 15, 1991.

The Adler Graduate School’s Board of Directors understands and endorses the relationship between AGS and the Higher Learning Commission. AGS’ Board of Directors approved this relationship through formal action in 1985 and again in 1991 and, subsequently, has honored the terms of this relationship, without exception.

***Upon request, the Adler Graduate School makes information available that accurately describes its financial condition.***

The primary publications of the Adler Graduate School include the AGS Catalog and Student Handbook. Information concerning AGS is also available through the School’s web site – ([www.alfredadler.edu](http://www.alfredadler.edu)). These sources of information describe, among other things, the financial obligations assumed by students enrolled in AGS’ programs. Information related to the financial condition of the School is also made available to persons who request it. For example, 990 reports are given to anyone who requests them. AGS’ Catalog, Student Handbook and web site identify the kind of financial information available to the public and how this information may be obtained.

AGS implements clear and fair policies regarding the rights and responsibilities of its internal constituents

The Adler Graduate School’s policies and practices are characterized by consistency. In fact, during the past five years, since AGS’ last HLC Comprehensive Visit, every aspect of the School’s operations and educational programs has been subject to review. The primary objective of this exhaustive review has been to ensure consistency between stated policies and actual practices. The result of this review is a learning environment characterized by high integrity, clear roles and responsibilities, and high expectations regarding ethical conduct.

**Examples of policies and practices that have been reviewed as to their consistency appear below:**

* + Personnel policies and procedures
	+ Roles of advisory committees
	+ Policies and procedures guiding faculty rank, assignments and performance review
	+ Policies and procedures concerning students (e.g., sequential model for completion of graduation requirements, evaluation of competencies, completion of internship requirements, completion of capstone project, oral examinations, grade expectations)
	+ Programs and curriculum (e.g., consistency of syllabi and course content)
	+ Accounting policies and practices
	+ Student services and related fees

***AGS’ manuals, handbooks, catalog and meeting minutes reflecting policy changes during the past five years are available for review in the HLC Team Resource Room***

AGS presents itself accurately and honestly to the public and treats its external constituents fairly

Accurate, comprehensive descriptions of the Adler Graduate School’s programs, activities and policies are available to all interested persons. The primary documents describing these programs, activities and policies are the AGS Catalog, web site, Student Handbook and monthly newsletter. Other advertisements and mailings describing AGS’ educational offerings serve to both inform the public and generate a pool of prospective students. In addition to the sources of information identified above, the primary source of information for many persons interested in AGS’ educational programs is AGS alumni and current students.

All prospective students participate in interviews and other screening processes in order to ensure that their educational objectives and personal, professional and academic qualifications are a good match with the Adler Graduate School’s published admission criteria and, ultimately, the School’s educational programs. Indeed, the Adler Graduate School represents its programs to the public in a fair and accurate manner, and aspires to a high level of institutional integrity in its external practices and relationships.

When a prospective student first contacts the Adler Graduate School, she/he will likely receive an AGS Catalog, application materials and, if necessary, information concerning financial aid. Depending on one’s relative interest in admission, a prospective student will also be interviewed by AGS’ Admissions and Student Services Director and/or one of the School’s Master’s-level Emphasis Area Program Directors or Specialty Area Program Coordinators. The School also implements an outreach strategy that includes open house events for prospective students, as well as other special events (e.g. Adlerian Masters events) for faculty, staff, alumni, current students and prospective students.

***The Adler Graduate School’s Marketing Plan, Catalog, application packet and financial aid packet are available for review in the HLC Team Resource Room***

AGS responds to complaints and grievances in a timely manner and documents these responses

The Adler Graduate School has standing policies that guide the process for responding to complaints and grievances – whether they reflect the concerns of students, faculty members, staff, representatives of internship sites, or any other AGS constituent. Policies and procedures are variously described in AGS’ Faculty Handbook, Student Handbook and Internship Manuals, for example. In all cases, representatives of the Adler Graduate School take pride in their rapid response to complaints and grievances. AGS staff members follow up on each complaint or grievance they receive. There are no exceptions. In fact, in most cases, AGS’ Academic Vice President becomes directly involved.

AGS’ Academic Vice President routinely consults with students, faculty and staff on the appropriate resolution of complaints and grievances. He encourages direct communication among concerned parties and makes himself available, as appropriate, as resolution – whether informal or formal – is sought. In cases where formal policies and procedures are invoked, appropriate documentation accompanies the process of resolution.

Policies and procedures guiding the process of addressing complaints and grievances are available for review in the HLC Team Resource Room. Sample documentation concerning the resolution of formal complaints and grievances is available upon request.

# CHAPTER I SUMMARY

The Adler Graduate School is dedicated to its mission and the integrity of this mission. As Criterion One requires, AGS “operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students”. The Adler Graduate School’s mission documents are clear and recognize the diversity of the School’s learners and the community AGS serves. An understanding of AGS’ mission is evident throughout the School. AGS’ governance and administrative structures result in effective, collaborative leadership and, ultimately, AGS upholds and protects its integrity.

The Adler Graduate School understands the importance of linking institutional objectives and key constituencies through the integration of clear Vision and Mission Statements, stable core values and related goals, objectives and strategies. Students, alumni, faculty, staff, administrators, community representatives and Board Members have all been encouraged to participate in the ongoing review and continuous improvement of the Adler Graduate School. Although AGS’ Vision and Mission Statements, core values and other key mission documents are meant to be durable, they are also dynamic guidelines, subject to continuous review. In the end, AGS’ Vision and Mission Statements, core values and key mission documents reflect the character of the School, its belief system and what the School is doing and trying to accomplish. Indeed, the Adler Graduate School’s mission documents represent one marker of the Adler Graduate School’s continuous maturation.

Representatives of the Adler Graduate School believe all applicable core components and expectations for accreditation related to Criterion One have been satisfied and addressed. AGS’ mission documents are clear and publicly articulate the School’s commitments. AGS’ mission documents recognize the diversity of the School’s learners, its other constituents and the greater society served by the School. A clear understanding and support for AGS’ mission exists throughout the School. AGS’ governance and administrative structures promote effective leadership and support collaborative processes that enable the School to fulfill its mission. Finally, AGS does uphold and protect the School’s integrity.

**OBJECTIVES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion One that will be pursued as the Adler Graduate School moves forward include:**

* AGS will continue to monitor the correspondence between intended directions, as reflected in the School’s mission documents, and actual performance.
* AGS will strive to make sure that its educational programs are directly related to and, thus, justify the School’s developing community services.
* AGS will strive to make sure that its mission is increasingly clear within the community it serves.
* AG S will continue to address diversity themes as it serves an increasingly diverse community.
* AGS will continue to review its policies and procedures and make adaptations, as appropriate.
* AGS will continue to build upon the role of its Board of Directors.

## CHAPTER II – CRITERION TWO – PREPARING FOR THE FUTURE

“The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of education, and respond to future challenges and opportunities.”

# INTRODUCTION

Criterion Two focuses on the human, financial and physical resources necessary to accomplish an institution’s purposes, and the assessment processes necessary for the prudent and effective stewardship of these resources. The acquisition and effective management of resources are central to the health of any institution. An examination of the use of the Adler Graduate School’s human, physical and financial resources finds that these resources are managed in an integrated fashion and that the School is effective in planning for and managing needed improvements, now and in the future.

Chapter II highlights the Adler Graduate School’s progress over the last five years; accomplishments that have strengthened the School’s effectiveness for the future. AGS’ vision, mission, core values and related goals, objectives and strategies are clear, the School’s human, financial and physical resources are strong and stable, and, as a result, its educational programs are effective. In short, the Adler Graduate School is healthy and will continue to accomplish its purposes well into the future. What is more, AGS is committed to continuous improvement and to the planning, budgeting and assessment processes necessary for this improvement.

During the past five years, the Adler Graduate School has engaged its constituents as never before. AGS’ Board of Directors, administrators, staff, faculty, students, alumni and an interested community have worked together to build upon the School’s assets and address challenges identified through strategic planning and Self-Study processes. Changes that have occurred have been based on the thoughtful examination of AGS’ mission and values, comprehensive assessment and discernment processes, and, in turn, collaborative planning and budgeting processes.

AGS’ constituents actively contribute to a governance structure that includes a participative network of advisory committees and, ultimately, a dynamic, dialectic of opinion. The Adler Graduate School’s financial health is strong and, most importantly, it operates on a solid foundation of human resources, comprised of talented faculty, dedicated administrators and staff members, gifted alumni and students, and promising prospective students who are enthusiastic about attending the School.

In summary, Chapter II of the Adler Graduate School’s Self-Study Report focuses on the human, financial and physical resources necessary to accomplish AGS’ purposes now and in the future. Chapter II also focuses on the processes of evaluation and planning that facilitate the effective organization and integration of AGS’ resources; in other words, those processes that allow AGS to monitor its mission, the quality of its educational programs, and its response to future challenges and opportunities.

**RECENT ACTIVITIES/FUTURE DIRECTIONS**

* **AGS completed Self-Study process in preparation for 2010 Comprehensive Visit**
* **AGS Strategic Planning Committee has recently produced a 12-year plan (2009/2010 – 2020/2021) and monitors this plan as a standing advisory committee**
* **AGS continues to integrate assessment, planning, budgeting and overall decision-making processes**
* **AGS’ educational programs continue to display continuous improvement**
* **AGS has established strong institutional leadership and strengthened relationships with faculty, students, alumni and community partners**
* **AGS has expanded upon an already strong investment in resources related to its educational programs**
* **AGS has expanded the size and increased the sophistication of its Board of Directors – and has strengthened policies and procedures related to Board oversight**
* **AGS has expanded its faculty resources – increasing the faculty’s diversity and the number of doctoral-level faculty members**
* **AGS has expanded administrative support for educational programs and institutional operations, in general**
* **AGS has substantially expanded its student population**
* **AGS has strengthened its fiscal management and foundation of financial stability**
* **AGS has strengthened its physical resources, e.g., building purchase, media center and technological resources**
* **AGS has strengthened its marketing and resource development activities**
* **Based on a comprehensive assessment plan, AGS continues to work toward the optimal organization of its human, financial and physical resources**
* **Based on the effective use of its resources, AGS has increased its capacity for serving the needs of an increasingly diverse community**

**PATTERNS OF EVIDENCE FOR FUTURE EFFECTIVENESS**

Through effective strategic planning, the Adler Graduate School has established patterns of evidence that support the presence of: 1) A clear vision and mission, based on durable core values – implemented through equally clear goals, objectives and strategies; 2) A strong foundation of human, financial and physical resources that ensure the School’s future; 3) Effective educational programs; 4) Comprehensive assessment processes.

Chapter II presents patterns of evidence that confirm the School’s commitment to effective organizational planning and decision-making processes – processes that will allow the School to accomplish its purposes and continuously strengthen its educational effectiveness.

HUMAN, FINANCIAL AND PHYSICAL RESOURCES

The maturation of the Adler Graduate School’s human, financial and physical resources has been continuous. This maturation has been built upon a foundation of careful assessment and the active participation of AGS’ constituents.

***Human Resources***

The Adler Graduate School’s Self-Study process has included a thorough examination of human resources. As such, there is a clear understanding of the resources necessary for a stable organization and those resources required for continuous growth and improvement.

The Adler Graduate School’s human resources are described in detail in Chapter II, as Criterion Two is discussed. The Adler Graduate School is able to secure the human resources needed to fulfill its educational purposes. Human resources – as defined by students, faculty, staff, administrators, Board members, alumni and community partners – constitute vital components of the School’s health and stability. As such, AGS has established an integrated, participative foundation of human resources that will help the School to sustain its educational programs well into the future.

The Adler Graduate School is well positioned to address demands associated with the continuous improvement of its human resources. Indeed, AGS is building upon its foundation of human resources in a manner that continuously strengthens its educational effectiveness. A summary of actions taken and strategies used during the last five years, providing evidence of AGS’ commitment to healthy, stable human resources, appears later in Chapter II.

*Financial Resources*

During the past decade, the Adler Graduate School completely overhauled its accounting and budgeting systems. In the process, AGS reduced unnecessary expenses and upgraded policies, procedures and overall accountability. In addition, the Adler Graduate School established a budgeting process that produces useful financial data and, in the process, the ability to accurately project and effectively allocate resources. As a result, AGS was able to free up resources for the expansion of its administrative structure and an even greater investment in the School’s educational programs.

The Adler Graduate School has successfully adapted to a changing environment and shifting community needs. Thanks to the ongoing effectiveness of AGS’ program quality, teaching quality and student learning, along with an integrated set of marketing strategies, new student enrollment has increased steadily during the past decade. Together with increasing course registration levels, increased enrollment figures have provided AGS with a solid foundation of tuition revenues.

The Adler Graduate School has established a firm foundation of financial resources from which to address changing community needs. Indeed, the School’s transition from a program for Psychologists to one that trains School Counselors, coaches and consultants, in addition to mental health professionals, offers evidence of this capability. In fulfilling its commitments, the Adler Graduate School will continue to balance stability and the dynamic quality displayed by healthy organizations. As such, AGS will continue to improve and will continue to seek new ways to contribute within the community.

Between fiscal year 1998/1999 and the present, the Adler Graduate School’s tuition revenues have increased steadily. During the same period, expenses have been carefully managed. As a result of these parallel trends, AGS has established a sizable fund balance; this fund balance has been very important as AGS has sought to strengthen its programs.

The Adler Graduate School has carefully managed expenses, increased revenues and clearly outlined its future human, financial and physical resource needs. AGS constituents have contributed to these activities and, subsequently, have participated in the processes of prioritizing goals and allocating resources. The budgeting process that routinely accompanies these activities is clear and effective and will help to guide decision-making and an ongoing investment in AGS’ educational programs well into the School’s future. A summary of actions taken and strategies used to strengthen the School’s financial resources appears later in Chapter II.

***Physical Resources***

While the Adler Graduate School was well suited to its home in the Eisenhower Community Center, AGS is a growing organization. As such, AGS moved to a new facility in April of 2006. In September 2009, AGS purchased this facility; a facility that will accommodate the Adler Graduate School’s needs well into the future. In addition, this facility will also accommodate multiple tenants, providing AGS with durable revenue streams. AGS’ move in 2006, and subsequent purchase of its facility, provides one good example of the School’s responsiveness to changing physical resource needs.

AGS has made other significant investments in physical resources during the last five years. For example, technology resources have been upgraded. Software supporting administrative functions has been purchased. A platform has been established for on-line learning. Technology upgrades have also supported better access to computers and Internet services, more effective classroom instruction, and the full use of Media Center potential. AGS’ web site is also now much more sophisticated.

AGS’ educational programs, faculty effectiveness and resulting student outcomes have each improved in relationship to the School’s increased investment in physical resources. A summary of actions taken and strategies used to strengthen AGS’ physical resources appears later in Chapter II.

**core components**

**Core Component 2a – The organization realistically prepares for a future shaped by multiple societal and economic trends.**

***AGS’ planning documents reflect a sound understanding of the School’s current capacity and external influences***

**Expansion of Programming**

The Adler Graduate School is accredited to offer one degree, the Master of Arts Degree in Adlerian Counseling and Psychotherapy. This degree is based in the psychological sciences; particularly Adlerian Individual Psychology. With the Master of Arts Degree in Adlerian Counseling and Psychotherapy and its core curriculum as a foundation, AGS students choose one or more Emphasis Areas that lead to competencies and/or license-eligibility in specific, applied areas of professional practice. Emphasis Areas built upon the foundation of the Master of Arts Degree in Adlerian Counseling and Psychotherapy facilitate AGS graduates’ ability to find gainful employment and substantive opportunities for professional activity, in general. A listing of the Adler Graduate School’s Emphasis Areas appears below.

* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Marriage and Family Therapy
* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Clinical Counseling
* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in School Counseling
* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Art Therapy
* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Management Consulting and Organizational Leadership
* Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Non-Clinical Adlerian Studies
* On-Line Master of Arts Degree in Adlerian Counseling and Psychotherapy – with an Emphasis in Adlerian Studies – this program is described in Chapter VIII of this Self-Study Report; the chapter that presents an Institutional Change Request

The Adler Graduate School also offers certificates through three Specialty Area Programs – all related to the field of Coaching. These Specialty Area Programs are also based firmly on the principles of Adlerian Individual Psychology and, as such, on the foundation of the Master of Arts Degree in Adlerian Counseling and Psychotherapy. A listing of the Adler Graduate School’s certificate areas – or Specialty Area Programs – appears below.

* Personal and Professional Life Coaching
* Parent Coaching
* Coaching and Consulting in Organizations

***AGS’ planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization***

The Adler Graduate School has been attentive to influences such as emerging technology, demographic shifts and other factors affecting community needs as plans are developed that guide the implementation of the School’s educational programs and related services. For example, the Adler Graduate School’s standing Strategic Planning Committee and the 2009/2010 – 2020/2021 Strategic Plan that it oversees are both clearly focused on factors influencing the School, including technology, demographic shifts and community needs. In addition, the Adler Graduate School’s Self-Study Steering Committee and the Self-Study Report which it has produced in association with the School’s 2010 Comprehensive Visit have also focused on critical factors such as technology, demographic shifts and community needs.

***The 2009/2010 – 2020/2021 Strategic Plan and 2010 Self-Study Report are available for review in the HLC Team Resource Room***

The Adler Graduate School has matured significantly as it concerns the use of technology. This maturation has been overseen by the School’s standing Technology Committee, which began as an ad hoc committee of the Finance and Marketing Committee (which itself became two separate standing committees in 2009, consistent with the growth and maturation of the Adler Graduate School).

***Minutes reflecting the Technology Committee’s oversight of technology and planning related to the School’s technological maturation are available for review in the HLC Team Resource Room***

Whenever the Adler Graduate School develops a new educational program or related service, demographic trends and community needs are carefully considered. For example, planning documents reflecting the development of the Jim Ramstad Community Service Center and planning documents reflecting the development of AGS’ distance education capabilities reflect the due diligence that has been exercised in assessing community needs. For example, in the case of AGS’ development of distance education strategies, the broader needs of the international Adlerian community have been carefully considered. Indeed, the international Adlerian community would like the Adler Graduate School to be an international leader in the dissemination of Adlerian Psychology and distance education capabilities would facilitate AGS’ response to this request. Development of the Ramstad Center and distance education capabilities are but two of the areas where the Adler Graduate School has paid close attention to demographic trends and community needs.

***Planning documents describing the Jim Ramstad Community Service Center and the proposed On-Line Adlerian Studies Emphasis Area are available for review in the HLC Team Resource Room***

***AGS’ planning documents show careful attention to the School’s function in a multicultural society***

As stated earlier in this Self-Study Report, the Adler Graduate School is seeking to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. In many ways, the professional domains into which AGS channels it graduates have not been available to all strata of society. What is more, graduate programs have not always succeeded in addressing these deficits. As such, the Adler Graduate School intends to train its graduates for service to the whole community – not just select parts of the community. Adaptation of curricula, the expansion of applied practicum/internship opportunities, and development of the Jim Ramstad Community Service Center constitute some of the ways the Adler Graduate School is preparing to serve the broader community and preparing its graduates for such service. Representatives of the Adler Graduate School believe this is part and parcel to serving the needs of a multi-cultural society.

In recent years, the Adler Graduate School has gone from serving a handful of students of color/international descent to serving approximately 70 such students, at any given time. As such, 15-20% of AGS’ students, at any given time, are students of color and/or international descent. This change is the result of AGS’ commitment to working with an increasingly diverse student body; a student body that will eventually supply an increasingly diverse community with the mental health and educational resources that have, unfortunately, been in short supply or even inaccessible in some sectors of society.

The Adler Graduate School has sought to support its increasingly diverse student body with an expanding array of student services, including better orientation and advising services, a greater variety of practicum/internship opportunities (including inner city and first ring suburb sites), support aimed at improving writing skills, modest work study opportunities and a partial scholarship programs, flexible alternatives for completing capstone requirements, a prospective Career Development Office, and ongoing outreach with students who are perceived to be struggling or, possibly, falling through the crack. Collectively, these services (and others under development) comprise an authentic effort aimed at working, once again, with an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.

***Minutes from AGS’ standing Diversity Committee and documents reflecting support-oriented institutional components such as orientation, advising, internship opportunities, support for writing, work study, partial scholarships and Master’s Project guidelines, are available for review in the HLC Team Resource Room***

***AGS’ planning processes include effective environmental scanning***

**Economic Trends**

The Adler Graduate School has grown and matured based on a responsiveness to community needs. That is, AGS representatives have been very careful to assess input from a variety of constituent groups (e.g., community partners, professional groups, researchers, alumni, students, faculty, staff, Board members and community members, in general) as decisions are made concerning educational programs and other, related services of the School. AGS representatives are committed to conducting market research as programs and services are developed and implemented and, ultimately, as the School’s Vision and Mission Statements are implemented.

When the Adler Graduate School develops educational programs and related services, representatives of the School routinely take inventory of community needs. Indeed, as the School’s assessment capabilities have matured, environmental scanning has become a standard feature of planning exercises. For example, two of the Adler Graduate School’s newest Emphasis Areas, Art Therapy and School Counseling, are products of careful market research. In part because of this market research, the Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Art Therapy, and the Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in School Counseling, have gotten off to very fast starts. Other planning exercises that have benefited from environmental scanning include development of the Jim Ramstad Community Service Center and development of the On-Line Adlerian Studies Emphasis Area.

 ***AGS’ organizational environment is supportive of innovation and change***

The Adler Graduate School’s Board of Directors, administrators and Faculty Senate leadership consistently support innovation and change. The past five years, since the last HLC Comprehensive Visit, have been characterized by extensive change. In fact, all components of the Adler Graduate School and its operations have been subject to careful assessment and adaptation, as appropriate. As a result, because of the Board’s leadership and support for the joint efforts of administrators and Faculty Senate leaders, the School’s human, physical and financial resources have all been reviewed, further developed and carefully focused on the needs of both students and the community served by AGS and its graduates. Lists of changes supported and facilitated by the Adler Graduate School’s Board of Directors, administrators and Faculty Senate appear throughout this Self-Study Report.

***AGS incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue***

The Adler Graduate School’s programs and related services are predicated on the principles of Alfred Adler’s Individual Psychology. In essence, Adlerian Psychology stresses Social Interest, or a level of integration with one’s community that facilitates cooperation and a commitment to the commonweal. As such, the Adler Graduate School is dedicated to finding the intersection between higher education and civic engagement, and making sure that the School’s students experience this intersection, both in the classroom and through applied training opportunities. The Adler Graduate School will remain dedicated to the principles of Adler’s Individual Psychology. Planning at the School consistently reflects this commitment.

Planning at the Adler Graduate School – whether focused on educational programs, services associated with the Jim Ramstad Community Service Center, the development and deployment of human, physical and financial resources, or policy development – is inevitably calibrated against the principles of Adlerian Psychology and its focus on consensus building. In fact, AGS planning exercises consistently adhere to the same psychological principles upon which the School’s educational programs are based. As a result, exceptional working relationships exist among AGS administrators, staff, faculty, students, alumni and community members; working relationships that are often rare in complex organizations.

***Select Adlerian texts, describing the principles of Alfred Adler’s Individual Psychology, are available for review in the HLC Team Resource Room***

**Core Component 2b – The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

Human Resources – Detailed

***AGS’ planning processes involve internal constituents and, where appropriate, external constituents***

Advisory Committee Structure

As indicated in other parts of this Self-Study Report, advisory committees are an important human resource at the Adler Graduate School. They are a vital part of the School’s planning, decision-making and assessment processes. While participative leadership strategies have been applied for most of the School’s 41-year history, this model has become increasingly valuable and effective during the past decade. Based on the Adler Graduate School’s participative, site-based decision-making model, the School has benefited from a dynamic advisory committee structure and the active involvement and creativity of each of the School’s constituent groups.

As indicated in Chapter I of this Self-Study Report, the Adler Graduate School’s site-based decision-making model includes eight standing advisory committees, the more central AGS Advisory Council, a variety of ad hoc committees and other groups (e.g., Faculty Senate, Student Association) that contribute to the School’s planning efforts. A listing of these committees and groups appears in Chapter I.

**AGS Advisory Council**

The AGS Advisory Council is the School’s most influential advisory committee. Its purpose is to assist AGS’ President and Academic Vice President in planning, programming and evaluation activities. The AGS Advisory Council is chaired by President Rislove, who serves as a liaison between the committee and the School’s Board of Directors. Other members of the AGS Advisory Council include the Academic Vice President, Admissions and Student Services Director, Financial Aid Director/Registrar, Business Operations Director, Network and Computer Systems Associate, President’s Assistant, Media Center Coordinator, Program Directors, Directors for Special Projects and Internship Development/Clinical Leadership Development, Specialty Area Program Coordinators, Faculty Senate Chairperson and Assistant Chairperson, and persons elected from standing sub-committees. Other interested parties may attend meetings but do not have a vote.

**The primary responsibilities of the AGS Advisory Council include:**

* + Contribute creative, innovative ideas that can lead to the development of new programs and services, or the modification of existing ones; such programs and services should support AGS’ vision, mission, core values and related goals, objectives and strategies
	+ Collaborate with AGS’ constituencies to periodically review and adapt, as appropriate, the School’s vision, mission, core values and related goals, objectives and strategies
	+ Empower constituencies to achieve agreed-upon purposes and to demonstrate the School’s values
	+ Assist the President and Academic Vice President in identifying human, financial and physical resources necessary to support the School’s vision, mission, core values and related goals, objectives and strategies
	+ Review and/or approve progress reports, recommendations, conclusions, etc. made by advisory committees, ad hoc committees, Program Directors, the Faculty Senate, and Student and Alumni Associations
	+ Advise the President and Academic Vice President on academic and institutional issues such as policies and procedures, student conduct, accreditation, and program design and development
	+ Clarify student, faculty, staff and community needs
	+ Identify trends, marketplace factors or other variables that could affect AGS’ future growth and direction
	+ The AGS Advisory Council facilitates transparency in operations, overall

**Faculty Senate, Student Association, Alumni Association**

The Adler Graduate School is committed to the principle of participatory leadership. As such, it is considered vital to the health of the School that the Faculty Senate, Student Association and Alumni Association are highly active and integrated into the life of Adler Graduate School. Planning and decision-making, in addition to the implementation of plans and decisions, are enhanced by the full participation of the School’s various constituent groups. Representatives of the Adler Graduate School believe the full participation of constituent groups is the School’s best insurance policy against ill-chosen directions based on decision-making processes that, at their worst, are too narrowly focused. The checks and balances offered by groups such as the Faculty Senate, Student Association and Alumni Association are considered essential to a healthy, dynamic institution.

**Faculty Senate – Detailed**

The Adler Graduate School’s faculty members continue to be the School’s greatest strength and asset. In fact, during the past decade, AGS’ faculty resources have developed and matured continuously. Faculty resources will be described in great detail in Chapter III of this Self-Study Report. For now, AGS’ Faculty Senate and its contributions to the Adler Graduate School will be discussed.

Although the Adler Graduate School has always relied on its faculty for institutional leadership, in early 2000, faculty associated with the Adler Graduate School began to formally organize a Faculty Senate. By Summer 2000, AGS’ Faculty Senate was put into operation. Every member of AGS’ faculty is a member of the Faculty Senate. As such, there are approximately 60 members of AGS’ Faculty Senate.

As with any institution of higher education, the Adler Graduate School depends on a dynamic faculty; a faculty that is actively engaged in the life of the School. During its first decade, the Adler Graduate School’s Faculty Senate has proven to be an important asset. The Faculty Senate is an effective voice for AGS faculty members and a respected, well-integrated component of the School’s system of governance. AGS’ Faculty Senate enjoys a similar stature to that of other standing, institutional advisory committees. As such, it is encouraged to review existing and emerging issues and to prepare recommendations for the AGS Advisory Council and/or AGS administrators.

The Faculty Senate is a cornerstone of the Adler Graduate School and works closely with the School’s administrators. For example, AGS’ Academic Vice President meets regularly with the Faculty Senate’s leadership; either its Chairperson and Assistant Chairperson, or the Faculty Senate Executive Committee, as a whole. The Academic Vice President also attends virtually all Faculty Senate meetings. In the process, AGS administrators and members of the Faculty Senate work very hard to ensure the substance and integrity of their relationships. As a result, the Adler Graduate School’s Faculty Senate has a profound influence on all aspects of the School and the way School business is conducted; including areas such as curriculum, compensation and AGS’ overall direction.

The Adler Graduate School’s Faculty Senate has actively participated in the ongoing maturation of the School. It has constructively contributed to problem-solving efforts and proactive, strategic planning exercises. Among its many contributions, the Faculty Senate has worked to: 1) Develop a model for assigning and monitoring faculty roles and responsibilities; 2) Involve more faculty in committee roles; 3) Support and facilitate faculty development; 4) Actively participate in the process of curriculum development and execution; 5) Actively participate in planning and budgeting exercises; 6) Help in the development of institutional policy; 7) Enhance communication among faculty and AGS administrators.

Perhaps the most significant contribution of the Faculty Senate, to date, is the development of a model for the assignment and monitoring of faculty roles and responsibilities. In many ways, this model is a metaphor for the Adler Graduate School’s participative and highly effective governance pattern. Indeed, the cooperative spirit that guided collaboration among faculty members in developing this model has also extended to subsequent work with AGS administrators.

***Faculty Senate and Faculty Senate Executive Committee minutes are available for review in the HLC Team Resource Room***

**Faculty Senate Executive Committee**

The Faculty Senate Executive Committee is comprised of five elected faculty members and meets regularly to discuss issues and work on timely projects. In turn, the Faculty Senate’s Chairperson and Assistant Chairperson, representing the Executive Committee and Faculty Senate, overall, work closely with AGS’s Academic Vice President to identify issues and projects that are important to the School’s ongoing development. In doing so, AGS faculty members and administrators display their commitment to a strong, meaningful and cooperative working relationship.

**Student Association – Detailed**

The Student Association is another cornerstone of the Adler Graduate School. Every AGS student is a member of the Student Association, regardless of her/his level of participation in the Student Association. For those students who attend Student Association meetings and integrate themselves into the Student Association’s activities, it is possible to influence the Adler Graduate School in important ways and learn valuable skills as it concerns the inner workings of a complex organization. Both AGS administrators and AGS faculty members regularly attend meetings of the Student Association. As a result, a partnership has been forged between the Adler Graduate School and its students that offers significant value for both students and the School.

More specifically, the Adler Graduate School’s Student Association actively contributes to the School’s planning, programming and assessment activities. The Student Association operates under formally adopted by-laws and is guided by elected officers. The Student Association enjoys high credibility and substantial visibility within the Adler Graduate School. The Academic Vice President, Director of Admissions and Student Services and as many as two designated faculty representatives meet with Student Association representatives on a regular basis and carefully consider their ideas and recommendations. AGS administrators firmly believe a strong and healthy Student Association is important to the School’s overall health. As such, everyone associated with AGS is committed to sustaining the Student Association’s active role. In fact, except for the Adler Graduate School’s Finance Committee, students are encouraged to have a representative on all standing and most ad hoc committees.

As indicated, Adler Graduate School students actively participate in planning, programming and assessment activities. For example, since 2007, the AGS Student Association has been planning and executing an annual training event that has come to be known as “Adlerian Masters”. This event is good for the School. Most importantly, it allows students to participate in a rich educational forum and to be part of a valuable administrative planning exercise that further integrates them into the life of the School.

###### Student Association Minutes are available for review in the HLC Team Resource Room

**Alumni Association**

The Adler Graduate School’s Alumni Association has been re-vitalized under the leadership of a dynamic alumna. More specifically, Michelin Heglund, a 2007 graduate of the Adler Graduate School, has worked diligently with AGS administrators to establish a foundation of structure and priorities for the Alumni Foundation.

One of the first things Ms. Heglund focused on was increasing communications with alumni. As a result, the Adler Graduate School is now able to communicate with most of its alumni. This, of course, allows AGS to introduce alumni to more opportunities for involvement in the life of the School. In time, it is expected that AGS alumni will have an important influence on the Adler Graduate School; much like the influence enjoyed by the Faculty Senate and Student Association. Once again, this influence will be welcomed as an invaluable check and balance on the Adler Graduate School’s choice of directions and day-to-day activities. The involvement of alumni will also constitute an important source of support for alumni themselves.

The Adler Graduate School’s Alumni Association also contributes actively to the School’s planning, programming and assessment activities. Alumni may take courses for credit at just 80% of the customary fee and may audit courses for only $100, provided space is available. Alumni are also invited to mentor current AGS students who may share an interest in similar academic areas or career choices. Finally, some of AGS’ most distinguished graduates go on to teach at the School and/or work with the School to develop new courses, course sequences and/or internship sites. Each of these activities has served to expand the School’s contact with alumni.

**Community Partners**

The Adler Graduate School also enjoys productive, cooperative relationships with a growing number of community partners. These partnerships are perhaps best exemplified by the School’s relationships with practicum/internship sites. Twenty years ago, AGS worked primarily with the Neighborhood Involvement Program as an internship site. At that time, the Neighborhood Involvement Program’s Counseling Center was a significant part of most AGS graduates’ internship training. While the Adler Graduate School’s relationship with the Neighborhood Involvement Program remains strong, the School now has partnerships with approximately 150 practicum/internship sites, including mental health clinics, social service organizations, local therapists’ private practices, schools and other organizations. In fact, many of these sites, are managed by AGS graduates, making internship experiences steeped in Adlerian psychology possible. As an indicator of AGS’ deep level of civic engagement, AGS students now contribute approximately 80,000 hours of community service each year through partnering practicum/internship sites.

***Information concerning the Adler Graduate School’s partnerships with practicum/internship sites is available for review in the HLC Team Resource Room***

***AGS uses its human resources effectively***

As one might conclude after reading descriptions of the Adler Graduate School’s Faculty Senate, Student Association, and Alumni Association, human resources are the Adler Graduate School’s single most important asset. Many individuals and groups are required if the School’s mission and purposes are to be achieved. AGS administrators have worked hard to foster a collaborative culture, based on Adlerian principles, that integrates each of AGS’ constituencies in pursuit of common objectives.

The term human resources refers to all of the Adler Graduate School’s constituent groups. As such, the School’s processes of planning, programming and evaluation necessarily include the Board of Directors, administrators, staff, faculty, students, alumni and community partners. Thanks to the contributions of these constituent groups, AGS’ Self-Study process has included the careful examination of human resources. As a result, AGS representatives are confident about the balance of human resources the School has achieved; a balance that presently serves AGS well, and one that prepares the School for a highly productive future.

**Administration**

AGS’ administrative resources have been strong for several years. Nevertheless, administrative resources are under continuous review – both as to quality and quantity. As AGS has continued to grow, administrative resources have, of course, been re-assessed. As such, the School’s organizational structure and associated administrative services have been expanded.

As the Adler Graduate School’s organization chart indicates, the School’s Academic Vice President serves as Chief Academic Officer and has principal responsibility for the work of Program Directors, Specialty Area Coordinators, other AGS administrative staff and Faculty members (including classroom instructors, Clinical Instructors and Didactic Instructors). In the absence of the School’s President, the Academic Vice President also serves as Chief Executive Officer.

**Administrative Personnel – Academic Programs**

In recent years, positions for four Program Directors and one Specialty Area Program Coordinator have been established. In addition, AGS also employs a Director for Internship Development and Clinical Leadership Development and a Director for Special Projects. Each of these roles is supervised by AGS’ Academic Vice President. Program-specific instructors are supervised by the appropriate Program Director or Specialty Area Program Coordinator. Five Didactic Instructors also work under the supervision of AGS’ Academic Vice President, and Clinical Instructors are supervised by the Director for Clinical Programs and Adlerian Studies. Directors and Specialty Area Program Coordinators effectively support AGS’ Academic Vice President in monitoring the School’s academic programs.

**Administrative Personnel – Operations**

Over the past five years, the Adler Graduate School has evaluated and re-configured virtually all staff roles that complement the administration of the School’s academic programs. For example, in 2009, job descriptions for each administrative staff member associated with AGS academic programs and/or operations, in general, were revised and updated. In addition, new roles have been created, as needed. More specifically, in 2008, AGS established the role of School Counseling Program Associate and, in 2009, the role of Administrative Assistant for the School Counseling Program. Also in 2009, the School initiated the roles of Business Operations Director and Network and Computer Systems Associate, high level administrative positions that complement the work of AGS’ Admissions and Student Services Director and Financial Aid Director/Registrar. A full description of the Adler Graduate School’s staffing pattern appears in Chapter I of this Self-Study Report.

###### **AGS’ organization chart is available for review in the HLC Team Resource Room**

***AGS intentionally develops its human resources to meet future challenges***

**Improved performance review**

The Adler Graduate School has sought to continuously improve its model for performance review. As such, performance review processes have been strengthened for AGS staff members, Program Directors, Specialty Area Program Coordinators and faculty members.

In recent years, AGS staff members have participated in a “360 degree” review process that includes feedback from one’s peers. This feedback has been assembled by the Adler Graduate School’s President and shared with individual staff members. This process is presently being refined so as to ensure ongoing supervision and regular performance reviews for all staff and faculty members.

Program Directors, Directors of institutional units and Specialty Area Program Coordinators are reviewed annually by their supervisor, AGS’ Academic Vice President. This is accomplished through a respectful, interactive process. For example, a Program Director will complete a self-assessment and discuss it with the Academic Vice President. The Academic Vice President, in turn, will then discuss his assessment of the Program Director directly with the Program Director. This process culminates with the identification of professional goals and objectives that will be pursued in the upcoming year.

AGS President

The Adler Graduate School’s President serves as Chief Executive Officer of the School. The primary responsibilities of the President are:

* + Foster a culture based on Social Interest that integrates AGS’ constituents in pursuit of a shared mission and common set of purposes; such a culture affirms the value of collaboration, cooperation, contribution, mutual respect and integrity
	+ Work with the Board of Directors and its sub-committees to develop strategic plans that support the School’s mission
	+ Collaborate with Academic Vice President in overseeing AGS’ academic programs and associated administrators, staff and faculty
	+ Help to facilitate the School’s relationship with the Faculty Senate, Student Association and Alumni Association
	+ Facilitate the development and maintenance of high quality programs that optimize the School’s growth
	+ Monitor operational activities of the School, including planning, organizing, decision-making activities and operations in each of AGS’ institutional units
	+ Monitor the effective utilization and development of all resources – human, financial and physical
	+ Maintain an in-depth understanding of the School’s financial performance; monitor the preparation of budgets and financial reports

###### A job description for AGS’ President is available for review in the HLC Team Resource Room

In Spring 2001, the Adler Graduate School’s Board of Directors conducted a national search for a President, resulting in the selection of Dr. Dennis Rislove, who has served as the School’s President since June 2001. With his academic background, administrative experience, professional contacts and adherence to healthy business practices, Dr. Rislove has helped the Adler Graduate School achieve financial strength and has encouraged inventive ideas for the future.

The Adler Graduate School’s Board of Directors selected Dr. Rislove with the School’s vision, mission, core values and related goals, objectives and strategies (and particularly AGS’ planning and leadership needs) in mind. During Dr. Rislove’s tenure in office, a cooperative team made up of AGS’ Board of Directors, staff, faculty, students, alumni and other constituents has succeeded in proactively pursuing a mission-driven vision that ensures the Adler Graduate School’s viability for years to come.

Dr. Rislove served Wisconsin and Minnesota public school systems as a K-12 superintendent for 28 years. As such, for nearly three decades, through highly responsible roles requiring substantial public trust, he shaped the quality of education in two states known for the high premium they place on education. As a superintendent, Dr. Rislove also served public education and the community-at-large through a variety of voluntary committee and leadership roles. He holds a PhD in the area of Educational Administration and has taught on-line, graduate-level courses in higher education financing for Walden University.

***A copy of President Rislove’s resume is available for review in the HLC Team Resource Room***

Since Dr. Rislove became President, the Adler Graduate School has:

* Reorganized administrative staffing; consolidating or eliminating some positions and adding other positions critical to educational programs – resulting in a more effective staffing pattern
* Executed a successful capital campaign, leading to the purchase of AGS’ building
* Developed additional educational programs based on the foundation of AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy
* Established new levels of civic engagement through its human services programs and the Jim Ramstad Community Service Center
* Established new levels of integration with AGS’ constituent groups and community partners, including the Faculty Senate, Student and Alumni Associations, units of government (e.g., City of Richfield, Hennepin County) and a variety of organizations and schools serving as practicum/internship sites
* Substantially increased investment in the School’s educational programs
* Reviewed and revised strategies for implementing comprehensive assessment activities
* Established clear job descriptions and a methodology for staff performance review
* Established clear methodology for reviewing faculty performance – both peer review and administrative review
* Revised faculty structure, including roles and responsibilities
* Reviewed and reorganized course schedules so as to facilitate greater efficiency
* Updated policies; established AGS policies and procedures manual
* Assessed gaps and inconsistencies in written documents and made corrections
* Reviewed and adapted system of organizational governance and related roles and responsibilities
* Established efficient and timely methodology for reporting to AGS’ Board of Directors
* Clarified priorities in relationship to expense reduction and revenue enhancement
* Improved budgeting strategies and accounting practices
* Balanced the budget and proceeded to re-establish a significant fund balance
* Increased tuition to a level consistent with comparable institutions
* Reduced audit costs
* Improved control and supervision of credit cards and purchasing
* Assisted the Board in developing a new investment policy
* Initiated several new grant applications
* Revised Resource Development Plan and Marketing Plan
* Established Diversity Plan, guiding the School’s activities on behalf of an increasingly diverse community

AGS Academic Vice President

The primary responsibilities of the Adler Graduate School’s Academic Vice President include:

* Discharge responsibilities as assigned by AGS’ President
* In President’s absence, serve as Chief Executive Officer
* Serve as School’s Chief Academic Officer
* Oversee program development activities
* Serve as Dean of Faculty and Dean of Students
* Collaborate with President in supervision of AGS staff members
* Oversee AGS’ academic programs and supervise associated administrators
* Oversee administrators’ supervision of faculty
* Oversee assessment of AGS faculty members’ performance and ongoing development
* Develop and execute strategies for faculty recruitment and appointment
* Facilitate School’s relationship with Faculty Senate, Student Association and Alumni Association
* Oversee standing and ad hoc committees
* Oversee assessment activities
* Serve as Self-Study Coordinator and primary author of Self-Study Report
* Serve as lead person in area of community relations
* Participate actively in fundraising activities and grantsmanship efforts
* Participate actively in policy development
* Regular attendance in meeting forums for which the Academic Vice President has volunteered/been assigned
* Contribute to troubleshooting/problem-solving in areas of administrative responsibility
* Serve as an ambassador for AGS and its mission

***A job description for AGS’ Academic Vice President is available for review in the HLC Team Resource Room***

As with the selection of the Adler Graduate School’s President, selection of the Academic Vice President was made with respect to the School’s vision, mission, core values and related goals, objectives and strategies. Former AGS Board Chairperson, Dr. Carol Bland, former AGS President, Patricia Ramberg, and AGS faculty members asked Dr. Dan Haugen to serve as part-time Academic Vice President, beginning in April 2000. Since then, Dr. Haugen’s role has broadened significantly. In July 2006, Dr. Haugen joined the Adler Graduate School on a full-time basis. Although he no longer has teaching assignments, Dr. Haugen has served as a Core Instructor at the Adler Graduate School since 1988 and has taught at the collegiate level since 1981. Virtually all of Dr. Haugen’s teaching has been at the graduate level. At various times, Dr. Haugen has also served AGS as Director of Assessment, Director of Resource Development and Self-Study Coordinator. Dr. Haugen also served the Neighborhood Involvement Program, a highly respected, 42-year-old Minneapolis health care and social services organization, for 22 years; nearly 18 as President/Executive Director. Dr. Haugen holds a PhD in the field of Social Work.

Dr. Haugen’s role as Academic Vice President is fully supported by four Program Directors, five Directors for other AGS institutional units, one Specialty Area Program Coordinator, an exceptional group of faculty members, and a talented and dedicated administrative staff. Dr. Haugen also enjoys an excellent working relationship with the Adler Graduate School’s President, Dr. Dennis Rislove. Together, they constitute a very effective team; a team that has ably served the Adler Graduate School and facilitated its ongoing development.

###### A copy of Dr. Haugen’s resume is available for review in the HLC Team Resource Room

Admissions and Student Services Director

The primary responsibilities of AGS’ Admissions and Student Services Director include:

* + Along with Academic Vice President, address and manage the needs of the School’s growing student population
	+ Oversee student services, including planning and monitoring of students’ degree plans
	+ Oversee admissions processes
	+ Oversee marketing activities, focusing especially on the recruitment of students
	+ Oversee relationships with current practicum/internship sites and practicum/internship site development
	+ Actively participate in program planning activities
	+ Lead role in facilitating the School’s relationships with Student and Alumni Associations
	+ Participate in planning and execution of special events
	+ Lead role in community relations activities
	+ Supervise Administrative Assistant
	+ Regular attendance in meeting forums for which the Admissions and Student Services Director has volunteered/been assigned
	+ Contribute to troubleshooting/problem-solving in areas of administrative responsibility
	+ Serve as an ambassador for AGS and its mission

***A job description for AGS’ Admissions and Student Services Director is available for review in the HLC Team Resource Room***

**Accounting**

In recent years, the Adler Graduate School has worked hard to simultaneously upgrade its accounting system and reduce expenses associated with both accounting and the School’s annual audit. When President Rislove took office in June 2001, he effectively addressed this task. Staff roles were reorganized and, in some cases, hours were reduced. As a result, an accounting system was implemented that was more accurate and efficient than any system in the School’s history.

In 2009, after substantial growth in both the Adler Graduate School’s programs and resulting student population, a Business Operations Director was hired to oversee accounting and the annual audit, government relations, relationships with tenants of the Jim Ramstad Community Service Center, and the Center’s physical plant.

**Business Operations Director**

The primary responsibilities of the Business Operations Director are:

* + Oversee AGS’ budgeting, accounting and annual audit processes
	+ Oversee contracting with AGS’ insurance carriers and tenants, among others
	+ Oversee AGS’ physical plant and persons associated with maintaining, developing and leasing AGS’ space
	+ Oversee AGS’ human resources policies and procedures – including payroll process
	+ Oversee AGS’ relationships with units of government (e.g., contracts)
	+ Supervise Business Operations Associate and Network and Computer Systems Associate
	+ Regular attendance in meeting forums for which the Business Operations Director has volunteered/been assigned
	+ Contribute to troubleshooting/problem-solving in areas of administrative responsibility
	+ Serve as an ambassador for AGS and its mission

***A job description for AGS’ Business Operations Director is available for review in the HLC Team Resource Room***

**Financial Aid**

At any given time, approximately 85% of the Adler Graduate School’s students who are registered for at least one credit require federal financial aid. If one includes financial aid from sources such as veteran benefits, state services for the blind and AGS scholarships, this percentage is approximately 87%. Many other students take out private loans.

As the School has grown, responsibilities associated with the oversight of financial aid have also expanded. The Adler Graduate School’s Financial Aid Director/Registrar is primarily responsible for overseeing financial aid, along with Registrar duties.

**Financial Aid Director/Registrar**

The primary responsibilities of the Financial Aid Director/Registrar are:

* + Oversee AGS financial aid activities and work with Business Operations Director on annual audit related to financial aid
	+ Oversee implementation of federal guidelines related to financial aid activities
	+ As AGS Registrar, oversee AGS’ course registration and related activities
	+ Contribute to planning/execution of AGS’ special events and marketing efforts
	+ Regular attendance in meeting forums for which the Financial Aid Director/Registrar has volunteered/been assigned
	+ Contribute to troubleshooting/problem-solving in areas of administrative responsibility
	+ Serve as an ambassador for AGS and its mission

***A job description for AGS’ Financial Aid Director/Registrar is available for review in the HLC Team Resource Room***

**Technology**

The Adler Graduate School has continuously improved its technology resources. Consistent with this technological growth, AGS has also developed additional human resources. In 2009, a Network and Computer Systems Associate was hired to monitor AGS’ technology capabilities and the School’s ongoing maturation in this important area.

**Network and Computer Systems Associate**

The primary responsibilities of the Network and Computer Systems Associate are:

* + Coordinate and, as appropriate, execute AGS’ technology-related activities and maturation – including SONIS software capabilities
	+ Help to facilitate AGS’ delivery of distance education programs
	+ Regular attendance in meeting forums for which the Network and Computer Systems Associate has volunteered/been assigned
	+ Contribute to troubleshooting/problem-solving in areas of administrative responsibility
	+ Serve as an ambassador for AGS and its mission

***A job description for AGS’ Network and Computer Systems Associate is available for review in the HLC Team Resource Room***

***AGS Has Sufficient Number of Master’s Degree Students***

**Students/Enrollment**

Increasing an institution’s enrollment typically takes several years. However, as reflected by the admissions table appearing later in this chapter, over the past decade, AGS’ student population has increased continuously. AGS now serves approximately 400 students, at any given time, and interest among prospective students remains high. Just as importantly, the Adler Graduate School’s retention rate is outstanding.

As indicated in the Introduction to this Self-Study Report, as of December 2009, the Adler Graduate School has worked with 1478 students and/or applicants since 1990. If one excludes current students, students who were admitted to AGS but never began their work, applicants who were not admitted, and students who only worked with AGS as a student-at-large, then 972 students remain. Of these 972 students, 35 left AGS before completing their educational objectives and three were administratively withdrawn from AGS. Thus, 38 students did not complete their educational objectives – leaving 934 students who completed a Master’s degree, a certificate and/or licensure preparation. As such, 934 of 972 students completed their educational objectives, constituting a 96.1% completion rate.

As indicated, the Adler Graduate School’s enrollment of new students has been on the rise since the end of fiscal year 1999/2000. Marketing, combined with prudent programming decisions, have contributed significantly to this stable enrollment pattern. What is more, total credit registration, a good measure of activity among students, has also been on the rise. Indeed, against a backdrop of increasing enrollment and increasing credit registration, tuition revenues have been at sufficient levels to fully fund AGS’ operating budget for nearly eleven years.

The Adler Graduate School has a sufficient number of students to fund its educational programs. What is more, AGS has developed financial forecasts that document the current and future sufficiency of student numbers. These forecasts are consistently reviewed and approved by AGS’ Board of Directors. For example, the Adler Graduate School continues to enroll approximately 40-50 new students per three-month term and serves approximately 400 students, at any given time. If, on average, 400 students register for 1500 total credits per term, AGS will log 6000 credits per year. At this credit count and the current $455 per credit tuition fee, tuition income will equal $2,730,000 per year. Thus, based on this conservative, very achievable projection, tuition income will comfortably exceed AGS’ expenses in any given year.

The Adler Graduate School’s budget for the 2009/2010 academic year anticipated only a small increase in enrollment. Indeed, after careful review, representatives of the Adler Graduate School will likely hold enrollment in its residential programs to approximately 400 students, at any given time. Over time, expansion of the School’s student population beyond 400 will likely occur through students enrolled in on-line courses.

In light of the Adler Graduate School’s plans for an essentially stable student population, the 2009/2010 budget included a modest 4.33% increase in the School’s commitment to its educational programs. However, the 2009/2010 budget still projected a steadily increasing surplus, leaving room for increasing commitments to the School’s educational programs, over time. In fact, when necessary, the Adler Graduate School has invested even more aggressively in its educational programs (e.g., 42 % increase in 2005/2006, followed by a 12% increase in 2006/2007, a 10% increase in 2007/2008 and, finally, a 34% increase in 2008/2009).

#### **Enrollment in Specialty Area Programs**

AGS offers courses through three Specialty Area Programs. All of these Specialty Area Programs lead to certificates: 1) Personal and Professional Life Coaching; 2) Parent Coaching; 3) Coaching and Consulting in Organizations (CCO). The Personal and Professional Life Coaching sequence of courses is started two to three times each academic year, with approximately ten students in each cohort. Parent Coaching courses are offered one to two times per year, depending on enrollment, for very small cohorts of students. The Coaching and Consulting in Organizations sequence of courses used to be more commonly taken as a certificate program. However, these courses are now almost always taken as part of the Management Consulting and Organizational Leadership Emphasis Area. Nevertheless, the CCO certificate sequence remains available to students who are interested in taking just these courses. Business Coaching courses are now also taken in the context of the Adler Graduate School’s MCOL Emphasis Area. In time, it is expected that this series of courses will attract students interested in a certificate only.

In addition to attracting post-Master’s students who aspire to a certificate, AGS’ Specialty Area Programs also attract AGS students who are enrolled in one of the School’s Emphasis Areas and wish to support their MA degree with a certificate.

#### **Enrollment of Diverse Student Populations**

The Adler Graduate School has attracted an increasingly diverse student population. As of December 2009, 16% of AGS’ 412 students, were students of color and/or foreign born. Of these 64 students, 35 were African American, 17 were Asian American, five were Latino, four were Native American and three were foreign born (e.g., African, Japanese).

Plans for Increasing Enrollment Have Been Successful

The Adler Graduate School is one of the area’s most user-friendly Schools. AGS’ educational programs are competitively priced and the School’s one-course-per-session (and two courses per three-month term) format allows working adults to complete courses at a reasonable pace. In addition, new students may begin their work at almost any time during the year. For example, the course that AGS students typically take as their first course is offered at least eight times each year. If appropriate, the School also allows persons already working in the field to use their place of employment as an internship site. Each of these factors makes AGS especially convenient for working adults with families.

The Adler Graduate School attracts students through word-of-mouth, advertising, open houses and conscientious follow-up with prospective students who request information. Although the School’s growth has been stable and consistent during the past decade, additional growth will, of course, require focused marketing efforts and ongoing planning.

The Adler Graduate School has worked hard to establish an effective enrollment plan, associated recruitment and marketing strategies, and clear lines of accountability. During the past decade, this plan has been carefully developed, executed and adapted, based on thorough evaluation. Consistent with AGS’ current discussions concerning the most appropriate size of the School’s student body, as of January 2010, due to consistently high interest among prospective students, representatives of the Adler Graduate School were also discussing possible three-month and annual enrollment caps.

**Growth of Student Population**

The Adler Graduate School’s student population has grown steadily during the past decade. This growth has been planned very carefully via AGS’ standing, Strategic Planning Committee. Consistent with this planning process, the Adler Graduate School appears to be on the verge of adopting a goal of 400 students taking courses on campus, at any given time. In addition, assuming AGS is accredited to offer a proposed On-Line Adlerian Studies Emphasis Area, in its early stages, the School will serve approximately 28 additional students who complete program requirements primarily via distance education methods. The Adler Graduate School’s optimal capacity for serving students taking primarily on-line courses is still being studied.

The Adler Graduate School’s likely decision to adopt a goal of 400 on-campus students has been preceded by a great deal of discussion and discernment. AGS’ strategic planning and Self-Study processes have been essential to this process. In addition, the Adler Graduate School is fortunate to have two faculty members, Dr. Bill Premo – who is Director and Core Instructor in the Management Consulting and Organizational Leadership Emphasis Area – and John Reardon – who is also a Core Instructor in the MCOL Emphasis Area – whose professional practices have consistently included consultation with complex organizations considering both short-term and long-term goals. These two faculty members have lead AGS’ Strategic Planning Committee over the past five years and, as such, have contributed significantly to the identification of an optimal size for the School’s student population.

Clearly, a myriad of factors must be studied in the process of identifying the optimal size of an institution’s student population. In arriving at a likely goal of 400 students, AGS representatives have identified the human, financial and physical resources necessary to sustain this size. An appropriate balance of Emphasis Areas and Specialty Area Programs and the admissions processes necessary for achieving this balance are also being studied. Naturally, consistent with changing community needs and interests, this balance will be subject to continuous review. Finally, AGS representatives have also carefully reviewed the ways that 400 students affect the School’s organizational demeanor and the relative satisfaction of students, faculty and staff. Since the Adler Graduate School wishes to preserve the intimacy that characterizes relationships among AGS constituents, the School’s organizational demeanor will also be subject to continuous review.

***Materials reflecting upon the Adler Graduate School’s consideration of an optimal student body size are available for review in the HLC Team Resource Room***

A table describing the Adler Graduate School’s admission pattern since the 1997/1998 academic year appears below.

**New Student Enrollment by Three-Month Term:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Fiscal Year** | **Summer** | **Fall** | **Winter** | **Spring** | **Total** |
|  |  |  |  |  |  |
|  97/98 | 11 | 20 | 15 | 11 |  57 |
| 98/99 | 13 | 17 | 16 | 13 | 59 |
| 99/00 | 15 | 25 | 19 | 14 | 73 |
| 00/01 | 13 | 31 | 17 | 13 | 74 |
| 00/02 | 12 | 28 | 21 | 25 | 86 |
| 02/03 | 22 | 21 | 20 | 17 | 80 |
| 03/04 | 21 | 24 | 22 | 22 | 89 |

#### 04/05 21 33 17 28 99

#### 05/06 15 35 27 34 111

#### 06/07 30 48 29 18 125

#### 07/08 40 46 37 36 153

#### 08/09 26 46 60 37 168

#### \*09/10 38 54 50 40 182

\*Italicized numbers for the 2009/2010 academic year are projected

####

Decisions/activities that have contributed to the Adler Graduate School’s expanded enrollment include:

* + Clear, quantitative/qualitative objectives adopted
	+ Prospective student audiences more clearly targeted
	+ Active follow-up with all inquiries
	+ Partnerships with Student and Alumni Associations have increased favorable word-of-mouth benefits to School
	+ Increased outreach with persons in position to refer prospective students (e.g., Minnesota Board of Marriage and Family Therapy, career counselors at the University of Minnesota)
	+ Establishment of Emphasis Areas, based on the Master of Arts Degree in Adlerian Counseling and Psychotherapy (i.e., Marriage and Family Therapy, Clinical Counseling, School Counseling, Management Consulting and Organizational Leadership, Art Therapy, Non-Clinical Adlerian Studies, On-Line Adlerian Studies)
	+ Establishment of Specialty Area Program curricula (i.e., Certificates in Personal and Professional Life Coaching, Parent Coaching, and Coaching and Consulting in Organizations)
	+ Increased strength of curriculum in clinical programs (i.e., Marriage and Family Therapy; Clinical Counseling)
	+ Updated (and executing) Marketing Plan
	+ Increased community visibility and involvement with community partners
	+ Increased use of Internet and web site advertising
	+ Developed (and executing) Diversity Plan

**Enrollment Goals**

The Adler Graduate School’s student population has grown continuously since AGS’ last Comprehensive Visit in December 2004. More specifically, during the 2003/2004 academic year, the Adler Graduate School admitted a total of 89 students. During the 2004/2005 academic year, 99 students were admitted. These admission figures have grown continuously during the last four years, peaking with an enrollment of 168 during the 2008/2009 academic year. Based on term-by-term enrollment figures to date, the total enrollment figure for the 2009/2010 academic year promises to be approximately 180 students. This figure is consistent with the Adler Graduate School’s goal of sustaining a total enrollment of approximately 400 students, at any given time. Consistent with serving approximately 400 students, specific enrollment goals that are currently being discussed are listed below.

* + Enroll an average total of 62 students per three-month term, across AGS programs (excluding On-Line Adlerian Studies Emphasis Area, workshops and Clinical Supervision course), starting with the 2010/2011 academic year
	+ Continue to enroll students for an average of 1650 credits per three-month term, across AGS programs
	+ Continue to build upon diversity of student population
	+ Enroll an average of 32 students per three-month term in AGS’ clinical programs (i.e., Marriage and Family Therapy, Clinical Counseling), starting with the 2010/2011 academic year
	+ Enroll 8 students per three-month term in AGS’ School Counseling Emphasis Area, starting with the 2010/2011 academic year
	+ Enroll 14 students per six-month period in AGS’ Art Therapy Emphasis Area, starting with the 2010/2011 academic year
	+ Enroll 15 students per six-month period in AGS’ Management Consulting and Organizational Leadership (MCOL) Emphasis Area, starting with the 2010/2011 academic year
	+ Enroll an average of 15 Specialty Area Program students per six-month period, starting with the 2010/2011 academic year – specific enrollment figures for Specialty Area Programs will not be established, at this time, since these students are usually already enrolled in other Emphasis Area programs
	+ Enroll 14 students per six-month period in AGS’ On-Line Adlerian Studies Emphasis Area, starting with the 2010/2011 academic year – this enrollment figure will increase to 14 students per three-month period, starting with the 2012/2013 academic year
	+ Enroll 225 students per year in continuing education workshops, starting with the 2010/2011 academic year
	+ Enroll 15 students per year in Clinical Supervision course, starting with the 2009/2010 academic year

**AGS Admissions Process**

As the Adler Graduate School’s student population has grown, admission processes have been adapted accordingly. More specifically, while current admission criteria are consistent with AGS’ high standards, over time, the total number of students admitted to the School in any three-month term may soon be capped. This practice will facilitate planning and the effective allocation of human, financial and physical resources. A summary of the Adler Graduate School’s admission process, standards and prospective caps appears below.

In general, applicants who meet minimum admission requirements will be accepted as a “Full Admit” to the Adler Graduate School.  In some cases, other applicants not meeting minimum admission requirements may be admitted as a “Provisional Admit” or “Conditional Admit”.

“Provisional Admits” are students who meet minimum admission requirements but have not completed their admissions files. In most cases, these students have one month, from the time they were accepted as “Provisional Admits”, to complete their admissions files.

“Conditional Admits” are students who do not meet minimum admission requirements and, assuming their admissions files are complete, must achieve a 3.0 GPA in their first two courses in order to be considered for “Full Admit” status. For persons who do not meet minimum admission standards and are being considered as a “Conditional Admit”, AGS will conduct a careful review of the prospective student’s file.  Program-specific review processes for prospective “Conditional Admits” are described below.

* + **SC, MCOL, Art Therapy, Coaching**

School Counseling, Management Consulting and Organizational Leadership, Art Therapy and Coaching administrators review all applicants to their respective programs, including persons who fall below minimum admission requirements.  For persons falling below minimum admission requirements, this file review may also include an interview. After a file review and possible interview, an admission recommendation (concerning “Conditional Admit” status) will be made to the Academic Vice President.

* + **MFT, LPC/LPCC**

The Director of Admissions and Student Services completes a file review for all students and passes files for persons falling below minimum admission standards to the Director for Clinical Programs and Adlerian Studies.  After a file review and, if appropriate, an interview, a recommendation (concerning “Conditional Admit” status) regarding admission is made to the Academic Vice President.

**Admission Caps**

As the Adler Graduate School has grown and matured, admission caps have been carefully considered. This is largely a product of having tentatively identified an optimal student body size of 400 students, at any given time. Although appropriate admission caps continue to be reviewed, prospective caps have been referred to in the “Enrollment Goals” section of this chapter. Some version of these projections will be adopted during the 2009/2010 academic year and implemented during the 2010/2011 academic year.

***The Enrollment Cap Plan that is currently taking shape is available for review in the HLC Team Resource Room***

**Marketing Plan**

Through the joint efforts of the Adler Graduate School’s Strategic Planning Committee and Marketing Committee, an updated Marketing Plan was adopted during the 2009/2010 fiscal year. The AGS Marketing Plan includes methods for increasing the size of AGS’ student body and diversifying the mix of students. The Marketing Plan also contains recruitment and advertising goals. The School’s Board of Directors is committed to funding the expenditures required by this Marketing Plan.

***AGS’ Marketing Plan is available for review in the HLC Team Resource Room***

#### **Web Site**

#### In cooperation with other AGS staff members, the Adler Graduate School’s Network and Computer Systems Associate maintains the School’s web site. The web site has been designed to include many customized features and links. For example, the School’s practicum/internship sites are listed, as well as job postings, a referral page, available books, and links to other Adlerian resources. It offers a student newsletter and constitutes an efficient vehicle through which students can share important information. A referral page for alumni, with listings of private practices, has also been developed, allowing alumni to indicate their areas of specialization, phone numbers and other salient information. A Yahoo e-mail group allows the School to communicate with students, and students to communicate with each other. Alumni can also participate in their own e-mail group. Since most program inquiries start with AGS’ web site, the School’s advertising directs inquiries to the web site.

#### **Sources of Program Inquiries chart available for review in the HLC Team Resource Room**

Collectively, AGS students display a broad array of personal and professional experiences and bring focused, professional attitudes to the classroom. As indicated in the Introduction to this Self-Study Report, based on data from AGS’ 2008 Student and Alumni Surveys, most students choose AGS based on the School’s focus on Adlerian Individual Psychology, flexible scheduling of courses and location. However, the Adler Graduate School also appeals to students who appreciate the School’s positive reputation, affordable tuition level and the availability of financial aid. With regard to professional objectives, AGS attracts students who wish to: 1) Achieve licensure and/or credentialing in a human services field; 2) Join/start a private practice or join/start a social service agency or non-profit organization; 3) Enter a human services field or acquire increasing responsibility within a human services field; 4) Obtain specialized training or additional training in a human service field; 5) Provide community service and/or work as a volunteer within the human services field.

***Data concerning the 2008 Student and Alumni Surveys, and a brief summary of these surveys are available for review in the HLC Team Resource Room***

**A summary of actions taken and strategies used to support human resources during just the last five years provides evidence of AGS’ commitment to healthy, stable human resources:**

**Actions – (Many of these Actions can also be considered ongoing Strategies)**

* + Effective, long-term leadership secured
	+ Size and diversity of faculty and resulting range of capabilities increased
	+ Board of Directors expanded to 13 members; members recruited to accommodate specific skill sets
	+ Governance structure established that balances clear lines of authority and the meaningful participation of all constituencies
	+ Faculty Senate and Faculty Senate Executive Committee are active and dynamic, high-stature components of institution
	+ Strengthened student advising model
	+ Student Association strengthened
	+ Alumni Association re-established
	+ Increased community partnerships (e.g., number and quality of practicum/internship sites increased dramatically; sponsoring Watershed and Lions Gate Charter Schools)
	+ Increased resource development and marketing efforts
	+ AGS policies and procedures revised and adapted, as appropriate, across all operational areas
	+ Policies and procedures manual continuously monitored and revised, as appropriate
	+ Student and Faculty Handbooks re-written
	+ Internship Manuals for students and site supervisors re-written
	+ Faculty Manual for orientation and ongoing organization of faculty activities developed
	+ Expanded administrative structure – AGS utilizes four Program Directors, five Directors for other institutional units and one Specialty Area Program Coordinator
	+ Updated Personnel Manual
	+ Strengthened system of faculty ranks, responsibilities, teaching assignment criteria and compensation/advancement guidelines
	+ Strengthened supervision model for staff and faculty members
	+ Strengthened methods for evaluating faculty performance – including execution of a system of peer review
	+ Strengthened methods for annual performance reviews for staff
	+ Updated all job descriptions
	+ Re-organized AGS Business Office

**Strategies**

* + Implementing professional development strategies for faculty and staff
	+ Implementing expanded administrative structure and associated program controls
	+ Continuing use of a site-based, participative governance structure; engaged constituents are the School’s greatest source of strength and creativity
	+ Continuing to strengthen and manage relationships with practicum/internship sites and other community partners
	+ Working closely with Faculty Senate, Student Association and Alumni Association; all are vital to AGS’ strength and overall health

**Human Resources -- Summary**

The Adler Graduate School’s human resources play a vital part in the School’s overall health. More specifically, the School’s Board of Directors, students, alumni, faculty, administrators, staff and community partners all contribute mightily to the health of the School. AGS’ division of labor is clear, and cooperative working relationships exist among the School’s constituent stakeholders, resulting in a positive balance of high productivity and high morale. In short, representatives of the Adler Graduate School and its constituent groups anticipate the School’s future with confidence and optimism. Lines of communication are open and a cooperative spirit prevails.

Financial Resources – Detailed

***Financial Practices Sound***

The Adler Graduate School has planning processes in place that guide financial decisions, as well as accounting, reporting and budgeting systems that provide the basis for sound fiscal management and control. More specifically, the Adler Graduate School implements strategies that ensure a balanced budget. During the past decade, unnecessary expenses have been reduced in favor of an ever-expanding investment in the School’s educational programs. At the same time, revenues have increased. As a result, the strength of AGS’ educational programs has increased continuously, as has the School’s overall financial stability.

Although the Adler Graduate School faced financial challenges during the late 1990s, by the end of fiscal year 2001, the Adler Graduate School’s financial health was well on the way to being restored. By the end of fiscal year 2002, the turnaround was complete, when AGS achieved an operating surplus. Nearly eight years later, the School continues to realize annual operating surpluses and, as a result, AGS’ reserve has grown. What is more, consistent with an appropriately conservative investment policy, healthy, sustainable growth will be predicated on reliable revenue streams (e.g., tuition and rental agreements).

The fundamental elements of AGS’ budgeting process are as follows:

* The budget is driven by AGS’ vision, mission and core values, and related goals objectives and strategies
* The budget is clear and understandable
* The budget is developed in a logical and systematic manner, with input from many sources
* The Board, administration and faculty are active participants in the budgeting process
* Expenses are allocated based on justification of needs and adequate revenues
* All expenditures are accounted for and subject to review

*AGS’ Financial Structure*

**Board of Directors**

The Adler Graduate School’s Board of Directors presently includes thirteen members, with a variety of professional backgrounds. All members of AGS’ Board understand and accept the fiduciary responsibilities associated with their roles.

The Adler Graduate School’s Board of Directors convenes regularly. In addition, President Rislove is in frequent contact with the School’s Board members. Complete financial reports are prepared monthly and delivered to the Board at each of its meetings. As with any institution’s trustees, one of the preeminent responsibilities of the Adler Graduate School’s Board of Directors is to carefully monitor and facilitate the School’s financial health. Other responsibilities include: 1) Ensure achievement of the School’s educational mission; 2) Ensure the School’s ability to effectively serve students; 3) Influence the development of effective policies and procedures; 4) Participate in resource development activities; 5) Oversee the performance of the School’s President.

AGS Administration

The Adler Graduate School’s Chief Executive Officer, President Dennis Rislove, is the individual most responsible for the School’s financial health. President Rislove’s primary sources of support in this task are the School’s Academic Vice President and Business Operations Director. Together, they develop and execute a budget that is consistent with the School’s vision, mission and core values, and the Board’s fiscal policy.

Checks and Balances

The Adler Graduate School’s financial health is attributable, in part, to a system of checks and balances. AGS’ Board of Directors is fully and continuously informed of the School’s progress compared to plan. Indeed, during the past decade, President Rislove has continuously refined AGS’ financial controls. For example, the composition of AGS’ Board of Directors has changed to include an expanded set of financial skills. In addition, the role of Business Operations Director was added to AGS’ staffing pattern during the 2008/2009 fiscal year. As a result, the Adler Graduate School’s financial condition is increasingly secure, as is the School’s ability to reinvest in its educational programs.

A summary of the Adler Graduate School’s checks and balances appears below:

* + Budget developed by AGS staff and approved by AGS Board
	+ Budget executed by AGS staff, with regular oversight by AGS Board
	+ AGS’ strategic plans and related operational decisions guided by the School’s President and Academic Vice President, with oversight by AGS Board
	+ AGS implements a site-based decision-making model and open administrative procedures
	+ AGS advisory committees meet on regular basis; proceedings and ultimate influence are subject to clear guidelines and protocols, and all proceedings are recorded through minutes – this includes the School’s standing Finance Committee
	+ Staff and faculty roles and responsibilities subject to a clear network of supervisory relationships and oversight
	+ No one at AGS discharges responsibilities that exceed their authority or, conversely, have authority that exceeds their responsibilities; this principle, along with a system of checks and balances predicated on accountability, allows persons the latitude to effectively do their respective jobs.

***Financial Health – External Opinions***

**AGS Financial Viability – Independent Auditors**

Upon his installation as President of the Adler Graduate School in 2001, Dr. Rislove worked closely with the AGS Board, administrative employees and faculty to both increase enrollment and revenues, and effectively reduce or eliminate unnecessary expenses. This was accomplished without negatively affecting the quality of the School’s academic programs. These changes allowed AGS to quickly return to financial health during fiscal year 2001/2002. As a result, AGS received an unqualified audit opinion in 2001, from independent auditors, stating that the School was no longer at risk of not being a going concern. AGS has received similar opinions ever since.

**Audit**

The Adler Graduate School is audited by a certified public accounting firm on an annual basis. AGS is also audited as to its use of federal financial aid. AGS administrators maintain regular contact with the School’s auditors. Once again, AGS is a going concern and independent auditors believe AGS is financially sound.

***Auditor’s Reports available for review in the HLC Team Resource Room***

Minnesota Office of Higher Education

AGS maintains an ongoing, positive relationship with the Minnesota Office of Higher Education. Among other responsibilities, the Minnesota Office of Higher Education licenses Minnesota’s post-secondary institutions and administers State financial aid programs. Representatives of the Minnesota Office of Higher Education believe the Adler Graduate School is financially sound.

***Correspondence from the Minnesota Office of Higher Education is available for review in the HLC Team Resource Room***

Revenues and Expenses

Approximately ten years ago, the Adler Graduate School worked hard to reduce expenses associated with both accounting and the School’s annual audit. Staff roles were reorganized, and two positions were eliminated, greatly reducing total staff hours in the School’s accounting department. As indicated previously, however, based on the School’s growth and increasing sophistication, a Business Operations Director was added to AGS’ staff during the 2008/2009 fiscal year.

The Adler Graduate School has an accounting system that is both accurate and efficient. Income statements and balance sheets are completed within 15 days of the end of each month. More specifically, reports reflecting both budgeted and actual revenues and expenses are completed monthly. Reports are provided to AGS’ administrators on a monthly basis and to members of the Board of Directors whenever it meets.

The Adler Graduate School’s most important source of revenues is tuition. Chart 1 summarizes tuition and fees revenues over the past decade. Table 1 summarizes overall revenues and expenses and Chart 2 and Table 2 summarize year-end cash and investments.

**Chart 1 – Tuition/Fee Revenues as of Fiscal Year End**

**Table 1: Summary of Statement of Activities as of Fiscal Year End (Audited except for 2004 results)**

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**Chart 2: Fiscal Year Ending Cash and Investments (Audited except for 2004 results)**

**Table 2: Fiscal Year Ending Cash and Investments (Audited except for 2004 results)**

****

As noted in Chart 1, because of increased enrollment and associated tuition revenues, AGS’ overall revenues have increased at an average rate of approximately 15% per year over the last eight years. Together with reductions in unnecessary expenses, these increased revenues have typically produced healthy operating margins. For example, the operating margin for the 2008/2009 fiscal year was 21%, reflecting a percentage of the budget that is presumably higher than that of many schools of comparable size. Similarly, Table 2 indicates that AGS’ overall cash reserve has improved dramatically in recent years, with cash reserves at the end of fiscal year 2008/2009 totaling in excess of $764,000; a figure that represented approximately one-third of the School’s annual operating budget. Naturally, as with most institutions, AGS’ investment revenues have been affected by a downturn in our country’s economy.

Budgetary information available for review in the HLC Team Resource Room

*Financial Records are Comprehensive and Consistent with Higher Education Practices*

The Adler Graduate School keeps thorough and accurate financial records and maintains separate financial statements for program and non-program expenses. The School’s financial statements are prepared in accordance with generally accepted accounting principles for higher education institutions and, as stated, are audited each year by independent auditors.

In recent years, the Adler Graduate School has upgraded its financial management system so as to produce detailed financial reports, in a variety of formats, reflecting both program/department-specific units and the institution as a whole. These improvements allow staff to generate reports in formats similar to those of other institutions. To aid in monitoring the School’s finances, AGS’ financial management system can generate detailed monthly financial reports within days after the end of any month. This timely financial reporting provides AGS’ administrators and Board members with important information and facilitates sound decision-making.

The Adler Graduate School also has a well-defined planning and budgeting process that includes input from its community-based Board, administration, staff, faculty and students. The budget is driven by AGS’ Vision and Mission Statements, core values and related goals, objectives and strategies. As such, programs are responsibly funded, in a manner that balances needs and necessary revenues.

Summary of Statements, Schedules for functional expenses and Independent Auditors’ Reports available for review in the HLC Team Resource Room

*Investment Balance*

With the assistance of an investment firm, a conservative investment policy was developed to improve internal control and the future carrying value of the School’s investments. This policy was simplified by AGS’ Board of Directors in September 2009. Investments are a standing agenda item for the Finance Committee.

 *AGS’ Investment Policy Available for review in the HLC Team Resource Room*

*Increased Collection Efforts*

The Adler Graduate School’s accounting office implements a policy stating that past due tuition balances must be paid prior to registration for the next three-month term, unless satisfactory payment arrangements have been made and approved by AGS’ Business Operations Director. Monthly statements are sent to students. Students graduating with an unpaid tuition balance will not receive a diploma or transcript until the balance is satisfied, and must sign a promissory note with a payment plan. If necessary, after exhausting all other strategies, outside collection agencies are utilized. Together, these collection efforts consistently result in fewer bad debts. A summary of tuition receivables appears in Table 3.

Table 3: Tuition Receivables as of Fiscal Year End

Year Tuition Receivables % of Total Tuition

Tuition Receivable as of June 30, 2001 $77,170 9.4%

Tuition Receivable as of June 30, 2002 $48,061 5.6%

Tuition Receivable as of June 30, 2003 $37,612 3.7%

Tuition Receivable as of June 30, 2004 $22,047 2.0%

Tuition Receivable as of June 30, 2005 $34,191 3.0%

Tuition Receivable as of June 30, 2006 $26,373 2.5%

Tuition Receivable as of June 30, 2007 $32,754 2.2%

Tuition Receivable as of June 30, 2008 $69,758 3.5%

Tuition Receivable as of June 30, 2009 $72,854 3.0%

***Resource development and allocation patterns document organizational support for and investment in educational programs (e.g., investments in faculty development, technology, learning support services, new or renovated facilities)***

**Fundraising – Overview**

Historically, the Adler Graduate School has succeeded financially without relying significantly on gifts from individual donors or grants from foundations. The School’s Board and administration, however, acknowledge the benefits of such sources of funding. In fact, since 2007, the Adler Graduate School has significantly expanded its fundraising capabilities; especially in relationship to the “Social Interest in Action” capital campaign that has lead to AGS’ purchase of the building now known as the Jim Ramstad Community Service Center.

Clearly, the Adler Graduate School has worked to build a model for the systematic development of financial resources. In recent years, this model has been based on expanded marketing, community partnerships and on increased fundraising efforts related to grantsmanship and special events. Currently, AGS is building a more comprehensive program of resource development that will include grantsmanship, special events, planned/major gifts, annual appeals and capital campaigns, as appropriate.

***Resource Development Plan available for review in the HLC Team Resource Room***

**Capital Campaign**

The Capital Campaign being conducted by the Adler Graduate School since 2007 has benefited the School in a variety of ways. A summary of these benefits appears below.

* Revenues generated leading to the purchase of AGS’ 60,000 square foot building
* Building will provide a home for the Adler Graduate School for the foreseeable future
* Partnership with retired congressman Jim Ramstad via the Jim Ramstad Community Service Center
* Expansion of educational programs and the human, financial and physical resources necessary to support these programs
* Plans can now be implemented for the establishment of service centers (i.e., Family Center and its four components – Counseling/Coaching Center, Family Education Center, Art Therapy Center and School Counseling Center – and Pre-School Therapeutic Child Care Center) that will simultaneously provide AGS students with training opportunities and low-income community members with effective, affordable services.
* Community partnerships are being established with tenant organizations that simultaneously complement the Adler Graduate School’s mission and provide the School with a stable source of revenues
* Increased visibility in the philanthropic community and the community overall

***Materials describing AGS’ capital campaign are available for review in the HLC Team Resource Room***

Grants

Although the Adler Graduate School has not had a rich history of pursuing grants, the School’s recent capital campaign has catalyzed an upsurge in this resource development strategy. As a result, AGS administrators and the Board of Directors have strongly encouraged the pursuit of appropriate grants. Over time, the School plans to commit more human and financial resources to this endeavor. Relationships have been developed with funders and the School subscribes to the Minnesota Council on Foundation’s on-line directory of Minnesota foundations.

Special Events

Most special events (e.g., presentations by well-known, Adlerian masters) at the Adler Graduate School have been focused on deepening relationships with students and alumni. However, in concert with the Social Interest in Action Capital Campaign and its focus on developing the Jim Ramstad Community Service Center, AGS has also begun to plan more traditional fundraising events. The Adler Graduate School will host this sort of event approximately once every two years.

Individual Donors

Individual supporters identified during the Adler Graduate School’s capital campaign comprise a foundation for other AGS fundraising efforts. Over time, as the Adler Graduate School’s visibility increases among donors and potential donors, the School will build upon this foundation. For example, in 2009, the Adler Graduate School began to implement an annual appeal among friends of the School. In time, the School will use this foundation of support to develop major gifts and planned gifts.

***Investment in Education Programs***

The Adler Graduate School is committed to strategic planning and Self-Study processes, and continues to accommodate these processes as part of the School’s ongoing culture of planning, budgeting and assessment. Strategic planning and Self-Study processes have helped to identify strategies that will serve to sustain the School’s financial resources. Based on this foundation, AGS will continue to invest in and improve upon its educational programs.

The Adler Graduate School exercises great care to ensure that the School’s academic programs are properly funded. AGS’ budget is developed through the combined efforts of the School’s community-based Board of Directors, administrators, staff and faculty members. What is more, the annual budget is adopted in June and formally reviewed and adapted, as appropriate, at the mid-point of each fiscal year. This process is constantly evolving as administrative staff, community members and faculty members work together, share ideas and define common goals. This budgeting process works well and has resulted in budgetary allocations that are fair, balanced and in alignment with AGS’ vision, mission, core values and associated goals, objectives and strategies. For example, total operating expenses increased from $1,070,137 in 2004/2005 to $2,094,586 in 2009/2010. As part of this increase, the 2009/2010 academic year budget reflects a 144% (compared to fiscal year 2004/2005) increase in the appropriation for educational programs.

One of the most notable ways that the Adler Graduate School has displayed its commitment to its educational programs and the needs of students, faculty and staff is through the purchase of its building in September 2009. The AGS building and the Jim Ramstad Community Service Center that is being established constitute good examples of the Adler Graduate School’s forward looking leadership. The revenue streams catalyzed by leasing of the AGS building will result in opportunities for program development. Indeed, the involvement of students and faculty members in this planning process has been a source of great excitement among all AGS constituents.

Examining the Adler Graduate School’s investment in its educational programs from a “peer” institution perspective, the total educational and general expenditures per full-time equivalent Master’s student at AGS, historically, have been similar to expenditures of other comparable Master’s degree granting institutions. According to the National Center for Education Statistics (NCES), and that organization’s most recent data, in 2008, the total average educational and general expenditure per full-time equivalent Master’s student averaged $21,076 for the 22 schools in the comparison group used. The Adler Graduate School’s total was $16,316, an impressive figure, especially when considering the fact that most of the other institutions, unlike AGS, make significant expenditures for research and scholarships.

**Comparisons with Similar Institutions**

In researching-single purpose Master’s degree programs, AGS administrators found many programs that compare very closely to AGS. The following schools represent some of those that were studied:

Phillips Graduate Institute, CA

Boston Graduate School of Psychoanalysis, MA

Crown College, MN

Adler School of Professional Psychology, IL

With each of these schools, the purpose of the school or the school program being used for comparison runs parallel to the Emphasis Areas growing out of AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy. Each of the schools identified above considers itself to be an alternative to traditional MA and PhD programs.

**Summary of Comparisons**

* + Except for the Adler Graduate School which serves approximately 400 graduate students at any given time, each of these programs has approximately 300 or fewer students in their clinical training programs.
	+ All have a majority of female students.
	+ The Boston Graduate School of Psychoanalysis follows one theory or philosophy – Freudian Psychoanalysis. The Adler Graduate School uses Adlerian Theory as the basis for its training.
	+ Crown College trains Marriage and Family Therapists, as does AGS.
	+ The Phillips Graduate Institute combines Marriage and Family Therapy with Art Therapy training, as does AGS.
	+ The Adler School of Professional Psychology in Chicago provided a foundation for AGS’ programs before AGS was separately accredited in 1991.
	+ The ratio of doctoral-level faculty members to Master’s-level faculty members is similar in all schools offering Master’s-level programs.
	+ The schools offering doctoral-level training have more doctoral-level faculty.
	+ Costs associated with AGS’ programs are comparable to those of other, similar programs.

**Table 4: Comparable Institutions**

**AGS AdlerSchool Boston School Crown Phillips Graduate**

 **Of Prof Psych of Psychoanalysis Institute**

**\*Student Population** 400 300 185 200 322

**\*\*Tuition** $455 **$**590 $590 $295 $620

**Diversity**  16% 15% 64%

**Faculty**  56 110 63 60 57

**Doctoral-Level** 33% 56% 60% 27% 27%

**Faculty**

\*Graduate Students

\*\*Per Credit

**Table 5: Total Revenue and Support by Fiscal Year**

Fiscal Year $ Amount

98/99 $ 749,999

99/00 $ 777,700

00/01 $ 881,807

01/02 $ 918,887

02/03 $1,043,208

03/04 $1,094,220

04/05 $1,216,493

05/06 $1,103,925

06/07 $1,466,188

07/08 $1,981,384

08/09 $2,833,155

**A summary of actions taken and strategies used to develop sound financial resources provides evidence of AGS’ commitment to healthy, stable financial resources:**

**Actions – (Many of these actions can also be considered ongoing strategies)**

* + Increased already strong investment in educational programs
	+ Established more efficient accounting department and related accounting practices
	+ Reduced costs associated with audit; discontinued use of outside bookkeepers
	+ Eliminated on-site bookstore
	+ Developed cost-effective model for offering continuing education workshops
	+ Reduced potential liability through written personnel policies and accounting policies and procedures
	+ Decreased legal/consulting fees
	+ Reduced bad debt – increased collections
	+ Updated bookkeeping procedures manual
	+ Updated financial aid policies and procedures manual
	+ Clarified investment policy – resulting in more conservative focus on long-term growth
	+ Updated marketing and resource development strategies – utilizing Internet and website technologies
	+ Expanded curriculum in Master’s-level Emphasis Areas and in Specialty Area Programs
	+ Executed capital campaign to acquire multi-use building
	+ Formalized Gift Acceptance Policy
	+ Use web-based (SONIS) registration and tuition payments

**Strategies**

* + Implement conservative fiscal policy – expenditures dictated by revenues
	+ Subject all aspects of AGS operations and educational programming to ongoing assessment
	+ Ongoing review of AGS policies and procedures such as a “Whistleblower” Policy
	+ Implement governance structure that allows for active participation of AGS constituents
	+ Continue to invest in infrastructure, thereby building the quality and attractiveness of the School’s programs
	+ Line item review of all expenses and revenues
	+ Continue to increase revenues – lead by increases in tuition revenues based on expansion of new student enrollment and total credit registration
	+ Continue to monitor appropriateness of current tuition/fees and possible increases
	+ Increased practicum/internship requirements – monitoring appropriateness of related fees
	+ Continue to build optimal mix of staff and administrative roles (e.g., combined admissions and student services functions; combined financial aid and Registrar functions; combined accounting, physical plant and government relations functions)
	+ Carefully manage AGS’ investment portfolio
	+ Continue to build net assets
	+ Continue to develop new Emphasis Areas, based on the foundation of the Master of Arts Degree in Adlerian Counseling and Psychotherapy
	+ Continue to develop distance learning capabilities and seek HLC approval, as appropriate
	+ Continue commitment to strategic planning and Self-Study processes
	+ Integration of planning processes and subsequent budgeting/allocation decisions
	+ Continue to build capacity for marketing and resource development overall
	+ Continue to build AGS’ reputation for serving a diverse student body and training students for service to a diverse community

**Financial Resources – Summary**

The Adler Graduate School displays sound financial and organizational health. AGS administrators have faithfully pursued these objectives. Without exception, AGS’ various constituent groups have embraced both revenue enhancement and expense reduction strategies, as appropriate.

The Adler Graduate School has indeed nurtured and solidified its financial resources during the past decade. Revenues have expanded and unnecessary expenses have been eliminated, allowing the School to faithfully invest in its programs. In general, the Adler Graduate School has enjoyed a positive balance between expenses and revenues over the past decade. In the end, AGS’ financial health has been manifest in the School’s dedication to student learning and effective teaching. Indeed, the Adler Graduate School’s financial health has clearly benefited the School’s educational programs.

The Adler Graduate School has not only substantially improved its financial health during the past decade, it has also improved its capacity to oversee its financial activities. As a result, the School is ultimately better positioned to sustain its financial health. That is, the Adler Graduate School’s financial health is not an accident. It has been based on a foundation of conscientious, ethically sound financial practices.

A summary of factors that have positively affected the Adler Graduate School’s financial resources includes a skilled Board of Directors, the hiring of an equally skilled Business Operations Director and administrators who implement an appropriately conservative fiscal policy. In addition, the Adler Graduate School benefits from sound accounting policies and procedures, checks and balances on financial activities, expanding revenues, the active oversight of expenses, strategic planning processes that focus on the School’s long-term health, careful planning and budgeting processes, and expanded fundraising activities.

**Physical Resources – Detailed**

***The Adler Graduate School’s Learning Resources and Support Services Adequately Support its Degree Program***

The Adler Graduate School’s administrators and Board of Directors have established an appropriate balance between the School’s commitment of resources to educational programs (e.g., faculty development, learning resources) and the commitment of resources to non-educational programs (e.g., cash reserves, marketing, administrative costs). However, a comparatively greater emphasis is, and always will be, placed on the School’s educational programs. For example, the 2009/2010 academic year budget increases appropriations for educational programs by 4.33%, compared to fiscal year 2008/2009.

Over the past decade, the Adler Graduate School has increased its allocations for educational programs in an effort to upgrade equipment, classroom technology and library resources, for example. In addition, a number of new positions were established, effectively strengthening AGS’ program-specific oversight, administrative oversight, academic advisement and the School’s practicum/internship program. More specifically, during the past five years, salaried positions for four Program Directors, five directors of other institutional units, one Specialty Area Program Coordinator and a Network and Computer Systems Associate have been expanded, re-organized or newly established to assist AGS’ President and Academic Vice President as they administer the Adler Graduate School.

AGS administrators carefully identify those areas of the School’s educational programs where additional expenditures on equipment and other educational resources are most needed. Input is always taken from faculty members, students, alumni and staff, and surveys are conducted with each of these constituent groups to help determine ways to improve the School’s physical resources and, ultimately, its educational programs.

 ***Results of 2008 Student and Alumni Surveys and 2009 Faculty/Staff Survey are available for review in the HLC Team Resource Room***

***AGS’ TECHNOLOGY COMMITTEE IS ESSENTIAL TO THE SCHOOL’S TECHNOLOGICAL MATURATION***

The Adler Graduate School’s Technology Committee is actively involved in monitoring the School’s technology resources. In fact, because of this committee’s essential role, it has moved from ad hoc status to standing committee status in recent years. The contributions made by the Technology Committee add value to the Adler Graduate School’s technological sophistication and, ultimately, to the sophistication of the School’s physical resources, overall. Some of the examples of continuous progress that the Technology Committee has facilitated or is in the process of facilitating are listed below.

* + Secured ONISWEB software to facilitate efficiency in administrative functions benefitting students
	+ Secure new accounting software
	+ Secured Moodle-based learning management system
	+ On-line application
	+ On-line registration
	+ On-line tuition payment
	+ On-line transcripts
	+ Secure server
	+ Internship sites listed on AGS’ web site
	+ On-line courses now offered
	+ Web page for each course in process
	+ Video/web conferencing
	+ Developed On-Line Adlerian Studies Emphasis Area
	+ Advising enhanced via technology
	+ Grades submitted on-line
	+ Faculty development enhanced
	+ Budget tracking by institutional unit
	+ On-line meeting calendar
	+ On-line Friday Workshop registration
	+ Easier access to key student information
	+ Upgraded AGS’ ability to track financial data
	+ Increased marketing capabilities
	+ Facilitated increased depth and breadth of community relationships
	+ Increased web traffic
	+ Increased ability to monitor web traffic
	+ Wireless printing
	+ Streamline printer/copier access
	+ One-step billing process and statement

***The Board of Directors Considered and Approved the Purchase of a Building***

Both enrollment and spending on programs at the Adler Graduate School have increased substantially in recent years. Through it all, AGS’ consistently achieves healthy operating margins. For example, except for fiscal years 2005/2006 and 2006/2007, when the Adler Graduate School was transitioning from a two-credit quarter system to a three-credit semester system, remodeling its physical plant and integrating a full-time Academic Vice President into its budget, AGS has achieved operating margins of 13% in 2004/2005, 4% in 2007/2008 and 21% in 2008/2009. Indeed, because of its recent investments in both physical and human resources – both of which will add value to the Adler Graduate School’s financial and programmatic health, AGS will likely experience increasingly comfortable operating margins as time goes on. These patterns offer compelling evidence of the strong fiscal responsibility and accountability demonstrated by AGS’ Board of Directors and administrators. Due diligence has also been evident in the Board’s deliberations concerning the purchase of a building for the Adler Graduate School.

While the Adler Graduate School operated effectively at its previous, Hopkins, Minnesota location, AGS’ Board of Directors supported the goal of moving the School to a new location that provided: 1) Greater physical visibility; 2) Better access for both prospective students and the public overall; 3) Potential for new revenues. In April 2006, this move occurred. The Adler Graduate School became a tenant in its present location in Richfield, Minnesota. In September 2009, AGS purchased this building now known as the Jim Ramstad Community Service Center.

The Adler Graduate School’s Board of Directors was extremely cautious and deliberate in its evaluation of opportunities to acquire a new building. AGS’ Board and administrators considered many factors in evaluating the acquisition of a building. In the end, the Board concluded that a new building, while affording students an improved educational environment, would also provide AGS with additional opportunities and expanded revenues.

The Board’s careful and responsible action in relationship to this decision demonstrates the importance the Board places on the Adler Graduate School’s financial stability and its primary foci – AGS’ educational programs and the overall health of the School. Indeed, AGS’ Board thoroughly analyzed the financial advantages and disadvantages of acquiring a building and obtained the information it needed to make a fully informed decision regarding its purchase. Based on this information, the Board of Directors made a decision that the acquisition of a building would further strengthen, not jeopardize, AGS’ financial stability. This process is fully described in the minutes of AGS’ Board of Directors and demonstrates that the Board exercises its legal power over the operation of the School both prudently and in the best interests of the corporation.

The building housing the Adler Graduate School, and known as the Jim Ramstad Community Service Center, is located at 1550 East 78th Street in Richfield, Minnesota. The building includes approximately 60,000 square feet, spread over three floors. The top floor is occupied by the Adler Graduate School. The lower two floors are presently unoccupied, but will eventually be rented by non-profit, service-oriented organizations. When fully operational, the Jim Ramstad Community Service Center will be home to the Adler Graduate School’s educational programs and related services for low-income persons, and a variety of other services – also dedicated to primarily low-income persons. In fact, as indicated in Chapter I of this Self-Study Report, when fully operational, it is estimated the building housing the Adler Graduate School and the Jim Ramstad Community Center will facilitate 100,000 service contacts per year and support well over 200 jobs.

*AGS’ Media Center Is Sufficient to Support its Educational Purposes*

The Adler Graduate School Media Center’s physical holdings constitute a specialized collection, devoted to the works of Alfred Adler, his followers and others in the field of Psychology, generally. AGS’ Media Center is home to the largest collection of Adlerian scholarship in the region and is widely considered one of the finest Adlerian collections in the world. As such, it provides a rich resource for AGS students. Among other things, AGS’ Media Center includes both basic and classic texts on subjects covered by the School’s curriculum. AGS faculty members and staff are asked to supply AGS administrators with suggestions for new holdings. The AGS Media Center is open during business hours and whenever classes are being conducted.

Some time ago, a list of resources deemed to be essential to an effective, dynamic Adlerian Media Center was developed; many of these resources are included in the Benjamin Core Adlerian Library and new materials are added regularly. The Benjamin Core Adlerian Library, a subsection of the AGS Media Center, contains materials used exclusively for research. Duplicates of materials in the Benjamin Core Adlerian Library are also available in the circulating stacks.

For students seeking information from outside sources, AGS subscribes to a variety of on-line collections of scholarly literature. Presently, AGS has relationships with two such services, with access to over 6,000 journals and other sources of professional literature. The School also hosts an on-line archive of older Adlerian journals on its web site in connection with a grant AGS received from the North American Society of Adlerian Psychology to digitize and make accessible these items, which have since been published. To support research and other educational activities related to library resources, AGS has also established a computer lab with twelve computers and high-speed DSL internet access.

Students at the Adler Graduate School are also eligible to obtain borrowing privileges (primarily for books) at the University of Minnesota libraries. They may also use on-line resources from the University of Minnesota if they are on-site using University of Minnesota computers, photocopy materials or the Copy Center.

The University of Minnesota’s libraries (at least those of principle interest to our students) are fewer than ten miles from the Adler Graduate School campus and, as part of a large institution, include resources that are both substantial and diverse. In fact, the University of Minnesota’s libraries constitute one of the largest collections in the world. Thus, between the materials available on-site at AGS, the School’s on-line resources, and complementary resources available at the University of Minnesota, AGS students have regular and dependable access to the resources needed to complete their studies.

Access to the Adler Graduate School’s on-line library resources continues to expand and AGS students and faculty members are familiar with these resources. A listing of AGS’ on-line library resources appears below.

* Adlerian article list (available onsite or from AGS website) – Excel spreadsheet list of over 3000 articles/papers/chapters in Adlerian journals and books that are available in the AGS library, with basic search capability through Excel and Internet Explorer (mostly supplanted by availability of APA PsycInfo)
* PsycINFO (APA) – Online database of Psychology-related articles/books/papers. PsycInfo is an abstract database of psychological literature, dating from the 1800’s to the present. PsycInfo provides a wealth of content listings with precise indexing.
* PsycARTICLES (APA) – provides full-text of more than 50 journals published by the American Psychological Association, The APA Educational Publishing Foundation, the Canadian Psychological Association and Hogrefe and Huber. Titles published by the APA are available full-text from vol. 1 no. 1, whenever that was, even back into the 1800’s.
* PsycBOOKS (APA) – Provides full-text access to over 1,600 psychological books that are published by the APA or are out of copyright.
* PsycEXTRA (APA) – Provides full-text of technical, annual and government reports, conference papers, newsletters, etc.
* SocINDEX with Full Text – Provides full-text of articles in 777 journals and 820 books, as well as conference papers about Sociology related topics
* MEDLINE – Provides indexing of articles in over 4,800 biomedical journals
* ERIC – Provides indexing of resources related to education and over 317,000 full-text documents
* Academic Search Premier (EBSCO) – Provides full-text for over 4,600 multi-disciplinary journals (including Journal of Individual Psychology 1974-)
* MasterFILE Premier (EBSCO) – Provides full-text of nearly 1,700 multi-disciplinary general reference publications
* MegaFile (EBSCO) – Provides full-text of over 19,100 multi-disciplinary publications as well as biographies, primary source documents, company profiles and an image collection
* Business Source Premier (EBSCO) – Provides full-text of more than 2,300 journals
* Regional Business News (EBSCO) – Provides full-text of more than 80 regional business publications
* Professional Development Collection (EBSCO) – Provides full-text of 520 education-related journals
* Science Reference Center (EBSCO) – Provides full-text of nearly 640 science encyclopedias, reference books, periodicals and other materials
* Psychiatryonline (American Psychiatric Association) – Provides full-text access to the journals published by the American Psychiatric Association, as well as all versions of the DSM and selected psychiatric books
* Full-text access International Journal of Art Therapy articles from v. 2 (1997) onwards
* Adlerian Digitization Project – Provides full-text of articles from Journal of Individual Psychology (under several titles) from 1940 to 1973 and of articles from its sister publication Individual Psychologist (1963-78)
* Digital Thesis Collection – Provides full-text access to final projects submitted since 2006, with some additions from previous years on demand.

**Web Links to:**

* MIT Open Courseware – Free course materials (no credit given) about topics taught at MIT, including Brain and Cognitive Science (including Psychology) and Health Sciences Technology. Includes syllabi, handouts, a/v materials, reading lists and tests (with answers)
* Google Scholar
* Google Books – Provides excerpts from current books and full-text of books that are out of copyright
* OCLC WorldCat – Provides listings of books in the catalogs of libraries around the world. More than 55 million records in 400 languages.
* ProQuest Newsstand –Provides access full-text of over 250 newspapers
* Directory of Open Access Journals – Psychology
* Links to college library catalogs (i.e. University of Minnesota, University of St. Thomas, College of St. Catherine, Hamline University)
* Library of Congress Catalog
* British Academy Portal
* MNLink (Minnesota Library Information Network)
* Minnesota Library Systems and Catalogs
* Minnesota Statutes, Session Laws and Rules
* Public Libraries (access to local catalogs and subscription databases paid for by public library systems) – Minneapolis/Hennepin County, St. Paul (City), Ramsey, Anoka, Carver, Scott, Washington and Dakota Counties, Great River Library System (Benton, Morrison, Sherbourne, Stearns, Todd and Wright Counties), Traverse des Sioux Library System (Sibley, Nicollet, Brown, Le Sueur, Blue Earth, Waseca, Martin, Fairbault and Watonwan Counties)

**Onsite Collections:**

* Adlerian Book Collection – Contains books by Alfred Adler, his children, and other Adlerian authors (i.e Rudolf Dreikurs, Harold Mosak, Don Dinkmeyer)
* Adlerian Journal Collection – Contains Journal of Individual Psychology, Individual Psychologist, International Journal of Individual Psychology (1935-37), Adlerian Yearbook (UK), Canadian Journal of Adlerian Psychology, Individual Psychology Medical Pamphlets, Zeitschrift für Individualpsychologie, and several other titles
* Thesis Collection – Over 300 titles plus 70+ in the online collection
* General Book Collection – Books primarily related to areas of study at AGS

The Adler Graduate School’s Media Center contains complete collections of the Journal of Individual Psychology (principle English-language Adlerian journal) from 1940 to present, International Journal of Individual Psychology (1935-37), Adlerian Yearbook (UK), Individual Psychologist and Individual Psychology Medical Pamphlets. The Media Center also has nearly a complete set of The Canadian Journal of Adlerian Psychology and recent issues of Zeitschrift für Individualpsychologie. It also has digital copies of all the English-language materials in the Adlerian Journal Collection, and a complete set of the Collected Clinical Works of Alfred Adler (edited by Henry Stein), as well as nearly all of Adler’s published works, with some volumes available in several editions. The Media Center also has many other books by Adlerian authors, some of which are very hard to find and/or published in other languages (e.g., Hebrew, Dutch, Spanish, Portuguese). AGS faculty and staff members are constantly searching for new (or old) materials to add to the Media Center collection.

In evaluating the Adler Graduate School’s Media Center resources, it is important to note that the School is primarily a practice-oriented institution. That is, while there are scholarly requirements in the curriculum, the School’s educational programs focus primarily on theory and application. As such, AGS’ faculty is primarily comprised of practicing therapists, School Counselors and consultants, and the students attracted to AGS are typically interested in becoming therapists, School Counselors and consultants. In light of this emphasis, as well as students’ ready access to materials from the University of Minnesota, AGS representatives believe the School’s Media Center meets the needs of students and faculty.

Persons associated with AGS’ Media Center are committed to the acquisition of Adlerian publications and other complementary materials. As such, in recent years, AGS’ Media Center collection has grown. AGS students and faculty have not expressed concerns over the resources available. In addition, past evaluations by the HLC, the Minnesota Office of Higher Education and others have affirmed the AGS Media Center’s capacity for meeting the School’s educational purposes. What is more, based on a solid foundation, the Adler Graduate School’s expanding physical plant will provide the School’s Media Center with the space necessary for its ongoing development.

*On-Line Bookstore Supports the School’s Educational Purposes*

The Adler Graduate School does not operate an on-campus bookstore but, instead, has contracted with MBS Direct, one of the largest direct-to-student textbook distributors in the country. MBS Direct was developed to help schools like AGS improve their textbook services. MBS Direct maintains a current list of the courses offered at the Adler Graduate School and their required texts. Students may access the on-line, virtual bookstore through AGS’ own website: [www.alfredadler.edu](http://www.alfredadler.edu/), or through the MBS Direct website. MBS Direct can be accessed 24 hours a day, seven days a week, and textbooks are shipped directly to students. Students also have the opportunity to purchase used texts and to sell used books back to MBS Direct.

*AGS’ Classroom Technology Serves its Educational Purposes*

The Higher Learning Commission’s Criteria for Accreditation do not specify a minimum level of technology required for institutions to meet their educational purposes. This likely stems from the HLC’s belief that the measures used to judge institutions should be broad and flexible, focusing on each institution’s unique purposes, rather than a pre-determined set of standards. As such, when HLC expectations are examined in light of AGS’ educational programs, representatives of the School conclude that classroom technology and other resources sufficiently meet the Adler Graduate School’s educational purposes. Nevertheless, these resources are subject to ongoing review.

The primary technological need in the Adler Graduate School’s classrooms is audio and video equipment. Because AGS focuses on clinical theory and techniques, recordings of therapeutic sessions, student sessions and scholarly productions are often utilized in the classroom. AGS has the necessary audio equipment, video equipment and PowerPoint technology to adequately meet faculty and student needs in this regard.

Computer equipment (including Internet access) is available and is utilized for instruction. Computer resources, including personal computers and printers, are located in the Adler Graduate School’s Media Center. Students may use these resources to accommodate their research, word processing, e-mail and Internet-related needs. Basic training in the use of these resources is available for students and faculty, and AGS’ Media Center Coordinator is always available to assist students on a one-to-one basis. AGS’ computers are installed with software, including Microsoft Word, Excel and PowerPoint.

The Adler Graduate School’s on-line bookstore, library and computer resources are consolidated in a single location, the Robert Bartholow Media Center, effectively maximizing student access and security. To insure its ongoing technology capacity, the Adler Graduate School’s standing Technology Committee has established a schedule to guide the periodic purchase/replacement of necessary hardware. In short, AGS’ current physical resources are sufficient to accomplish the School’s vision, mission, core values and related goals, objectives and strategies. Another improvement in AGS’ physical resources, of course, has been the acquisition of a new educational site. Indeed, AGS has secured the space and other physical resources it needs to meet students’ needs.

Board members, administrators, staff and faculty associated with the Adler Graduate School continuously seek to build upon the School’s present foundation of physical resources. In recent years, significant changes have been made regarding these resources, and further development of the School’s physical resources is anticipated.

***Re-Investment of Revenues***

The Adler Graduate has made a concerted effort to continuously build upon its educational and physical resources and, ultimately, its educational programs. In fact, AGS representatives consistently seek input concerning needs that the School’s constituents perceive as it concerns such things as physical resources. In 2006, for example, results of a Technology Survey were assembled that significantly influenced the continuous improvement of AGS’ physical resources. Three good examples of this continuous improvement are the School’s Media Center, technological resources and the Art Therapy Studio.

***Results of the Adler Graduate School’s 2005/2006 Technology Survey are available for review in the HLC Team Resource Room***

**Re-Investment of Revenues – Media Center**

The Adler Graduate School’s Media Center continues to house one of the world’s finest collections of materials related to Adlerian Psychology. In addition, the Media Center is now linked to a vast array of on-line resources. A summary of these resources appears earlier in this chapter.

As indicated previously, the Adler Graduate School’s Media Center has continuously improved upon its other technological resources too. Computer resources for students have expanded continuously, as have software packages that facilitate student learning. In addition, the School continues to build upon audio/visual resources that are actively used by both students and faculty members; these resources are particularly valuable to programs training human services professionals. The Media Center has also assembled a number of mobile media carts that instructors and students can use to strengthen and streamline classroom presentations. In addition, as the Adler Graduate School has prepared to deliver courses via distance education strategies, technological resources are being assembled for this purpose.

**Re-Investment of Revenues – Technology**

One way the Adler Graduate School ensures that students are prepared for a technological society is by monitoring its own technological capacity. This monitoring task is overseen by the School’s standing Technology Committee. The Technology Committee was spawned by AGS’ former Finance and Marketing Committee (now two separate committees – i.e., Marketing Committee and Finance Committee) in January 2007. At that time, the Technology Committee was established as an ad hoc committee charged with the task of examining technology needs associated with a rapidly expanding student body. In 2008, after an unusually long-term status as an ad hoc committee, the Technology Committee was installed as an essential, standing committee.

The Technology Committee, both in its ad hoc iteration and, now, as a standing committee, has been an important influence on the Adler Graduate School’s technological maturation. Among its many contributions to the School, the Technology Committee has overseen the continuous development of Media Center and classroom technology, choosing and implementing administrative and accounting software, preparation for the delivery of educational programs through distance education methods, and the improvement of telecommunications. Perhaps most importantly, the Technology Committee has developed a set of guidelines for systematically reviewing and augmenting (through continuous re-investment) the Adler Graduate School’s technological resources.

The Adler Graduate School has also strengthened its effective use of technology outside of the Media Center and classrooms. For example, in 2008, the School purchased SONIS software to support students and facilitate administrative functions including, among other things, course registration, admissions, other Registrar activities and communications with students, in general. A Moodle learning platform for distance education has also been established

The Adler Graduate School has also upgraded its accounting software. In 2009, the School’s accounting needs and the resources available to address these needs were carefully reviewed by AGS’ Business Operations Director. As a result, General Ledger software was purchased, resulting in an increased capacity for monitoring the Adler Graduate School’s financial health.

The Adler Graduate School has invested considerable resources in developing its accounting and budgeting systems. Revenues and expenses are tracked by functional areas of operation and can be tracked in relationship to the School’s support of its educational programs. As part of AGS’ increased sophistication in its accounting and budgeting systems, the School has continued to increase its investment in its educational programs. Once again, as stated earlier in this chapter, AGS’ 2009/2010 fiscal year budget calls for a 4.33% increase in the School’s appropriation for educational programs.

**Re-investment of Revenues – Art Therapy Studio**

In 2008, the Adler Graduate School launched its Emphasis Area in Art Therapy and the Art Therapy Studio that is necessary for such a program. The Art Therapy Studio provides an excellent venue for Art Therapy courses and the applied learning that is so necessary to this professional domain. In addition, starting some time in 2010, the Adler Graduate School will allocate space for the Art Therapy Center; a site for clinical services offered by AGS graduate students as they satisfy Art Therapy-related practicum/internship requirements.

**A summary of actions taken and strategies used during the last decade provides evidence of AGS’ commitment to healthy, stable physical resources:**

**Actions – (Many of these Actions can also be considered ongoing Strategies)**

* + Purchased building – accommodating present and future AGS physical plant needs
	+ Improved and increased computer equipment and classroom technology
	+ Collected input from faculty members, staff, students and alumni concerning physical resource needs
	+ Strengthened Robert Bartholow Media Center – consolidated on-line bookstore and strengthened library, computer resources and on-line resources

**Strategies**

* + Continue to dedicate substantial portion of AGS budget to educational programs – including physical resources
	+ Continue to collect input from AGS constituents concerning physical resource needs
	+ Continue to build Media Center resources

**Physical Resources – Summary**

The Adler Graduate School has made great strides in building its foundation of physical resources during the past five years. These investments in physical resources have all been tied to the School’s dedication to student learning and effective teaching. Indeed, the Adler Graduate School’s investments in its physical resources have all benefited the School’s educational programs. A summary of improvements in physical resources includes the purchase of a building, remodeling of classroom and office space, upgrades in technology resources and the Robert Bartholow Media Center, and the construction of an Art Therapy Studio.

***AGS’ planning processes are flexible enough to respond to unanticipated needs for program re-allocation, downsizing or growth***

**Fiscal Management Strategies Support Re-investment in Human, Financial and Physical Resources**

The Adler Graduate School is dedicated to the principles of non-profit management. That is, AGS representatives are committed to continuously strengthening the School’s programs and services through the re-investment of financial revenues and other resources. In addition to the improvements in AGS’ physical plant already described, during the past five years, since the Adler Graduate School’s last Comprehensive Visit in December 2004, a wide variety of actions have been taken that display the School’s commitment to a re-investment of resources and the continuous improvement it supports. What is more, the Adler Graduate School’s commitment to a participatory management structure and the active voices of faculty, students, staff and alumni has facilitated decisions concerning this re-investment. Examples of the Adler Graduate School’s pattern of re-investment appear below.

* Purchase of a 60,000 square foot building
* Purchase of SONIS software to support students and distance education
* Continuous expansion and upgrading of technology capacity – both software and hardware
* Continuous upgrading of AGS’ Media Center
* Expansion of AGS’ Emphasis Areas and Specialty Area Programs
* Expansion of AGS’ staff and faculty resources
* Regular upgrades in faculty compensation
* Mini-contract/special project opportunities for faculty
* Expanded incentives for faculty development, scholarship and participation in the life of the Adler Graduate School, in general
* Expanded student services (e.g., orientation services, advising, internship oversight, writing course)
* Partial Scholarship Program initiated
* On-campus work opportunities for students initiated
* Investment made in building greater competency with issues of diversity, among students, faculty and staff

***Increased scope of practicum/internship activity and School’s ability to train students for an increasingly diverse community***

The Adler Graduate School is committed to preparing its graduates for life in an increasingly diverse community. Persons associated with the School believe graduate schools must do a better job of preparing graduates for service to a diverse community; especially as a more diverse group of citizens gain access to the services AGS trains its graduates to provide and as a more diverse group of prospective students display an interest in the training programs offered by the Adler Graduate School. Indeed, preparing graduates for service to an increasingly diverse community is perhaps the single most important challenge facing the Adler Graduate School.

The Adler Graduate School has addressed its diversity objectives in a variety of ways. Examples of steps being taken appear below.

* A standing, AGS Diversity Committee was established in 2007
* AGS Diversity Plan adopted in 2010
* Cooperative relationships have been established with practicum/internship sites in urban and first ring suburb environments – as a result, many AGS students now complete practicum/internship requirements in highly challenging and diverse training environments
* Diversity themes are addressed and discussed in all AGS courses
* Educational forums for students, faculty and staff, addressing a variety of diversity themes, are scheduled regularly
* AGS’ multi-cultural curriculum is being expanded

***Community Needs/Program Adaptations***

Consistent with the Adler Graduate School’s attentiveness to community needs, the School has been prudent about the implementation of its programs and services, and especially the allocation of resources necessary to support these programs and services. For example, the Adler Graduate School has discontinued certain programming when it became clear that the community no longer needed that programming. More specifically, the Diploma Program and the Art Therapy Specialty Area Program have each been discontinued. These decisions have facilitated resource allocations on behalf of other programs and services more in line with community needs.

***AGS has a history of achieving its planning goals***

**Plans for Improvement of Physical Resources Achieved**

The Adler Graduate School will continue to explore and invest in learning resources, the AGS Media Center and new classroom technologies. The most prominent example of this commitment is the acquisition of a new home for the Adler Graduate School; an acquisition that was carefully studied, planned and, ultimately, executed. This acquisition has required aggressive fundraising activities, which have broadened the School’s revenue sources. Most importantly, AGS’ new building has had positive implications for the Adler Graduate School’s current educational programs, the development of new programs, increased enrollment and the School’s long-term financial viability.

**Core Component 2c – The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

***Assessment processes provide evidence that AGS meets stated expectations for institutional effectiveness***

The Adler Graduate School’s 2007/2008 – 2010/2011 Assessment Plan, along with the Assessment Plan’s Annual Reports and Assessment Schedules that are prepared each year, provide evidence that the Adler Graduate School is committed to active patterns of assessment. These documents also provide evidence that the Adler Graduate School is meeting its objectives. This evidence is particularly prominent in Annual Reports associated with the 2007/2008 – 2010/2011 Assessment Plan. More specifically, this evidence is reflected in the data growing out of the Adler Graduate School’s assessment processes.

***The Adler Graduate School’s last two Assessment Plans, Annual Reports associated with these Assessment Plans and the 2009/2010 Assessment Schedule are available for review in the HLC Team Resource Room***

***AGS maintains effective systems for collecting, analyzing and using information and appropriate data and feedback loops are used to support continuous improvement***

**Institutional Commitment to Planning and Effectiveness**

The Adler Graduate School’s planning capabilities are strong and the School has benefited significantly from strategic planning and Self-Study processes. The administration is participative, the School is effectively managing both internal and external influences, and tangible, agreed-upon documents guide activities. Indeed, planning capabilities represent one of the School’s greatest assets as it anticipates the future.

Approximately twenty years ago, circumstances in Minnesota’s mental health community forced the Adler Graduate School to essentially “reinvent” itself. As a result, AGS made a transition from training primarily Psychologists to training primarily Marriage and Family Therapists. In the process, the School’s planning and evaluation activities were strengthened, producing a positive impact on programs, finances, student services and institutional effectiveness, overall. Now, under the leadership of a fiscally responsible administration, additional programs (based on the Master of Arts Degree in Adlerian Counseling and Psychotherapy) have been developed, realistic objectives have been established, and clear strategies for achieving these objectives have been adopted. All of these changes have been predicated on assessment activities, as guided by the Adler Graduate School’s last two assessment plans, including the current, 2007/2008 – 2010/2011 Assessment Plan

Planning processes, strategies and activities that have strengthened the Adler Graduate School include:

* + Fundamental commitment to planning
	+ Self-Study planning process
	+ Strategic planning process
	+ Developed plans for new courses, Emphasis Areas and Specialty Area Programs
	+ Further strengthened Board of Directors model
	+ Reviewed and adapted institutional committee structure
	+ Reviewed and expanded administrative structure
	+ Reviewed and adapted staff roles
	+ Reviewed and adapted business office, including financial oversight
	+ Reviewed and adapted faculty structure – further clarified assignment of faculty members’ ranks and responsibilities and faculty development expectations
	+ Reviewed and adapted processes for performance review of faculty, staff and administrators
	+ Continued to review optimal balance of expenses and revenues – identifying expense reductions and revenue enhancements when appropriate – ultimately allowing for increased investment in educational programs
	+ Technology (e.g., SONIS software, (for administrative functions), Moodle (learning platform), computers, Internet access, on-line library resources, e-mail services, audio/visual resources) reviewed and upgraded
	+ Marketing Plan regularly updated, with clear priorities
	+ Resource Development Plan and resource development capabilities strengthened, with clear priorities
	+ Diversity Plan adopted
	+ Assessment Plan updated
	+ Executed plan for acquiring and utilizing new building

**Culture of assessment based on collaboration**

The term culture of assessment has become increasingly popular. Institutions of higher education are expected to aspire to and, ultimately, display just such a culture. The Adler Graduate School is no different in this regard. Whether the School exhibits a culture of assessment is for others to determine. However, it is certainly true that, over the course of many years, the Adler Graduate School has matured continuously as a result of its assessment activities.

The Adler Graduate School’s faculty, staff, alumni, students and administrators have collaborated closely in their assessment of all aspects of the School. In general, these collaborations are meant to facilitate the Adler Graduate School’s continuous improvement in the areas of teaching, learning and the acquisition/application of knowledge. Some of the focal areas for these collaborative assessment activities are identified below.

* Curriculum review and development
* Faculty performance
* Student performance
* Teaching and assessment methods
* Policy review and development
* Budgeting for and allocation of financial, physical and human resources
* Admission standards
* Graduation standards

**Assessment Strategies Matured**

The Adler Graduate School is committed to the assessment of its programs and services and, more specifically, to the assessment of the processes and outcomes related to these programs and services. The depth and breadth of assessment activities at the Adler Graduate School has increased continuously since the mid-1980s, when AGS first started offering graduate-level courses. As for depth, the Adler Graduate School has continuously matured with regard to the sophistication of its assessment activities. In addition, with regard to breadth, the Adler Graduate School has continuously expanded the number of processes and outcomes that are subject to assessment activities. Examples of processes and outcomes subject to increasing levels of assessment rigor appear below.

* Criterion-based assessment of student learning has matured
* Peer review methods executed among faculty members strengthened
* Exit interviews conducted with graduating students have become increasingly focused
* Strategic planning processes, as executed by AGS’ standing Strategic Planning Committee, have been continuous and subject to ongoing assessment
* Curriculum review, as executed by AGS’ standing Program and Curriculum Committee, has been continuous
* Syllabi for AGS courses are regularly assessed and adapted with regard to criterion-based learning objectives, as appropriate
* Master’s Project capstone established and, subsequently, continuously assessed and revised, as appropriate
* AGS Board of Directors has been effectively and efficiently used by AGS administrators as a check and balance in review and approval processes
* AGS Faculty Senate and Faculty Senate Executive Committee have been effectively and efficiently used by AGS administrators as a check and balance in review and approval processes
* Performance review processes for AGS administrative staff and faculty members strengthened
* Based on review of writing performance and appropriate writing standards, AGS adopted APA writing standards for students’ written work
* Based on an assessment of student needs, Writing Immersion course established to address the needs of a growing number of students who lack confidence in writing skills
* Based on the need for a deeper pool of faculty members, mentoring program being planned for new faculty members and AGS graduates that will facilitate development of new AGS faculty members
* Internship program and the oversight of relationships with internship sites reviewed and strengthened
* In an effort to facilitate student retention and individual students’ learning objectives, processes for the continuous review of students’ academic progress reviewed and strengthened
* Based on a review of students’ and faculty members’ relative sense of integration into the Adler Graduate School, their retention, and, ultimately, their accomplishment of educational/professional objectives, AGS’ orientation processes have been strengthened so as to facilitate a sense of community among students and faculty members
* So as to facilitate retention of students and accomplishment of professional objectives, AGS’ advising program strengthened
* Based on institutional mission and the preferences of AGS constituents (e.g. faculty, staff), the Adler Graduate School’s commitment to civic engagement, service to an increasingly diverse community and to community involvement, in general, have been strengthened

***Periodic reviews of academic and administrative subunits contribute to AGS’ improvement and AGS provides adequate support for these evaluation and assessment processes***

The Adler Graduate School regularly reviews its institutional units – both academic and administrative units. For example, each of the Emphasis Areas (i.e., Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership, Non-Clinical Adlerian Studies) associated with AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy, as well as each Specialty Area Program (i.e., Personal and Professional Life Coaching, Parent Coaching, Coaching and Consulting in Organizations) and Friday Workshop is subject to regular review. In addition, the Adler Graduate School’s administrative sub-units are also regularly reviewed so as to facilitate continuous improvement.

**Elements of the review processes focused on academic and administrative sub-units include the following activities:**

**Academic Sub-Units**

* Program Directors and faculty associated with specific Emphasis Areas and Specialty Area Coordinators and faculty associated with specific Specialty Area Programs regularly review their respective program areas
* Program Directors and Specialty Area Program Coordinators regularly review their respective program areas with AGS’ Academic Vice President
* AGS administrators actively review the performance of instructors
* Courses are regularly reviewed by students
* Syllabi are regularly reviewed and updated by faculty and AGS administrators
* Standing and ad hoc committees regularly review policy and procedures associated with AGS’ academic programs (e.g., Master’s Project guidelines, grading rubric)
* Standing and ad hoc committees regularly review ideas for new curriculum (e.g., On-Line Adlerian Studies, Addictions, Career Development, Gerontology, Multi-Cultural Counseling)
* AGS policies and procedures relating to academic sub-units are regularly reviewed and updated
* In addition to the qualitative review identified above, faculty resources are regularly reviewed so as to ensure an appropriate quantity of resources

**Administrative Sub-Units**

* AGS staff are carefully and regularly supervised
* Administrative roles and the job descriptions related to these roles are regularly reviewed
* Needs for expanded administrative resources are regularly reviewed (e.g., technology support)
* AGS administrators actively review the performance of administrative staff
* AGS administrators’ performance is also regularly reviewed
* AGS policies and procedures relating to administrative sub-units are regularly reviewed and updated

**Core Component 2d – All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.**

***AGS’ coordinated planning processes center on the mission documents that define the school’s vision, values, goals and strategic priorities for the organization***

**Clear Vision, Mission, Core Values and Related Goals, Objectives and Strategies**

As indicated previously, the Adler Graduate School has eight standing sub-committees, including the Strategic Planning Committee. During the past five years, the Strategic Planning Committee has been instrumental in revising the School’s planning documents. For example, the Strategic Planning Committee has developed specific Vision and Mission Statements, as well as a list of essential Core Values. Each of these components of the School’s current Strategic Plan have been adopted by the AGS Advisory Council and the School’s Board of Directors and are identified and discussed in this chapter of AGS’ Self-Study Report.

The Strategic Planning Committee has also identified clear strategic goals for the Adler Graduate School, overall. Together with the School’s Vision and Mission Statements and core values, these corporate goals, in turn, have informed specific goals/objectives and strategies for achieving them, in relationship to each of eleven institutional units, including: 1) Administration; 2) Faculty Senate; 3) Art Therapy Program; 4) Building and Grounds Committee; 5) Diversity Committee; 6) Finance Committee; 7) Marketing Committee; 8) Program and Curriculum Committee; 9) Strategic Planning Committee; 10) Student Services Committee; 11) Technology Committee.

Goals for individual institutional units will be reviewed and adapted across a period of 12 years, consistent with the School’s 2009/2010 – 2020/2021 Strategic Plan. This plan will be divided into four, three-year sub-plans and will be updated annually to include a review of the previous year’s goals, the identification of goals for the current year and, when appropriate, the development of new three-year goals. As such, AGS’ 2009/2010 – 2020/2021 Strategic Plan will have both dynamic and stabilizing characteristics.

***AGS’ 2009/2010 – 2020/2021 Strategic Plan and a brief summary of this plan are available for review in the HLC Team Resource Room***

***AGS’ planning processes link with budgeting processes***

 The Adler Graduate School’s planning processes are closely tied to the School’s budgeting processes. The congruence between these processes is facilitated, of course, by the School’s small size but, more than that, everyone associated with the Adler Graduate School is committed to inclusive and pragmatic planning and budgeting processes. All AGS constituent groups are represented in planning and budgeting processes. As a result, every AGS constituent group is well informed and, in most cases, in league regarding the School’s goals and related activities. Examples of the linkage between planning and budgeting processes are listed below.

* + AGS committees advise School administrators concerning planning and budgeting.
	+ AGS Program Directors, Specialty Area Program Coordinators and other directors of institutional units advise School administrators concerning planning and budgeting.
	+ AGS constituents are solicited for input concerning planning ideas and budgetary needs.
	+ So as to impose checks and balances on planning and budgeting processes, AGS engages in a mid-year budget review, via an inclusive ad hoc process.
	+ AGS establishes forums meant to solicit constituent input into planning processes (e.g., “town meetings” to discuss AGS’ future directions; meetings to discuss design of space in AGS’ building).

***Implementation of AGS’ planning is evident in its operations***

 After planning and budgeting processes have occurred among the Adler Graduate School’s constituents, plans are ultimately implemented, as evidenced by the School’s day-to-day operations. As such, just as the Adler Graduate School’s planning and budgeting processes are congruent, the School’s adopted plans are congruent with operations. Indeed, the Adler Graduate School is very deliberate and methodical in adopting workable plans and, in turn, once adopted, is very conscientious in its implementation of these plans.

In short, as much as possible, the Adler Graduate School aspires to a consensus-oriented approach to planning, budgeting and, ultimately, operations. As such, the adoption of a plan typically requires a painstaking process of discernment. Although planning exercises vary as to their complexity and associated intensity, there is nothing casual about this process. Likewise, if plans that have been adopted need to be adapted – as all plans sometimes require – the Adler Graduate School typically implements an equally painstaking review process. While leaving room for flexibility, as appropriate, the Adler Graduate School’s conscientious approach to planning and operations does serve to keep the School focused and well-organized.

***AGS’ long-range strategic planning processes allow for re-prioritization of goals when changing environment necessitates***

The Adler Graduate School employs a strategic planning process that uniquely allows for the re-prioritization of goals, as appropriate. As stated in other parts of this Self-Study Report, the Adler Graduate School has eight standing committees, including a standing Strategic Planning Committee. An ongoing Strategic Planning Committee allows AGS to monitor long range plans in a continuous fashion. This is an asset to any organization, particularly if an organization is growing and maturing at a rapid pace.

Although the Adler Graduate School’s strategic plans have consistently been clear and decisive in framing the School’s goals, they have not been inflexible. Indeed, since the Adler Graduate School is a dynamic institution, the School’s strategic plan must balance a clear sense of direction with flexibility. There is nothing static about the Adler Graduate School. However, at the same time, a certain vigilance regarding vision, mission, core values, and their related goals, objectives and strategies, as informed by a solid strategic plan, must be respected.

Perhaps the best evidence of the Adler Graduate School’s commitment to a balance between planning and flexibility in the context of a changing environment is the School’s current 2009/2010 – 2020/2021 Strategic Plan. As stated, this twelve-year plan will be implemented according to four distinct three-year plans. As such, while the Adler Graduate School’s twelve-year plan includes goals that will be pursued for the duration of the plan, a focus on more incremental, rolling, three-year plans will ensure that both the School’s and the community’s needs are addressed in a timely fashion. Thus, long-term growth and maturation are served, as are mid-term goals and short-term needs for flexibility.

***AGS’ planning documents give evidence of the School’s awareness of the relationships among educational quality, student learning and the diverse, complex, global and technological world***

 Just as the Adler Graduate School’s mission documents speak to the relationships between educational quality, student learning and the needs of diverse a community, the School’s planning documents also carefully address these relationships. Indeed, based on community needs, the Adler Graduate School is committed to training an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. As such, AGS’ current 2009/2010 – 2020/2021 Strategic Plan – the School’s most visible planning document – includes sections that very obviously focus on diversity and technology, for example. More than that, however, virtually every section of AGS’ Strategic Plan includes goals that address the critical relationships between educational quality, student learning and the needs of a diverse community; including the goals of AGS’ Administration which clearly include commitments to a diverse student body, a dynamic group of educational programs and the active assessment of everything the School does.

***AGS’ 2009/2010 – 2020/2021 Strategic Plan and a brief summary of this plan are available for review in the HLC Team Resource Room***

**CHAPTER II SUMMARY**

The Adler Graduate School is dedicated to its preparations for the future and to sustaining its educational programs and services. As Criterion Two requires, AGS “allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities”. The Adler Graduate School is preparing for a future shaped by multiple social and economic trends. AGS’ resource base supports its educational programs, as well as the School’s plans for sustaining these programs. AGS’ ongoing assessment activities provide reliable information for decision-making and continuous improvement. Finally, AGS’ planning activities support the School’s mission.

During the past decade, actions have been taken to insure the Adler Graduate School’s human, financial and physical resources, and their adequacy in implementing the School’s vision, mission, core values and related goals, objectives and strategies. Indeed, the Adler Graduate School’s resilience, resourcefulness and, ultimately, the School’s commitment to mission have been strong assets. What is more, the knowledge and growth-oriented strategies that have emerged from AGS’ processes of Self-Study, strategic planning and problem solving, in general, have added significant value to the Adler Graduate School and have provided a road map for future development.

Comprehensive assessment activities have produced many indicators of the Adler Graduate School’s progress. Human resources have been solidified by overhauling AGS’ organizational structure and decision-making processes, and by significantly expanding administrative staff. Financial challenges have been addressed and new accounting and financial planning systems have been implemented. A variety of revenue enhancement and expense reduction strategies have also been implemented. Finally, problems associated with physical resources have been addressed by prioritizing needs and carefully building a strong foundation of resources; a foundation that has allowed the Adler Graduate School to invest in its educational programs and substantially upgrade its physical plant and related resources. In the process, AGS administrators have carefully and consistently involved all constituent groups in planning efforts.

The Adler Graduate School has used its strategic planning and Self-Study processes to gain a better understanding of those human, financial and physical resources necessary to the fulfillment of the School’s educational vision, mission and core values. These processes have facilitated effective problem-solving, planning, budgeting and assessment activities; processes that each contribute to effective decision-making. As such, the Adler Graduate School’s human, financial and physical resources are strong and stable, and allocated in a manner that accommodates present needs and anticipates future goals and objectives. What is more, AGS’ constituents actively participate in decision-making related to resources, thus ensuring broad support for the School’s vision, mission, core values and related goals, objectives and strategies and, ultimately, broad support for the School’s educational programs. With this support, AGS will continue to accomplish present goals and objectives and, in the future, will continue to strengthen its educational programs.

The Alder Graduate School has attended to its long-term health and, as a result, has the resources, as well as the planning, administrative and assessment skills necessary to pursue its mission and accomplish its institutional goals well into the future. The Adler Graduate School has achieved stability and has used this foundation to pursue its growth objectives.

Representatives of the Adler Graduate School believe all applicable core components and expectations for accreditation related to Criterion Two have been satisfied and addressed. AGS realistically prepares for a future shaped by multiple societal and economic trends. AGS’ resource base supports the School’s educational programs and its plans for maintaining and strengthening their quality in the future. AGS’ ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement. Finally, all levels of planning align with AGS’ mission, thereby enhancing the School’s capacity to fulfill its mission.

**OBJECTIVES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion Two that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to work toward an optimal balance of human, financial and physical resources.**
* **AGS will continue to strengthen its capacity for serving the needs of an increasingly diverse community**
* **AGS will continue to make strong investments it its educational programs.**
* **AGS will continue to strengthen its assessment strategies and will continue to integrate assessment, planning, budgeting and overall decision-making processes.**
* **AGS will continue to strengthen its relationships with its human resources – faculty, students, alumni and community partners.**
* **AGS will continue to expand its faculty resources – particularly as it concerns the faculty’s diversity and its doctoral-level members.**
* **AGS will continue to build upon its program of faculty development activities.**
* **AGS will continue to develop its physical resources – particularly as it concerns the remodeling of AGS’ building, the ongoing development of AGS’ Media Center and the acquisition of technological resources.**
* **AGS will continue to strengthen its marketing and resource development capabilities.**
* **AGS’ planning activities will continue to integrate emerging factors such as technological changes, demographic trends and changing community needs.**
* **AGS planning activities will make increasing use of environmental scans and available data.**
* **AGS will continue to build upon its menu of student services.**

 CHAPTER III – CRITERION THREE –

STUDENT LEARNING AND EFFECTIVE TEACHING

**“The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.”**

**INTRODUCTION**

Chapter III focuses on the institution’s ability to accomplish its educational purposes. Criterion Three challenges the Adler Graduate School to review and evaluate the educational programs that grow out of the School’s vision, mission, core values and related goals, objectives and strategies. More specifically, the Adler Graduate School must assess whether its faculty and educational programs help students to: 1) Grow intellectually; 2) Clarify their values; 3) Develop analytical skills; 4) Integrate and make use of information; 5) Challenge their own and others’ perspectives.

The Adler Graduate School’s academic programs are closely tied to the School’s mission documents. As a result, AGS students develop knowledge through both required and elective course work, applied fieldwork and, after graduation, through professional activities and continuing education related to their chosen fields.

The Adler Graduate School’s effectiveness must also be assessed in relationship to other purposes besides teaching and learning (e.g., supplying the community with effective counselors and psychotherapists). Guided by its mission documents, and committed to ongoing assessment activities, the Adler Graduate School is able to take stock of both its strengths and challenges and, most importantly, identify strategies for ongoing development.

**ACADEMIC PROGRAMS – OVERVIEW**

***The Adler Graduate School is a degree-granting institution***

Since first being accredited by the Higher Learning Commission in 1991, the Adler Graduate School has conferred Master’s degrees upon 828 students.

The Adler Graduate School offers a Master of Arts Degree in Adlerian Counseling and Psychotherapy – with six distinct Emphasis Area – and certificates in three specific Specialty Area Programs – Personal and Professional Life Coaching, Coaching and Consulting in Organizations and Parent Coaching. The Master of Arts Degree in Adlerian Counseling and Psychotherapy requires a minimum of 48 semester credits and Specialty Area Program certificates require a minimum of six semester credits.

***The Adler Graduate School has degree programs in operation, with students enrolled in them***

Consistent with the Adler Graduate School’s mission, AGS is a single-purpose institution, offering curricula focusing on the needs of persons already in, or seeking to enter, human services and counseling professions. As of December 2009, 421 students were enrolled in the Adler Graduate School’s Master of Arts program, Specialty Area Programs, and/or licensure preparation courses. Admission requirements and the curricula for AGS’ programs are found in the AGS Catalog.

***The AGS Catalog is available for review in the HLC Team Resource Room***

***The Adler Graduate School’s degree programs are compatible with the School’s mission and are based on recognized fields of study at the higher education level.***

The Adler Graduate School’s Emphasis Areas (i.e., Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership, Non-Clinical Adlerian Studies), leading to a Master of Arts Degree in Adlerian Counseling and Psychotherapy, offer a unique blend of intensive Adlerian theory and traditional training in counseling and psychotherapy. That is, AGS’ Emphasis Areas stimulate the intellectual pursuit of knowledge in the field of counseling and psychotherapy, while emphasizing the values of Adlerian psychology. They demand academic rigor, while promoting the personal growth necessary for development as a successful professional.

In addition to being a value-centered theory, Adlerian Psychology is composed of useful, pragmatic principles; principles that can be applied in a variety of professional settings. This high level of utility is evident in the practicum and internship experiences that comprise a significant part of AGS’ programs. In summary, AGS’ programs are designed to provide a combination of theoretical knowledge, practical skills and supervised practicum/internship experiences.

***The Adler Graduate School’s programs are appropriately named, following practices common to institutions of higher education in terms of both length and content***

The Master of Arts Degree in Adlerian Counseling and Psychotherapy is clearly and appropriately named. The degree title, including a focus on “Adlerian Counseling and Psychotherapy”, distinguishes it from more generic counseling and psychotherapy programs.

***The Adler Graduate School has admission and transfer policies and practices that are consistent with the institution’s mission and appropriate to its educational programs***

An introduction to the Adler Graduate School’s admissions processes was provided in Chapter II of this Self-Study Report. A more detailed description of these processes is provided now.

The Adler Graduate School’s program objectives and admission requirements have been formally adopted and are clearly described in the AGS catalog and other publications. All applicants receive published materials describing AGS’ programs, objectives, courses, personal and academic demands, costs and time commitments. All applicants for admission to AGS are personally interviewed before an admission decision is made. Personal interviews offer AGS representatives the opportunity to clarify programs and applicants the opportunity to describe their unique academic and professional objectives. Ultimately, interviews allow all concerned to determine whether AGS’ programs and the needs of individual applicants are compatible.

Accurate, fair and comprehensive descriptions of the Adler Graduate School’s programs, activities and policies are available to all interested persons. The AGS Catalog and Student Handbook are the primary documents describing these programs, activities and policies. In addition, e-mail, direct mailings of brochures, advertisements, announcements and descriptions of AGS’ educational programs help to both inform the public and generate a pool of prospective students. Finally, AGS makes effective use of a web page that includes a list of practicum/internship sites, a job board and links to other Adlerian resources.

Admission Criteria – Detailed

Adler Graduate School students represent a variety of academic and professional backgrounds. Students admitted to AGS’ Master of Arts Program in Counseling and Psychotherapy must demonstrate their academic preparation by receiving an undergraduate degree from an accredited college or university and by satisfying other admission criteria. More specifically, in most cases, the successful applicant for full admission will have achieved at least a 3.0 Grade Point Average (GPA), completed at least nine semester credits in psychology or a related field, and submitted three letters of reference and a statement of purpose. Full admission ultimately requires the accommodation of AGS’ strictest admission standards. However, criteria for provisional or conditional admission are somewhat less rigorous. Provisional and conditional admissions are described in Chapter II of this Self-Study Report. Admission criteria are reviewed more thoroughly below.

**All applicants are expected to submit the following materials for consideration:**

* + Completed application form
	+ Personal Goal Statement
	+ Three letters of reference
	+ Resume or work history
	+ Official transcripts from accredited institution(s), documenting undergraduate degree, grade point average and coursework in Psychology and other disciplines (e.g., Art Therapy), as required
	+ Application fee

**Applicants who secure full admission meet the following criteria:**

* + A Bachelor’s Degree from an accredited institution
	+ A cumulative GPA of at least 3.0 on a 4.0 scale
	+ Nine semester credits in psychology or a related field; other credits as required (e.g., Art Therapy)
	+ Official transcript on file
	+ Personal Goal Statement on file
	+ Three letters of reference on file
	+ Resume or work history on file
	+ A completed application file and interview

As stated in Chapter II, applicants who do not meet all requirements for full admission may be admitted on a provisional or conditional basis. “Provisional Admits” are students who meet minimum admission requirements but have not completed their admissions files. In most cases, these students have one month, from the time they were accepted as “Provisional Admits”, to complete their admissions files. Similarly, “Conditional Admits” are students who do not meet minimum admission requirements and, assuming their admissions file is complete, must achieve a 3.0 GPA in their first two courses in order to be considered for “Full Admit” status. If this GPA is achieved, the applicant’s file will again be reviewed as she/he is considered for full admission. If a GPA of at least 3.0 in the first two courses is not achieved, full acceptance will typically be denied.

**Applicants who secure conditional admission typically meet the following criteria:**

* + A Bachelor’s Degree from an accredited institution
	+ A cumulative GPA of at least 2.7 on a 4.0 scale, or a GPA of 2.5 to 2.7 if the GPA associated with courses comprising the undergraduate major was 3.0 or better
	+ Less than nine semester credits in psychology and/or fewer credits than required in a specific Emphasis Area (e.g., Art Therapy) – with a plan for completing credits normally considered to be prerequisites for full admission
	+ Official transcript on file
	+ Personal Goal Statement on file
	+ Three letters of reference on file
	+ Resume or work history on file
	+ A completed application file and interview

Prospective students who are uncertain about their desire to pursue full admission to the School’s Master of Arts Program may take as many as two courses as a student-at-large. If their undergraduate records do not reflect at least a 3.0 GPA, and they ultimately decide to make application to the School for full or conditional admission status, these students must also achieve at least a 3.0 GPA in courses taken as a student-at-large.

**Transfer Credits**

Based on clear protocols for transferring course credits (from other accredited, graduate-level programs), up to 50% of the credit load in the Emphasis Area being pursued may be applied toward completion of AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy. Transfer credits may not be used for completion of curriculum or practicum/internship requirements in any AGS Specialty Area Program. For students who are only using AGS to prepare for licensure in Marriage and Family Therapy, Clinical Counseling and/or School Counseling, required courses are determined by the appropriate Minnesota Board.

***AGS’ transfer policy is available for review in the HLC Team Resource Room***

*Academic Rigor*

Staff and faculty are active professionally and committed to the continuous development of both their individual skills and the Adler Graduate School’s educational programs. In fact, all of AGS’ constituent groups have contributed to an ongoing dialogue aimed at the continuous improvement of the School’s educational programs. For example, as stated earlier in this Self-Study Report, during the 2008/2009 academic year, comprehensive surveys were conducted among students, alumni, faculty and staff in an effort to take inventory of progress, to date, and next steps.

***2008 Student and Alumni Surveys and 2009 Faculty/Staff Survey available for review in the HLC Team Resource Room***

**Academic Rigor – Teaching**

Courses and academic programs offered by the Adler Graduate School are characterized by effective teaching. Student and alumni feedback have consistently supported these assertions. For example, 93% of respondents to the 2008 Alumni Survey rated the faculty’s knowledge of course materials as either outstanding or above average, 81% of respondents rated the faculty’s teaching ability as outstanding or above average, and 98% of respondents rated the faculty’s professional integrity as outstanding or above average. Similarly, 91% of respondents to the 2008 Student Survey rated the faculty’s knowledge of course material as outstanding or above average, 77% rated the faculty’s teaching ability as outstanding or above average, and 91% of student respondents rated the faculty’s professional integrity as outstanding or above average.

**Academic Rigor – Courses**

Courses offered by the Adler Graduate School are subject to ongoing review. Instructors are expected to integrate an expanding knowledge base, as well as student, collegial and administrative feedback, as they periodically make changes in content, teaching methods and assessment methods, as appropriate. More specifically, during the past year, virtually every AGS course has been revised according to an updated syllabus template that forces faculty to review critical components of their courses such as their course descriptions and learning objectives.

New courses and content areas are subject to a prescribed developmental process. Ideas are usually proposed to AGS’ Academic Vice President. After initial discussions and, possibly, the development of draft materials, an idea considered to have merit will be referred to the School’s Program and Curriculum Committee. The Program and Curriculum Committee will then review the proposal and, subsequently, make a recommendation to the School’s central AGS Advisory Council. In some cases, more information will be requested before a recommendation is passed along. If an idea for a new course or curriculum area is adopted, prospective instructors (from AGS’ faculty and, if necessary, from outside the School) will be invited to apply for subsequent curriculum development opportunities and the teaching assignments that go along with these opportunities.

External review of new courses and content areas may also be required. This need is usually determined by the scope and magnitude of proposed curriculum changes. For example, if necessary, the Higher Learning Commission, the Minnesota Office of Higher Education and/or a specific professional group will be advised of proposed curriculum changes and asked for their opinions.

**RECENT ACTIVITIES/FUTURE DIRECTIONS**

* + **Strengthened ability to assess program quality, teaching quality and student learning**
	+ **Implementing comprehensive program of assessment**
	+ **Strengthening “culture of assessment” that makes effective use of assessment results**
	+ **Will continue to increase role of faculty in assessment activities and subsequent decision-making exercises**
	+ **Continuing to build quality of educational programs and student services**

**CORE COMPONENTS**

**Core Component 3a – The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible**

***AGS clearly identifies its learning goals and outcomes for its respective Emphasis Areas and Specialty Area Programs***

**Effective Educational Programs**

The Adler Graduate School’s educational programs are fully described in Chapter III and supporting documents available for review in the HLC Team Resource Room. Collectively, these programs address a continuum of student interests and needs, ranging from curricula designed to fulfill specific continuing education or licensure requirements to curricula that lead to a Master’s degree or certificate. AGS’ educational programs and instruction have been characterized by high levels of quality and have lead to student outcomes that satisfy both the school’s high standards and the goals and objectives of students themselves. What is more, since AGS is committed to a comprehensive program of assessment activities, and related planning and budgeting activities, continuous improvement in the School’s academic programs is anticipated.

**Educational Philosophy**

The Adler Graduate School is committed to providing a quality learning experience based on the principles of Adlerian Psychology. AGS expects all persons associated with the School to practice Social Interest; that is, to value equality, cooperation and encouragement. AGS’ educational programs help students to become self-reflective, lifelong learners who demonstrate these values in their communities. Students, alumni, faculty and staff consistently indicate that AGS’ philosophy (as manifest through values such as Social Interest, equality, cooperation and encouragement) benefits them personally, as well as professionally. AGS’ constituents also believe this philosophy is modeled at the School and that it ultimately benefits the community overall.

**Learning Goals and Outcomes – Mastery of Content**

Students work toward mastery through a combination of intensive course work and practical experiences. Courses are designed to provide a foundation in Adlerian Psychology – its philosophy, principles, theories and techniques. Coursework is continuously strengthened by complementary, practicum/internship work. Students begin their work at AGS by observing faculty and internship supervisors who model Adlerian values and therapy techniques. Over time, students are able to apply these techniques across increasingly sophisticated practical settings, where they receive feedback and support from both practicum/internship site supervisors and AGS faculty. The acquisition of applied, practical experience is also supported through a rigorous sequence of peer group and small group forums conducted by AGS faculty.

**Learning Goals and Outcomes – Troubleshooting**

Occasionally, concerns are expressed about whether or not a student is fundamentally suited to employment in the therapy, counseling, coaching or consulting fields. For example, staff and faculty members or practicum/internship site supervisors may have questions or concerns about a student’s performance in the classroom or at a practicum/internship site, respectively. Whenever possible, representatives of the Adler Graduate School implement a pro-active, resolution-oriented policy when addressing a problem or potential problem. While informal methods for finding resolution are customarily used in early stages of problem-solving, more formal processes are also available, as needed. Formal processes are described in AGS’ Student Handbook and typically include discussion and written documentation that could lead to a written warning, a specific development plan, probation, suspension or expulsion from the School. In any case, student reviews are conducted every three months and AGS’ Academic Vice President and/or Director of Admissions and Student Services routinely meet with students who have aroused concern.

***AGS Student Handbook available for review in the HLC Team Resource Room***

**Educational Programs and Curriculum**

**The Adler Graduate School’s educational programs serve a wide range of learners. These learners include:**

* + Students who desire a graduate-level education in Adlerian Counseling and Psychotherapy. These students usually wish to pursue careers in Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership and/or professional areas that call for strong interpersonal skills. Historically, most AGS students have been working adults. In recent years, however, an increasing number of students are entering AGS as recent undergraduates.
	+ Persons already holding Master’s degrees who wish to complete courses in one or more of AGS’ Specialty Area Programs – Personal and Professional Life Coaching, Parent Coaching, and Coaching and Consulting in Organizations.
	+ Persons already holding Master’s degrees who wish to complete courses that will make them license-eligible in disciplines such as Marriage and Family Therapy or Licensed Professional Counseling.
	+ Human services professionals (e.g., Social Workers, Psychologists, pastoral counselors, employee assistance counselors, nurses, child care workers) who wish to apply the principles of Adlerian Psychology in their fields of expertise. Many persons who are already trained to provide counseling services wish to augment their skills with Adlerian principles that will be useful in their respective fields.
	+ Managers and employees from a wide variety of settings who wish to obtain skills that will help them facilitate more effective working environments. For example, AGS programs attract persons from the business world who wish to constructively apply Adlerian principles such as Social Interest and cooperation in their organizations.

*Master of Arts Degree in Adlerian Counseling and Psychotherapy*

Overview

The Adler Graduate School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy is based on Alfred Adler’s theory of Individual Psychology. Faculty members implement a curriculum that is rich and varied; effectively exposing students to foundational Adlerian content, as well as non-Adlerian theories and concepts. Examples of AGS courses that stand out in terms of their rich and varied content include Comparative Theories, Couples and Family Therapy, Multicultural Counseling, Abnormal Psychology and courses comprising the School’s Specialty Area Programs.

***Course syllabi are available for review in the HLC Team Resource Room***

The Adler Graduate School presently offers six Emphasis Areas, based on the Master of Arts Degree in Adlerian Counseling and Psychotherapy, and three Specialty Area Programs. Two additional Emphasis Areas and one Specialty Area Program are currently being developed, and other ideas are currently being considered.

**Emphasis Areas:**

* + Marriage and Family Therapy
	+ Clinical Counseling
	+ School Counseling
	+ Management Consulting and Organizational Leadership
	+ Art Therapy
	+ Non-Clinical Adlerian Studies
	+ On-Line Adlerian Studies – Planned (See Chapter VIII of this Self-Study Report – the Adler Graduate School’s Institutional Change Request)
	+ Addictions – Planned

**Specialty Area Programs:**

* + Personal and Professional Life Coaching
	+ Coaching and Consulting in Organizations
	+ Parent Coaching
	+ Business Coaching – Planned

Depending on the Emphasis Area(s), the Adler Graduate School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy requires students to complete a specific number of credits in distinct competency areas, as well as credits related to internship activities and AGS’ capstone, the Master’s Project. Criteria used to assess the successful completion of all requirements are clear and reflect the School’s commitment to the Adlerian foundations the School espouses. Competency areas from which AGS students must take courses vary by Emphasis Area; requirements associated with the Adler Graduate School’s six current Emphasis Areas are listed below.

**For All Emphasis Areas:**

* + Adlerian Psychology
	+ Human Development
	+ Professional Studies
	+ Research Methods
	+ Assessment
	+ Social and Cultural Issues
	+ Helping Relationships
	+ Group Dynamics
	+ Principles of Etiology

**Marriage and Family Therapy Emphasis Area:**

* + Marriage and Family Systems
	+ Marriage and Family Therapy

**Clinical Counseling Emphasis Area:**

* + Career Development
	+ Treatment Planning
	+ Evaluation Methodologies

**School Counseling Emphasis Area:**

* + School Counseling Foundations and Administration
	+ Statistics and Psychometrics

**Art Therapy Emphasis Area:**

* + Foundations of Art Therapy
	+ Art Therapy for Couples and Families and Children
	+ Media Exploration

**Management Consulting and Organizational Leaderships Emphasis Area:**

* + Organizational Development
	+ Leadership Training
	+ Business Coaching

**Non-Clinical Adlerian Studies Emphasis Area:**

* + Degree plans for this Emphasis Area are flexible

Over time, many students enrolled in the Adler Graduate School’s Master of Arts Program have established an Emphasis in Marriage and Family Therapy and achieved licensure in that field after graduation. However, once again, the Adler Graduate School also offers Emphases in the areas of Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership, and Non-Clinical Adlerian Studies. As indicated earlier, the School also offers curricula in each of three Specialty Area Programs, including Personal and Professional Life Coaching, Coaching, Parent Coaching, and Consulting in Organizations.

If a student wishes to pursue a specific Emphasis Area, a Program Planning Grid that identifies course requirements for that Emphasis Area must be completed. For students who wish to complete courses in a Specialty Area Program while pursuing their Master’s Degree in a specific Emphasis Area, the Program Planning Grid will also identify the appropriate Specialty Area Program courses that must be completed.

***Emphasis Areas – Overview***

Until 1991, the Adler Graduate School emphasized the psychology content traditionally associated with its courses. In 1991, however, the Minnesota State legislature set in motion legislation that would eventually make it impossible for Master’s-level persons in the field of Psychology to be licensed. As such, it was necessary for the Adler Graduate School to adapt its focus. Indeed, as a creative response to this new 1991 legislation, AGS began to de-emphasize traditional psychology content in favor of content meant to prepare students for careers as Marriage and Family Therapists. Since this transition, the Adler Graduate School has added several other Emphasis Areas, based on the foundation of its Master of Arts Degree in Adlerian Counseling and Psychotherapy.

***Master of Arts in Adlerian Counseling and Psychotherapy – Marriage and Family Therapy Emphasis Area – History***

The Adler Graduate School was one of the first programs in Minnesota to adjust from a Psychology focus to a Marriage and Family Therapy focus. With the approval of Minnesota’s Board of Marriage and Family Therapy, AGS began to offer courses that can be applied to its Master of Arts Degree in Adlerian Counseling and Psychotherapy and also help graduates to become license-eligible in the field of Marriage and Family Therapy. As part of this process, the School added elective courses and increased the number of hours in its internship requirement. The latter change was made to accommodate the pre-graduation requirement of 300 hours of face-to-face client contact that one must fulfill in order to become license-eligible as a Marriage and Family Therapist.

The Adler Graduate School usually accepts approximately 32 students per three-month term into its clinical programs (i.e., Marriage and Family Therapy Emphasis Area, Clinical Counseling Emphasis Area). Students who are enrolled in the Adler Graduate School’s full Master’s degree program, and interested in LMFT licensure, must accommodate the State Board ’s competency grid, along with the School’s course and internship requirements.

Because of community needs and the quality of the Adler Graduate School’s Marriage and Family Therapy Emphasis Area, this track has become increasingly popular. Indeed, many students pursuing AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy choose to enroll in the School’s Marriage and Family Therapy Emphasis Area. Once again, if all requirements associated with this Emphasis Area are successfully completed, graduates of this program will become license-eligible in the State of Minnesota.

As indicated previously, despite being relatively small, the Adler Graduate School has now trained approximately 18% of all persons currently licensed in Minnesota as Marriage and Family Therapists. This is believed to be the largest percentage among Minnesota institutions that train Marriage and Family Therapists. What is more, consistent with the Adler Graduate School’s dedication to training an increasingly diverse student body, a very high percentage of Minnesota’s bilingual LMFTs are AGS graduates. It is also important to point out that AGS graduates’ average raw scores on the State examination used for Marriage and Family Therapy consistently exceed the average raw scores for the State as a whole. As such, it is not surprising that internship sites often request AGS students and reputable organizations hire AGS graduates. In addition, many AGS graduates eventually establish clinics of their own and, subsequently, offer internship opportunities for current AGS students. Most importantly, AGS graduates find gainful employment in the mental health and human services fields and, ultimately, make substantive contributions to the health of their communities.

The Executive Director of Minnesota’s Board of Marriage and Family Therapy is very supportive of the Adler Graduate School’s Marriage and Family Therapy Emphasis Area and, over time, has made numerous referrals to this program. In some cases, the Adler Graduate School’s collaborative relationship with the Minnesota Board of Marriage and Family Therapy finds the School working with Master’s-level students who only need a handful of courses and credits in order to become license-eligible as a Marriage and Family Therapists.

More specifically, for persons who have already earned a Master’s degree in a mental health discipline or a related field, AGS’ Marriage and Family Therapy Emphasis Area allows students to take only those courses required for licensure in Minnesota. To be considered for enrollment, these students, like other students in the Marriage and Family Therapy Emphasis Area, must submit an application form, application fee and official transcripts. In addition, however, these students must also meet with a representative from Minnesota’s Board of Marriage and Family Therapy to determine their unique course and internship requirements. These students must then provide AGS with written documentation reflecting the Board’s requirements. AGS’ Admissions and Student Services Director will then customize the student’s course requirements, eliminating the need for a more costly and time-consuming, second Master’s degree. As with other students enrolled in AGS’ Marriage and Family Therapy Emphasis Area, these students must also complete an internship under the School’s supervision.

#### **Master of Arts in Adlerian Counseling and Psychotherapy – Marriage & Family Therapy Emphasis Area – Detailed**

The Master of Arts Degree in Adlerian Counseling and Psychotherapy is tailored to meet the needs of working adults by offering classes on evenings and weekends. A minimum of 48 credits is required for the Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Marriage and Family Therapy, leading to eligibility for licensure as a Marriage and Family Therapist. These 48 credits include a six-credit internship experience and a three-credit Master’s Project.

The Adler Graduate School prepares students to be professional counselors and psychotherapists, in general. More specifically, because many of these students aspire to licensure as Marriage and Family Therapists, they enroll in AGS’ Marriage and Family Therapy Emphasis Area. Licensed Marriage and Family Therapists may work in numerous settings, providing mental health services and parent education to families, couples and children. They may also work with individuals and groups, but a large part of their training is focused on relationship counseling and therapy.

The Adler Graduate School’s Marriage and Family Therapy Emphasis Area is based on the State of Minnesota’s criteria for licensure as a Marriage and Family Therapist. Once licensed, Marriage and Family Therapists are overseen by the Minnesota Board of Marriage and Family Therapy. The LMFT is recognized in nearly all fifty states. Some AGS students elect to pursue dual licensure; typically the LMFT and LPC/LPCC (Licensed Professional Counselor/Licensed Professional Clinical Counselor).

As the need for Marriage and Family Therapists has grown, the field of Marriage and Family Therapy has grown in stature. The professional community realizes the need to treat whole family systems, instead of just an identified patient, and Marriage and Family Therapists are being hired to provide these services. As such, the Adler Graduate School’s enrollment and stature have also grown. In fact, local clinics and agencies often request AGS students as interns because they are considered very well prepared for counseling couples and families.

As stated, the Adler Graduate School’s Marriage and Family Therapy Emphasis Area allows some students to take only those courses required for licensure by the Minnesota Board of Marriage and Family Therapy. More specifically, provided a student has already earned a Master’s Degree from an accredited institution, within the past ten years, she/he may submit official transcripts to the Adler Graduate School, along with AGS’ application form and fee. Applicants must then meet with a representative of the Minnesota Board of Marriage and Family Therapy so as to identify the unique combination of course and/or internship requirements that must be completed if the applicant is to become license-eligible. Individual applicants must then provide AGS with written documentation of the Board’s requirements and, ultimately, complete those requirements.

***Marriage and Family Therapy Emphasis Area and licensing requirements available for review in the HLC Team Resource Room***

#### **Master of Arts in Adlerian Counseling and Psychotherapy – Clinical Counseling Emphasis Area – Detailed**

The Master of Arts Degree in Counseling and Psychotherapy, with an Emphasis in Clinical Counseling, is also tailored to meet the needs of working adults by offering classes during evenings and weekends. A minimum of 48 credits for Licensed Professional Counselor (LPC) eligibility and 60 credits for Licensed Professional Clinical Counselor (LPCC) eligibility are required for this Master of Arts Degree, including a six-credit internship experience and a three-credit Master’s Project.

The Clinical Counseling Emphasis Area prepares students to pursue the professional role of clinical mental health counselor. The LPC and LPCC are nationally recognized credentials in the field of mental health, existing in nearly all fifty states. Clinical mental health counselors work in numerous settings and provide education and mental health services to individuals, couples and families. In terms of course work and professional preparation, clinical mental health counselors differ from Marriage and Family Therapists in that clinical counselors focus more on individual growth and development. Though clinical mental health counselors do work with couples and families, it is more typical that their professional practice is focused on individuals.

The Adler Graduate School’s Clinical Counseling Emphasis Area is based on the State of Minnesota’s criteria for licensure as a professional counselor. Licensed Professional Counselors and Licensed Professional Clinical Counselors are overseen by the Minnesota Board of Behavioral Health and Therapy. Some AGS students elect to pursue dual licensure; typically the LMFT and the LPC and/or LPCC.

***Clinical Counseling Emphasis Area and licensing requirements available for review in the HLC Team Resource Room***

#### **Master of Arts in Adlerian Counseling and Psychotherapy – School Counseling Emphasis Area – Detailed**

Over time, many Adler Graduate School graduates have gone on to become Licensed School Counselors by adding only four or five courses to their existing AGS Master’s Degree. In the past, these courses were taken at other schools. Thus, AGS decided to develop its own School Counseling Emphasis Area, based on the foundation of the School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy.

 Adlerians have a long history of positively impacting students and teachers in school settings. AGS’ School Counseling Emphasis Area guides its graduates toward the acquisition of knowledge and skills needed to provide competent counseling in K-12 school settings.

School Counseling students complete 50 semester credits over approximately 30 to 36 months. Completion of the School Counseling sequence leads to a Master of Arts Degree in Counseling and Psychotherapy, with an Emphasis in School Counseling, and licensure as a School Counselor in the State of Minnesota.

***School Counseling Emphasis Area and licensing requirements available for review in the HLC Team Resource Room***

***Master of Arts Degree in Adlerian Counseling and Psychotherapy – Art Therapy Emphasis Area – Detailed***

 “Art therapy is the therapeutic use of art making, within a professional relationship, by people who experience illness, trauma or challenges in living and by people who seek personal development. Through creating art and reflecting on the art products and processes, people can increase awareness of self and others, cope with symptoms, stress and traumatic experiences, enhance cognitive abilities, and enjoy the life affirming pleasures of making art.”   ~ American Art Therapy Association

The Adler Graduate School’s Art Therapy Emphasis Area integrates Adlerian theory and technique into the creative and expressive realm of Art Therapy. It also allows students pursuing specialized training in Art Therapy theory and practice to receive training in Marriage and Family Therapy and/or Clinical Counseling.

The Art Therapy Emphasis prepares students to work as Art Therapists and Marriage and Family Therapists. More specifically, after completing this 60-credit program, graduates are eligible to become Registered and Board Certified Art Therapists (ATR-BC), as well as Marriage and Family Therapists (LMFT).

Coursework utilizes experiential and didactic methods of teaching to help students learn the essentials of Art Therapy theory and the techniques for working with clients.  Students will learn methods applicable for individuals, families and groups, within a variety of work settings.

In addition to the Adler Graduate School’s standard admission criteria, additional requirements must be met when enrolling in the Art Therapy Emphasis Area. More specifically, prospective students must submit a portfolio of original artwork, demonstrating competency with art materials. In addition, students admitted to the Art Therapy Emphasis Area must successfully complete specific studio art and psychology credits (including credits taken before admission) no more than twelve months after entering the Art Therapy Program.

***Art Therapy Emphasis Area and registration/certification requirements available for review in the HLC Team Resource Room***

#### **Master of Arts in Adlerian Counseling and Psychotherapy – Management Consulting and Organizational Leadership Emphasis Area – Detailed**

The Management Consulting and Organizational Leadership (MCOL) Emphasis Area teaches students how to help organizations become healthier wok environments. Managers and consultants graduating from the MCOL Emphasis Area are able to better understand the chaotic processes and problems that can influence workplace behavior and performance.

The Adler Graduate School’s MCOL Emphasis Area also focuses on leadership and helping leaders to work more effectively and efficiently. The MCOL Emphasis Area is also focused on helping leaders to create healthy organizational cultures, systems of collaborative teamwork, and synergistic operational structures. Experienced instructors use Adlerian values of encouragement, Social Interest and purposefulness in promoting strategies that are highly applicable to today’s work environment. The Management Consulting and Organizational Leadership Emphasis Area also teaches students how to develop their own consulting practices.

MCOL students complete 42 semester credits, consisting of 13 courses and a three-credit Master’s Project, which includes a field study.

***Listing of Management Consulting and Organizational Leadership Emphasis Area requirements available for review in the HLC Team Resource Room***

Master of Arts in Adlerian Counseling and Psychotherapy – Non-Clinical Adlerian Studies Emphasis Area – Detailed

The Adler Graduate School offers its Master of Arts Degree in Counseling and Psychotherapy, with an Emphasis in Non-Clinical Adlerian Studies, for students who are interested in Adlerian theory but do not wish to complete the requirements that would otherwise allow them to become eligible for licensure as a Minnesota mental health professional or a School Counselor, or eligible for registration as an Art Therapist. As such, the Master of Arts Degree in Counseling and Psychotherapy, with an Emphasis in Non-Clinical Adlerian Studies, does not include a practicum/internship component, and the degree does not prepare students for clinical work in the field of mental health or for school counseling responsibilities. This 48-credit degree requires successful completion of a combination of 15 required and elective courses from AGS’ curriculum and completion of a three-credit Master’s Project. Among the 15 courses that may be chosen from AGS’ curriculum, only one course (#551 Foundations of Art Therapy) may be taken from AGS’ Art Therapy curriculum.

Once again, the Non-Clinical Adlerian Studies Emphasis Area is not meant to prepare students for clinical work in the field of mental health or for school counseling responsibilities. As such, credits earned toward the completion of practicum/internship requirements associated with other AGS Emphasis Areas may not be counted as part of the 48 credits required for completion of the Non-Clinical Adlerian Studies Emphasis Area.

***Listing of Non-Clinical Adlerian Studies Emphasis Area requirements available for review in the HLC Team Resource Room***

*MASTER OF ARTS DEGREE IN ADLERIAN COUNSELING AND PSYCHOTHERAPY – ON-LINE ADLERIAN STUDIES EMPHASIS AREA – PLANNED*

The Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in On-Line Adlerian Studies, is fully described in Chapter VIII of this Self-Study Report. Chapter VIII is titled, “Institutional Change Request – Adler Graduate School – Degree Program Offered through Distance Learning Methods.” Consistent with HLC expectations, AGS’ On-Line Adlerian Studies Emphasis Area has been developed, but is in an early stage of implementation. Naturally, full implementation will require HLC approval.

*Master of Arts Degree in Adlerian Counseling and Psychotherapy – Addictions Emphasis Area – Planned*

The Adler Graduate School is in the process of developing an Addictions Emphasis Area, based on its Masters of Arts Degree in Adlerian Counseling and Psychotherapy. This Emphasis Area has been in development for approximately one year. AGS representatives have worked with a local community college (with expertise in this content area) and the Minnesota Board of Behavioral Health and Therapy (which oversees alcohol and drug counseling in the State of Minnesota) to help in determining the most appropriate focus of this Emphasis Area. The due diligence that AGS is attaching to the development of its Addictions Emphasis Area will ensure that the community’s needs are well served. The Adler Graduate School plans to begin offering the Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Addictions, during the 2010/2011 academic year.

***A prospective listing of Addictions Emphasis Area requirements is available for review in the HLC Team Resource Room***

*Specialty Area Programs for Professional Development – overview*

Specialty Area Programs are designed to integrate the core concepts of a distinctive content area, or specialty area, with community needs, current research, Adlerian Psychology and self knowledge. Each Specialty Area Program requires completion of a specified number of courses and, in most cases, a directed study experience. Directed study experiences typically allow individual students to design an integrative set of outcome objectives in consultation with a primary faculty member.

***Personal and Professional Life Coaching Specialty Area Program – Detailed***

The Personal and Professional Life Coaching Specialty Area Program is designed to train students in one of the fastest-growing professions in the human services field. The purpose of a Coaching relationship is to promote the personal and professional success of the client in any area of her/his life. Students learn a framework for integrating the skills/tools of Coaching with the principles of Adlerian Psychology. Courses focus on a variety of Coaching skills, including how to develop and structure the Coaching relationship from start to finish, with an emphasis on actually practicing Coaching skills and experiencing the impact of Coaching.

***Listing of Personal and Professional Life Coaching Specialty Area Program requirements available for review in the HLC Team Resource Room***

. Consulting skills are developed through active dialogue and discussion of case examples; promoting an understanding of essential strategies for pursuing results-oriented change.

Parent Coaching Specialty Area Program – Detailed

The Parent Coaching Specialty Area Program is designed to train already licensed and/or certified professionals (e.g. Marriage and Family Therapists, Psychologists, Clinical Counselors, Social Workers, Alcohol and Drug Counselors, School Psychologists, School Counselors, Psychiatrists, Psychiatric Nurses, Parent Educators) in one of the fastest growing areas of the parent-family support field. The purpose of the Parent Coaching relationship is to provide a safe, non-judgmental, supportive arena for parents to learn new and effective parenting skills. Students learn a variety of techniques and philosophies that are in harmony with Adlerian principles. Students also discover how Parent Coaching complements various types of therapy and therapeutic techniques.  Courses focus on parenting philosophies, technique training and hands-on experience with the process of coaching parents. Feedback and the free exchange of ideas are integral to the training.

***Listing of Parent Coaching Specialty Area Program requirements available for review in the HLC Team Resource Room***

Coaching and Consulting in Organizations Specialty Area Program – Detailed

The Coaching and Consulting in Organizations Specialty Area Program focuses on learning key dimensions of visioning, clarifying mission, strategic planning, principles of organizational development, and alignment of personal and organizational goals, objectives and actions. Students learn how Adlerian principles of cooperation facilitate the growth of a core organizational culture. Consulting skills are developed through active dialogue and discussion of case examples; promoting an understanding of essential strategies for pursuing results-oriented change.

***Listing of Coaching and Consulting in Organizations Specialty Area Program requirements available for review in the HLC Team Resource Room***

***Business Coaching – Planned***

The Adler Graduate School is in the process of developing a Specialty Area Program in Business Coaching. Virtually all of the curriculum associated with this Specialty Area Program is already in place, as part of the School’s already existing Management Consulting and Organizational Leadership Emphasis Area. More specifically, AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Management Consulting and Organizational Leadership, currently includes three courses comprising the Business Coaching component of that Emphasis Area. It is anticipated that the addition of only a few credits to this Business Coaching component will result in a viable Specialty Area Program.

Based on market analysis completed to date, it is anticipated that the prospective Business Coaching Specialty Area Program will address a growing community need. Indeed, the Business Coaching courses that are already part of the MCOL Emphasis Area have clearly added value to the training currently received by current MCOL students. As such, AGS representatives believe the availability of a slightly expanded Business Coaching curriculum, in the form of a free-standing Specialty Area Program, will also add value for the broader community.

The Business Coaching Specialty Area Program has been in development for approximately one year. The due diligence that AGS has attached to the development of this Specialty Area Program will ensure that the community’s needs are ultimately served. The Adler Graduate School plans to offer the Business Coaching Specialty Area Program during the 2010/2011 academic year. For now, AGS representatives are in the process of clarifying the Higher Learning Commission’s expectations for implementing this unique curriculum. Based on conversations with the Higher Learning Commission to date, it is unlikely that this Specialty Area Program will require separate accreditation.

***Listing of Business Coaching Specialty Area Program requirements available for review in the HLC Team Resource Room***

***Continuing Education Workshops***

The Adler Graduate School offers a Friday Workshop series for students, faculty, staff, alumni and community members. This workshop series is offered throughout the year and is meant to supply participants with information that complements AGS’ customary curriculum. Workshop topics vary throughout any given year and also from year-to-year. As such, workshop topics are fresh and timely. In short, Friday Workshops add value to the knowledge bases of both experienced human services professionals and persons in training. In offering this workshop series, the Adler Graduate School is striving to fulfill its ethical obligation to help persons providing human services in the community to stay current in their skills and overall competencies.

***Information concerning the Adler Graduate School’s Friday Workshop series is available for review in the HLC Team Resource Room***

#### **Clinical Supervision Course**

The growth in stature and acceptance of the State’s LMFT and LPC/LPCC licenses has played a role in AGS’ increasing popularity. In fact, many AGS graduates who previously did not feel that licensure was necessary have returned to complete requirements in an effort to become license-eligible.

After receiving a Master’s degree and passing the appropriate licensing exam, persons wishing to become a licensed clinician must then complete 4000 hours of practice under the supervision of an approved clinical supervisor, usually within a two-year to five-year period. However, because there are so few approved clinical supervisors in Minnesota, AGS has developed a course designed to train Licensed Marriage and Family Therapists, Licensed Professional Clinical Counselors and Licensed Independent Clinical Social Workers who wish to become approved supervisors. This course is particularly helpful for AGS graduates who wish to provide specialized Adlerian supervision to other AGS graduates. This course was offered for the first time in Winter 2010.

The benefits of an LMFT Supervisor Course include:

* Supply the community with a much needed training opportunity; a training opportunity that will facilitate a more even distribution of clinical supervision resources throughout the State of Minnesota
* Help to strengthen AGS’ clinical Emphasis Areas by adding a training track beyond licensure
* Provide Adlerian leadership in clinical fields
* Provide stature for the School because the course will be available to all LMFTs, LPCCs and LICSWs; not only AGS graduates
* Agencies will be able to hire AGS graduates as supervisors

The Adler Graduate School will offer its Clinical Supervision course at least once each year. This curriculum will strengthen AGS and the clinical fields as a whole, offering training to well-qualified alumni and professionals throughout the community.

***Syllabus for Clinical Supervision course available for review in the HLC Team Resource Room***

***Syllabi clearer***

The Adler Graduate School uses a syllabus template to guide construction of all syllabi. This template makes use of such things as uniform formatting and font size but, more importantly, it offers guidelines concerning the essential elements of every course syllabus and, thus, every AGS course. As a result, AGS syllabi display a unique consistency. Among other things, this consistency allows AGS faculty and administrators to monitor the ways courses are constructed and, ultimately, implemented.

***Syllabus template available for review in HLC Team Resource Room***

*Assessment of student learning provides evidence at multiple levels: course, program, institutional*

**Comprehensive Assessment Processes**

In the late 1980’s, the Adler Graduate School established an Institutional Review and Evaluation Committee. In recent years, this group was supplanted by the School’s advisory committee structure and its integrated, organization-wide assessment activities. Now, the Adler Graduate School’s Program Directors group helps to oversee the School’s assessment activities and advises AGS’ Academic Vice President, as needed, in the coordination of assessment activities. Chapter II provided a glimpse of the School’s assessment activities. Chapter III provides a more comprehensive description of AGS’ assessment efforts. Every aspect of the School’s operations and educational programs is assessed.

The Adler Graduate School’s strategic planning and self-study processes have contributed to the maturation of the School’s assessment model. As part of these processes, AGS’ 2007/2008 – 2010/2011 Assessment Plan has been updated and, in addition, the School has identified and prioritized assessment activities. Indeed, assessment activities and an outcomes orientation are important elements of the Adler Graduate School’s health. They also play an important role as AGS continues to strengthen its educational programs.

**Assessment and Institutional Effectiveness**

The Adler Graduate School is committed to a comprehensive, multi-dimensional assessment plan that addresses the impact that AGS’ educational programs, services and other resources have on students, alumni, faculty, staff and the community. Through ongoing assessment, AGS administrators, faculty and staff are able to better understand the School’s goals and objectives, the strategies needed to fulfill them, and ways to gather the information needed to evaluate and continuously improve teaching and learning. Ongoing assessment also helps AGS to better understand the relationships between program evaluation, planning and budgeting. Indeed, AGS’ 2007/2008 – 2010/2011 Assessment Plan helps to assess the effectiveness of the School’s educational programs and how to promote continuous improvement. Once again, AGS’ Academic Vice President, with advice from the School’s Program Directors, is primarily responsible for the coordination of the Adler Graduate School’s assessment activities.

***AGS’ 2007/2008 – 2010/2011 Assessment Plan available for review in the HLC Team Resource Room***

The Adler Graduate School has improved its ability to assess students’ progress from orientation through graduation, and beyond. For example, the connections between graduation criteria/competencies and course learning objectives have been strengthened and, in turn, AGS’ ability to assess students’ academic and practicum/internship performance has also been strengthened. Thus, the Adler Graduate School has strengthened its capacity to assess the quality of its educational programs, the performance of its faculty, and whether students are learning what they need to know to practice in their chosen fields.

In assessing student outcomes, the Adler Graduate School seeks to ensure that students are learning what the School intends to teach them and how AGS might improve upon its performance in this regard. AGS representatives are interested in the performance of each of the School’s institutional units. As such, in one way or another, the following questions are consistently addressed. Is the School utilizing the most appropriate admissions criteria? What should the School be teaching students? What are the most effective teaching methods? Are graduation requirements appropriately rigorous? How can AGS graduates and professionals in the community be encouraged and inspired to maintain their skills and competencies?

AGS’ assessment activities are meant to support the accomplishment of the School’s primary objective; that is, facilitating learners’ mastery of Adlerian philosophy, principles, theories and techniques. Toward this end, faculty and administrative staff have carefully reviewed course descriptions, learning objectives, course content, instructional techniques and student evaluation methods for every AGS course. As a result, competencies that have been established by specific professional domains, and embraced by the Adler Graduate School’s faculty, directly inform the objectives identified in AGS’ course syllabi. More specifically, every course syllabus has a “Learning Outcomes” section that identifies the competencies a specific course will address. By the end of a student’s program, one is expected to have learned and be able to apply all of these competencies.

Based on this foundation, the Adler Graduate School has made significant progress in implementing a methodology that allows for the ongoing review of its educational objectives, methods and outcomes. As such, AGS is increasingly effective in assessing its programs by comparing graduation criteria/competencies against the learning objectives to be achieved in individual courses, specific sequences of courses and the School’s educational programs, overall. For example, AGS’ Graduation Criteria/Competencies Grid can be applied to graduation criteria/competencies concerning Adlerian Psychology, Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership and various applications of Coaching.

***The Adler Graduate School’s Graduation Criteria/Competencies Grid is available for review in the HLC Team Resource Room***

The Adler Graduate School wants to know if its institutional goals and objectives are consistent with the objectives identified for specific courses and its educational programs, overall. Ultimately, AGS wants to know if its students demonstrate the skills and competencies appropriate to the degree, certificate or course credit they receive. A firm commitment to assessment activities allows the Adler Graduate School to address these questions on a continuous basis.

Assessment of the School’s educational programs, instructional methods and learning outcomes has been continuous in recent years. Indeed, AGS has pursued an ambitious agenda of assessment activities. In fact, perhaps the single most important ingredient explaining AGS’ good health is its vigilance in subjecting all aspects of the School’s operations and educational programs to careful review. As part of this process, the Adler Graduate School has compared itself with the practices and educational initiatives of “peer” institutions. Data concerning comparable institutions and programs were presented in Chapter II of this Self-Study Report.

The Adler Graduate School understands that assessment methods must be both creative and dynamic, and that the School must do more than simply evaluate course content, teaching methods and faculty performance as it takes stock of students’ learning. That is, although AGS’ assessment activities have been continuous in recent years, the School understands it can always do a better job of integrating assessment activities into its planning and decision-making processes and, ultimately, into its work with students and faculty. Indeed, the Adler Graduate School understands that students and faculty are the driving forces in any institution that effectively establishes and benefits from a culture of assessment.

***Assessment of student learning includes multiple direct and indirect measures of student learning***

Assessment of Student Progress

The Adler Graduate School implements a rigorous methodology for reviewing student progress. The execution of this methodology constitutes a good example of the School’s commitment to assessment. AGS takes a multi-faceted approach to the evaluation of student achievement. This process is based on the systematic evaluation of student progress, starting with a student’s initial inquiry into the program, and extending to the final approval of graduation requirements and a Graduation (exit) Interview.

***Examples of the Adler Graduate School’s Graduation Interviews are available for review in the HLC Team Resource Room***

Adler Graduate School students are subject to uniform standards regarding the completion of program requirements. For example, every AGS course is characterized by carefully selected content and clearly defined assessment methods. AGS courses include tests, papers, case studies and/or presentations. These assessment methods are, of course, critical to the evaluation of a student’s developing competencies. They allow instructors to objectively assign grades and help to keep staff and other faculty members informed about individual students’ progress.

Because the practicum/internship experience is a particularly important focus of most AGS’ programs, this component of AGS’ curriculum requires considerable oversight. Students’ practicum/internship activities are closely monitored through evaluations conducted at various stages of the practicum/internship process. More specifically, students’ progress is monitored by site supervisors, by AGS Clinical Instructors and by other students.

***A concise description of the AGS’ practicum/internship process (appearing in the School’s Catalog) is available for review in the HLC Team Resource Room***

As a student progresses through her/his career at the Adler Graduate School, a number of checkpoints must be accommodated before increasingly sophisticated components of AGS’ curriculum may be addressed. For example, just as certain AGS courses require prerequisite courses, participation in practicum/internship activities and the preparation of a Master’s Project are based on completion of specific foundational AGS requirements. Similarly, one does not sit for an oral examination or final Master’s Project review without having met certain requirements. Finally, one cannot graduate from the Adler Graduate School without having successfully completed all AGS requirements. The steps that typically characterize progression toward AGS’ Master of Arts Degree appear below.

 **Continuous Assessment – Admission through Graduation:**

* + Clearly defined admission criteria
	+ GPA and transcript review
	+ Course assignments/examinations
	+ Transcript Review (i.e., Every three months, every AGS student is subject to a review of their academic performance, internship activities, financial concerns and/or behavioral concerns)
	+ Checkpoints allowing movement from one educational milestone to the next – e.g., prerequisite courses leading to early stage practicum/internship activities; completion of practicum/internship activities leading to review of professional skills; completion of all courses and Master’s Project leading to final oral examination; completion of all curriculum requirements leading to graduation
	+ Criterion-based review of students’ competencies – e.g., knowledge base and professional skills
	+ Clearly defined graduation criteria
	+ Graduation Interview

The Adler Graduate School utilizes a variety of assessment methods. Methods are selected based on unique assessment tasks. Examples of assessment tasks, assessment strategies and frequency of assessment appear below.

**Direct Assessment – Formative Methods Include:**

* + Site supervisors evaluate performance in practicum/internship – Behavioral observation and instruments used in rating performance – Conducted as part of each internship experience
	+ Clinical Instructors observe/supervise application of clinical skills – Behavioral observation (or review of tape recordings) – Through individual meetings at the end of AGS’ practicum/internship component
	+ Faculty evaluate students’ performance in academic courses – Course-specific examinations/projects – Conducted as part of each AGS course
	+ Didactic Instructors evaluate students’ performance in Individual Didactic and Group Didactic forums – Behavioral observation – Conducted in association with Individual Didactic and Group Didactic experiences
	+ Clinical Instructors evaluate students’ performance in practicum/internship supervision courses – Course-specific examinations/projects – Conducted as part of each quarter-long practicum/internship-related group forum
	+ Students evaluate one another’s performance in practicum/internship supervision courses – Course-specific examinations/projects – Conducted as part of more advanced, quarter-long, practicum/internship-related group forums
	+ Students assess faculty performance – Instruments used in rating performance – Conducted at conclusion of each AGS course
	+ Administrators and faculty peer review of faculty performance – Behavioral observation and instruments used in rating performance – Annually
	+ Faculty review students’ ongoing educational experiences – Portfolio – usually done as part of some students’ Master’s Projects

**Direct Assessment – Summative Methods Include:**

* + Faculty evaluate students’ relative integration of knowledge base – Oral examination – Conducted at conclusion of AGS’ programs
	+ Faculty evaluate strength of students’ Master’s Projects – Writing samples/capstone project and oral examination – Conducted during final stages of AGS’ programs
	+ Administrators evaluate graduates’ professional performance – Quantify pass-rate on State licensure examinations and achievement of State licensure – Data collected as available

**Indirect Assessment Methods – Summative Methods Include:**

* + Evaluate student outcomes and satisfaction with AGS – Student and Alumni Surveys and Graduation Interview – Graduation Interview at end of AGS program; Student Survey every two years; Alumni survey every five years
	+ Identify post-graduates’ professional activities – Alumni Survey – Every five years
	+ Identify post-graduates’ personal activities – Alumni Survey – Every five years

**Strategies For Executing Direct and Indirect Assessment Methods – Strategies Include:**

* + Surveys
	+ Oral examination
	+ Course-specific examinations/projects
	+ Instruments used in rating student and faculty performance
	+ Graduation Criteria/Competencies Grid
	+ Behavioral observation
	+ Writing samples/capstone project
	+ Graduation (exit) Interview
	+ Written reports
	+ Portfolio

***Assessment results concerning students learning available to regulatory bodies***

The Adler Graduate School is oriented to community service. As such, if the School’s educational programs and related services are to be useful, they must ultimately meet community needs. Assessment activities focus on the effectiveness of AGS’ educational programs and related services. Data resulting from assessment activities are commonly shared with community representatives and other key stakeholders. Examples of assessment data that are shared with AGS constituents are listed below.

* + Reports concerning the School Counseling Emphasis Area are regularly submitted to the Minnesota Board of Teaching
	+ Data concerning the Marriage and Family Therapy and Clinical Counseling Emphasis Areas are shared with the Minnesota Board of Marriage and Family Therapy and the Board of Behavioral Health and Therapy, respectively
	+ Data concerning student learning are shared with AGS instructors

***assessment of student learning and external accountability***

**Comparisons with Other Institutions Favorable**

The Adler Graduate consistently reviews and benefits from data from comparable institutions. In fact, these data constitute an important and effective check and balance on key decisions. For example, decisions concerning tuition and other fees are always made with reference to other institutions. Clearly, the Adler Graduate School consistently benefits from the experiences of other institutions and accepted patterns of best practices, in general, as decisions are made concerning the allocation of financial, physical and human resources. Indeed, representatives of the Adler Graduate School believe the School’s continuous improvement is attributable, in part, to a willingness to learn from other comparable institutions. An example of information received from other comparable institutions that AGS makes use of appears in Chapter II of this Self-Study Report.

**Graduation rates**

As indicated in other parts of this Self-Study Report, excluding certain categories of students, 934 of the 972 students the Adler Graduate School has served, have completed their educational objectives (e.g., Master of Arts Degree in Adlerian Counseling and Psychotherapy, certificate, post-Master’s Degree licensure preparation). This constitutes a completion rate of 96.1%.

**Licensing rates**

As stated in other parts of this Self-Study Report, the Adler Graduate School offers a Master of Arts Degree in Adlerian Counseling and Psychotherapy. Based on the foundational curriculum associated with this degree, AGS students may complete courses in one or more Emphasis Areas; four of which lead to licensure, license-eligibility, or eligibility for registered status. More specifically, completion of the School Counseling Emphasis Area leads to licensure as a School Counselor in the State of Minnesota, completion of the Marriage and Family Therapy Emphasis Area and/or Clinical Counseling Emphasis Area leads to license-eligibility as a Marriage and Family Therapist and/or Licensed Professional Counselor (or Licensed Professional Clinical Counselor), respectively, in Minnesota, and completion of the Art Therapy Emphasis Area leads to eligibility as a Registered Art Therapist on a national level.

The Adler Graduate School’s School Counseling, Clinical Counseling and Art Therapy Emphasis Areas have not yet produced enough graduates to assess a clear pattern of licensing and registration rates. However, the Adler Graduate School’s Marriage and Family Therapy Emphasis Area can be evaluated, in part, in the context of such data. Once again, as indicated earlier in this chapter, based on 2009 data reflecting the number of Marriage and Family Therapy licensees in Minnesota, 21% are graduates of the Adler Graduate School. AGS knows of no other Minnesota program that has contributed a higher percentage of its graduates to the ranks of Minnesota’s Licensed Marriage and Family Therapists (LMFT). It should also be noted that ten Minnesota LMFTs who graduated from AGS have gone on to become AGS faculty members.

***AGS’ assessment of student learning extends to all educational offerings***

All educational programs and related services provided by the Adler Graduate School are subject to evaluation. Every course, workshop, practicum/internship experience and student service offered by the School is assessed as to its effectiveness in facilitating student learning. There are no exceptions.

The Adler Graduate School’s courses are reviewed as they are developed and after each iteration. AGS workshops are carefully selected and routinely assessed after they are executed. Practicum and internship relationships developed by the Adler Graduate are closely monitored. Likewise, as the Adler Graduate School develops services and practicum/internship opportunities in conjunction with the Jim Ramstad Community Service Center, these services and practicum/internship resources will also be closely monitored. Finally, student services provided by the Adler Graduate School are consistently assessed as to their need, value and, ultimately, their effectiveness. For example, In June of 2010, the Adler Graduate School will begin operating a Career Development Office, in part based on the School’s assessment of students’ needs and preferences.

***AGS Faculty are involved in defining expected student learning and the strategies for determining whether learning outcomes are achieved***

Administrators serving the Adler Graduate School are dedicated to the full participation of AGS faculty members in every area of the School’s planning and decision-making. As such, AGS faculty members take part in every standing and ad hoc committee. In addition, AGS’ Academic Vice President attends virtually every Faculty Senate meeting and meets regularly with the Faculty Senate’s Chairperson and Assistant Chairperson. The single most important outcome of this involvement is that the Adler Graduate School’s faculty is actively involved in defining student learning and the strategies for determining whether learning outcomes are achieved.

While the Adler Graduate School’s Board of Directors and senior administrators have a great deal of influence over the School’s mission and related programs and services, it is faculty members who determine the content of educational programs, the outcome objectives associated with those programs and the assessment strategies that are used to measure outcomes. What is more, as one would expect in a dynamic organization – particularly an institution of higher learning – this process is ongoing. That is, educational programs and course content are subject to ongoing development and adaptation. So as to facilitate continuous improvement, outcome objectives are reviewed against a backdrop of changing standards and community needs, and assessment strategies are regularly revised. Examples of recent processes reflecting the involvement of faculty in defining and assessing student learning are listed below.

* + In late 2009 and early 2010, a faculty-lead ad hoc group reviewed and adapted AGS’ capstone known as the Master’s Project, resulting in guidelines that provide students with a greater variety of opportunities to complete the Master’s Project and, as such, a more customized learning experience.
	+ In late 2009 and early 2010, a faculty-lead ad hoc group developed a grading rubric that provides the School with a common foundation of grading processes and strategies for holding students accountable for work both inside and outside the classroom.
	+ In late 2009 and early 2010, the Program Directors group, comprised primarily of AGS faculty members, engaged in an ad hoc process aimed at examining the balance between the Adler Graduate School’s community objectives and its standards for academic rigor.

***Information concerning the Master’s Project and Grading Rubric ad hoc committees available for review in the HLC Team Resource Room***

 ***AGS FACULTY AND ADMINISTRATORS ROUTINELY REVIEW THE EFFECTIVENESS AND USES OF THE sCHOOL’S ASSESSMENT PLAN***

 The Adler Graduate School’s faculty and administrators routinely review the effectiveness and uses of the School’s assessment plan. AGS’ Academic Vice President oversees assessment at the School. In doing so, the Academic Vice President makes use of the Program Directors group and the School’s most influential committee, the AGS Advisory Council. Faculty members, as a whole, are provided materials describing assessment activities at the Adler Graduate School. In addition, faculty members are encouraged in their active and conscientious participation in assessment activities.

The Adler Graduate School is currently implementing its 2007/2008 – 2010/2011 Assessment Plan. This plan was adopted by the AGS Advisory Council and distributed to AGS faculty members and administrators. Each year, AGS’ Academic vice President completes an annual review of the 2007/20008 – 2010/2011 Plan and its related assessment activities. This review is also adopted by the AGS Advisory Council and shared with faculty members. Finally, each year, the Academic Vice President develops and puts forth an Assessment Schedule – or an agenda of assessment goals for the next academic year – for adoption by the AGS Advisory Council and distribution to faculty.

In addition to the formal processes identified above, the Adler Graduate School’s faculty and administrators consistently review the effectiveness and uses of assessment strategies on a day-to-day basis. As such, assessment of AGS’ programs, services, teaching and student learning is a well-integrated feature of the School’s standard operating procedures.

**Core Component 3b – The organization values and supports effective teaching.**

***Qualified faculty determine curricular content and strategies for instruction***

 As indicated above, while the Adler Graduate School’s Board of Directors and administrators closely monitor the School’s mission and programmatic directions, it is faculty members who determine curricular content and strategies for instruction and assessment. AGS faculty members, as a whole, determine curricular directions for the School, overall, and faculty members associated with specific Emphasis Areas and Specialty Area Programs determine course content in their respective curricular domains.

Next to the AGS Advisory Council, perhaps the single most influential standing committee at the Adler Graduate School is the Program and Curriculum Committee. Together, these two committees, comprised largely of AGS faculty members, monitor the development and adaptation of AGS courses; especially new courses. Once courses are adopted, they are adapted, as needed, according to very clear guidelines. This ensures the integrity of individual courses’ content and the integrated, complementary nature of AGS courses overall. In the case of routine or minor adaptations, characteristic of an engaged instructor and a dynamic course, individual faculty members (or, if appropriate, teams of faculty members with a mutual interest) are free to make changes, as needed. However, in those cases when moderately pervasive changes are made in course content, individual faculty members (or teams of faculty members) must coordinate changes with the Academic Vice President who will, in turn, keep AGS’ Program and Curriculum Committee apprised. When major changes in a course’s content are necessary, the formal approval of both the Academic Vice President and, ultimately, the Program and Curriculum Committee are necessary.

Individual AGS faculty members and teams of faculty members also determine appropriate teaching methods and assessment methods. In fact, AGS’ Academic Vice President routinely tells faculty members that although changes in course content will always be closely monitored, adaptations in teaching and assessment methods are, in general, subject to high levels of academic freedom. In short, once again, AGS faculty members do indeed determine curricular content and strategies for instruction and assessment.

***AGS employs a faculty that has earned appropriate degrees from accredited institutions and is well-qualified to meet the School’s educational objectives***

Adler Graduate School faculty members are carefully selected and well-qualified to provide students with the education they seek. AGS faculty members hail from reputable institutions and possess the academic preparation necessary to teach in the programmatic areas that characterize the Adler Graduate School.

As discussed earlier in this Self-Study Report, AGS is one of only two accredited institutions in the United States dedicated to the teaching of Adlerian-based, counseling and psychotherapy in a practical, internship-intensive milieu. As such, AGS faculty members prepare professionals whose understanding of psychological theory and human relationships is based on the academic foundation of Alfred Adler’s theory of Individual Psychology. More specifically, AGS faculty members have designed the School’s curriculum so as to prepare professionals who are practically equipped to apply Adlerian principles in clinical settings, schools, organizations and a variety of other settings.

As previously stated, the Adler Graduate School has been careful to calibrate its standards against those of other reputable institutions of similar focus and/or size. Thus, representatives of the School have compiled data concerning faculty composition and other key factors from “peer” institutions. These data help the Adler Graduate School in making appropriate comparisons and, if warranted, adaptations. For example, in part based on the periodic review of comparable institutions, AGS regularly updates its Faculty Compensation Plan; a plan that describes, among other things, teaching fees and incentives for research, publication and other scholarly activities.As a result of AGS’ commitment to an up-to-date Faculty Compensation Plan, well qualified faculty members typically establish long-term relationships with the School, even as they are actively involved in their professions through scholarly activities and the provision of professional services.

***AGS Faculty Compensation Plan and examples of faculty members’ scholarly activities are available for review in the HLC Team Resource Room***

For all of the reasons identified above, in assessing the quality of the Adler Graduate School’s faculty, one must consider the depth and breadth of individual instructors’ educational backgrounds and professional experiences, as well as the School’s ability to accomplish its educational purposes. With these considerations in mind, it is clear that AGS’ faculty members possess the skills and credentials appropriate to graduate-level instruction and the needs of the Adler Graduate School.

 ***Faculty members’ resumes and a listing of faculty members’ credentials are available for review in the HLC Team Resource Room***

 **Faculty Qualifications – Detailed**

The Adler Graduate School’s faculty is small and close-knit. Faculty members’ skills are well known among their peers and AGS administrators and uniquely qualify them for teaching at the School. AGS implements formal processes when assessing, confirming and documenting the degrees and experiential capabilities of faculty members.

The Adler Graduate School carefully monitors and documents faculty composition and members’ qualifications. Certified transcripts are contained in faculty members’ files and confirm that the institutions attended are accredited. Faculty members’ files are periodically updated so as to document degrees, licensure status, professional affiliations, graduate coursework and scholarly activities. With the assistance of individual faculty members, AGS also updates information concerning professional activities and other qualifications. This process helps to provide the types of evidence that an institution with a very specific purpose may need to prove that its faculty members are sufficiently qualified to accomplish its purposes.

Procedure for Updating Personnel Files

The personnel files of faculty members are updated regularly. Information gathered, when it is gathered, and its purposes are identified below.

* + Transcripts – collected when joining AGS – confirms coursework completed, degrees held and accreditation status of institutions attended
	+ Resumes – collected when joining AGS – Confirms credentials/licensure status, professional affiliations and professional experience, scholarly activities
	+ Copies of licenses held – collected when joining AGS and as licenses are awarded – confirms credentials/licensure status
	+ Employment Eligibility Verification Form (Form I-9) and accompanying documentation (e.g., driver’s license, United States passport, social security number) – collected when faculty or staff are added to AGS payroll – confirms eligibility for employment in United States
	+ Professional Development Plans – plans being made to update annually – confirms continuing education activities

###### Personnel files are available for review upon request

AGS Faculty – Distribution of Degrees

Based on comparisons with similar institutions, AGS employs a combination of doctoral-level and Master’s-level faculty members that is consistent with other comparable institutions. Data comparing AGS faculty members with those of other institutions were provided in Chapter II of this Self-Study Report.

In recent years, the Adler Graduate School has significantly increased the number of faculty members who hold terminal degrees. In addition, the number of credit hours taught by doctoral-level faculty members continues to grow. More specifically, at the time of the Adler Graduate School’s last Comprehensive Visit in December of 2004, seventeen of the Adler Graduate School’s 40 total faculty members, and 17 of 32 faculty members who were actively teaching at AGS possessed doctoral-level degrees. All remaining faculty members possessed Master’s degrees and significant clinical experience. In addition, in December 2004, five of AGS’ faculty members were persons of color. 53% of all credit hours taught during the 2003/2004 academic year were taught by doctoral-level faculty members.

As of December 2009, sixteen of the Adler Graduate School’s 60 faculty members are doctoral-level and an additional seven faculty members are presently doctoral-level candidates. Forty-two faculty members are Masters-level (including the seven doctoral-level candidates) and one member is a Master’s-level candidate. The last AGS faculty member is a vey specialized, undergraduate-level instructor who serves as a back-up instructor for the School’s Writing Immersion course. During the 2008/2009 academic year, 29% of all credit hours taught were taught by doctoral-level faculty members. This proportion is increasing and will continue to increase, given the large number of doctoral-level candidates who have joined the Adler Graduate School’s faculty and are rapidly becoming more active.

Thirty-three of AGS’ 60 faculty members are female and 27 are male. Eight members of the Adler Graduate School’s faculty hail from communities of color and/or countries other than the United States. During the 2008/2009 academic year, 9% of all credit hours taught were taught by these faculty members from communities of color and/or countries other than the United States. As with the proportion of credit hours taught by doctoral-level faculty members, this proportion is also increasing, and will continue to increase, given the number of persons of color and persons from countries other than the United States who have joined the Adler Graduate School faculty and are rapidly becoming more active.

As indicated, the Adler Graduate School currently employs 60 faculty members. Based on a formula that combines salaried hours and credits taught, ten of AGS’ 60 faculty members are currently considered to be full-time; five of these full-time faculty members are doctoral-level, four are Master’s-level and one is a Master’s-level candidate. Ten of AGS’ 60 faculty members are Core-level, seven members are Associate-level and 43 faculty members are Adjunct-level. Four additional faculty members have been awarded Emeritus status. One Emeritus Faculty Member is deceased; the other three are doctoral-level persons.

**Faculty – Full-Time/Part-Time – by Highest Degree**

As indicated, ten members of the Adler Graduate School’s faculty are considered full-time. Five are doctoral-level faculty members, four are Master’s-level and one is a Master’s level candidate. One full-time, Master’s-level faculty member is a doctoral-level candidate. Of the 50 remaining, part-time faculty members, 11 are doctoral-level, six are doctoral-level candidates, 38 are Master’s-level (including the six doctoral-level candidates) and one is an undergraduate-level member.

**Faculty – Full-Time/Part-Time – by Race/Ethnicity, Gender and Rank**

Once again, ten members of the Adler Graduate School’s faculty are considered full-time and 50 are considered part-time. Among full-time members, one is from a country other than the United States, five are female, six are Core status, three are Associate status and one is Adjunct Status. Among AGS’ 50 part-time faculty members, seven are from communities of color and/or countries other than the United States, 28 are female, four are Core status, four are Associate status and 42 are Adjunct status.

**AGS Faculty – Adlerian Foundations**

The Adler Graduate School seeks to facilitate knowledge of Adlerian psychology and to develop learners’ skills in applying this knowledge. Teaching the practical application of Alfred Adler’s Individual Psychology is accomplished at AGS, in part, through students’ work with practicing Adlerian therapists, School Counselors, coaches and consultants. These teaching practitioners offer first-hand experience in modeling the practical applications of Adlerian Psychology. Indeed, the Adler Graduate School’s practice-oriented, Adlerian faculty is its hallmark. In fact, many AGS instructors direct clinics specializing in Adlerian Counseling and Psychotherapy, many belong to the North American Society of Adlerian Psychology (NASAP), many attend national and international conferences related to Adlerian Psychology, and many make presentations and publish scholarly works concerning Adlerian Psychology.

While some doctoral-level candidates for faculty positions possess a background in Adlerian Psychology, many do not. As such, in the past, because of AGS’ highly specialized educational focus, the pool of candidates from which faculty members were selected was often quite small, and was primarily comprised of Adlerian-trained, Master’s-level candidates. This was not a problem, however, since these candidates were often better qualified to provide the education sought by AGS students than many non-Adlerian or non-clinically-oriented, doctoral-level candidates.

Now, however, when the Adler Graduate School’s faculty members and administrators review candidates for teaching opportunities at the School, the pools typically include a majority of doctoral-level persons who also possess strong Adlerian and/or clinical backgrounds. This, of course, is a positive development for the Adler Graduate School; attributable, in part, to the School’s good reputation, its commitment to increasing its proportion of doctoral-level instructors, to the way the School encourages its graduates to go on for doctoral-level training, and to the way the School ultimately mentors its doctoral-level graduates into teaching roles at AGS.

**Faculty Ranks**

During the 2002/2003 academic year, the Adler Graduate School’s faculty and administration collaborated on the development of a model to guide the assignment of faculty ranks and responsibilities. This model is based primarily on the number of years teaching at AGS, the number of credits taught at AGS and the degree to which faculty members participate in the life of the School. During the 2003/2004 academic year, this model was adopted and, beginning with the 2004/2005 academic year, formally implemented. As a result, the roles, expectations and activities of faculty members became increasingly clear and more focused.

***A description of AGS’ model for faculty ranks and responsibilities and related forms are available for review in the HLC Team Resource Room***

Faculty Appointments

In appointing faculty members, AGS gives priority to an individual's qualifications as a teacher, clinician, researcher and scholar. One's service to the School and the community is also considered. Adler Graduate School faculty members are able to influence the development of policies and procedures affecting faculty members; including policies and procedures guiding the appointment of faculty members. Ultimately, faculty appointments are made according to policies and procedures guiding the selection of instructors.

The Adler Graduate School is committed to the highest standards of quality in making course assignments. Teaching opportunities are initially made available to qualified AGS faculty members. If qualified candidates who are already AGS faculty members are not available, other qualified candidates will be considered. Such teaching opportunities will be publicized and filled via clearly defined hiring practices. All course assignments require a formal contract between AGS and individual faculty members.

The assignment of courses is carefully managed by AGS administrators and faculty members, with a goal of establishing a balance between the stability/continuity of current faculty members and the flexible development of new instructional resources.

Prerequisites for Faculty Appointments:

* Since AGS courses are graduate-level, it is preferred that instructors possess an earned doctorate or other terminal degree
* Because AGS programs are clinically oriented, all instructors will be expected to have at least three years of experience as practitioners in their professions
* Because AGS has an Adlerian focus, it is expected that instructors will be proficient in the principles and techniques of Individual Psychology. Certification by an Adlerian training school or its equivalent is preferred. Each course offered by AGS must include appropriate Adlerian content and/or discussion of Adlerian implications. The degree to which Adlerian content and/or discussion is integrated into any given course will vary with the course but, in all cases, will be reflected in each course's clearly defined learner outcomes. AGS' Academic Vice President and/or Program and Curriculum Committee will review each syllabus to determine appropriate Adlerian-based learner outcomes
* Preference will be given to instructors with teaching experience at the graduate level
* Prior to appointment, a transcript showing the highest degree earned must be on file at AGS

**Appointment Process:**

* Course assignments are made according to specific hiring protocols and are subject to the approval of AGS' President. In most cases, except when emergency hiring protocols apply, assignment of new or current faculty members to new roles will be based on the recommendation (to the President) of the Academic Vice President, the Director of Admissions and Student Services, the Faculty Senate Chairperson or Assistant Chairperson and one faculty member. Emergency protocols generally call for the collaboration of the Academic Vice President, Director of Admissions and Student Services, President and Faculty Senate Chairperson or Assistant Chairperson.
* Back-up roles for specific courses should be viewed as a substitute role. That is, back-up instructors should not consider themselves "heirs" to teach a particular course. When vacancies occur for regular teaching assignments, except when emergency hiring conditions apply, applications will generally be taken from all interested faculty members and, if necessary, qualified professionals from the community.
* Proposals for new courses must be submitted to AGS' Academic Vice President. If appropriate, the proposal will be referred to the Program and Curriculum Committee for recommendation. Ultimately, a new course must be approved by the AGS Advisory Council. New courses will be brought to the attention of AGS faculty and any AGS faculty member may apply to develop and, subsequently, teach a new course. If necessary, applications will be sought from other professionals in the community.
* Faculty members are expected to participate in the life of the Adler Graduate School in a manner consistent with their appointment.
* If a faculty member decides to leave AGS, the President will be informed as soon as possible, so the faculty member's duties may be reassigned.

**AGS Faculty – Minnesota Office of Higher Education**

In 2002, the Minnesota Higher Education Services Office (MNHESO) – now known as the Minnesota Office of Higher Education (MOHE) – conducted a review of the Adler Graduate School under its normal review process. Michael J. Patton, PhD, Licensed Psychologist and Professor Emeritus at the University of Missouri-Columbia, was retained to review AGS’ faculty. Dr. Patton’s excerpted comments are included in this Self-Study Report in that they remain accurate today and, as such, help to confirm the qualifications of the Adler Graduate School’s faculty members. In his report, Dr. Patton suggested that the Adler Graduate School could do a better job of documenting faculty licensure status, professional affiliations, graduate coursework, and clinical experience. AGS has subsequently addressed these suggestions.

 **Dr. Patton’s written report to MN HESO read, in part:**

This is a rather narrowly focused practitioner oriented masters counseling program based primarily upon the theory of personality and treatment principles of Individual Psychology as espoused by the late Alfred Adler.

 \* \* \*

Given the highly specific and dominant theoretical focus, one would expect that the majority of the faculty who teach in the program would have graduate level training in Adlerian psychology and clinical experience as practitioners of the Adlerian point of view. This was indeed the case as I read the vitae . . . . Moreover, almost all of the faculty members appear to maintain jobs as independent practitioners or as clinicians working in larger agencies. Again, this would seem to be consistent with the program’s model.

 \* \* \*

The faculty appears to be a ‘seasoned’ group of teachers . . . . To a person, the members of this faculty are engaged in clinical practice of one kind or another . . . They bring a very wide range of clinical experiences in an equally wide range of clinical settings and across a broad spectrum of client problems. This is a real plus for the students of this program.

 \* \* \*

In sum, the faculty of the Master of Arts Program in Adlerian Counseling and Psychotherapy appear to have the education and experience relevant to the program and the degree.

###### Dr. Patton’s full report and a listing of AGS faculty members’ credentials are available for review in the HLC Team Resource Room

Consistent with the findings of the 2002 MNHESO evaluation, AGS faculty members continue to be the School’s greatest strength and asset. In fact, during the past decade, AGS’ faculty resources have developed and matured even further. As such, AGS continues to be in good standing with the Minnesota Office of Higher Education.

**Doctoral Training and Diversity Emphasized in Recent Hires**

The Adler Graduate School has carefully considered its mission documents and community needs as the School has engaged in strategic planning and Self-Study processes that will guide AGS’ future activities. For example, as faculty members are selected and developed, the following criteria, among others, have been emphasized.

* Doctoral-level training
* Diversity of backgrounds (e.g., racial/ethnic origins, differing abilities, differing affectional preferences)
* Experience with distance education
* Dedication to Adlerian Psychology
* Commitment to high ethical standards
* Commitment to current research
* Licenses held

**Peer Review**

During the 2007/2008 academic year, the Adler Graduate School’s faculty and Academic Vice President collaborated on the improvement of the School’s Peer Review process. During the 2008/2009 academic year this adapted Peer Review process was implemented.

***A description of AGS’ Peer Review process and related forms are available for review in the HLC Team Resource Room***

**Engaged Faculty**

Faculty members are at the center of the Adler Graduate School’s organizational framework. In fact, AGS administrators and Board members are committed to building upon the roles and influence of faculty members wherever and whenever possible. For example, faculty members have been essential to, and have played leadership roles in, projects such as the development of the School’s model for faculty ranks, the Graduation Criteria/Competencies Grid that guides student assessment, the development of Emphasis Areas such as School Counseling, Management Consulting and Organizational Leadership and Art Therapy, the development of new curriculum such as the On-Line Aderian Studies Emphasis Area, the development of AGS’ Master’s Project capstone exercise and its subsequent adaptations, the development of a standardized grading rubric, the development of AGS’ web site, and the development of AGS’ Diversity, Marketing and Strategic Plans. Indeed, besides the faculty’s obvious roles as instructors and administrators, members are actively involved in all aspects of the School’s institutional life. Some of the areas where AGS faculty members have made significant contributions are listed below.

* + Strategic planning
	+ Institutional governance – e.g., participation in standing advisory committees and ad hoc committees
	+ Program and curriculum development
	+ Assessment of faculty performance
	+ Assessment of student learning
	+ Advising and other student services
	+ Marketing
	+ Planning and budgeting

 AGS faculty members are also actively involved in their chosen disciplines and, thus, enrich students with their up-to-date professional expertise; whether that expertise is associated with clinical services, educational services, coaching or consultation. As such, in addition to their teaching responsibilities, faculty members also assume non-teaching responsibilities vital to AGS’ effectiveness. For example, faculty members work with students in relationship to practicum/internship experiences, participate in committee and faculty meetings, and actively participate in professional conferences and continuing education forums. In fact, AGS supports ongoing professional development by allocating funds for this purpose.

In recent years, the Adler Graduate School has completely revised its Faculty Handbook. Policies have been reviewed and, in many cases, re-written. In addition, new policy statements have been crafted that fill policy gaps and/or strengthen already existing procedures. In all cases, faculty members have been intimately involved in these processes.

During the 2008/2009 academic year, the Faculty Senate also developed and distributed a Faculty Manual. The Faculty Manual includes the Faculty Handbook and a variety of documents that pertain to key faculty activities (e.g., working with students with disabilities). Materials can be continuously subtracted from or added to this loose leaf Faculty Manual. As such, it is a living document that variously helps veteran faculty members to stay abreast of ongoing developments at AGS and new faculty members to quickly and efficiently become oriented to the School.

Except under unusual circumstances, previous teaching and applied, professional experiences are required of all AGS faculty members. In addition, if a prospective faculty member does not have a background in Adlerian Psychology, she/he is expected to complete faculty orientation and development activities that will lead to an appropriate foundation for teaching at AGS. For example, if a new faculty member does not have a strong background in Adlerian Psychology, she/he is routinely expected to complete the School’s “Introduction to Adlerian Therapy” course, or some version of this course, within one year of joining the AGS faculty. Ultimately, faculty members are expected to integrate Adlerian materials and philosophy into the courses they teach, whenever possible.

***A sufficient number of faculty members are full-time employees of the Adler Graduate School.***

The Adler Graduate School offers one degree, a Master of Arts Degree in Adlerian Counseling and Psychotherapy. Consistent with the Higher Learning Commission’s expectations, AGS has ten full-time faculty members, including Academic Vice President Haugen. Full-time status is defined as having faculty status (i.e., Core, Associate, Adjunct), in addition to teaching 24 credits/year, being on AGS’ payroll 40 hours/week, or by some combination of credits and hours that equivocates with full-time status.

***A Full-Time/Part-Time Formula describing these specific combinations of credits and hours is available for review in the HLC Team Resource Room***

***The Adler Graduate School’s faculty has a significant role in developing and evaluating all of the School’s educational programs.***

**Faculty – Curriculum Development**

Faculty members are at the center of the Adler Graduate School’s organizational framework. As stated, AGS administrators and Board members are committed to building upon the roles and influence of faculty members wherever and whenever possible.

The Adler Graduate School’s faculty members are highly qualified, both by academic preparation and by professional training and experience. Most are active in both academic and applied professional settings. As such, AGS faculty members are well qualified and, ultimately, well utilized. Faculty members are represented on every institutional committee and work effectively with AGS administrators. Faculty members play significant roles in the development, approval and ongoing evaluation of AGS’ curricula, as well as in all other components of the School’s operations and educational programs.

More specifically, AGS faculty members are engaged as a community of scholars and are intimately involved in the development and oversight of AGS’ curriculum. They meet regularly, both formally (e.g., Faculty Senate, Clinical Instructors, Didactic Instructors, AGS advisory committees) and informally, to discuss issues such as the effectiveness of AGS’ curriculum and faculty instruction, and the development of new courses. For example, AGS’ Program and Curriculum Committee meets once each month to review topics such as the School’s curriculum, new course proposals and syllabi requirements. Clearly, faculty members view themselves as stakeholders in the School and its curriculum and are actively involved in, and have significant influence over, curriculum development and management***.***

***Meeting minutes documenting the involvement of faculty members in AGS advisory and institutional governance committees are available for review in the HLC Team Resource Room***

***AGS supports professional development designed to facilitate effective teaching and faculty members’ involvement in the life of the School***

**Mentoring Program**

Representatives of the Adler Graduate School are committed to securing and assembling faculty resources consistent with the School’s mission and related goals and objectives. As the Adler Graduate School’s volume and range of activities has increased – as reflected by a larger, more diverse student body and increasing levels of civic engagement – AGS administrators have become increasingly systematic about the preparation of faculty members.

Persons selected as Adler Graduate School faculty members must accommodate specific combinations of criteria. As stated, these criteria include teaching experience, ongoing application of professional skills, doctoral-level training, dedication to Adlerian Psychology, dedication to diversity themes, experience with distance education methods, and commitment to the respectful treatment of students. Naturally, many AGS faculty members come from the ranks of community members who have expressed an interest in the Adler Graduate School, based on the School’s announcement of teaching opportunities. However, as time goes on, more and more faculty members will emerge from mentoring programs established by the School and aimed at developing faculty resources from within the ranks of AGS alumni. Thus, the Adler Graduate School is becoming increasingly intentional about the process of developing effective and durable faculty resources.

**Faculty Development, System of Ranks, Incentives**

The Adler Graduate School has become more and more active in supporting the development of faculty resources. Some of the ways AGS supports this development are identified below.

* System of faculty ranks compels ongoing professional development
* AGS faculty members have been given more and more opportunities to participate in the life of the School (e.g., ad hoc committees, standing committees, planning of the Jim Ramstad Community Service Center, project leadership, curriculum development, diversity initiative)
* AGS supports the Faculty Senate and Faculty Senate Executive Committee by providing incentives for participation in these forums
* AGS has become more active in compensating faculty members for professional services besides classroom instruction
* AGS supports mentoring activities between veteran faculty members and new or prospective faculty members
* AGS has increased support for scholarly activities among faculty members
* AGS has increased its support for attendance at professional meetings

**Improved Compensation**

The Adler Graduate School has continuously upgraded faculty compensation. This has allowed the School to be more competitive in acquiring key faculty resources. Compensation at the Adler Graduate School takes many forms. Examples of compensation strategies and efforts that have been made to upgrade faculty compensation are listed below.

* Compensation for classroom teaching is reviewed annually – adjustments are made with reference to patterns in comparable institutions
* AGS makes use of six distinct faculty statuses – based on the number of years at AGS and the number of AGS courses taught – each distinct faculty status carries a different teaching fee
* AGS compensates non-administrative faculty members for their involvement in Special Projects, “mini-contracts” and other non-teaching tasks
* AGS provides faculty members with incentives for scholarship (e.g., professional publications and presentations)

**Mini-contracts**

In 2006, the Adler Graduate School established mini-contracts for some Core-level and Associate-level faculty members. These contracts are meant to facilitate the work of the School. As such, mini-contracts are a great asset to administrative staff. Just as importantly, these mini-contracts serve to further integrate faculty members into the life of the Adler Graduate School. Examples of tasks that are often completed via mini-contracts appear below.

* Participation in standing and ad hoc committees
* Participation in open houses
* Participation in college fairs
* Conduct peer reviews
* Curriculum development
* Interview prospective faculty members
* Internship site development
* Faculty and student orientation
* Student advising
* Participation in Faculty Senate Executive Committee

**Special Projects**

Mini-contracts are complemented by a Special Project Fund. This fund also integrates faulty members into the life of the Adler Graduate School and facilitates completion of tasks that might otherwise be delayed. Examples of tasks that have been supported, in part, by the Special Project Fund are cited below.

* Establishment and coordination of Graduate School 101 – an orientation program for new AGS students
* Revision of practicum/internship manuals – student and site supervisor editions
* Creation of Faculty Manual
* Consultation with area Community Action Council as that organization revises its mission and operational focus

***AGS evaluates teaching and recognizes effective teaching***

Adler Graduate School administrators and the Faculty Senate have worked hard to develop better ways of documenting the evaluation of AGS faculty members’ teaching effectiveness. As a result, more formal and better documented faculty assessment reports are now available to individual faculty members and the Academic Vice President. In the end, AGS administrators and faculty peers are able to constructively address the ongoing development of individual faculty members.

*Description of faculty evaluation processes available for review in the HLC Team Resource Room*

Peer Review

Faculty members are subject to a clearly defined Peer Review process. Each AGS faculty member is reviewed by an Associate-level or Core-level Instructor each year. More specifically, peer review is conducted annually and gives individual faculty members the opportunity to work closely with a colleague of their choice. A colleague is selected to observe another faculty member while teaching. Subsequently, the two enter into a discussion concerning professional development. Results of this discussion are shared with the Adler Graduate School’s Academic Vice President and, ultimately, a Professional Development Plan is developed and approved.

***Examples of peer review and development plans are available for review in HLC Team Resource Room***

**Review by Students**

Faculty members also receive feedback from students via end-of-course surveys. Surveys are conducted at the conclusion of every AGS course and are variously completed on-line or in hard-copy fashion. In either case, surveys are completed anonymously, unless a student decides to provide her/his name. Survey results are reviewed by the Adler Graduate School’s Academic Vice President and, subsequently, after the due date for grades in a specific course has passed, results are shared with the appropriate instructor. The Academic Vice President also routinely sends correspondence concerning survey results to individual instructors and, if necessary, will speak with individual instructors about their performance and ongoing professional development. Instructors are then expected to integrate this feedback and make changes in content, teaching methods and/or assessment methods, as appropriate. In some cases, the Academic Vice President will work with the instructor to establish specific development goals.

***Examples of student feedback and examples of feedback from Academic Vice President are available for review in the HLC Team Resource Room***

**Other Faculty Evaluation Methods**

The Adler Graduate School also utilizes other methods to review the performance of faculty members. For example, faculty members submit updated syllabi for review and approval. The Student Services Committee and Program and Curriculum Committee commonly hear student issues or concerns and, subsequently, address them through the Academic Vice President or forums such as the AGS Advisory Council or Faculty Senate. Additionally, faculty members associated with Clinical Instruction or Didactic Instruction meet regularly to address changes necessary in their respective components of AGS’ educational programs.

***AGS provides services to support improved teaching***

The Adler Graduate School facilitates continuous improvement in teaching among its faculty members. Toward this end, specific services/strategies have been jointly developed by the School’s administrators and Faculty Senate. Examples of the services/strategies that have been adopted to support improved teaching are listed below.

* New faculty members are consistently oriented to AGS’ standards for instructors.
* New faculty members are given a Faculty Handbook and a Faculty Manual which help to guide an individual faculty member’s approach to teaching at AGS.
* New Faculty members are assigned a faculty mentor.
* AGS faculty members who are actively teaching are subject to peer review and, subsequently, establish professional development objectives.
* AGS’ Academic Vice President follows up on virtually every concern expressed about an individual faculty member’s instruction.
* Every iteration of an AGS course is subject to student review – the Academic Vice President routinely goes over these reviews and follows up with faculty members.
* AGS administrators encourage and facilitate collaboration among faculty members as it concerns the discussion of course content, teaching strategies and assessment strategies.
* The Faculty Senate routinely organizes presentations by faculty members that are focused on faculty peers’ professional development in areas such as teaching methods and assessment strategies.

***AGS demonstrates openness to innovative teaching practices***

The Adler Graduate School encourages innovative teaching practices. As a result, AGS courses are dynamic and characterized by continuous review and adaptation, as appropriate. Examples of ways that AGS demonstrates openness to innovative teaching practices appear below.

* The Academic Vice President encourages every AGS faculty member to regularly review their teaching methods and assessment strategies and to make adaptations, as appropriate.
* AGS faculty members are encouraged to collaborate with one another, especially when instructors are responsible for the same or similar content areas.
* The Faculty Senate uses much of its meeting time to introduce faculty members to new content areas and instructional techniques.
* In 2009, an ad hoc committee reviewed and adapted Master’s Project guidelines so as to expand the number of creative options for students seeking to complete this capstone requirement.
* In 2009, the Adler Graduate School adapted the Special Project Time (SPT) component of every course, in part, to facilitate the innovative customization of student learning.

***AGS supports faculty staying abreast of the research and technological advances that benefit teaching and student learning***

 The Adler Graduate School supports faculty members in their use of research and technological advances benefiting teaching and student learning. Examples of ways that AGS supports the use of research and technological advances appear below.

* On-line resources supporting scholarly activities have been expanded dramatically and continuously.
* Technological resources that facilitate on-line instruction/learning and distance education, in general, have been secured.
* Software that facilitates communication among students, faculty and administrators has been secured and implemented.
* Software that facilitates high quality, authentic writing has been secured and implemented.
* Computer resources have been purchased in direct proportion to the School’s growing student body.
* Classrooms have been supplied with technological resources that facilitate classroom activities.
* Every AGS course is expected to include current research and diversity themes appropriate to the focus of individual courses.

***AGS faculty members actively participate in professional organizations relevant to the disciplines they teach***

The Adler Graduate School’s faculty members actively participate in the professional organizations that are relevant to the disciplines in which they teach. For example, many AGS faculty members are active in the North American Society of Adlerian Psychology. AGS faculty members also hold licenses in specific professional disciplines and/or are members of the professional organizations associated with these disciplines. Examples of professional disciplines in which individual faculty members are actively involved as licensees and/or members are listed below.

* Marriage and Family Therapy
* Licensed Professional Counseling
* School Counseling
* Art Therapy
* Coaching

**Core Component 3c – The organization creates effective learning environments.**

***AGS assesses its educational strategies so as to enhance curriculum, teaching, resources, student services and, ultimately, student learning***

The Adler Graduate School routinely evaluates its educational strategies. These evaluations benefit every aspect of every institutional unit that is part of the School. Ultimately, the Adler Graduate School’s assessment of its educational strategies benefits student learning. Examples of educational components and strategies that have been assessed in the recent past are discussed below.

**Revised research course**

Adler Graduate School staff and faculty consistently review curriculum in an effort to make sure courses are being offered in a manner consistent with program and course objectives; that is, taught in a manner that facilitates student learning and achievement of the professional goals and objectives attached to specific curricula. One good example of the Adler Graduate School’s vigilance in reviewing specific courses against the backdrop of their intended learning objectives is the 2008 review of course 500 – Research.

After discussions between AGS’ Academic Vice President, Program and Curriculum Committee Chairperson, Director of Admissions and Student Services and the instructor For AGS’ Research course, it was determined that course 500 required some adaptation. It was determined that requirements for this course emphasized writing skills to a greater degree than necessary, given the course’s focus on research skills. For example, in some students’ cases, it appeared the appropriate research skills were in place, but not the writing skills preferred by the instructor. As a result, students were being slowed in their progress toward completing degree requirements, primarily because of the writing requirements associated with course 500. Thus, it was concluded that course 500 should be adapted to measure primarily the mastery of research skills, as opposed to writing skills. It was perceived that this adaptation was appropriate to a research course and that the mastery of research skills would actually be facilitated through such an adaptation. In the end, the adaptations in course 500 were perceived as consistent with both a research course and the needs of an increasingly diverse student body.

**Lifestyle Analysis**

The Adler Graduate School offers a Lifestyle Analysis course, focusing on the principal assessment methods used in the practice of Adlerian Individual Psychology. This course is an essential component in virtually all AGS Emphasis Areas leading to the Master of Arts Degree in Adlerian Counseling and Psychotherapy. Even the Management Consulting and Organizational Leadership Emphasis Area utilizes a version of this course, adapted for organizational applications.

The Lifestyle Analysis course offers an exceptional opportunity for students to utilize the assessment tool of the same name. In fact, as part of course requirements, students are expected to conduct a Lifestyle assessment with a partnering student and also be the subject of an assessment by that partner. Because of the skills-intensive nature of this course, after careful review, enrollment in AGS’ Lifestyle Analysis course was capped at 15 students (as opposed to the usual 24 student cap). As a result, students are afforded an even richer, applied learning opportunity.

**Essential Interviewing Skills**

The Adler Graduate School offers an Essential Interviewing Skills course, focusing on the strategies and skills that facilitate the types of relationships necessary in the helping professions. This course is an essential component of the training received by many students who aspire to AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy.

Essential Interviewing Skills provides students with a unique opportunity to develop the strategies and skills critical to effective interviewing. Similar to AGS’ Lifestyle Analysis course, because of the skills-intensive nature of the Essential Interviewing Skills course, after careful review, it was decided that this course should be capped at ten students. As a result, course 525 offers a very intimate learning experience and constitutes a good example of the Adler Graduate School’s commitment to intensive skills development.

**Capstone**

After careful review by an ad hoc committee focusing on capstone experiences, the Master’s Project was installed as the principal capstone in 2005. It effectively replaced the Thesis and less rigorous Integrative Paper. A manual describing the Master’s Project and related expectations was developed to guide this capstone process. Currently, the Master’s Project is a three-credit exercise and, until late 2009, has consistently included two credits of research and one credit of self-reflective writing. The Master’s Project is ultimately reviewed through an oral examination with two AGS faculty members; a project Chairperson and a Reader.

 In 2009, based on the work of an ad hoc committee comprised of AGS faculty members appointed by the School’s Academic Vice President, the Master’s Project was adapted to include multiple pathways for completing this capstone exercise. As a result, AGS students may now complete requirements associated with the Master’s Project in a variety of ways. More specifically, in accommodating AGS students’ diverse professional objectives and “multiple intelligences’, AGS faculty members have creatively identified additional ways to hold students accountable for the completion of the Master’s Project. This variety is meant to facilitate the School’s objective of training an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.

***The Master’s Project Manual is available for review in the HLC Team Resource Room.***

**Student Services – General**

Another component of the Adler Graduate School that is subject to continuous assessment is student services. The Adler Graduate School’s Admissions and Student Services Director provides services that support AGS’ vision, mission, core values and related goals, objectives and strategies, particularly as they relate to students’ needs. More specifically, AGS’ student services are meant to facilitate students’ academic success and increase the effectiveness of AGS’ educational programs. Beginning with an orientation session prior to a student’s first term, and ending with a Graduation (exit) Interview, AGS’ Admissions and Student Services Director and other AGs staff and faculty members seek to maintain continuous contact with students.

The Adler Graduate School’s student services include advising regarding both program planning and professional development. More specifically, advising services include program planning, help in identifying professional development goals and objectives, help in understanding internship requirements, help in locating internship sites, help in understanding licensure requirements and help in identifying job opportunities.

As already indicated in this Self-Study Report, in an effort to determine areas where learning resources and support services must improve, AGS administrators regularly seek feedback from students and alumni through the use of surveys. Exit interviews with new graduates (referred to as Graduation Interviews) are also frequently conducted by President Rislove. In the future, AGS staff will also seek information from persons who leave the School before they complete their educational objectives. Finally, as indicated previously, AGS administrators gather information from “peer” institutions. In the case of student services, information is gathered concerning “peer” institutions learning resources and support services in an effort to obtain data for comparison purposes and to determine if additional expenditures and initiatives are warranted.

AGS administrators and faculty members have reviewed and strengthened policies and procedures related to a variety of important student services, including advising (i.e., Academic Advising, Professional Development Advising) and assessment of student outcomes and satisfaction. In the process, AGS’ student services have improved and are now being better monitored and documented.

###### Decisions/Changes Related to Assessment Activities

The Adler Graduate School actively assesses its educational strategies so as to enhance program quality, teaching quality and, ultimately, student learning. Assessment activities typically address one or more of these areas. Specific components of educational strategies that have been assessed, and examples of decisions/adaptations related to these assessment activities, are listed below.

Program Quality:

* + Assessment Plan itself strengthened
	+ Updated grid that allows comparison of graduation criteria/competencies against learning objectives for every AGS course – as such, content gaps can be easily identified
	+ Syllabi and teaching/assessment methods are now subject to clearer organizing principles and content expectations
	+ Course syllabi updated, including learning objectives, content, teaching methods and evaluation methods
	+ Reviewed and subsequently expanded Special Project Time (SPT) component of each AGS course
	+ Further clarified criteria for determining students’ readiness to progress from one phase of AGS’ programs to subsequent phases; including competencies necessary for graduation
	+ Every AGS course is subject to student feedback via an updated student survey process
	+ Peer Review process strengthened
	+ Reviewed, clarified and strengthened guidelines for capstone projects – expanded number of faculty qualified to work with students engaged in these projects
	+ Human Subjects Review process further strengthened
	+ Grading policies further clarified
	+ Process for introducing new courses and content areas strengthened
	+ Strengthened advising model and expanded number of persons associated with student advising – further clarified distinction between Academic Advising and Professional Development Advising
	+ Practicum/internship model strengthened – expanded oversight of practicum/internship activities; expanded internship opportunities/partnerships; expanded number of AGS faculty members and Clinical Instructors responsible for monitoring internship activities; further clarified skills requirements
	+ Oral examination process reviewed and strengthened – further clarified criteria related to the display of professional knowledge base/competencies and Master’s Project quality
	+ Student services that complement academic programs strengthened (e.g., Writing Immersion course developed; Graduate School 101 orientation model developed)
	+ Administrative model strengthened – significantly expanded administrative roles and support
	+ Guidelines for Master’s Project strengthened – adapted guidelines and expanded options for completion of capstone project
	+ Curriculum strengthened – existing courses adapted or combined and new courses/course sequences developed, as appropriate
	+ Didactic process strengthened – reviewed and adapted Didactic Instruction components of AGS’ curriculum

**Teaching Quality:**

* + Faculty ranks and responsibilities and assignment of responsibilities further clarified
	+ Clarified expectations for faculty credentials and increased number of doctoral-level faculty members and diversity of faculty, overall
	+ Faculty scholarship – reviewed and developed incentives for faculty scholarship
	+ Faculty performance – strengthened process for peer and administrative review
	+ Faculty development – established incentives for professional development

Student Learning:

* + Criteria for assessing acceptable knowledge base – clarified specific graduation criteria/competencies related to knowledge base
	+ Criteria for assessing acceptable practical skills – clarified specific graduation criteria/competencies related to practical skills
	+ Process for reviewing internship performance – clarified/strengthened role of Clinical Instructors in assessing internship performance
	+ Classroom performance of students – clarified course-specific teaching/assessment methods and strengthened grading policies

Assessment activities have also lead to improvements in organizational capacity:

* + 2009/2010 – 2020/2021 Strategic Plan developed and adopted
	+ Governance model, including advisory committees, further strengthened
	+ Model guiding faculty rank/responsibilities further clarified and strengthened
	+ Administrative staffing pattern expanded and strengthened
	+ Personnel policies and procedures updated
	+ Performance review process strengthened
	+ Planning and budgeting processes further strengthened
	+ Marketing Plan updated and further strengthened
	+ Resource Development Plan updated and further strengthened
	+ Diversity Plan established
	+ Faculty roles and responsibilities clarified – e.g., expectations regarding course assignments, faculty development, CEUs, student advising

The Adler Graduate School is able to assess its educational programs, faculty performance and quality of instruction, students’ competencies, and overall learning. Nevertheless, the Adler Graduate School is committed to growing continuously stronger in the area of assessment and is pursuing clear goals for the future. In summary, AGS has reviewed, or is in the process of reviewing, its educational programs, the performance of its faculty, student learning and its organizational capacity for continuous improvement. AGS’ Assessment Plan has been revised and strengthened and the School is experiencing the benefits of a “culture of assessment”. Most importantly, the results of assessment activities are being used. In other words, the Adler Graduate School is “closing the loop” between assessment activities, assessment results and institutional decision-making. In fact, data gathered through assessment activities consistently influence planning and decision-making, and have consistently catalyzed substantive changes at AGS.

***2007/2008 – 2010/1011*** ***Assessment Plan and Assessment Plan Annual Reports are available for review in the HLC Team Resource Room***

**Assessment Priorities and Growth Areas**

The Adler Graduate School will continue to seek improvement in its assessment activities, including: 1) Improvement in the overall coordination of assessment activities; 2) Increased involvement of faculty; 3) Better use of feedback loops as information gathered is used to improve programming, teaching effectiveness and student learning; 4) Creative use of direct and indirect assessment methods. In the end, AGS will use assessment activities to improve its educational programs; to improve students’ abilities to master an appropriate knowledge base and to conceptualize, analyze and integrate abstract ideas; and, ultimately, to master the applied skills necessary for professional practice. Clearly, the Adler Graduate School’s growth objectives necessitate ongoing assessment.

The Adler Graduate School adopted a 2009/2010 Assessment Schedule (i.e., assessment priorities) at the November 2, 2009 meeting of the AGS Advisory Council. The priorities identified in this Assessment Schedule will remain in place for at least the 2009/2010 academic year. They will be reviewed and adapted, as appropriate, in concert with AGS’ Program Directors Group – which serves as the Adler Graduate School’s assessment committee. An updated set of assessment priorities will be adopted subsequent to the completion and adoption of the 2009/2010 Assessment Plan Annual Report.

**2009/2010 assessment priorities from the 2009/2010 Assessment Schedule include:**

* + Expanding faculty roles and responsibilities
	+ Optimal strategies for faculty/staff development
	+ Expanding relationship between Faculty Senate/Faculty Senate Executive Committee and AGS administrators
	+ Expanding human resources (e.g., technology support)
	+ Expanding student services – particularly as they concern an increasingly diverse student body
	+ Increased understanding of community needs – particularly as AGS builds educational programs and community services
	+ Begin to consider optimal integration of Adler Graduate School and services associated with Jim Ramstad Community Service Center
	+ Begin to consider optimal use of expanding physical plant
	+ New sources of revenue
	+ Criterion-based assessment of student achievement and faculty performance
	+ Ongoing evaluation of current curriculum
	+ Evaluation of prospective curriculum
	+ Ways to support scholarly activities among AGS faculty and students
	+ Continue to regularly survey alumni, students, faculty, staff and community partners, as appropriate
	+ Ongoing review of policies and procedures – befitting a growing organization
	+ Continue to build assessment sophistication, in general – seek effective, creative, dynamic methods for assessing program quality

***Full 2009/2010 Assessment Schedule and November 2, 2009 AGS Advisory Council minutes adopting 2009/2010 Assessment Schedule available for review in the HLC Team Resource Room***

***AGS provides an environment that supports a diverse group of learners***

In training graduates for service to an increasingly diverse community, representatives of the Adler Graduate School believe accommodations must be made for an increasingly diverse student body. That is, AGS representatives believe the needs of an increasingly diverse community and the preparation of a broader cross-section of students go hand-in-hand. As such, the Adler Graduate School has developed a number of student services intended, in part, to support a diverse student body.

**Partial Scholarship Program**

In January of 2009, the Adler Graduate School adopted a Partial Scholarship Program. This program is meant to support the development of an increasingly diverse student body and, most importantly, the preparation of students for service to an increasingly diverse community. That is, in addition to displaying financial need and a willingness to integrate themselves into the life of the School (e.g., through active participation in the Student Association), students receiving Partial Scholarships must commit to completing practicum/internship requirements in inner city and/or first ring suburb sites.

***A summary of the Partial Scholarship Program is available for review in the HLC Team Resource Room.***

**Writing Immersion**

In 2009, representatives of the Adler Graduate School established a Writing Immersion course for students who lack confidence (and some development) in their writing skills. This 30-hour course is taught by an AGS alumnus who has been in the field of literature – primarily as an editor and book agent – for more than two decades. In addition, AGS’ Writing Immersion instructor has taught writing in a variety of venues, including middle school and inner city environments. Thus, AGS’ Writing Immersion instructor understands the relative skills and challenges that characterize some of AGS’ less confident students; students with vast potential as human services professionals or educators who, for a variety of reasons, may not have received adequate training as writers.

**Graduate School 101**

The Adler Graduate School has established a program of orientation for new students. This program of orientation also helps the Adler Graduate School to accommodate and support an increasingly diverse student body. Graduate School 101 is a day-long program of orientation facilitated by a group of faculty members, staff, alumni and current students. More specifically, Graduate School 101 was first offered in 2008 and helps diverse cohorts of incoming students to become familiar with the Adler Graduate School. Most importantly, Graduate School 101 helps students to begin to build a sense of community with other students; particularly with those students who share a specific Emphasis Area or professional destination.

***AGS’ advising system focuses on student learning and student development services support learning***

**Improved advising model**

The Adler Graduate School has increased its capacity for serving a diverse student body by improving its program of advising. AGS implemented a revised and expanded program of advising in 2007. Customized advising, of course, allows AGS faculty and staff to work more effectively with individual students. The Adler Graduate School offers Academic Advising (e.g., program planning) primarily through its Director of Admissions and Student Services and Professional Development Advising (e.g., advising regarding professional development and internship activities) through select faculty members and administrators; each of whom is assigned to specific students. In addition, all AGS faculty members are encouraged to engage students in discussions that add value to students’ professional development and the achievement of their educational/professional goals and objectives.

**Academic Advising – Detailed**

Students meet with the Admissions and Student Services Director at an early stage in their respective AGS careers to establish a degree plan. A completed individual degree plan is provided to each student and tracked through the transcripts maintained by AGS’ Admissions and Student Services Director and Financial Aid Director/Registrar. All student records, including transcripts, conform to accepted practices in higher education. As such, the privacy and integrity of data are secure.

The Adler Graduate School’s educational programs begin when new students are oriented prior to their first three-month term. Students are introduced to program planning, including scheduling and the various tracks a student may follow. For example, students with full-time jobs and/or other obligations (e.g., family) are encouraged to take just one course per session and two courses per three-month term (in addition to internship requirements) to ensure a high quality training experience. Although this methodical approach is clearly encouraged, students who are employed on a part-time basis, or not employed at all, may complete more than two courses each three-month term, and may complete internship hours at a faster pace than other students. Virtually all students take only one course per session during their first three-month term at AGS.

At the orientation meeting for new students, everyone is instructed to schedule a meeting with the Adler Graduate School’s Admissions and Student Services Director by the end of their first term. This meeting provides an opportunity to plan the remainder of the first year. Thereafter, students meet with the Admissions and Student Services Director on approximately a quarterly basis to plan courses and establish annual plans. The Admissions and Student Services Director maintains regular contact with students, but is also available as needed.

Because the Adler Graduate School’s programs are based on a single degree – the Master of Arts Degree in Adlerian Counseling and Psychotherapy – and because the School’s coursework is essentially pre-determined due to licensure requirements, students do not require a significant degree of advising concerning course selection. Some guidance is required, of course, to help keep students on track in pursuit of their professional objectives. Naturally, academic advising is particularly important when a student is pursuing more than one Emphasis Area and/or Specialty Area.

Academic Advising is usually provided when a student first enrolls at AGS, when a student subsequently registers for courses from term-to-term, and as a student nears graduation. At these times, and as needed, students customarily meet with AGS’ Admissions and Student Services Director. For example, as students near graduation, it is important to review individual students’ Program Plans to ensure that no graduation requirement has been missed. It is also a good time to make sure that students are in the final stages of their internship experiences and well on their way to completing their capstone requirements and preparing for their oral examinations. Occasionally, other faculty members and/or staff members besides the Director of Admissions and Student Services may also help with degree planning. However, so as to minimize confusion, Academic Advising is usually the province of the School’s Admissions and Student Services Director.

**Professional Development Advising – Detailed**

Professional Development Advising complements Academic Advising provided by AGS’ Admissions and Student Services Director and is primarily provided by AGS faculty members and administrators. Professional Development Advisors help students to address questions and concerns in a variety of areas, including choice of career paths, whether to continue graduate-level training beyond AGS, the merits of specific licenses/credentials and how to proceed with job searches. In addition to the work of Professional Development Advisors, AGS Clinical Instructors are primarily responsible for monitoring internship activities and AGS’ Didactic Instructors help students to develop their professional identities and to assess their unique growth objectives as developing professionals.

**Student Services – Internship**

The Adler Graduate School’s practicum/internship model provides students with opportunities to learn from experienced peers, as well as instructors. As such, AGS offers comparatively more opportunities for guidance and growth during the practicum/internship component of its programs than many programs that wait until all coursework is completed before introducing practical, applied experiences.

During a student’s first term, she/he attends an orientation forum focusing on the School’s practicum/internship requirements. The practicum/internship orientation is comprehensive in its focus and is primarily conducted by AGS’ Admissions and Student Services Director.

This Internship Orientation is conducted one evening each month for three months. Students are introduced to the mechanics of AGS’ practicum/internship program. More specifically, they are given a list of the School’s current practicum/internship sites and helped to begin development of a resume that can be used when seeking specific practicum/internship opportunities. As part of the Internship Orientation course, students will also be given information that helps them begin planning their capstone exercise (i.e., Master’s Project); an exercise that is frequently tied to the practicum/internship experience.

During the final month of the Internship Orientation course, students may meet with the Adler Graduate School’s Admissions and Student Services Director to discuss their progress in locating a first practicum/internship site. If a student discovers a place to work as an intern that does not currently have a relationship with AGS, the School’s process for “new site approval” is triggered. If the prospective site meets AGS’ criteria and is approved, the student will be allowed to begin work at the site.

Once students are placed in clinical settings and practicum/internship activities begin, they then begin working with AGS’ Clinical Instructors. These relationships are meant to complement the work of AGS’ Admissions and Student Services Director, who oversees students’ development and the execution of their degree plans.

**Student Services – Regular Student Reviews**

Transcripts, tuition records and progress, in general, are closely monitored to ensure that students are on track in completing their work in a timely fashion. Indications of a potential problem might include receiving a grade lower than ”B”, having difficulty finding a suitable practicum/internship site or experiencing conflict at a practicum/internship site. Any student who fails to perform at a satisfactory level is assisted by the Adler Graduate School’s Admissions and Student Services Director, Academic Vice President and/or faculty members. Students who are consistently unable to function at an acceptable level may be placed on academic probation and, in extreme circumstances, counseled out of their program. Examples of strategies for monitoring student progress are listed below.

* Quarterly Transcript Reviews by Academic Vice President, Admissions and Student Services Director, Financial Aid Director/Registrar and Business Operations Director – focusing on academic progress, internship progress, progress with fees and professional demeanor.
* Following Transcript Reviews, encouraging letters are sent to any students who require follow-up.
* After Transcript Reviews occur, AGS’ Program Directors Group also conducts a student review once each three-month term. More specifically, faculty members are invited to submit concerns about individual students to Program Directors for the Program Directors Group’s regular, term-by-term, student review.
* Faculty members may always submit concerns about students to the Academic Vice President – every AGS classroom has forms to facilitate the constructive expression of these concerns.
* Every AGS faculty member, Program Director, Specialty Area Program Coordinator and Professional Development Advisor is encouraged to reach out to AGS students – if necessary, the Academic Vice President will specifically ask a student’s Professional Development Advisor or another appropriate faculty member to reach out to a student in need of such attention.

***Samples of student records maintained by AGS’ Admissions and Student Services Director are available for review in the HLC Team Resource Room***

**Student Services – Other**

The Adler Graduate School’s Admissions and Student Services Director is very responsive to student needs and requests. This responsiveness is complemented by a variety of other student services. For example, in recent years, low-cost/no-cost special events (e.g., Adlerian Masters) have served to bring AGS students, alumni, faculty, staff, community partners and prospective students together in a supportive fashion. Data bases concerning practicum/internship opportunities have been established. Mentoring relationships between newer students and more veteran students or alumni have been facilitated. Students have been given instruction in the use of technology, acceptable writing standards, how to initiate a private therapy practice and how to prepare for licensure exams. Student services are also enhanced by a web site that AGS updates on a regular basis.

The Adler Graduate School is small enough that students know and have full access to the School’s faculty and administrators. Students often raise issues through one-on-one discussions with AGS faculty members and administrators. Indeed, the School welcomes and is receptive to student input. One example of these opportunities for student input is the “Graduation Interview”.

As indicated previously, prior to graduation, students are typically asked to participate in a “Graduation Interview” with the School’s President. These exit interviews offer students the opportunity to provide feedback directly to the President concerning what they liked and disliked about their experiences at AGS. Students may speak with the Adler Graduate School’s President directly or, if preferred, complete a written survey. In the past, students were merely invited to participate in these interviews, and approximately two-thirds did. In the future, all students will be asked to participate as a routine matter of course.

***Examples of Graduation Interviews are available for review in the HLC Team Resource Room***

Additionally, the Adler Graduate School’s Student Association provides a formal process for students to actively participate in AGS’ planning and programming activities. The Student Association operates under formally adopted by-laws and is guided by elected officers. It enjoys high credibility within the School, and its members meet on a regular basis with AGS’ Academic Vice President and assigned staff and faculty members. Thus, numerous formal and informal opportunities have been established for students to provide input to representatives of the School concerning areas such as academic programs and student services.

**Yahoo Group**

An e-mail group is available for students. Similar groups are available for alumni and faculty members. These e-mail groups are meant to facilitate the exchange of information concerning such things as practicum/internship opportunities and jobs. The Adler Graduate School’s newsletter is also available through this medium.

**Placement Resources**

A Job Board is posted on AGS’ web site. AGS staff members integrate new job and practicum/internship opportunities as soon as the School learns of them. Both current students and alumni make active use of this Job Board.

**Resumes**

Help in preparing resumes is available during orientation and, subsequently, upon request.

**Core component 3d – The organization’s learning resources support student learning and effective teaching.**

***The Adler Graduate School provides its students access to those learning resources and support services necessary to support learning and teaching***

**Learning Resources and Support Services – Overview**

The Adler Graduate School provides the resources and services necessary for the successful completion of its programs. For example, AGS students use the School’s Media Center and computers to access research-oriented databases and information concerning prospective practicum/internship sites. Financial aid resources are available to facilitate the advanced training many students would otherwise find inaccessible. AGS supports its practicum/internship program by maintaining relationships with a broad array of organizations that offer practicum/internship opportunities. Finally, AGS holds events that help to develop and maintain contact between students, alumni, faculty, staff and community partners. The facilitation of collegial and/or mentoring relationships among AGS constituents and increased awareness of practicum/internship and job opportunities are two important objectives of these meetings. So as to ensure continuous improvement of these resources and support services, AGS regularly conducts surveys with students, alumni, faculty members, administrative staff and practicum/internship providers.

***Examples of surveys conducted with community partners (e.g., practicum/internship providers), students, alumni, faculty members and administrative staff members are available for review in the HLC Team Resource Room***

**Experiential and Applied opportunities**

Experiential and applied learning opportunities comprise an essential component of the Adler Graduate School’s educational programs. AGS offers a variety of practicum and internship opportunities, as well as experiential and applied learning opportunities in every one of its courses. Collectively, the Adler Graduate School’s experiential and applied learning activities offer rich opportunities for integrative learning and skill development, as well as life-changing opportunities for community service and civic engagement, overall.

The Master of Arts Degree in Adlerian Counseling and Psychotherapy includes practicum and/or internship requirements in all but one of the Emphasis Areas that a student might pursue. More specifically, practicum and/or internship experiences are required for the Marriage and Family Therapy, Clinical Counseling, School Counseling, Management Consulting and Organizational Leadership and Art Therapy Emphasis Areas. Practicum and/or internship experiences are not required for the Non-Clinical Adlerian Studies Emphasis Area.

Each course offered at the Adler Graduate School includes content areas, teaching methods and/or assessment methods that facilitate experiential and applied learning opportunities. Examples of these courses and their content areas, teaching methods and/or assessment methods appear below.

* Every AGS course has a Special Project Time (SPT) component which offers students an opportunity for a unique and often customized learning experience within the context of a specific course
* Essential Interviewing course focused almost entirely on skills development
* Lifestyle Analysis course focused almost entirely on skills development
* Basic Counseling Skills course focused almost entirely on skills development
* Practicum/internship forums require case presentations
* Several courses include group projects and/or presentations requiring use of electronic technology
* Several courses include presentation/discussion of case materials reflecting challenges associated with professional practice
* AGS courses commonly make use of expert demonstrations via guest lecturers or recordings
* Students are observed and reviewed as they demonstrate hands-on skills

#### **Internship Requirements**

The number of practicum/internship hours required for completion of the Adler Graduate School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy varies by Emphasis Area and Specialty Area Program. More specifically, the Marriage and Family Therapy Emphasis Area requires 500 hours. The Clinical Counseling Emphasis Area requires 700 hours. The School Counseling Emphasis Area requires 200 hours at the practicum level and 600 hours at the internship level, for a total of 800 hours. The Art Therapy Emphasis Area requires 750 hours. There is no practicum,/internship required for the Management Consulting and Organizational Leadership Emphasis Area, at this time. However, some MCOL courses have experiential requirements and the program, in general, is beginning to do more low cost/no cost consultation in an effort to contribute resources to the community (e.g., non-profit organizations that would otherwise have great difficulty securing expensive consultation services) and, at the same time, provide MCOL students with additional training opportunities. The requirement for the Personal and Professional Life Coaching Specialty Area Program is 50 hours.

Initially, practicum/internship hours tend to focus on beginning-level tasks. For example, at the earliest stages of internship experiences associated with AGS’ Marriage and Family Therapy and Clinical Counseling Emphasis Areas, students may participate in training exercises, conduct intake interviews, complete assessments or run support groups. As students reach intermediate-level and advanced stages of their practicum/internship experiences, they take on more sophisticated professional tasks.

Because the Adler Graduate School has increased its expectations for internship hours, over time, it has become increasingly important that students begin their practicum/internship activities at early stages in their graduate careers. Naturally, this focus on applied skills necessitates an active program of supervision. As such, students are regularly assessed by supervisors at internship sites. Written summaries of these evaluations are routinely submitted to the Adler Graduate School. In addition, during the latter stages of students’ practicum/internship activities, AGS faculty members also assess students’ applied skills. Through it all, students are expected to participate in and successfully complete faculty-lead group forums related to internship activities. Ultimately, AGS’ practicum/internship program is perceived to be rigorous in its demands on students, faculty supervisors and internship site supervisors.

Clinical Internship Experience – Detailed Description

The Adler Graduate School carefully oversees and evaluates students’ performance related to practicum/internship activities. As previously stated, for students enrolled in one of AGS’ clinical programs, prior to beginning their clinical experiences, students participate in an orientation to AGS’ practicum/internship program. Typically, this orientation occurs during a student’s first three-month term. As part of this ongoing process, students study their Internship Manuals, learn more about their respective Emphasis Area and begin to make decisions about the populations with which they would like to work. Early on, students begin the process of applying for practica/internships and by the end of their first three-month term, commonly select their first sites.

Every Adler Graduate School student whose degree plan requires practicum/internship activities is expected to successfully complete a sequence of group supervisory forums. These groups begin early on in a student’s AGS career. Normally, a student is expected to participate in a prescribed number of preparatory group forums prior to enrolling in the more formal small group forums, where more advanced internship experiences are presented and discussed. However, assuming sufficient previous, practical experience in a student’s Emphasis Area, appropriate early-stage mastery of professional skills and the approval of one of AGS’ Clinical Instructors, a student may be exempted from a small portion of the preparatory group forums and allowed to start the more formal small group forums. Ultimately, students must successfully complete four small group supervisory forums.

Practicum/internship groups include consultation and evaluation by AGS Clinical Instructors. Students are expected to bring substantive and challenging clinical issues before their fellow students and Clinical Instructors. In general, Clinical Instructors provide one hour of supervision for every 20 hours of training that a student undergoes. If this level of oversight proves insufficient for any student, or if an individual student does not display the increasing levels of competency required for continuous movement through successive internship stages, steps will be taken to adapt and possibly extend that student’s internship experience. Typically, this is accomplished through clear communication between an AGS Clinical Instructor and/or advisor, a site supervisor associated with a specific practicum/internship site, and the appropriate student. Clinical Instructors provide both oral and written feedback as students advance through increasingly challenging practicum/internship environments. Concerns about students’ performance are noted and addressed, as appropriate.

During the final phase of practicum/internship training, students’ practicum/internship activities are directly observed by designated Clinical Instructors. This level of oversight is believed to be unique among Master’s-level programs and provides an outstanding opportunity to integrate knowledge and professional skills through applied experiences. At about the time that students are completing this direct supervision requirement, they are also working on their capstone Master’s Projects and preparing for their final oral examinations. Thus, from orientation to graduation, students receive substantial guidance and assessment concerning their practicum/internship experiences and performance.

**Didactic Instruction**

One of the most unique elements of the Adler Graduate School’s educational programs is Didactic Instruction, offered in both one-to-one and group formats. Didactic Instruction provides an opportunity for students pursuing clinical training to experience relationships similar to those found in counseling environments. Although these relationships fall short of psychotherapy, they do provide students with an opportunity for self-reflection, especially as it concerns the characteristics that an effective clinician must aspire to.

The word didactic comes from the Greek word *didactico*, which means teaching in action. Students seeking a Master of Arts Degree in Adlerian Counseling and Psychotherapy with an Emphasis in Marriage and Family Therapy and/or an Emphasis in Clinical Counseling are required to complete both Individual and Group Didactic Instruction. Students may choose their Didactic Instructors from the current Didactic Instructor list. Brief descriptions of Individual Didactic Instruction and Group Didactic Instruction appear below.

**Individual Didactic Instruction**

Individual Didactic Instruction focuses attention on the development of the “person of the therapist.” Utilizing an Adlerian assessment instrument, Lifestyle Analysis, students learn about lifestyle goals, private logic and how these factors influence their work as students and professional counselors. Didactic Instruction provides students with an opportunity to actively engage in the process of lifestyle assessment and experience applications that may increase one’s self awareness.

**Group Didactic Instruction**

Based on Adlerian Psychology, Group Didactic instruction provides an opportunity for students to enhance their professional development by improving their skills in personal, interpersonal, and small group communications. Students are provided with a variety of exercises that may include both large group and small group experiences. Using their lifestyle knowledge, students have the opportunities to gain a greater understanding of how they relate to other group members, and to increase their understanding of how group members respond to them.

***Full descriptions of Individual Didactic Instruction and Group Didactic Instruction are available for review in the HLC Team Resource Room***

**Special Project Time**

Approximately five years ago, the Adler Graduate School adopted Special Project Time (SPT) as a way of customizing student learning. SPT is a key component of every AGS course and allows students to complete projects that are both consistent with the focus of specific courses and, at the same time, consistent with individual students’ unique goals for those courses. In 2009, SPT was reviewed and adapted so as to optimize its potential as a learning resource. A description of Special Project Time appears below.

Special Project Time began in 2005 when the Adler Graduate School converted from a two-credits/course, quarter-credit system, to a three-credits/course, semester-credit system. This change was intended to add rigor to AGS courses and provide graduates with a more traditional transcript as they seek licensure or admission to doctoral programs, for example. AGS’ three-credit courses now typically include 30 hours of class time, as opposed to the 20 hours associated with two-credit courses. Each of the Adler Graduate School’s three-month “terms” includes two five-week “sessions”. Each session accommodates a typical AGS, three-credit course.

In order to justify the 2005 change from quarter credits to semester credits, each AGS course was expected to include a component called Special Project Time, or SPT. This distinct component of AGS courses is meant to provide students with opportunities for additional reading/research or experiential activities, coupled with an integrative writing exercise. In 2005, SPT was defined as a 15-hour component of each course. However, after carefully reviewing SPT, it was determined by AGS Program Directors that this component of each course must be expanded. As such, in October of 2009, SPT became a 30-hour component.

More specifically, by current design, Special Project Time allows students the opportunity to integrate course materials. Special Project Time is meant to be a self-contained experience, requiring no more than 30 hours to complete. Special Project Time will generally focus on either: 1) An experiential exercise paired with a short, 3-5 page integrative writing component; or 2) A research exercise paired with a short, 3-5 page integrative writing component.

An integrative, Special Project Time experience can be based on an individual project or a group project. Once again, the individual or group will complete an experiential or a research-oriented exercise, paired with a short integrative writing assignment. Ideally, Special Project Time experiences are constructed in such a way that they pertain to students’ unique degree plans. For example, Marriage and Family Therapy students, Clinical Counseling students and School Counseling students are able to customize their learning by constructing Special Project Time experiences that are unique to their chosen disciplines.

***AGS evaluates the use and effectiveness of its learning resources relative to student learning and effective teaching***

One good example of the Adler Graduate School’s careful evaluation of the use and effectiveness of learning resources is the School’s attentiveness to practicum/internship resources. In recent years a number of changes have been made that positively affect both the quantity and quality of practicum/internship resources. Some of these changes are listed below.

* AGS’ Director for Admissions and Student Services has dedicated more time to internship/practicum development and oversight.
* AGS has established a Director for Internship Development and Clinical Leadership Development.
* AGS works with approximately 150 different internship/practicum sites – ensuring a diverse array of opportunities for students.
* AGS’ Director for Clinical Programs and Adlerian Studies oversees an expanded group of Clinical Instructors.
* Faculty Liaisons have been assigned to every internship site with which AGS is associated – ensuring that concerns among students, site supervisors and Faculty Liaisons are effectively addressed.
* The Academic Vice President corresponds with internship/practicum sites on approximately a quarterly basis.
* Internship/practicum opportunities are posted on AGS’ web site and in other venues, as appropriate.
* AGS is developing a Career Development Office which, among other things, will oversee practicum/internship activities.

**Clinical Internship Sites Closely Monitored**

The Adler Graduate School’s practicum/internship program has consistently been one of the School’s strengths. Nevertheless, during the past decade, the practicum/internship program has been continuously strengthened. For example, the process for approving and overseeing practicum/internship sites has been intensified, and documentation has become more rigorous (e.g., contracts between AGS and practicum/internship sites, learning contracts between students and practicum/internship site supervisors, revision of separate Internship Manuals for students and site supervisors).

***AGS’ practicum/internship model, contracts, manuals and other documentation related to students’ practicum/internship experiences are available for review in the HLC Team Resource Room***

Interns are not permitted to use a site for graduate credit until that site is formally approved by the School. More specifically, if a student wishes to work at a site that has not previously hosted an AGS intern, a New Site Approval Form must be submitted and formally approved. Prospective sites are reviewed by AGS’ Admissions and Student Services Director and, ultimately, approved by AGS’ Academic Vice President. Program Directors also participate in the recruitment, review and approval of prospective practicum/internship sites for specific Emphasis Areas, as appropriate. In addition, Dr. Herbert Laube, Program Director for Internship Development and Clinical Leadership Development, has worked as one of AGS’ Clinical Instructors for nearly 25 years and is very involved in the development and ongoing monitoring of clinical internship sites.

***New Site Approval Form available for review in the HLC Team Resource Room***

If a prospective site is to be approved, AGS’ Admissions and Student Services Director and/or appropriate Director must communicate with the site supervisor to confirm that the site has adequate resources and that the site can meet all obligations related to AGS’ practicum/internship program and participating students’ needs. Once a site is approved, a copy of AGS’ Internship Site Supervisor Manual is provided to the site supervisor. The Site Supervisor Internship Manual contains applicable policies, including policies clarifying the site’s responsibility to supervise the student, the site’s responsibilities when students are working with the site’s clients, licensing obligations for supervisors, the supervisor’s obligation to verify the work performed by the student, and the supervisor’s obligation to provide periodic assessments of the student’s practical skills.

***Internship Site Supervisor Manual available for review******in the HLC Team Resource Room***

Once a site has been approved and a student is preparing to work at that site, a Pre-Internship Learning Contract is typically established between the site and the student. This contract verifies the existence of professional liability insurance to cover the student’s activities, learning objectives for the student, and the site supervisor’s credentials. In addition, a Student Internship Agreement is entered into between AGS and all internship sites.

***Pre-Internship Learning Contract and Student Internship Agreement are available for review in the HLC Team Resource Room***

***AGS supports students, staff and faculty in using technology effectively***

**Technology Improvements – General**

As indicated in other parts of this Self-Study Report, the Adler Graduate School’s technological capabilities have improved continuously since the Higher Learning Commission’s last Comprehensive Visit. In addition to improvements in the Robert Bartholow Media Center’s technological capabilities, there have also been significant improvements in classroom technology, accounting software and administrative software. The Adler Graduate School’s website has also become increasingly sophisticated.

Perhaps the most outstanding example of the Adler Graduate School’s continuous maturation in the area of technology has occurred in conjunction with the School’s preparation for distance education. More specifically, the Adler Graduate School has worked hard to develop on-line courses, on-line faculty resources, and policies and procedures to guide the implementation of distance education delivery methods. The Adler Graduate School has also secured the physical (e.g., learning platform) and human (e.g., technology support) resources necessary for offering on-line programming. References to AGS’ technology improvements appear earlier in this chapter and throughout this Self-Study document.

**Technology Improvements – Distance Education**

The Adler Graduate School has grown and matured continuously over the past decade. This has been evident in the School’s expanding student body and in the ongoing development of the human, financial and physical resources necessary to support an increasing number of students. One area that AGS representatives wish to further develop is the School’s capacity for distance education. This objective is primarily based on the large number of inquiries coming from prospective students whose residences do not allow them to commute to and from the Adler Graduate School.

As one of two primary providers of training in Adlerian Psychology on the North American continent, representatives of the Adler Graduate School feel obligated to address the needs of prospective students who do not reside in the School’s immediate area. In addition, offering opportunities for distance education will provide the Adler Graduate School with an opportunity to efficiently expand its student population and, in the process, develop another source of revenues.

The Adler Graduate School has carefully and methodically developed the plans and capacity for providing programming through distance education methods. In the spring of 2007, AGS’ Academic Vice President used the Higher Learning Commission’s annual meeting to begin a review of the process for gaining approval for distance education. Subsequently, during the summer of 2007, the Academic Vice President visited the Higher Learning Commission and the Adler Graduate School’s HLC liaison, Mary Breslin, to discuss the expansion of the School and the development of AGS’ capacity for distance education. From that point forward, the Adler Graduate School has used a sub-committee of faculty members to plan and develop an On-Line Adlerian Studies Emphasis Area, based on the foundation of AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy.

Consistent with the Higher Learning Commission’s preferences, AGS faculty and administrators have developed the entire on-line Emphasis Area, but have only executed a portion of the program, to date. This is the foundation on which the Adler Graduate School respectfully requests accreditation to provide an On-Line Adlerian Studies Emphasis (based on AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy) through distance education methods. Chapter VIII of this Self-Study Report is dedicated to AGS’ Institutional Change Request for such accreditation.

**Technology Improvements – Media Center**

As described in other parts of this Self-Study Report, the Adler Graduate School’s Robert Bartholow Media Center has improved continuously since the Higher Learning Commission’s last Comprehensive Visit. Technology resources have increased, as have library holdings and on-line access to scholarly publications. The organization and cataloging of holdings has also improved and the Media Center Coordinator now has the help of two students who serve as part-time Media Center Assistants.

**Master’s Projects available for review on-line**

The Adler Graduate School has established an on-line collection of capstone projects completed by graduates of the School. These Master’s Projects are available for review by current students, graduates and other persons who may find them useful.

**A summary of Adler Graduate School and Media Center improvements appears below:**

* In 2000/ the Adler Graduate School’s Media Center had two Pentium I Windows 95 computers, with Office 2000 software, for students to use in the Media Center. By 2005, there were eight computers for students to use in the Media Center; four Pentium I with Windows 98 and four Pentium IV with Windows XP; still with Office 2000 software. In 2009, the Meida Center had twelve computers; ten Pentium IV type with Windows XP and two Athlon X2 with Windows Vista. All have a minimum of 1 GB memory (3 GB for the Vista machines) and run Office 2007 (which was purchased in 2007). Future new/replacement machines will likely be running Windows 7.
* The Media Center acquired its first laptop/projector resources in the summer of 2004. The availability of this technology has since been expanded to include laptop/projector setups in each of AGS’ classrooms (currently six). All but one of these set-ups are Windows Vista machines, with 2-3 GB of RAM, and all have Office 2007. It is also possible to connect the VCR component of these set-ups to the projector and stereo equipment on four of the media carts for a wide-screen projection, instead of using a television.
* AGS purchased a new file/print server in 2008 which runs Windows Server 2008 R1; replacing the old Pentium III unit the School had been using, which ran Server 2000.
* The Adler Graduate School’s new facility includes newer and better wiring for network connections and provides wireless network access for students and faculty who use laptops. In addition, AGS now has more reliable power regulation and a more regulated temperature, which facilitates better operation of the computers, server, printers and copiers.
* The Adler Graduate School has two Ricoh copiers that serve as the primary printers for the School’s network, allowing printing with double-sided, stapled and hole-punched output. Use of the Ricoh C2500 also allows printing in color, but without stapling or hole-punching.
* Outsourcing of student records to SONIS/RJM allows AGS students, staff and faculty to access information in the database remotely, without having to be connected to the School’s internal network. It also runs using SQL Server instead of Microsoft Access and, as such, allows more simultaneous users. This allows the School’s new server to be used primarily as a file/print server, storing documents and not student records. Use of SONIS, however, creates an increase in Internet traffic, making reliable and fast Internet access imperative to the functioning of the organization.
* The Adler Graduate School’s new on-line catalog, created via LibraryThing, allows the School to make information concerning the School’s Media Center holdings available to the public at a very economical price. It is searchable by key word for author, title or subject. If the Adler Graduate School should choose to move to a more costly package (OPAC, etc.) in the future, it will be possible to export data from LibraryThing for use there.
* During the past two years, Adler Graduate School staff have helped over 120 students purchase discounted Microsoft software (e.g., Office 2007, Windows 7, Expression Studio and Visual Studio – the last two available free to higher education students), as well as software from other vendors.

***AGS’ systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness***

**Practicum/Internship Partnerships**

The Adler Graduate School’s practicum/internship resources are perhaps the most important element in its educational programs and one of the best examples of partnerships and innovations that benefit AGS students and faculty members. As such, the School has sought continuous improvement in the coordination of its practicum/internship resources. Approximately 150 community partners currently offer sites to AGS students interested in completing practicum/internship requirements. As a result, in any given year, AGS students log approximately 80,000 hours of community service at these sites. Thus, even as AGS students benefit from the applied learning opportunities afforded by practicum/internship sites, they are also contributing mightily to the community. A summary of activities supporting the Adler Graduate School’s practicum/internship resources appears below.

* AGS’ Director of Admissions and Student Services oversees practicum/internship activities, assisted by the Director for Internship Development and Clinical Leadership Development and other Program Directors.
* AGS’ Career Development office will be opened during the 2010/2011 academic year and its Director will oversee practicum/internship activities.
* Listings of practicum/internship opportunities for students are continuously updated.
* Relationships with practicum/internship sites are being developed continuously.
* AGS’ Academic Vice President maintains regular, quarterly contact with practicum/internship sites.
* AGS’ Clinical Instructors work with students while completing practicum/internship activities in the community.
* AGS’ Practicum/Internship Liaisons are available to students and sites, as needed, for questions, visits, problem resolution, etc.
* Student feedback concerning practicum/internship sites is solicited.
* Students are thoroughly oriented to AGS’ practicum/internship requirements.
* Students are offered “support groups” to facilitate completion of practicum/internship requirements.
* AGS’ Admissions and Student Services Director is available, as needed, for consultation concerning practicum/internship questions and concerns.

***Budgeting priorities confirm that effective teaching and learning are core AGS values***

The Adler Graduate School’s use of human, physical and financial resources reflect a commitment to effective teaching and learning. Indeed, these commitments lie at the heart of AGS’ planning and budgeting processes. In fact, as the Adler Graduate School has grown and matured, budgetary support for effective teaching and learning has continued to grow. For example, the orientation, mentoring, evaluation and continuing education of faculty members have become increasingly sophisticated, over time. Naturally, this sophistication has required increasing allocations from AGS’ budget. Likewise, the academic resources and related support services made available to AGS students in support of effective learning have expanded and matured, resulting in much higher budgetary allocations dedicated to student learning. Neither of these commitments is surprising, however, in that every healthy institution of higher learning considers effective teaching and learning its two preeminent priorities. These priorities are indeed the ones that are most important to the Adler Graduate School.

**Chapter III Summary**

The Adler Graduate School is dedicated to student learning and effective teaching. As Criterion Three requires, AGS “provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission”. AGS’ student learning outcomes are clear and, for the most part, measurable, AGS values and supports effective teaching, AGS creates effective learning environments, and AGS’ learning resources ultimately support student learning and effective teaching.

More specifically, in evaluating Criterion Three, the Adler Graduate School has examined its educational programs, student learning and teaching, and has identified both strengths and areas that present challenges. In the process, the Adler Graduate School has grown increasingly enthusiastic about the future. AGS’ destination is clear, as are the steps necessary to reaching this destination. As reflected in the patterns of evidence discussed in Chapter III and the corresponding documentation displayed in the HLC Team Resource Room, AGS’ students are thriving, instructors are excelling and the assessment of students’ learning and instructors’ teaching has become increasingly comprehensive.

The Adler Graduate School has successfully made the transition from an educational program that trains primarily Psychologists to one that utilizes its Master of Arts Degree in Adlerian Counseling and Psychotherapy to train Marriage and Family Therapists, Clinical Counselors, School Counselors, Art Therapists, Management Consultants and Coaches. In making this transition, the School has learned a great deal about its educational programs – including the School’s faculty, their methods of instruction, student learning, student services, assessment practices, and the School’s operations and educational programs, in general. In addition, the Adler Graduate School has gained confidence in its abilities to tackle any challenge. Indeed, the Adler Graduate School’s Self-Study process has helped to chart a course for the future that will allow the School’s educational programs to grow even stronger.

Representatives of the Adler Graduate School believe all applicable core components and expectations for accreditation related to Criterion Three have been satisfied and addressed. AGS’ goals for student learning are clearly stated for each of the School’s educational programs and the clarity of these goals facilitates assessment. AGS values and supports effective teaching. AGS creates effective learning environments. Finally, AGS’ learning resources support both student learning and effective teaching.

**OBJECTIVES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion Three that will be pursued as the Adler Graduate School moves forward include:**

* + **AGS will continue to strive to implement a comprehensive program of assessment.**
	+ **AGS will continue to strengthen its ability to assess program quality, teaching quality and student learning.**
	+ **AGS will continue to strive to facilitate a “culture of assessment” where the effective use of assessment results is a norm.**
	+ **AGS will continue to build the quality of its educational programs and student services.**
	+ **AGS will continue to increase the sophistication of its admissions processes.**
	+ **As AGS identifies an optimal size for its student body, the School will develop an appropriate system of admissions caps.**
	+ **AGS will continue to build upon the sophistication and clarity of its system of course-specific and program-specific learning objectives/competencies and its system of graduation criteria.**
	+ **AGS will continue to build upon its system of direct and indirect measures for assessing student learning.**
	+ **AGS will continue to build upon its practicum/internship program.**
	+ **AGS will continue to build upon its foundation of community partnerships (e.g., community organizations, schools, other graduate schools).**
	+ **AGS will continue to plan for the implementation of a Career Development Office.**
	+ **AGS will continue to improve upon the compensation of faculty members.**
	+ **AGS will build additional full-time faculty roles.**
	+ **AGS will build upon its strategies for faculty development.**
	+ **AGS will continue to improve upon its strategies for the assessment of faculty members and their teaching performance.**
	+ **AGS will continue to build upon its orientation to research at all levels of the institution.**

CHAPTER IV – CRITERION FOUR –

ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

**“The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”**

INTRODUCTION

Chapters II, III and IV address inter-related Criterion and Core Components. More Specifically, Chapter II focuses on Criterion Two and patterns of evidence concerning the effective organization of the Adler Graduate School’s human, financial and physical resources, particularly as they relate to the strength of the School’s educational programs and the assessment strategies used to evaluate these programs, both now and in the future. Chapter III focuses on Criterion Three and patterns of evidence reflecting AGS’ accomplishment of its educational purposes, as defined by student learning, effective teaching, effective learning environments and the availability of learning resources. In turn, Chapter IV focuses on Criterion Four and patterns of evidence reflecting AGS’ commitment to the acquisition, discovery and application of knowledge, as reflected by the value placed on learning, the depth and breadth of the School’s educational programs, the diversity AGS’ programs accommodate, and the levels of social responsibility and ethicality the School’s programs inspire. By implication, Chapter IV also addresses the importance of planning and decision-making processes, and the School’s resulting ability to continue to accomplish its purposes and strengthen its educational programs well into the future.

**Planning and decision-making processes support the acquisition, discovery and application of knowledge**

The Adler Graduate School benefits significantly from its ongoing cycle of strategic planning and Self-Study processes. Most recently, Self-Studies for Accreditation have been completed in 2004 and 2009, and a 2009/2010 – 2020/2021 Strategic Plan was completed in 2009. Couched in a conservative fiscal policy, planning efforts have consistently resulted in challenging, yet realistic, goals and objectives, and clear strategies for achieving them. Indeed, these planning efforts have helped to ensure continuous improvement in AGS’ educational programs and, ultimately, in the acquisition, discovery and application of knowledge.

The Adler Graduate School’s policies and practices are based on Adlerian psychology. As such, values that include cooperation, collaboration and mutual respect help to facilitate an integrated planning and decision-making structure, and the meaningful participation of AGS’ various constituencies. One feature of the Adler Graduate School that helps to integrate AGS’ constituent groups is the network of advisory committees described in other sections of this Self-Study Report. Indeed, during the past five years, this structure has been used to review and revise virtually every aspect of AGS’ operations and educational programs. Although the School’s Board of Directors and President are ultimately responsible for institutional decisions, AGS’ advisory committee structure allows each AGS constituency to influence every one of the School’s institutional units. As a result, AGS makes use of its considerable creative energies, challenges are being addressed and resolved, future needs are being examined and morale is high.

Content analysis of minutes pertaining to the Adler Graduate School’s advisory committees provides evidence of the School’s efficient and integrated decision-making processes.

###### Meeting minutes are available for review in the HLC Team Resource Room

**RECENT ACTIVITIES/FUTURE DIRECTIONS**

* **AGS has assessed its mission relative to the effectiveness of its programs and related services.**
* **AGS has assessed the currency and relevance of its programs and the courses comprising these programs.**
* **AGS has assessed its performance with regard to foundational values such as access, equity and diversity.**
* **AGS displays a strong commitment to ethicality, community service, customer service and diversity.**
* **AGS displays a high level of social responsibility as it trains an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.**
* **AGS has established a vast array of community partners.**
* **AGS has facilitated ongoing professional development among its faculty, staff, alumni and students.**
* **AGS has facilitated increasing levels of scholarship among faculty and students.**
* **AGS has established clearer policies regarding intellectual property.**

**CORE COMPONENTS**

**Core Component 4a – The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning**

***The AGS board has approved and disseminated statements supporting freedom of inquiry for students, faculty, and staff, and honors those statements in its practices***

Academic freedom is a preeminent value at the Adler Graduate School. Indeed academic freedom is a cornerstone of higher education. As such, effective institutions are duty-bound to facilitate freedom of inquiry among faculty, students and staff through whatever means necessary. Toward this end, with full support from the Adler Graduate School’s Board of Directors, AGS representatives disseminate statements supporting freedom of inquiry through a variety of mission documents (e.g., AGS Catalog, Student Handbook, Faculty Handbook). These mission documents are honored in practice.

***Mission documents including AGS’ Catalog, Student Handbook and Faculty Handbook are available for review in the HLC Team Resource Room***

***AGS values and promotes a life of learning for its students, faculty and staff, and supports professional development opportunities for administrators, faculty and staff***

**Faculty Development Incentives**

The Adler Graduate School provides its faculty with a variety of opportunities for professional development. In fact, the number of ways in which faculty members are provided incentives for ongoing development has increased dramatically over the past five years. A summary of opportunities/incentives for faculty development appears below.

* AGS faculty members may take any AGS course or workshop at no charge.
* Based on Adlerian-oriented continuing education credits earned, faculty members may receive up to $600 annually in support of continuing education.
* Faculty members are provided financial incentives for submitting proposals for presentations at professional meetings and, if accepted, for actually making a presentation.
* Faculty members are provided financial incentives for submitting articles for publication and, if accepted, for publishing articles.
* In an effort to facilitate attendance at Faculty Senate meetings, the Adler Graduate School’s Faculty Senate is given modest financial support for its meetings (e.g., to purchase food/beverages).
* Each year, an AGS faculty member is sponsored in her/his attendance at an international gathering of Adlerian scholars (i.e., ICASSI).
* AGS Program Directors and Specialty Area Program Coordinators are provided an annual allowance to facilitate conference/meeting attendance.
* The conference/meeting allowance is complemented by guidelines for requesting additional support for conferences/meetings, once the initial allowance is exhausted.
* Beyond teaching fees, faculty members are provided additional compensation for participation in select activities (e.g., standing committees, ad hoc committees).

**Alumni Discounts**

Alumni who have completed a Master’s degree at the Adler Graduate School may take up to four additional courses at a discounted rate of tuition. More specifically, AGS graduates receive a 20% reduction in tuition if they wish to take additional courses. This opportunity helps alumni to stay current with their professional disciplines, to develop additional skills and areas of expertise, and/or to maintain an ongoing relationship with the Adler Graduate School.

**Workshops**

The Adler Graduate School is committed to helping AGS alumni, current students, faculty, staff and members of the broader professional community stay current in their respective professional disciplines and, in the process, participate in the life of the School. One way this is accomplished is through a program of workshops sponsored by the Adler Graduate School. More specifically, the Adler Graduate School hosts speakers addressing a variety of issues and themes through its Friday Workshops series. Once again, these professional forums are meant to facilitate ongoing professional development, participation in the life of the School and, most importantly, a dynamic learning environment that invites new ideas and professional activities.

**Adlerian Masters Events**

Together with the Adler Graduate School’s Student Association, AGS hosts low-cost/no-cost Adlerian Masters events approximately once each year. These events bring Adlerian Scholars to the Adler Graduate School. In the process, AGS students, alumni, faculty and staff, as well as community members, are exposed to both historical figures and contemporary leaders in Adlerian Psychology. Learning is enhanced, as are the Adler Graduate School’s visibility and contributions within the professional community and the community at large.

**Free Courses for Faculty, Staff and Board**

The Adler Graduate School provides incentives for faculty, staff and Board members to develop skills which simultaneously benefit them and the Adler Graduate School. For example, faculty, staff and Board members may take any AGS course or workshop at no charge. As a result, some persons making use of this incentive variously earn continuing education credits, certificates and/or advanced degrees.

***AGS publicly acknowledges the achievements of students and faculty in acquiring, discovering and applying knowledge***

The Adler Graduate School uses every public venue at its disposal to acknowledge the achievements of students and faculty in acquiring, discovering and applying knowledge. While AGS does not yet enjoy the visibility of some institutions of higher education, this is changing. In time, the Adler Graduate School and the Jim Ramstad Community Service Center which the School is actively developing will command more attention. More specifically, as the School works to find the intersection between community service and higher education and, in the process, begins to make more and more contributions to the community as it supplies the community with needed human resources, AGS will become a more familiar and trusted organizational citizen. For now, the Adler Graduate School recognizes the academic and scholarly achievements of students and faculty members through media such as the following publications and sources of information.

* AGS newsletter
* AGS web site
* Promotional materials featuring AGS’ Emphasis Areas and Specialty Area Programs
* Newspaper articles and advertisements
* Grant proposals

***Scholarship and research among AGS faculty and students creates knowledge and stimulates organizational and educational improvements***

Scholarship

Historically, the Adler Graduate School has been practitioner-oriented, employing faculty who are actively practicing in their respective disciplines and, as a result, effective in attracting students interested in practicing actively in the disciplines to which they aspire. In addition to this orientation to applied practice, in recent years, scholarship has increased among AGS faculty members and students. This has happened by plan.

Courses at the Adler Graduate School help students to critically evaluate and intelligently consume research. Assigned readings consistently integrate up-to-date research and most textbooks are grounded in research. Instructors introduce current issues and facilitate scientific discussions that complement Adlerian content. AGS also offers a Principles of Research course and a Statistics and Psychometrics course. In addition, AGS’ capstone requirement, the three-credit Master’s Project, requires that students display an understanding of research methods. Indeed, even before the introduction of the Master’s Project in 2005, for almost a decade, an increasing number of AGS students had been engaging in research projects as a way of fulfilling their capstone requirements.

Adler Graduate School faculty members engage in scholarly activities. In fact, as indicated earlier in this chapter, AGS has taken creative steps to facilitate and reward professional and scholarly activities through the School’s compensation plan. For example, AGS provides financial incentives for publishing articles and participating in other scholarly activities. Indeed, publications, professional presentations and other scholarly activities are all encouraged in a number of ways. As a result, scholarly activities have increased continuously among the School’s faculty members.

***A list of recent publications and AGS’ Faculty Compensation Plan are available for review in the HLC Team Resource Room***

**Core Component 4b – The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

***AGS provides educational experiences aimed at developing the attitudes and skills required for a life of learning in a diverse society***

**Promotion of diversity themes**

As stated repeatedly in this Self-Study Report, the Adler Graduate School is committed to preparing its graduates for service to an increasingly diverse community. This is particularly important in the fields of mental health and education where professionals have consistently struggled to meet diverse needs. Indeed, the Adler Graduate School has worked hard to take stock of the needs growing out of an increasingly pluralistic community and society, as a whole. As a result, representatives of the Adler Graduate School have concluded that the mental health and educational fields, as well as graduate programs that train persons for service in these professional domains, can do a much better job of serving the diverse needs of a rapidly changing society. In responding to this challenge, the Adler Graduate School has sought to find an appropriate and meaningful intersection between higher education and civic engagement.

The Adler Graduate School has taken a variety of steps to insure the preparation of its graduates for service to an increasingly diverse community. A summary of these steps appears below.

* AGS curriculum has been infused with diversity themes – each AGS course must include evidence of diversity themes.
* AGS has expanded its domain of practicum/internship sites to include many more inner city and first ring suburb sites.
* AGS implements a Partial Scholarship Program that, in part, requires recipients to complete part of their practicum/internship work in inner city or first ring suburb sites.
* AGS makes use of a standing Diversity Committee which helps to establish and oversee goals and objectives related to institutional diversity and the preparation of graduates for service to an increasingly diverse community.
* AGS has established, or is in the process of establishing, service centers for primarily low-income, uninsured and under-insured community members – these centers will simultaneously provide excellent training and services.
* AGS is in the process of establishing relationships with building tenants that provide services to a diverse community – these partnerships will be complementary to the character of AGS’ own educational programs and service centers and will provide additional training opportunities for AGS students.
* AGS has contracted with one of its faculty members to host bi-monthly “diversity conversations” with students, alumni, faculty and staff. These conversations are meant to stimulate thought and inspire activity concerning service to an increasingly diverse community – thereby facilitating participants’ ability to better serve their community.
* AGS faculty members and community members with expertise as it concerns diversity themes are compensated for presentations they provide as guest lecturers in AGS courses.

***AGS reviews the relationship between mission and the effectiveness of its programs***

Each of the human services programs presently being developed for the Jim Ramstad Community Service Center is directly related to the educational program currently being offered or planned by the Adler Graduate School. What is more, each of AGS’ educational programs and related services has been carefully considered against the backdrop of the School’s Vision and Mission Statements, and related mission documents. Ultimately, as these educational programs and related services are implemented, they will be assessed against this same backdrop; that is, the Adler Graduate School’s mission documents and the programmatic objectives these documents inform.

The Adler Graduate School’s mission documents inform the primary components of the School’s educational goals and objectives and are used in assessing the effectiveness of AGS’ programs. For example, the relationship between AGS’ mission documents and program effectiveness is assessed through: 1) AGS’ Board of Directors and the School’s standing and ad hoc committee structure; 2) Survey instruments used to gather data from constituent groups; 3) A variety of other direct and indirect assessment methods/strategies.

***AGS assesses how effectively its graduate programs establish a knowledge base on which students develop depth of expertise***

The Adler Graduate School assesses how effectively its programs provide students with a solid knowledge base and a depth of expertise. Criteria reflecting these knowledge bases and foundations of expertise have been developed, and methods and strategies for assessing their acquisition have been clearly identified.

More specifically, the Adler Graduate School has established clear criteria that define the knowledge bases and skills required for mastery of specific Emphasis Areas and Specialty Area Programs. As a result, every AGS Emphasis Area and Specialty Area Program is guided by the performance standards characterizing the profession or applied domain associated with individual program areas. These standards may emanate from state and national bodies, for example, and consistently offer clear direction. Ultimately, successful matriculation though AGS’ programs requires the completion of courses with clearly articulated learning objectives. In the case of AGS’ Master of Arts program, students must also complete a capstone exercise and an oral examination tied to clear performance standards and to the demonstration of a knowledge base identified by AGS faculty members.

***AGS demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity and social responsibility***

**Curriculum supports engagement**

The Adler Graduate School does, in fact, integrate curricular and co-curricular activities that support inquiry, practice, creativity and social responsibility. For example AGS’ curriculum consistently supports civic engagement. In fact, as stated, the Adler Graduate School’s fundamental objective is to prepare its students and graduates for service to an increasingly diverse community. Examples of AGS’ support for civic engagement appear below.

* Every AGS course is expected to address themes reflecting a diverse community.
* Every AGS course includes a component known as Special Project Time – this component allows for customization of student learning and is often used to facilitate community involvement.
* AGS’ capstone requirements have been modified to include more options for completing the Master’s Project – these options frequently find students engaged in various forms of community service.
* The Student Association has been encouraged to carry out distinctive community service projects.

***Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills, the capacity to exercise intellectual inquiry and effective preparation for continued learning***

The Adler Graduate School does, in fact, facilitate the acquisition of knowledge, a capacity for intellectual inquiry and a dedication to ongoing learning – and assessment activities address these objectives. Indeed, the acquisition of knowledge is fundamental to any course of study leading to professional status in the community. Toward this end, every AGS course has clearly identified learning objectives that articulate the depth and breadth of knowledge required for successful completion of individual courses. More specifically, the content of individual courses is organized in such a way that course-specific objectives are carefully pursued, teaching methods are chosen that ensure the effective delivery of course content, and course-specific assessment methods focus specifically on individual students’ relative mastery of unique course content and related learning objectives. Results of these assessment activities support the conclusion that AGS graduates achieve a depth and breadth of knowledge and skills.

Similarly, students’ capacities for intellectual inquiry are developed throughout their courses of study at the Adler Graduate School. For example, in addition to the content areas that distinguish individual courses, by design, every AGS course includes current research, diversity themes, ethics themes and elements of Adlerian Psychology. As such, AGS courses are designed to provoke thought and discussion concerning abstract concepts and new developments in the professional domains being studied.

The Adler Graduate School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy also requires completion of a distinctive capstone exercise; the Master’s Project. Combining research, experiential learning and integrative writing, the Master’s Project constitutes an excellent opportunity for intellectual inquiry and, more importantly, students’ development of a process for intellectual inquiry that can be utilized repeatedly, over time. Once again, as with learning objectives associated with individual courses, Master’s Projects are carefully reviewed and, along with the students completing them, subjected to an oral examination process. Results of these assessment activities support the conclusion that AGS graduates develop a capacity for intellectual inquiry.

The Adler Graduate School perceives an ethical responsibility to prepare students for continued learning. As such, in corresponding fashion, students are encouraged to make a commitment to their ongoing professional development and ongoing ethical development. A static orientation to one’s professional domain is strongly discouraged. One of the ways that AGS tangibly encourages ongoing professional development, for example, is through the School’s Friday Workshop series. Students, alumni, faculty, staff and community members alike take part in these workshops. At their conclusion, every workshop is carefully assessed as to its effectiveness and, ultimately, its suitability for being repeated. Results of these assessment activities support the conclusion that workshops facilitate AGS graduates’ ongoing professional development and, ultimately, their dedication to ongoing learning.

**Core Component 4c – The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

***Regular academic program reviews include attention to currency and relevance of courses and programs***

**Currency with Professional Boards’ Expectations**

The Adler Graduate School consistently calibrates its curricula against the expectations of the professional boards that ultimately license, register and/or certify AGS graduates. As such, AGS graduates are well-prepared for the examinations they might need to pass and, ultimately, the professional standards they will need to accommodate. The Adler Graduate School is also very attentive to state agencies and other bodies that monitor consumer needs and advise professional schools concerning best practices in training.

**Research Currency/Diversity Themes/Ethics/Adlerian Content**

As indicated previously, each course taught at the Adler Graduate School is organized according to a common syllabus template. While this template leaves ample room for unique course content, teaching methods and assessment methods, it also provides for common ground across AGS courses. For example, every AGS course is expected to include the following elements: 1) Current research; 2) Diversity themes; 3) Themes reflecting ethical practices; 4) Principles of Adlerian Psychology.

**Relevance of Co-Curricular Programs**

The Adler Graduate School consistently reviews environmental factors as decisions are made about educational programs and their fit with the School’s mission and community needs. For example, the School’s decision to establish the Jim Ramstad Community Service Center was made in consultation with area civic and political leaders, and leaders in the human services field. Ultimately, the Jim Ramstad Community Service Center is consistent with the School’s mission documents and AGS’ desire to prepare students who are dedicated to serving the needs of an increasingly diverse community.

In keeping with its commitment to civic engagement and the careful analysis of community needs, in 2008, the Adler Graduate School established ad hoc committees to conceptualize a counseling/coaching center, a family education center and a therapeutic child care center. In 2009, the School established a fourth ad hoc committee to review possible adaptations in the curriculum AGS uses to train students for service in inner city and first ring suburb environments. As a result of these efforts, in August of 2009, AGS faculty, staff and administrators determined that the School should move beyond ad hoc committees and that a more specific planning process should begin for the Jim Ramstad Community Service Center’s Family Center; a Family Center that will include a Counseling/Coaching Center, a Family Education Center, an Art Therapy Center, and a School Counseling Center. The Art Therapy Center and the School Counseling Center were selected as the programs that would be planned and implemented first. In September 2009, separate teams focusing on these two centers were assembled and planning was initiated.

***Learning opportunities, goals and outcomes include a focus on the skills and professional competence essential to a diverse workforce and on the display of social responsibility, and document that graduates have gained the skills and knowledge they need to function in diverse local, national and global societies***

Access, Equity, Diversity

Many students enter the Adler Graduate School with the intention of building upon their undergraduate work in areas such as mental health and education. Others are already practicing in the professional area where they wish to receive additional training and require only specific coursework in order to complete licensure requirements. Still other students enter AGS with an intention to change career paths and use AGS as a way of continuing their education and practical training.

The Adler Graduate School adheres to the HLC’s Statement on Access, Equity, and Diversity and that Statement’s primary tenants: 1) Diversity enriches higher education; 2) A diverse environment prepares students to live and work in a pluralistic society; 3) Institutions must create and maintain environments that encourage sensitivity to diversity and discourage insensitivity to same; 4) Institutions must create and maintain policies, practices and guiding principles that facilitate a diverse institutional environment.

Social Equality and Social Interest are core components of Adlerian Psychology. Alfred Adler believed that healthy persons embrace these values in their relationships with others and the broader community. As such, these values are woven into the mission, curriculum and, ultimately, the administration of the Adler Graduate School. As a result, the mutual respect and cooperation that characterize relationships at AGS make the School an attractive choice among diverse groups of people.

The Adler Graduate School is an equal opportunity educator and employer. AGS’ Catalog and Student and Faculty Handbooks contain non-discrimination statements. In addition, the School is committed to providing equal education and employment opportunities in accordance with all applicable State and Federal laws regarding equal education and employment. The School does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, physical or mental disability, age, marital status, military status, public assistance status or any other classification protected under applicable law. This non-discrimination policy applies to the employment of staff and faculty, the admission and treatment of students, and to the operation of all educational and service programs.

**Diversity – Detailed**

Over time, the Adler Graduate School has worked hard to increase the diversity of its staff, faculty and student population. While the School has generally achieved a diversity profile that matches the State of Minnesota, a clear commitment has been made to building upon this foundation as AGS endeavors to serve the needs of an increasingly diverse community. As such, AGS will continue to implement Diversity and Marketing Plans that include strategies for achieving an increasingly diverse educational environment.

***AGS’ Diversity and Marketing Plans are available for review in the HLC Team Resource Room***

The Adler Graduate School takes part in the Integrated Postsecondary Education Data System (IPEDS). As of December 2009, data reported to the IPED System indicate that 64 students, or approximately 16% of AGS’ current student population, were foreign-born students and/or students of color. A little as three years ago, the Adler Graduate School was serving 12 students of color and/or foreign-born students. Indeed, as AGS seeks to train an increasingly diverse student body, the School has begun to admit an increasing number of persons of color and/or foreign-born students. Of the 64 students of color and/or foreign-born students enrolled in December of 2009, 35 were African American, 17 were Asian American, five were Latino, four were Native American, two were African and one was Japanese. As of December 2009, the other 84% of the Adler Graduate School’s student population was comprised of Caucasian persons from the United States.

Other data also confirm the Adler Graduate School’s dedication to serving an increasingly diverse student body. For example, as of December 2009, approximately 80% of AGS’ students were female. In addition, many AGS students identify with Gay, Lesbian, Bisexual, Transgender or Questioning (GLBTQ) communities. All age groups are represented among AGS students. Finally, AGS’ facilities are handicapped accessible and the School’s faculty and staff actively accommodate the needs of persons with disabilities or other challenges – whether these needs take the form of a physical disability, difficulty processing information or another condition that might otherwise constitute an impediment to learning.

AGS’ curriculum and internship sites have also become increasingly diverse in recent years. For example, the curriculum already includes a course in the area of multi-cultural counseling. In addition, two other multi-cultural courses and two courses in the area of gerontology are currently being developed. Courses and practicum/internship opportunities in the areas of addictions and attention deficits and hyperactivity disorders are already being offered and speak to unique problems, lifestyles and disabilities. As such, diversity is served. Clearly, the content of AGS’ courses reflects the community’s growing diversity and, as a result, many AGS students are now being trained in, and will eventually work in, highly diverse professional settings.

The Adler Graduate School is committed to making sure that its curricula are useful to students living and working in a global, diverse, and technological society. In fact, the School’s mission documents clearly call for a level of community embeddedness that profoundly affects students and their overall integration with society. Simply put, the Adler Graduate School is committed to training its graduates for service to an increasingly diverse and pluralistic society. In one way or another, all of the School’s resources are focused on this objective.

**Internship Partners – Promoting Preparedness for Diversity**

Perhaps the best example of the Adler Graduate School’s commitment to serving diverse local, national and global societies is its relationships with a wide array of practicum/internship sites and community partners. Consistent with the Adler Graduate School’s commitment to preparing students for service to an increasingly diverse community, in recent years, a concerted effort has been made to expand relationships with a diverse group of community partners. For example, AGS’ practicum/internship program now includes more than 150 community partners, at any point in time; many of which provide services in the inner city and/or first ring suburbs.

In addition, the Adler Graduate School will likely soon partner with Hennepin County’s human services system, via the Jim Ramstad Community Service Center. More specifically, the County will likely rent approximately 20,000 square feet of space and bring 125 staff persons to the Ramstad Center. Over time, this partnership will result in exceptional social services for area residents, as well as meaningful training opportunities for AGS students. The Adler Graduate School is also pursuing a relationship with New Horizon Academy via a therapeutic child care center that may be located on the basement level of the Jim Ramstad Community Service Center. These partnerships will complement the service centers for primarily low-income persons that AGS plans to implement via its Family Center. Each of these partnerships – whether inside or outside of the Adler Graduate School and the Jim Ramstad Community Service Center – will provide students with opportunities to serve an increasingly diverse community.

***Curricular evaluation involves alumni, employers and other external constituents who understand the relationships among the courses of study, the currency of the curriculum and the utility of the knowledge and skills gained***

 The Adler Graduate School enlists a broad variety of constituents in the process of evaluating its curriculum. In addition to students, faculty and staff, these constituents include alumni, employers and the organizations that host AGS internship/practicum students. Examples of curriculum evaluations that tap the perspective of AGS’ constituents are listed below.

* AGS alumni are surveyed at least every five years, and usually more frequently. Among other things, alumni are asked to evaluate the Adler Graduate School’s curriculum.
* AGS students, faculty and staff are also surveyed regularly as to their points of view on the School’s curriculum and related programs and services.
* AGS representatives frequently talk with organizations that hire AGS graduates. While these conversations have not been standardized (i.e., survey) in recent years, they do provide input into AGS’ ongoing efforts to keep course content and the School’s overall curriculum current and substantive.
* Adler Graduate School representatives have ongoing contact with state regulatory boards, other graduate schools and community experts, in general. These ongoing relationships provide excellent checks and balances as it concerns the evaluation of the Adler Graduate School’s curriculum and the relative currency, substance and overall utility of course content and resulting skill sets.
* The Adler Graduate School consistently receives evaluations of individual students’ performance from representatives of internship/practicum sites where these students are working. These evaluations constitute some of the most precise data available to AGS Clinical Instructors and faculty members as it concerns the relationships between AGS courses, the currency of curriculum and the overall utility of the knowledge and skills gained through AGS’ educational programs.
* AGS surveys representatives of practicum/internship sites in an effort to assess the effectiveness of AGS’ students and the best ways to prepare AGS students for practicum/internship responsibilities.

***AGS supports creation and use of scholarship by students***

The Adler Graduate School seeks to provide students with an academic environment that promotes scholarship among faculty members and students, and among alumni as they actively contribute to their professional disciplines and the community on a post-graduate basis. More specifically, while at AGS, students are encouraged to display scholarship in a variety of ways. Examples of strategies used at the Adler Graduate School to facilitate scholarship among students are listed below.

* AGS courses consistently include current research and materials designed to inspire discussion and activities focused on contemporary issues and the growing edges of specific content areas, in general.
* AGS courses each include a 30-hour, Special Project Time component and, as such, are constructed so as to facilitate customized scholarship among students.
* AGS faculty members encourage students to submit articles for publication, and sometimes co-author publications with students.
* AGS faculty members encourage students to present their ideas and work at professional conferences.
* AGS faculty and staff encourage students to develop degree plans that will facilitate their pursuit of doctoral-level training.
* Master’s Project guidelines have been crafted so as to encourage students’ scholarship through unique contributions to the knowledge base in specific fields, program development in critical needs areas, and theory building in the human services arena.

***Faculty expect students to master the knowledge and skills necessary for programs of applied practice***

The highest aspiration among Adler Graduate School faculty and staff members is that the School’s programs and services ultimately serve the needs of the community and, thus, add value to the community. As such, so as to ensure and protect the interests of AGS students and the community members who will ultimately make use of AGS graduates’ services, AGS faculty and staff expect that students will master the knowledge and skills necessary for applied professional practice and, subsequently, monitor this expectation through tangible assessment activities. Examples of assessment strategies used by the Adler Graduate School’s faculty and staff to monitor AGS students’ acquisition of critical knowledge and skills are listed below.

* Every AGS course includes assignments that are evaluated against key, course-specific learning objectives.
* National standards are used whenever available to guide the construction of AGS courses and overall curriculum.
* AGS faculty and staff have identified the key elements of knowledge bases and skill sets necessary for effective practice. These key elements distinguish both Adlerian and mainstream knowledge bases and skill sets.
* Site Supervisors who oversee AGS students in internship/practicum sites assess students’ applied skills.
* AGS Clinical Instructors monitor students’ acquisition of knowledge through internship groups.
* AGS Clinical Instructors monitor students’ applied skills by directly observing students delivering actual services.
* AGS Didactic Instructors monitor students’ development of appropriate professional demeanors and identities.

**Core Component 4d – The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly**

***AGS’ academic and student support programs, and AGS’ policies and procedures, contribute to the development of the skills and attitudes that are fundamental to the responsible use of knowledge and to ethical conduct in research and instructional activities – and AGS provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students***

The Adler Graduate School provides support to ensure that the School’s students, alumni, faculty and staff acquire and apply knowledge responsibly. This is a hallmark of Adlerian

Psychology and one of the Adler Graduate School’s fundamental guiding principles; the pre-eminent principle being Social Interest. As indicated, in addition to relevant content, every AGS course is expected to include the following key components: 1) Current research; 2) Diversity themes; 3) Principles of best practices as they concern ethical standards; 4) Evidence of Adlerian principles.

The Adler Graduate School is indeed committed to the responsible acquisition and application of knowledge. For example, AGS follows a very specific set of policies and procedures in an effort to ensure the ethicality of its research and instruction. Examples of these policies and procedures are cited below.

* Separate Student and Faculty Handbooks that describe, among other things, standards for ethicality that students and faculty members, respectively, are expected to observe
* Ethical standards are discussed in specific core courses and in other AGS courses
* Human Subjects Review related to capstone projects
* Confidentiality standards governing the use of confidential information in classroom settings
* Conflict of Interest policies guiding the relationships that AGS faculty members, administrators, staff and Board members have with the School and its constituents (e.g., students)
* Policies governing the activities of Didactic Instructors

**Ethical standards**

Ethical standards related to professional activities are actively pursued and discussed at the Adler Graduate School. Indeed, AGS aspires to an institutional reputation characterized by the professionalism, ethicality and commitment to diversity and community service that its students, graduates, faculty members and staff display. Attentiveness to these standards has helped to build upon the Adler Graduate School’s stature in the community.

Representatives of the Adler Graduate School have worked to build the School’s reputation for ethicality. For example, in 2009, two persons who have served the School as both faculty members and administrators made a presentation to an international body concerning the intersection of ethics and the guiding principles of Adlerian Psychology. AGS faculty is also often asked to provide continuing education services, in the area of professional ethics, for local non-profit organizations and professional groups.

The Adler Graduate School also encourages its graduates to continue in their professional relationships with AGS faculty members and to use the Adler Graduate School as a post-graduate resource. More specifically, AGS graduates are invited to discuss challenges they face; including ethical challenges. As such, AGS graduates are frequently supervised and mentored – both formally and informally – by AGS faculty members.

**Conflict of Interest Policies**

The Adler Graduate School has clear conflict of interest policies that guide relationships among students, alumni, faculty, staff Board members and community partners. For example, AGS’ Student and Faculty Handbooks clearly identify the boundaries of student-faculty relationships. In addition, AGS regularly implements a conflict of interest policy with Board members, faculty members and AGS staff that is used to monitor potential conflicts between one’s responsibilities at the School and outside activities. More specifically, Board, faculty and staff members are given the opportunity to formally declare all possible conflicts of interest. This transparency allows possible conflicts to be openly discussed and resolved, as appropriate, with AGS administrators.

One good example of the Adler Graduate School’s attentiveness to potential conflicts of interest is the development of a policy related to practicum/internship opportunities provided by Adler Graduate School faculty members and Board members. An ad hoc committee comprised of an AGS Board member, an AGS faculty member and an AGS administrator came together in 2008 to develop a set of standards guiding practicum/internship relationships between AGS students and Board members or faculty members. These standards help to ensure that AGS students are never subject to exploitive, dual relationships.

***AGS’ Student and Faculty Handbooks, its overall conflict of interest policy and its policy concerning conflict of interest as it concerns practicum/internship activities are all available for review in the HLC Team Resource Room***

***AGS encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility***

 Once again, the highest aspiration of the Adler Graduate School’s Board of Directors, administrators, staff and faculty is that the School’s programs and services address community needs and, thus, contribute to the well being of the community. As such, representatives of the Adler Graduate School continuously encourage AGS faculty, staff, students and alumni to become actively involved in their communities as they conduct both their personal and professional lives. More specifically, both the Adler Graduate School’s curriculum and co-curricular activities in the community encourage the responsible integration of professional knowledge, the practice of social responsibility and the display of a social conscience. Examples of this commitment are listed below.

* By mission, the Adler Graduate School is driven to find ways to address community needs and supply the community with needed professional resources – particularly in the most under-served sectors of the community (e.g., AGS’ commitment to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community).
* The Adler Graduate School has established community partnerships (e.g., internship/practicum sites) with a variety of organizations, including those serving the inner city and first ring suburbs.
* Directors of the Adler Graduate School’s institutional units have been encouraged to forge relationships with organizations where AGS faculty and students can help to address pressing community needs (e.g., MCOL faculty and students consulting with organizations that would not otherwise be able to afford the consultation services faculty members and students provide).
* The Adler Graduate School’s Faculty Senate reviews prospective projects focused on community needs.
* The Adler Graduate School’s faculty members are supported in their efforts to address community needs (e.g., a faculty member was supported in her preparations for a mission trip to Central America).
* The Adler Graduate School’s Student Association is supported in its efforts to engage in pro-social, community-oriented activities.
* AGS faculty members are encouraged to be active in their communities – whether they be personal or professional communities (e.g., serving non-profit boards of directors, serving professional organizations, mentoring students and colleagues).

***AGS creates, disseminates and enforces clear policies on practices involving intellectual property rights***

The Adler Graduate School has a clear policy concerning intellectual property. With the help of policy examples from other institutions, AGS’ policy was developed by an ad hoc committee comprised of AGS faculty members and administrators. Subsequently, it was approved by the equally representative AGS Advisory Council.

***AGS’ policy concerning intellectual property is available for review in the HLC Team Resource Room***

**CHAPTER IV SUMMARY**

The Adler Graduate School is dedicated to the acquisition, discovery and application of knowledge. As Criterion Four requires, AGS “promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission”. As such, Chapter IV focuses on Criterion Four and the patterns of evidence reflecting AGS’ commitment to a life of learning and to the acquisition of the knowledge, applied skills, and intellectual curiosity and inquiry necessary for the ongoing development of individuals, communities and societies. Chapter IV also focuses on patterns of evidence reflecting AGS willingness to assess the usefulness of its programs for students who will live and work in an increasingly complex society, and on the ways AGS promotes and ensures the responsible, ethical use of knowledge.

In short, Chapter IV focuses on Criterion Four and the patterns of evidence reflecting the Adler Graduate School’s commitment to the acquisition, discovery and application of knowledge, as seen in the value AGS place on learning, the depth and breadth of the School’s educational programs, the diversity that AGS’ programs accommodate, and the levels of social responsibility and ethicality that the School’s programs inspire. By implication, Chapter IV also addresses the importance of sound planning and decision-making processes, and the School’s resulting ability to continue to accomplish its purposes and to strengthen its educational programs well into the future.

Representatives of the Adler Graduate School believe all applicable core components and expectations for accreditation related to Criterion Four have been satisfied and addressed. AGS demonstrates, through the actions of the School’s Board of Directors, administrators, students, faculty and staff, that it values a life of learning. AGS demonstrates that the acquisition of a breadth of knowledge and skills, and the exercise of intellectual inquiry, are both integral to the School’s educational programs. AGS assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society. Finally, AGS provides support to ensure that the School’s faculty, students and staff acquire, discover and apply knowledge responsibly.

**OBJECTIVES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion Four that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to assess its mission relative to the effectiveness of its programs and related services.**
* **AGS will continue to assess the currency and relevance of its programs and the courses comprising these programs.**
* **AGS will continue to assess its performance with regard to foundational values such as access, equity and diversity, and will continue to build upon this performance.**
* **AGS will continue to build upon its commitment to ethicality, community service, customer service and diversity.**
* **AGS will strive to display increasing levels of social responsibility as it trains an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.**
* **AGS will continue to build upon its foundation of community partners.**
* **AGS will continue to facilitate ongoing professional development among faculty, staff, alumni and students, and will lead the way in facilitating an attitude that makes ongoing development the personal and professional norm.**
* **AGS will continue to facilitate increasing levels of scholarship among faculty and students.**

CHAPTER V – CRITERION FIVE – ENGAGEMENT AND SERVICE

**“As called for by its mission, the organization identifies its constituencies and serves them in ways both value.”**

# INTRODUCTION

The Adler Graduate School honors its commitments and the expectations associated with these commitments. Obligations to internal constituencies and external publics are respected. That is, AGS is careful to accurately portray its capabilities within the community it serves. In describing these capabilities, the Adler Graduate School neither overstates nor understates them. Each of the documents describing the Adler Graduate School is crafted with full and candid disclosure, institutional integrity and ethicality in mind.

The Adler Graduate School honors its contract with students. Students are admitted according to clear criteria. Once admitted, they follow clear pathways toward their educational objectives. If problems occur along these pathways, AGS implements an equally clear problem resolution methodology.

The Adler Graduate School also honors its relationships with community partners such as the organizations providing practicum/internship sites for the School’s students. AGS representatives are in regular contact with representatives of practicum/internship sites. Expectations of both AGS and practicum/internship sites are clear and problem-solving efforts, whenever necessary, are accommodated. As a result, AGS students typically enjoy very constructive relationships during the applied, practicum/internship portions of their AGS careers.

As the Adler Graduate School has expanded both its enrollment and its educational programs, AGS continues to observe all appropriate standards. For example, as Emphasis Areas and Specialty Area Programs based on the Master of Arts Degree in Adlerian Counseling and Psychotherapy have matured, institutional honesty and integrity have been evident in all communications and program administration. In short, AGS continues to respect its obligations to constituents and the community overall.

The Adler Graduate School continues to enjoy an informal, but important, collegial relationship with the Adler School of Professional Psychology in Chicago. Early in the Adler Graduate School’s history, its Master’s degree was offered via a contractual relationship with the Adler School of Professional Psychology in Chicago. When AGS received separate accreditation, this formal relationship was discontinued. However, once again, a collegial relationship between AGS and the Chicago School remains in tact.

**Social Interest in Action**

As stated in other parts of this Self-Study Report, the Adler Graduate School seeks to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. In fact, AGS’ Board of Directors, faculty, staff and administrators believe the successful achievement of this objective, by institutions of higher learning, is essential to the health and well being of our contemporary society. On a more parochial level, representatives of the Adler Graduate School also believe the successful achievement of this objective is essential to the health and well being of the Adler Graduate School.

The Adler Graduate School encourages social embeddeness and the practice of social responsibility. These themes are an integral part of AGS’ mission and, as such, are always on the minds of AGS constituents. For example, AGS faculty, staff and administrators are expected to be deeply involved in their communities. Similarly, AGS students are expected to integrate themselves into their communities during their graduate school experiences and are strongly encouraged to do the same once they leave AGS. Social responsibility is discussed in the classroom and in other forums. Practicum and internship activities consistently reflect students’ and the School’s dedication to community and social responsibility.

**RECENT ACTIVITIES/FUTURE DIRECTIONS**

* + **AGS continues to be characterized by consistency and integrity in its practices and relationships with both internal and external constituencies.**
	+ **The ethicality of persons associated with AGS continues to be a strength.**
	+ **Policies and procedures guiding institutional practices have been strengthened.**
	+ **AGS’ reputation in the community is sound – respect for AGS is high among all constituent groups.**
	+ **AGS continues to make contributions within the human services field and within the broader community.**
	+ **AGS continues to demonstrate commitment to diversity and Social Interest, in general.**

**CORE COMPONENTS**

**Core Component 5a – The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

***AGS’ commitments are shaped by its mission and its capacity to support those commitments***

The Adler Graduate School’s Vision Statement is “Transforming society through Social Interest in Action” and its Mission Statement is “Training human services professionals to facilitate healthy and fulfilling lifestyles for people, organizations and communities through graduate education and community involvement.” Together with the School’s related core values and other mission documents, the Adler Graduate School’s Vision and Mission Statements are fundamentally tied to the community. Indeed, the Adler Graduate School’s mission documents compel the School into the community. In the end, the Adler Graduate School has displayed the capacity to support the commitments that are shaped by these mission documents. Examples of commitments shaped by AGS’ mission documents, that the School is presently in the process of honoring, are listed below.

* Representatives of the Adler Graduate School, including its Board of Directors, faculty and staff, believe that graduate schools training human service professionals and educators must do a better job of supplying the community with resources capable of addressing pressing community needs. As such, AGS is presently training an increasingly diverse student body for service to an increasingly diverse community.
* The Adler Graduate School is developing the Jim Ramstad Community Service Center in an effort to simultaneously provide low-income community members with critical human services and AGS students with increasingly profound learning experiences. Toward these ends, the Adler Graduate School has purchased a building that will serve the long-term needs of the both the School and the Ramstad Center.
* The Adler Graduate School has integrated itself into the life of the South Hennepin County community and particularly the City of Richfield. As such, community leaders have consistently been asked for their ideas as to how the Adler Graduate School might better serve the people and organizations comprising these communities.

***AGS’ practices periodic environmental scanning to understand the changing needs of its constituencies and their communities and outreach programs respond to identified community needs***

The Adler Graduate School learns from its constituents and puts these learnings into effect when implementing its mission. In fact, the Adler Graduate School has consistently integrated itself into the community so as to effectively plan and implement the School’s educational programs and other community services. Whenever the Adler Graduate School plans or reviews its programs and services, input is consistently taken from community members and community partners, in addition to students, alumni, faculty members and staff.

**Market Research**

The Adler Graduate School does not take a presumptuous approach to program development. Rather, representatives of the School methodically and respectfully survey needs, as described by key constituent groups, before decisions are made to move ahead with any new venture.

Indeed, the Adler Graduate School uses market research, in addition to input from its various constituents, when establishing curricula and other services. More specifically, when researching and developing new initiatives, information is carefully gathered and input is taken from a variety of sources, including data sources concerning marketplace trends, community partners, students, alumni, faculty members and staff. In part because of the Adler Graduate School’s methodical and conscientious solicitation and review of constituent input, initiatives undertaken by the Adler Graduate School have consistently been well-received and, as a result, have been successful.

As stated in other parts of this Self-Study Report, the Adler Graduate School is founded upon the principles of a psychological theory predicated on the concept of Social Interest. As such, the Adler Graduate consistently develops curricula and other services based on community needs. Indeed, AGS’ focus on community needs is mission-driven. In addition, this focus is embraced by AGS’ Board of Directors, faculty, staff, administrators, students, alumni and community partners. Examples of the Adler Graduate School’s proactive reliance on constituent input in developing curricula and other services appear below.

**Examples of initiatives based on both AGS’ mission and constituent input include:**

* New curriculum areas have consistently been preceded by market research
* Development of the Jim Ramstad Community Service Center and its various services based on consultation with representatives of Richfield, Minnesota, community partners, faculty, alumni, students and community members, in general
* Development and implementation of School Counseling Emphasis Area based on Minnesota’s shortage of Licensed School Counselors
* Development of Art Therapy Emphasis Area based on the growing demand for this skill set and the fact that there are no Art Therapy Programs closer than Chicago or Superior, Wisconsin
* Development of Coaching Certificates based on AGS’ perception that not everyone interested in counseling-type services is interested in psychotherapy and that the community requires alternatives to psychotherapy
* New curricula have consistently been calibrated against expectations of Minnesota’s Department of Human Services and state licensing boards – this attention to detail facilitates the ascension of AGS graduates to the professional statures they desire – development and implementation of AGS’ Marriage and Family Therapy Emphasis Area and Clinical Counseling Emphasis Area are good examples
* Development and implementation of AGS’ Management Consulting and Organizational Leadership Program based on complex organizations’ need for professionals who are trained to facilitate the psychological health of organizations and to facilitate emotional intelligence in those organizations
* The distance education proposal attached to this Self-Study document was catalyzed by an increasing number of inquiries by persons not living in the Twin Cities – including international students – who wish to enroll in AGS courses
* The distance education proposal was also catalyzed by representatives of the North American Society of Adlerian Psychology who hope the Adler Graduate School will become a flagship for training in Adlerian Psychology; indeed, a flagship that will make contributions well beyond the Twin Cities community
* Early stage development of Addictions Emphasis Area based on shortage of programs that simultaneously offer training in the areas of mental health and addictions
* Early stage development of expanded multi-cultural curriculum based on the shortage of training that addresses the needs of an increasingly diverse community
* Early stage development of gerontology curriculum based on the growing need for professionals trained to serve older persons and their loved ones
* Early stage development of counseling and spirituality curriculum based on the growing number of persons who seek counseling services that integrate spirituality themes

***AGS demonstrates attention to the diversity of the constituencies it serves***

**Diverse Student Population**

The Adler Graduate School enjoys a highly integrated relationship with the broader community. Because of this relationship, AGS has used a great deal of information provided by various constituents in planning and implementing its educational and community service programs. As a result, the Adler Graduate School has dedicated itself to preparing its students and graduates for service to an increasingly diverse community; a community where access to many of the services for which AGS students and graduates are trained has, unfortunately, been very uneven.

The Adler Graduate School’s dedication to training students and graduates for service to an increasingly diverse community has had a significant impact on the diversity of the faculty and student body. As one measure of the School’s dedication to diversity, as of December, 2009, 13% of AGS faculty members and 16 % of AGS students are persons of color and/or foreign-born. These percentages stand in contrast to data reported at the time of AGS’ last HLC Comprehensive Visit in December 2004 when 13% of AGS faculty members and 7% of AGS students were persons of color and/or foreign-born. In addition, 8% of all credits taught at AGS during the 2008/2009 academic year were taught by persons of color and/or persons from a country other than the United States. This percentage of credit hours taught will increase as some relatively new faculty members of color and/or from a country other than the United States build their roles with the Adler Graduate School. It is important to note that these figures concerning race and ethnicity do not capture the many other manifestations of diversity (e.g., disabled persons, GLBTQ persons) that AGS also embraces as the School trains its students and graduates, once again, for service to an increasingly diverse community.

As the Adler Graduate School seeks to better prepare its students and graduates for service to an increasingly diverse community, a more diverse group of students and faculty members has indeed seen fit to join AGS. In response to this pattern, a number of initiatives have been undertaken that facilitate the academic success of a more diverse group of students. These initiatives have been introduced in other parts of this Self-Study Report. For convenience, some of them are listed below.

* A more sophisticated advising program
* A more comprehensive program of orientation to the School, in general, and to practicum/internship activities, specifically
* A Partial Scholarship Program for persons with limited financial resources and a desire to work in inner city and first ring suburb environments
* A Writing Immersion course
* A more varied set of options for completing Master’s Project capstone requirements
* A more diverse group of community partners – including a large number of practicum/internship sites offering opportunities to serve inner city and first ring suburb environments
* Regular, guided discussions focused on a variety of timely diversity themes
* Every AGS course is expected to include diversity themes
* Institutional support for faculty members who bring guest lecturers into their classrooms to address diversity themes

**Advertising to Niche Markets**

In reaching out to a more diverse group of constituents, the Adler Graduate School has carefully established Diversity and Marketing Plans that facilitate this outreach. One component of these plans is the careful review and selection of print media. For example, the Adler Graduate School consistently advertises in newspapers dedicated to specific racial/cultural groups. Another example of the School’s outreach to niche markets is the care that is taken to nurture and maintain relationships with cultural and/or professional groups that would have a natural interest in one or more of AGS’ educational programs.

 ***Examples of the Adler Graduate School’s use of advertising with diverse audiences are available for review in the HLC Team Resource Room***

***In responding to external constituencies, AGS offers continuing education, outreach and customized training***

**Workshops**

As indicated in other parts of this Self-Study Report, the Adler Graduate School hosts a variety of workshops and special events aimed at integrating AGS students, alumni, faculty and staff with members of the community. For example, AGS’ Friday Workshops series has been actively addressing the continuing education needs of area mental health professionals for many years. More recently, since 2007, AGS has hosted Adlerian Masters events, in addition to guest lectures featuring prominent scholars. These low-cost/no-cost forums have consistently included community members whose relationships with the Adler Graduate School have subsequently grown deeper.

**Clinical Supervisor Training**

As indicated in Chapter II, in the discussion of Criterion Two, the Adler Graduate School has begun to offer a Clinical Supervisor Training course for prospective LMFT, LPC/LPCC and LICSW supervisors. This course will be offered at least once each year and will strengthen Minnesota’s system of clinical services, as a whole, by offering supervisory training to AGS alumni and other well-qualified, credentialed, post-graduate, human services professionals.

As the Adler Graduate School continues to seek opportunities to serve its professional community and the community, overall, AGS’ development of the Clinical Supervisor Training course serves as an outstanding example of this commitment. More specifically, several years ago, the Adler Graduate School became acutely aware of Minnesota’s uneven geographic distribution of trained clinical supervisors. Indeed, many parts of the State do not enjoy these important supervisory resources. While there may be an abundance of such resources in certain parts of the State (e.g., urban centers), there is an unmistakable deficit in rural areas and in some distinct demographic communities. The Adler Graduate School has sought to address these disparities by offering its Clinical Supervisor Training course.

The Clinical Supervisor Training course was developed in the context of the Adler Graduate School and, as such, upon its foundation of Adlerian principles. Because of this course’s Adler Graduate School venue, it may be particularly attractive to AGS graduates and other Adlerian-trained, post-graduate human services professionals practicing around the State. That said, the Clinical Supervisor Training course will be useful to mental health professionals from a variety of backgrounds. In addition, because of AGS’ growing capacity for distance education, the Clinical Supervisor Training course will eventually be accessible to human services professionals living and practicing outside of the metropolitan Twin Cities area. As such, this course will provide a valuable service for both Adlerian-trained, human services professionals and other professional clinicians interested in developing clinical supervision skills.

***The Clinical Supervisor Training course syllabus is available for review in the HLC Team Resource Room***

Family Education

The Adler Graduate School has an historical and philosophical commitment to family education. AGS seeks to provide families with opportunities to learn practical solutions to parenting challenges and family relationships. Through present course offerings and internship opportunities, AGS facilitates effective parenting, healthy families, well integrated communities and positive relationships, in general. In addition, once the Ramstad Center’s Miriam Pew Family Education Center is up and running, the Adler Graduate School’s contributions to health family life will be expanded.

**Core Component 5b – The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

The Adler Graduate School has both the capacity and commitment to engage with its constituents and community. This capacity and commitment have been amply displayed over time. Indeed, the active involvement of constituents in the life of the Adler Graduate School is one of AGS’ core values. The preparation of students and graduates for service to an increasingly diverse community – especially those parts of the community that have been under-served – constitutes another key objective. Consistent with the Adler Graduates School’s vision, mission, core values and related goals, objectives and strategies, the needs of AGS constituents and the community they share with the School have been a guiding force in the School’s development and implementation of its strategic plans.

***AGS’ structures and planning processes enable effective connections with external communities***

**Active Graduates**

The Adler Graduate School serves the community by graduating highly skilled mental health professionals, counselors, consultants and coaches. As stated previously, AGS offers the only Adlerian-based Master’s degree in the State of Minnesota. As of December 2009, 828 persons have been granted a Master of Arts Degree in Adlerian Counseling and Psychotherapy from the Adler Graduate School. What is more, it is believed that AGS has more alumni licensed by the State of Minnesota as Marriage and Family Therapists than any other school in Minnesota.

**Community Involvement (e.g., Richfield)**

The Adler Graduate School and representatives of the School are highly engaged with the community. This level of civic engagement is consistent with the School’s Vision and Mission Statements, as well as the expectations of the Adler Graduate School’s Board of Directors, Faculty Senate, staff and administration. Indeed, School administrators strongly encourage and support community service and civic engagement. For example, the Adler Graduate School has thoroughly integrated itself into the Richfield, Minnesota community.

The Adler Graduate School is viewed as an important citizen of Richfield and the South Hennepin County community. Since the spring of 2006, when the Adler Graduate School first moved to Richfield, representatives of the School have sought to integrate themselves into the life of the community and, in turn, community members have been invited to integrate themselves into the life of the Adler Graduate School. The results of these mutual efforts have been very positive. Examples of community involvement among AGS faculty and staff members, AGS students and AGS administrators are listed below.

* Once fully operational, the Jim Ramstad Community Service Center will provide upwards of 100,000 service contacts per year; primarily among low-income, uninsured and under-insured community members.
* AGS representatives have solicited input from Richfield and South Hennepin County residents regarding their needs and the services they would like to see assembled through the Jim Ramstad Community Service Center.
* AGS representatives have developed strong relationships with representatives of Hennepin County’s system of social services – the result of which is an ongoing effort to develop a Hennepin County service hub site in the Jim Ramstad Community Service Center – Hennepin County will likely be an anchor tenant of the Jim Ramstad Community Service Center and a key provider of social services for Hennepin County residents.
* AGS practicum students and interns presently log approximately 80,000 hours of community service annually.
* AGS faculty members routinely host practicum/intern students as an expression of their professional ethics and commitment to subsequent generations of human services professionals.
* An AGS administrator serves on the Richfield Community Council and serves as President of a local non-profit organization’s Board of Directors.
* AGS is a member of the Richfield Chamber of Commerce.
* AGS works cooperatively with Richfield community leaders, including the Mayor and the Richfield City Council – Mayor spoke at AGS’ 2008 commencement ceremony – Another prominent Richfield resident spoke at AGS’ 2009 commencement ceremony.
* AGS representatives have established effective working relationships with Richfield’s City Manager, as well as zoning and development officials
* AGS works cooperatively with the Superintendent of Richfield Public Schools.
* AGS collaborates with community partners on important initiatives and AGS faculty members play key roles in these initiatives (e.g., Storefront Group – a reputable provider of social services in the Richfield area; Warriors to Citizens Program – a program for returning veterans and their families; Pillsbury House – a program for uninsured persons in need of holistic health care services).
* Faculty members and students associated with AGS’ Management Consulting and Organizational Leadership Emphasis Area are becoming increasingly active in consulting with area non-profit organizations and small businesses so as to facilitate organizational health and, ultimately, effectiveness relative to organizational goals. Without these pro bono services, these organizations would otherwise have great difficulty acquiring/affording similar consultation services.

**Constituent Relations**

The Adler Graduate School depends on faculty, staff, students and alumni to actively participate in planning, program development and program evaluation processes. As such, representatives of each of these constituent groups are deeply involved in the Adler Graduate School’s standing and ad hoc committee structure. In addition, the Faculty Senate and Faculty Senate Executive Committee, the AGS Student Association, and the AGS Alumni Association each take an active hand in shaping the Adler Graduate School. This participation is not only welcomed, it is strongly encouraged and nurtured. Examples of AGS administrators’ encouragement of a highly participative management structure appear below.

* System of standing committees expanded in 2008 (i.e., Building and Grounds Committee and Diversity Committee established and Technology ad hoc committee became a standing committee) and 2009 (i.e., Finance and Marketing Committees became separate standing committees) so as to facilitate more participation in important areas of organizational life
* Ad hoc committees established to plan various services associated with the Jim Ramstad Community Service Center
* Academic Vice President attends virtually all Faculty Senate meetings and meets monthly with representatives of the Faculty Senate Executive Committee
* Academic Vice President, Admissions and Student Services Director and faculty representatives meet regularly with leaders of the AGS Student Association
* Academic Vice President and Admissions and Student Services Director have met with Alumni Association President in an effort to re-vitalize the School’s Alumni Association

***AGS’ educational programs and related co-curricular activities engage students, staff, administrators and faculty with external communities***

Community Contributions

Clearly, as confirmed by this Self-Study Report and its patterns of evidence – patterns that will be supplemented by documents assemble in the HLC Team’s Resource Room – the Adler Graduate School is committed to community service. In fact, AGS’ service orientation is reflected in its vision, mission, core values and associated goals, objectives and strategies. The School’s service orientation naturally derives from fundamental Adlerian values such as Social Interest and, once again, AGS’ students, faculty and staff are expected to display this orientation. One example of this orientation is the collective contribution made by AGS students through their practicum/internship activities. Five years ago, approximately 175 students participated in practica/internships each year; in effect, contributing approximately 25,000 hours of supervised community service (often with underserved populations) annually. Now, five years later, approximately 400 students participate in practicum and internship activities each year. These students work with approximately 150 different sites – many of which are located in inner city and first ring suburb settings – and contribute approximately 80,000 hours of supervised community service annually.

The Adler Graduate School’s practicum and internship sites do indeed offer AGS students the opportunity to make significant contributions of time and talent within their communities. More specifically, if 400 AGS students, on average, complete 500 hours of practicum and/or internship activities over a two and one half year period, this means that these students complete 80,000 hours of community service each year. If one attaches the modest value of $20/hour to these 80,000 hours, it quickly becomes clear that AGS students save schools and community organizations approximately 1.6 million dollars each year. This, of course, constitutes a very important contribution to the community, especially when one considers the fact that most of the organizations where AGS students serve are struggling in today’s economy, and are serving persons who, in many cases, are even more financially challenged.

 In addition to the Adler Graduate School’s relationships with practicum/internship sites, as indicated in other parts of this Self-Study Report, AGS is also engaged in partnerships with a variety of other community resources. For example, the Adler Graduate School works with local non-profit organizations to provide their staffs with continuing education resources. AGS has also established a sponsoring relationship with two charter schools – Watershed High School, a Waldorf School, and Lionsgate Academy, a school for children who display symptoms of autism. These sponsorships are required of charter schools by Minnesota law and, thus, are very helpful to Watershed School and Lionsgate Academy. AGS’ relationships with community resources constitute good examples of AGS’ Social Interest in action.

**Internship Upgrade**

The Adler Graduate School has sought continuous improvement in its practicum/internship program. This continuous improvement has facilitated stronger contributions to the community’s schools and service organizations. Examples of steps that have been taken to facilitate the improvement of AGS’ practicum/internship programs have been identified in other parts of this Self-Study Report. However, for convenience, some of these key steps are re-iterated below.

* Development of a Career Development Office to be opened in Fall 2010 – a new program director will lead this office and, among other duties, will oversee AGS’ practicum/internship program
* Development of a role for Director of Internship Development and Clinical Leadership Development
* Expansion of number/variety of practicum/internship sites
* Active communication with practicum/internship sites
* Assignment of an AGS liaison to each practicum/internship site
* Continuous improvement of resources AGS uses to communicate with students regarding practicum/internship opportunities
* Continuous improvement of student services offered AGS students as they move through practicum/internship program (e.g., orientation to practicum/internship requirements, support groups for students seeking practicum/internship opportunities)
* Ongoing work of AGS Clinical Instructors as they strengthen internal processes of oversight for practicum/internship activities

**School Counseling Outreach**

One very interesting way the Adler Graduate School is reaching out to its community is through the work of the School Counseling Emphasis Area. Indeed, the very origins of the School Counseling Emphasis Area lie in Minnesota’s shortage of School Counselors. In fact, AGS’ School Counseling Emphasis Area was established, in part, because of the fact that Minnesota consistently ranks behind virtually every state with regard to its ratio of K-12 students to Licensed School Counselors. Presently, Minnesota ranks forty-ninth.

In implementing the Adler Graduate School’s School Counseling Emphasis Area, representatives of this program have successfully forged relationships with a variety of schools and school systems. For example, AGS has developed relationships with two of Minnesota’s most sophisticated school systems, as it concerns school counseling services; the Hopkins School District and the St. Paul School District. In turn, AGS’ School Counseling students have had a very positive impact on the children and youth attending these schools.

Over time, representatives of the School Counseling Emphasis Area intend to develop a model for training School Counselors that helps increasing numbers of children and youth to receive professional school counseling services. More specifically, AGS’ model will help to efficiently address the daunting student to school counselor ratios in states like Minnesota. In the process, the community, and its children, youth and families, will be better served.

***AGS’ physical, financial and human resources support effective programs of engagement and service***

**Board of Directors Commitment to Civic Engagement**

The Adler Graduate School’s Board of Directors helps to keep the School grounded in its community. This is extremely important as the Board, along with AGS administrators, charts a course for the School in relationship to the community, and makes important decisions concerning the allocation of precious human, financial and physical resources. Like any effective Board of Directors, the Adler Graduate School’s Board members display critical skill sets and are representative of key constituent groups. As such, AGS’ Board of Directors has been assembled with community leadership in mind.

**Resources Support Civic Engagement**

The Adler Graduate School has dedicated human, financial and physical resources to activities facilitating civic engagement and community service. More specifically, planning processes that precede the development of strategic plans and related decisions concerning the allocation of resources have consistently supported civic engagement and service. Examples of AGS’ use of human, financial and physical resources to support community integration have been cited in other parts of this Self-Study Report. However, for convenience, some of these examples are reiterated below.

* Physical resources have expanded through the purchase of a building and development of the Jim Ramstad Community Service Center.
* Physical resources have been dedicated to services that will be based in the Jim Ramstad Community Service Center, including a variety of clinical, family support and social services for primarily low-income, uninsured and under-insured persons.
* Physical resources have been allocated for the expansion of curriculum that will support higher levels of community engagement (e.g., curriculum focusing on training students and graduates for service to an increasingly diverse community).
* Financial resources have been dedicated to the development of the Jim Ramstad Community Service Center.
* Financial resources have been dedicated to the development of curriculum supporting increasing levels of community involvement, and to the human resources necessary for delivering this curriculum.
* Human resources have being assembled that will support the programs and services of the Jim Ramstad Community Service Center and the delivery of curriculum facilitating increasing levels of community involvement among students and graduates.

**Building Acquired**

As stated in other parts of this Self-Study Report, in 2006, the Adler Graduate School began renting space in what is now the 60 thousand square foot building known as the Jim Ramstad Community Service Center. The Adler Graduate School took ownership of this building in September 2009. It is now home to the Adler Graduate School and the Jim Ramstad Community Service Center, which AGS oversees.

**Majority of Faulty are Clinicians**

Another way the Adler Graduate School’s supports and encourages civic engagement and service is through the professional activities of its faculty members. Virtually all AGS faculty members are actively practicing in the areas they teach. This level of applied, professional activity among AGS faculty members constitutes a rich resource for both students and the community. The benefits derived from this practical experience are abundant.

Faculty members teaching in AGS’ Marriage and Family Therapy and/or Clinical Counseling Emphasis Areas are actively providing psychotherapy services; persons teaching in the School Counseling Emphasis Area are experienced School Counselors; persons teaching in the Art Therapy Emphasis Area are practicing Art Therapists; faculty members teaching in the Management Consulting and Organizational Leadership Emphasis Area are actively working with organizations and the leaders of organizations; and persons teaching Coaching through one of the Adler Graduate School’s Specialty Area Programs are busy providing Coaching services in the community. Once again, the benefits AGS students and the community derive from AGS faculty members’ ongoing professional activities and experiences are abundant.

**Core Component 5c – The organization demonstrates its responsiveness to those constituencies that depend on it for service**

***Responsiveness to constituencies – Overview***

The Adler Graduate School is responsive to those constituents who depend on the School for service and leadership in important areas where the School is qualified to lead. In displaying this responsiveness and leadership, the School actively collaborates with other organizations, community leaders and community partners. In the process, the Adler Graduate School displays its sensitivity to community needs and the unique needs of the School’s students. Examples of ways the Adler Graduate School is responsive to its constituents have been cited in other parts of this Self-Study Report. However, for convenience, some of these examples are reiterated below.

* A variety of student services have been developed or expanded that facilitate the academic success and professional objectives of an increasingly diverse student body – as a result, AGS is making progress on its goal of preparing more and more students and graduates for service to an increasingly diverse community.
* In developing the Jim Ramstad Community Service Center, AGS representatives have developed close working relationships with representatives of Richfield, Hennepin County, community organizations and the philanthropic community. Ultimately, in time, AGS representatives will also develop close relationships with families living in and around the Jim Ramstad Community Service Center.
* The Adler Graduate School has been so responsive to community needs that the Richfield Community Council and the Richfield City Council have each voted to endorse letters of support for the Adler Graduate School and its development of the Jim Ramstad Community Service Center.
* Grants have been sought that facilitate the development of AGS’ educational and community service programs and, in turn, benefit area residents and organizations.
* Representatives of the Adler Graduate School’s Management Consulting and Organizational Leadership Emphasis Area are becoming more active in consulting with area non-profit organizations looking to build upon their planning capabilities and better organize their strategic planning efforts – for example, representatives of MCOL have consulted with the Dakota County Community Action Council on the development of a plan aimed at fundamentally re-organizing their social services programs and the delivery of these programs.
* AGS has been flexible in its transfer policies, without sacrificing academic integrity – the result of this flexibility has been the matriculation of an increasingly diverse student body that will, in time, provide services to a broader cross-section of community residents.

***Collaborative ventures exist with other higher learning organizations and education sectors***

**Articulation Agreements with Other Institutions**

The Adler Graduate School has established articulation agreements with a number of area institutions. These agreements are meant to facilitate collaboration with other institutions; especially as it concerns the admission and enrollment of other institutions’ students to the Adler Graduate School and, similarly, the admission and enrollment of AGS graduates to other institutions’ doctoral-level programs. Some of the institutions with whom the Adler Graduate School has established articulation agreements are listed below.

* Arts Institute International – Minnesota
* Capella University
* College of Visual Arts
* Minnesota School of Business

**Charter School Sponsorships**

As stated previously, the Adler Graduate School reaches out to its community through the sponsorship of charter schools; particularly schools that serve unique student populations. This is a good fit for the Adler Graduate School for a number of reasons. For example, AGS trains educators via its School Counseling Emphasis Area. In addition, before joining the Adler Graduate School, AGS’ long-time President, Dr. Dennis Rislove, was a K-12 superintendent for 28 years. Most importantly, community service is compelled by the Adler Graduate School’s mission documents. Many charter schools have approached the Adler Graduate School about sponsorship. The schools AGS has chosen to sponsor are listed below.

* Watershed School – a high school focused primarily on the arts
* Lionsgate Academy – a fast-growing school primarily for students with some form of autism

**Pillsbury House and Warriors to Citizens**

In an effort to address community needs, in 2007, the Adler Graduate School entered into a relationship with Northwestern Health Sciences University. As such, AGS students, alumni and a faculty representative are actively participating in two projects; Pillsbury House and Warriors to Citizens. The Pillsbury House initiative is focused on providing health care services for low-income, uninsured and under-insured Minneapolis residents. Similarly, the Warriors to Citizens initiative is focused on providing health care services for returning service men and women, and their families. To date the Pillsbury house initiative has been much more successful than the Warriors to Citizens initiative. In both cases, representatives of the Adler Graduate School offer mental health services and administrative skills as their contributions to the collaboration.

***AGS’ transfer policies and practices create an environment supportive of the mobility of learners***

 The Adler Graduate School’s transfer policies support the mobility of learners. In an increasingly mobile society, institutions of higher education have been challenged to find high-integrity ways of working with students who may have begun their academic work in other institutions. Similarly, institutions have also needed to work cooperatively with students who wish to leave an institution’s own educational programs for those offered in other institutions. Either way, whether students are entering or leaving an institution, it is incumbent upon that institution – if the institution is performing responsibly – to work cooperatively with those students. Again, a mobile society demands this spirit of cooperation if students are to find their places in the workforce. It should not be forgotten, however, that even as transfer policies are predicated on cooperation among institutions, they must also be consistent with the highest standards of academic rigor. That is, in the end, degrees and certificates that are ultimately awarded must be substantive and, just as importantly, add value to the community and be consistent with community members’ best interests.

The Adler Graduate School has clearly defined and adopted transfer policies and procedures. These policies and procedures are meant to facilitate students’ professional objectives and the work of colleagues in other institutions who are variously sending transfer students to or receiving transfer students from the Adler Graduate School. Likewise, these policies and procedures are also meant to ensure that a degree or certificate awarded by the Adler Graduate School is truly a reflection of the School, and can be responsibly claimed as a product of the Adler Graduate School.

***The Adler Graduate School’s transfer policies and procedures are available for review in the HLC Team Resource Room***

***Community leaders testify to the usefulness of the organization’s programs of engagement and these programs are sought after and valued by civic and business leaders***

**Capital Campaign – Partnerships/Relationships/Visibility**

As stated in other parts of this Self-Study Report, since 2007, the Adler Graduate School has been engaged in a capital campaign to support the purchase of its building and the development of the Jim Ramstad Community Service Center. As often happens when an organization conducts a capital campaign, new relationships are forged, old relationships are strengthened and visibility, overall, increases. This has clearly been the Adler Graduate School’s experience.

The Adler Graduate School’s capital campaign has indeed brought increased visibility to the Adler Graduate School. However, because of the Adler Graduate School’s long standing commitment to high quality educational programs and services, the School’s students, graduates, educational programs and services are sought after and valued by civic and business leaders. AGS students consistently receive stellar reviews from site supervisors at internship/practicum sites where they serve, and AGS graduates are ultimately known for the contributions they make in organizations and schools throughout the community, as well as the throughout the United States and beyond. In addition, services that will be offered through the Adler Graduate School (and, in time, the Jim Ramstad Community Service Center) are embraced by representatives of the communities in which they will be offered. Examples of relationships that have been forged or strengthened, visibility that has been heightened and community support for the Adler Graduate School’s students, graduates, educational programs and services are listed below.

* Relationships with representatives of Richfield have been strengthened (e.g., Richfield Community Council, Richfield City Council, Richfield Mayor, Richfield City Manager) – secured the written endorsements of the Richfield Community Council, and the Mayor of Richfield and Richfield City Council
* Local civic leaders have written individual letters of support for the Adler Graduate School and the Jim Ramstad Community Service Center
* Local human services administrators have written letters of support describing the benefits their agencies (and persons served by those agencies) have experienced because of the contributions of AGS students and graduates
* Relationships with representatives of Hennepin County have been strengthened – developing partnership with Hennepin County – a source of social services for area residents and the likely lead tenant in the Jim Ramstad Community Service Center
* Developing partnership with New Horizon Academy – a source of therapeutic child care services for area residents and another likely tenant in the Ramstad Center
* Developing partnership with The Storefront Group, a reputable non-profit organization that will likely contribute administrative leadership for the Adler Graduate School’s Family Center
* Relationships with members of Minnesota’s philanthropic community have been strengthened
* Visibility of the Adler Graduate School via the Jim Ramstad Community Service Center has increased, in general
* Increased visibility has helped AGS to establish an increasing number of relationships with practicum/internship sites

***Letters of support from the Richfield Community Council, Richfield Mayor and City Council, civic leaders and human services administrators are available for review in the HLC Team Resource Room***

***AGS’ programs of engagement give evidence of building effective bridges among diverse communities and community partnerships are based on shared educational, economic and social goals***

**Service Centers, Hennepin County and New Horizon Academy**

As state in other parts of this Self-Study Report, in an effort to serve the broader community and provide students with opportunities to integrate themselves into their respective communities, the Adler Graduate School is establishing the Jim Ramstad Community Service Center. AGS’ educational programs have expanded and five integrated service programs are being planned. These programs include a Family Center with four programs, including a Counseling/Coaching Center, the Miriam Pew Family Education Center, a School Counseling Center and an Art Therapy Center. The fifth service program, in a much more rudimentary stage of development, is a pre-school Therapeutic Child Care Center.

Each of these service programs will offer training opportunities for Adler Graduate School students and are meant to serve low-income, uninsured/under-insured persons. In the end, these service programs will be completely consistent with the Adler Graduate School’s mission in that AGS and the Jim Ramstad Community Service Center are committed to training students for service to an increasingly diverse community; especially those parts of the community that have been largely under-served as it concerns access to human services such as mental health care.

In addition to the expanded classroom and applied learning opportunities that AGS is developing, the Ramstad Center has also catalyzed rich, deep relationships with prospective community partners such as Hennepin County and New Horizon Academy. As stated, Hennepin County will likely bring approximately 125 staff members and a variety of social services to the Jim Ramstad Community Service Center and the residents of Richfield and Hennepin County. Similarly, if New Horizon Academy joins forces with the Adler Graduate School and the Ramstad Center, a much needed, pre-school Therapeutic Child Care Center will become available to residents of Richfield and southern Hennepin County.

***AGS’ partnerships and contractual arrangements uphold the organization’s integrity***

 The Adler Graduate School has established partnerships and contractual relationships that uphold the School’s integrity and are consistent with mission documents that have been adopted. In fact, each of the Adler Graduate School’s partnerships and contractual arrangements is closely tied to and, indeed, inspired by one or more of the School’s educational programs and/or related services. That is, the Adler Graduate School does not engage in programming and service delivery, or relationships that are tied to programming and service delivery, that are extraneous to the School’s mission and the integrated activities these documents are meant to engender. This standard characterizes all aspects of the Adler Graduate School and its activities – whether those activities emerge from the School’s educational programs or its related community services.

**Core Component 5d – Internal and external constituencies value the services the organization provides.**

***AGS’ evaluation of services involves the constituencies served***

**Assessment of Students/Alumni**

The Adler Graduate School consistently and continuously assesses its students and alumni in the context of the community. Examples of assessment in this context appear below.

* Students’ performance in practicum and internship sites is evaluated by both site supervisors and AGS faculty members
* AGS maintains close relationships with representatives of practicum and internship sites so that, based on the needs of those organizations, adaptations in the training and preparation of AGS students can be made, as appropriate
* Alumni performance on licensure exams is evaluated against a backdrop of professional standards and the performance of students graduating from comparable institutions

**Changes Based on Needs Expressed**

The Adler Graduate School listens intently to its community; whether that is the internal community (e.g., students, faculty, staff) or the external community. AGS perceives the ideas and concerns expressed by community members to be vital to the vision and mission of the School and, ultimately, vital to the health and well being of the community. As such, planning activities that the Adler Graduate School engages in, and resource allocation decisions that are subsequently made, are directly influenced by the ideas and concerns expressed by community members.

***AGS’ facilities are available to and used by the community***

**Use of Facility**

The Adler Graduate School has consistently sought new ways to serve the community. This includes opening the School’s doors to groups that need meeting space. The Adler Graduate School has indeed opened its physical plant to the community and, as a result, a variety of community and professional organizations have used the School for meetings. As the Jim Ramstad Community Service Center continues to mature, the community’s use of space overseen by the Adler Graduate School will only increase. Policy has been established to guide outside parties’ use of space overseen by the Adler Graduate School. Examples of groups hosted by the Adler Graduate School appear below.

* Richfield Community Council
* Minnesota Charter School Association
* Consortium of graduate schools collaborating on practicum/internship activities
* Consortium of graduate schools collaborating on financial aid activities
* Consortium of charter school sponsors
* Consortium of schools/organizations seeking to serve returning veterans and their families

***The Adler Graduate School’s Room Use Policy is available for review in the HLC Team Resource Room***

***AGS provides programs to meet the continuing education needs of licensed professionals in the community***

As indicated in other parts of this Self-Study Report, the Adler Graduate accepts the ethical responsibility of helping credentialed human services professionals and other interested persons to stay current in their respective professional domains. More specifically, AGS helps to facilitate the ongoing competency of its graduates and other members of the professional community through activities such as those listed below.

* Friday Workshop series
* Consultation provided to non-profit organizations and their staff members by AGS faculty members (e.g., continuing education in the area of professional ethics, primers in identifying and addressing specific types of mental illness)
* AGS’ Faculty Senate spends most of the time allocated for all-faculty meetings focusing on the continuing education needs of faculty members – particularly as it concerns the ongoing maturation of teaching methods
* The Adler Graduate School and Student Association co-sponsor special events which bring internationally-known Adlerian scholars to the School as speakers. Students, alumni, faculty, staff, representatives of internship/practicum sites and community members are all invited to these events

CHAPTER V SUMMARy

The Adler Graduate School is dedicated to engagement and service. As Criterion Five requires, “as called for by its mission, AGS identifies its constituencies and serves them in ways both value”. AGS learns from the constituencies it serves, AGS has the capacity and commitment to engage with its constituencies, AGS is responsive to constituencies that depend on the School for services, and AGS’ internal and external constituencies value the School’s services.

The Adler Graduate School’s strategic planning and Self-Study processes have included a comprehensive review and updating of policies. In the process, the consistency of policies and related procedures has been reviewed, effectively facilitating and ensuring consistency and institutional integrity. As a result, the Adler Graduate School’s policies and procedures and the School’s relationships with both internal constituencies and external publics are characterized by clear communication, honesty, ethicality and respect for the commitments that have been made.

By reviewing and, ultimately, ensuring the integrity of the Adler Graduate School’s practices and relationships, AGS has strengthened its foundation for ongoing growth and development. The roles and responsibilities of the School’s various constituencies have been clarified and integrated and the School has re-confirmed the importance of its foundational Adlerian values.

In summary, the Adler Graduate School strives to demonstrate integrity in its practices and relationships. Once again, as a result, the School’s relationships with both internal constituencies and external publics are characterized by institutional honesty, integrity, ethicality and respect for the commitments that have been made. What is more, as part of this institutional identity, the Adler Graduate School is committed to increasing its diversity in all areas of activity.

Representatives of the Adler Graduate School believe all applicable core components and expectations for accreditation related to Criterion Five have been satisfied and addressed. Once again, as stated above, AGS learns from the constituencies it serves and the School does indeed analyze its capacity to serve constituents’ needs and expectations. AGS has the capacity and commitment to engage with its constituencies and communities. AGS demonstrates its responsiveness to the constituencies that depend on the School for service. Finally, both AGS’ internal and external constituencies value the services the School provides.

**OBJECTIVES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion Five that will be pursued as the Adler Graduate School moves forward include:**

* + **AGS will continue to methodically and conscientiously pursue its stated mission.**
	+ **AGS will continue to engage in environmental scanning as it plans for the future.**
	+ **AGS will continue to facilitate diversity in all its activities.**
	+ **AGS will continue to embed itself in its community.**
	+ **AGS will continue to facilitate its students’ embeddedness in the community.**
	+ **AGS’ use of human, financial and physical resources will support civic engagement and community service.**
	+ **AGS will continue to pursue collaborative relationships with community partners and other graduate schools.**
	+ **AGS will continue to implement transfer policies that facilitate the professional destinations of mobile learners.**
	+ **AGS will strive to establish increasing levels of support for the community it serves through its educational programs and related services.**
	+ **AGS’ assessment activities will increasingly involve the School’s constituents.**
	+ **AGS will continue to makes its physical plant available for community activities.**
	+ **AGS will continue to develop its programs of continuing education for faculty, staff, alumni, students and community members.**
	+ **AGS will continue to be characterized by consistency and integrity in its practices and relationships with both internal and external constituencies.**
	+ **The ethicality of persons associated with AGS will continue to be a strength.**
	+ **Policies and procedures guiding institutional practices will be continuously strengthened.**
	+ **AGS’ reputation for civic engagement will continue to grow – AGS will continue to make positive contributions within the human services field and the broader community.**
	+ **AGS will continue to demonstrate a strong commitment to diversity and Social Interest, in general.**

### Chapter VI – Institutional Snapshot – Adler Graduate School

**INTRODUCTION**

Consistent with the Higher Learning commission’s (HLC) directives, the purpose of the Adler Graduate School’s (AGS) “Institutional Snapshot is to give the Evaluation Team a basic impression of the organization’s overall scope and nature of operations during a specified time frame preceding the on-site visit”. This Institutional Snapshot has been constructed using the Higher Learning Commission’s outline, as it applies to the Adler Graduate School’s focus on graduate-level instruction.

***Data and information provided in response to this outline are complemented by documents including IPEDS data and audit results which are both appended and available for review in the HLC Team Resource Room.***

***AGS Vision and Mission Statements***

**Vision Statement**

Transforming society through Social Interest in Action

**Mission Statement**

Training human services professionals to facilitate healthy and fulfilling lifestyles for people, organizations, and communities through graduate education and community involvement

***Adler Graduate School History***

Alfred Adler, an Austrian physician, one of the pre-eminent psychiatrists of the 20th Century and

a noted opponent of Adolf Hitler, taught that the mental health of individuals, families and organizations is inextricably linked to the health of society.

In keeping with Adlerian theory, the Adler Graduate School provides exceptional training at the Master’s level for students who wish to make contributions in the areas of Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership, Coaching and other related human services fields.

In 1969, the Alfred Adler Institute of Minnesota (AAIM) was incorporated as a 501(c)(3) organization and began offering training in the area of Adlerian Psychology. In 1991, the Institute was accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to offer a Master of Arts Degree in Adlerian Counseling and Psychotherapy. In 2004, the name of the School was changed to the Adler Graduate School. Over 800 students have earned a Master’s degree from the Adler Graduate School and approximately 400 students are currently enrolled at AGS. Many more students have earned certificates through AGS’ Specialty Area Programs or completed courses and workshops in other areas of interest. As such, over 900 students have earned a Master’s Degree or otherwise accomplished their educational objectives while at the Adler Graduate School.

***CURRENT PROGRAMS***

The Adler Graduate School is accredited to offer a Master of Arts Degree in Adlerian Counseling and Psychotherapy, with six Emphasis Areas. Each Emphasis Area is based on AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy and each Specialty Area Program leading to a certificate is based on Adlerian Individual Psychology. AGS’ courses and programs are specifically designed to accommodate the busy schedules of working adults. Classes are generally held in the evenings and on weekends. As time goes on, more and more daytime classes are being offered.

**Emphasis Areas:**

* [Marriage and Family Therapy](http://www.alfredadler.edu/academics/mft/index.htm)
* [Clinical Counseling](http://www.alfredadler.edu/academics/clinicalcounseling/index_cmhc.htm)
* [School Counseling](http://www.alfredadler.edu/academics/schoolcounseling/index.htm)
* Art Therapy
* [Management Consulting and Organization Leadership](http://www.alfredadler.edu/academics/mcol/index.htm)
* [Non-Clinical Adlerian Studies](http://www.alfredadler.edu/academics/nonclinicaladlerian/index.htm)

**Specialty Area Programs:**

* [Personal and Professional Life Coaching](http://www.alfredadler.edu/academics/lifecoaching/index.htm)
* [Coaching and Consulting in Organizations](http://www.alfredadler.edu/academics/cco/index.htm)
* [Parent Coaching](http://www.alfredadler.edu/academics/parentcoaching/index.htm)

***Future Planning***

The Adler Graduate School is planning to add two Emphasis areas during the 2010/2011 academic year – an Addictions Emphasis Area and an On-Line Adlerian Studies Emphasis Area. Other Emphasis Areas are also being considered. In addition, AGS will likely add a Specialty Area Program, leading to a certificate in the area of Business Coaching.

The Adler Graduate School is also in the process of developing the Jim Ramstad Community Service Center, a collection of services that will complement AGS’ educational programs. As such, the Ramstad Center will simultaneously benefit community residents in need of human services and facilitate the training of AGS students. Service centers and expanded programming associated with the Jim Ramstad Community Service Center will be phased in between 2010 and 2013. A combination of rental fees, philanthropic contributions, program fees, government contracts and, of course, tuition and fees will help to support the Ramstad Center. The Jim Ramstad Community Service Center will include the service centers and expanded programming described below.

* An out-patient Counseling/Coaching Center for individuals, couples, families and groups, focusing on acute mental health needs.
* A Family Education Center, serving low- to moderate-income families in the areas of parent education, early childhood development, financial literacy, care for elderly family members, and healthy family life, in general.
* A School Counseling Center, preparing students for traditional school counseling tasks (e.g. oversee academic performance, help prepare for post-secondary education), as well as non-traditional challenges related to K-12 students’ mental health, family life and social skills needs.
* An Art Therapy Center, providing services to persons who wish to use art as a means of working through problems and issues.
* A Pre-School Therapeutic Child Care Center, offering programs focusing on school readiness and effective parenting; this initiative can only be completed provided a partner organization can be found.
* Expansion of AGS’ curriculum, the number of course offerings and student enrollment.
* Space for collaborating organizations and complementary services.

**INSTITUTIONAL SNAPSHOT -- DETAILED**

* 1. ***Student Demographic Headcounts***

**Introduction**

The Adler Graduate School’s student population has grown at a rate of about 20% per year for the last three years. All AGS students are graduate students. Historically, excluding pre-1990 students (the majority of whom became graduates of the Adler School of Professional Psychology in Chicago), current students, persons who were admitted to the Adler Graduate School but never began classes, persons who took a courses as students-at-large but were never formally admitted to the School, and applicants who were not admitted to the School, since 1990, the Adler Graduate School has worked with 972 students – 934 students of who have completed a Master’s degree, a certificate and/or licensure preparation. As such, 934 of 972 students have completed their educational objectives; constituting a 96.1% completion rate.

***Additional data concerning student demography are available in IPEDS reports appended and available in the HLC Team Resource Room.***

1. **Undergraduate Enrollments – Not Applicable**
2. **Undergraduate Students by Degree Seeking and Non-Degree Seeking Status – Not Applicable**
3. **Graduate/Professional Students by Degree Seeking and Non-Degree Seeking Status**

See IPEDS reports.

1. **Age Range of Undergraduate Students – Not Applicable**
2. **Number of Students by Residency Status**

Among current students, 410 are residents of the State of Minnesota, five are residents of other states and six are non-United States residents.

* 1. ***Student Recruitment and Admissions***

**Introduction**

The Adler Graduate School has customarily accepted a high proportion of applicants as a matter of philosophy. However, many prospective applicants are screened out based on the conversations they have with AGS’ Director of Admissions and Student Services. More specifically, AGS’ Director of Admissions and Student Services consistently communicates very clearly and candidly with prospective applicants concerning the correspondence between the Adler Graduate School’s programs and the prospective applicants’ own academic backgrounds, professional backgrounds and professional objectives. As a result of these candid conversations, prospective applicants frequently choose to not apply. Others may decide to take a course or two at AGS or another institution as a student-at-large in an effort to further evaluate their interest in applying for admission to the Adler Graduate School.

Most applicants who do choose to apply for admission to the Adler Graduate School ultimately satisfy the School’s traditional admission standards (i.e., undergraduate degree from an accredited institution, 3.0 GPA, supportive references, clear goal statement, successful interview, prerequisite credits). The reasons for AGS’ admission patterns are clear and intentional.

For students who do formally apply to the Adler Graduate School, a philosophy has been adopted that finds representatives of the School often willing to offer a chance to prospective students who are on the edge of the School’s traditional admission standards. Once again, as indicated above, prospective applicants who might otherwise not have been admitted to the School, had they formally applied, have already been screened out through individualized conversations with AGS’ Director of Admissions and Student Services. As such, the remaining pool of students who formally apply to the School for admission is typically very strong. Another reason for the Adler Graduate School’s comfort with its comparatively liberal admissions philosophy is that AGS students customarily begin the applied/practical portion of their respective curricula early on. This allows students (and faculty) to determine, early on, if an individual student’s course of study is a good fit for her/him – well before a great deal of time and other personal resources have been expended.

Yet another reason for the Adler Graduate School’s current admissions philosophy is the School’s commitment to working with an increasingly diverse student body. Indeed, as stated repeatedly in other parts of this Self-Study Report, the Adler Graduate School wishes to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. As such, the admissions processes and admissions caps that AGS implements must reflect a balance between the consistently high standards that AGS embraces and flexibility.

1. **Number of Applications, Acceptances, and Matriculations**

Over the years, the Adler Graduate School has worked with essentially three groups of students, including: 1) Students who matriculated through the Adler School of Professional Psychology in Chicago, as the Adler Graduate School pursued independent accreditation through the Higher Learning Commission; 2) Students who began work with the Adler Graduate School and become inactive, but have not formally withdrawn from the School; 3) Students who were formally admitted to the Adler Graduate School and whose statuses are clear. Each of these three groups is described below.

**Adler School of Professional Psychology Students**

In the early 1980s, the Adler Graduate School began to offer graduate-level courses under the authority of the Adler School of Professional Psychology in Chicago. While students completed most of their courses in Minnesota (often with faculty members from the Chicago School), their degrees were awarded by the Adler School of Professional Psychology. Unfortunately, the pre-1990 data concerning these students is not as reliable as data from 1990 forward. This is because student data from 1990 forward have been computerized and, as such, can be assembled and analyzed with greater ease and sophistication. Prior to establishing, in 1990, the data system that AGS continues to use, approximately 40 local students earned graduate degrees under the umbrella of the Adler School of Professional Psychology in Chicago.

**Adler Graduate School Students Who Have Become Inactive**

Approximately 230 students have begun their work at the Adler Graduate School but, because of their inactivity as students, have been officially coded as “inactive”. Many such students become inactive because of life circumstances that prevent continuous progress toward their educational and professional objectives. However, because of AGS’ active outreach to these students and their own resolution of circumstances that prevented their progress, many of these students return to the Adler Graduate School and resume their studies.

**Adler Graduate School Students Whose Statuses Are Clear**

Outside of the students described above, the Adler Graduate School has worked with or is in the process of working with 1478 students or applicants whose statuses are clear. These are persons who have been associated with the Adler Graduate School since 1990 and, as such, the data concerning them are reliable. These 1478 students’ statuses are listed below.

* 427 current students
* 63 students who were admitted but did not begin their work
* 8 applicants who were not admitted
* 8 students who were not formally admitted to AGS after taking a course or courses as a student-at-large
* 934 students who completed their educational objectives (i.e., MA degree, certificate, licensure preparation)
* 35 students who left AGS before completing their identified educational objectives
* 3 students who were administratively withdrawn from AGS

The group of 1478 students described above can be understood in the following manner. If one does not include current students, students who were admitted to AGS but never began their work, applicants who were not admitted, and students who only worked with AGS as a student-at-large, then 972 students remain. Of these 972 students, 35 left AGS before completing their educational objectives and three were administratively withdrawn from AGS. Thus, 38 students did not complete their educational objectives – leaving 934 students who completed a Master’s degree, a certificate and/or licensure preparation. As such, 934 of 972 students completed their educational objectives, constituting a 96.1% completion rate.

1. **Standardized Test Scores – Not Applicable**

***3. Financial Assistance for Students***

**Introduction**

In general, approximately 85% of AGS students receive federal financial aid; 87% of AGS students receive some form of financial assistance if resources such as tuition waiver and loans for veterans are included. Detailed data concerning AGS’ use of financial assistance are provided below.

1. **and B. Percentage of Students Applying for Financial Assistance and Number of Students Receiving Financial Assistance/Percentage of Student Body by Category**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Fall 2008** | **Fall 2009** |  |  |  |
|  |  |  |  |  |  |
| Total Enrollment | 261 | 305 |  |  |  |
| Applied for financial aid – total | 207 | 237 |  |  |  |
| Received financial aid – total | 204 | 234 |  |  |  |
| Applied for financial aid |  |  |  |  |  |
| (percentage of total enrollment) | 79% | 78% |  |  |  |
| Received financial aid |  |  |  |  |  |
| (percentage of total enrollment) | 78% | 77% |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| M.A. candidates | 232 | 265 |  |  |  |
| Applied for financial aid - M.A. | 198 | 228 |  |  |  |
| Received financial aid - M.A. | 195 | 225 |  |  |  |
| Applied for financial aid |  |  |  |  |  |
| (percentage of total M.A.) | 85% | 86% |  |  |  |
| Received financial aid |  |  |  |  |  |
| (percentage of total M.A.) | 84% | 85% |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Non-degree Seeking | 29 | 40 |  |  |  |
| Applied for financial aid - Non-degree | 9 | 9 |  |  |  |
| Received financial aid - Non-degree | 9 | 9 |  |  |  |
| Applied for financial aid |  |  |  |  |  |
| (percentage of total Non-degree) | 31% | 23% |  |  |  |
| Received financial aid |  |  |  |  |  |
| (percentage of total Non-degree) | 31% | 23% |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Financial Assistance by Type |  |  |  |  |  |
| (percentage of total enrollment) |  |  |  |  |  |
| Loans | 72% | 73% |  |  |  |
| Work-study | 0% | 0% |  |  |  |
| Scholarships/Grants\* | 7% | 6% |  |  |  |
| Academic Based Merit Based Scholarships\*\* | 0% | 1% |  |  |  |
|  |  |  |  |  |  |
| \*Scholarships/Grants are funds that have no academic qualifications except being an enrolled student in good standing. Examples include AGS Tuition Waivers/Discounts, the Minnesota Indian Scholarship Program, MN State Services Program, MN State Services for the Blind, and Veteran’s Benefits. |
|  |  |  |  |  |  |
| \*\*Academic Based Merit Based Scholarships require and academic or other merit-based evaluation. Examples include AGS scholarships and the Bush Foundation Fellowship.  |
|   |

1. **Tuition Discount Rate**

The Tuition Discount Rate for Fall 2008 was 63.25% and the Tuition Discount Rate for Fall 2009 was 52.6%.

***Spread sheets reflecting tuition waivers for Fall 2008 and Fall 2009 are available for review in the HLC Team Resource Room***

1. ***Student Retention and Program Productivity***

**Introduction**

As indicated in the Introduction to this Self-Study Report and the Student Demographic Headcounts and Student Recruitment and Admissions sections of this Institutional Snapshot the Adler Graduate School’s retention rate is outstanding. For example, as of December 2009, excluding current students, AGS records indicate that 934 of 972 students who have enrolled and taken courses at the Adler Graduate School have completed their educational objectives, for a 96.1% completion rate. As of December 2009, another 421 students were enrolled at the Adler Graduate School and, thus, in the process of completing their work.

1. **Undergraduate Student Retention – Not Applicable**
2. **Graduate/Professional Degrees – By Race/Ethnicity**

Thirty-five students earned graduate degrees during the 2008/2009 academic year. As such, the 2008/2009 IPEDS report appended to this Self-Study Report describes these graduates. The 2009/2010 IPEDS report is also appended but does not include students who will be awarded graduate degrees at the Adler Graduate School’s May 2010 graduation ceremony. Among students who received graduate degrees during the 2008/2009 academic year, 27 are women and eight are men. All 35 graduates from the 2008/2009 academic year are white.

***IPEDS Reports are appended and available for review in the HLC Team Resource Room***

1. **Graduates by College/Program**

All AGS students who completed there educational objectives did so in the area of “Psychology/Social Sciences & Services”.

1. **Pass Rates for Licensing Examinations**

One good example of pass rates achieved by graduates of the Adler Graduate School is the rates pertaining to performance on the written examination taken by aspiring Marriage and Family Therapists. Based on the most recent data available through Minnesota’s Board of Marriage and Family Therapy, on average, AGS graduates correctly answered 73.09% of the questions on the national exam for Marriage and Family Therapy, the test required for Marriage and Family Therapy licensure in Minnesota and most other states. The State average for correctly answered questions was only 70.92%. Approximately 21% of all Licensed Marriage and Family Therapists in Minnesota are AGS graduates. As such, taking all Minnesota LMFTs into consideration, it is believed that more have earned their degrees from AGS than from any other institution in the State, including the University of Minnesota, the University of St. Thomas, St. Mary’s University and Argosy University. In addition, four of the 15 LMFTs identified as bilingual on the Minnesota Board of Marriage and Family Therapy’s website are AGS graduates, and 20 of the 89 persons listed as approved supervisors are AGS graduates.

1. ***Faculty Demography***

**Introduction**

The Adler Graduate School currently employs 60 faculty members. Based on a formula that combines salaried hours and credits taught, ten of AGS’ 60 faculty members are currently considered to be full-time; five of those full-time faculty members are doctoral-level, four are Master’s-level and one is a Master’s-level candidate. Ten of AGS’ 60 faculty members are Core-level, seven members are Associate-level and 43 faculty members are Adjunct-level. Four additional faculty members have been awarded Emeritus status. One Emeritus Faculty Member is deceased; the other three are doctoral-level persons.

Sixteen of the Adler Graduate School’s 60 faculty members are doctoral-level and seven are presently doctoral-level candidates. Forty-two faculty members are Masters-level (including the seven doctoral-level candidates) and one member is a Master’s-level candidate. The last AGS faculty member is a vey specialized, undergraduate-level instructor who serves as a back-up instructor for the School’s Writing Immersion course.

Thirty-three of AGS’ 60 faculty members are female and 27 are male. Eight members of the Adler Graduate School’s faculty are from communities of color and/or countries than the United States. Additional detail concerning the composition of the Adler Graduate School’s faculty is provided below.

1. **Faculty – Full-Time/Part-Time – by Highest Degree**

Ten members of the Adler Graduate School’s faculty are considered full-time. Five are doctoral-level faculty members, four are Master’s-level and one is a Master’s level candidate. One full-time, Master’s-level faculty member is a doctoral-level candidate. Of the 50 remaining, part-time faculty members, 11 are doctoral-level, six are doctoral-level candidates, 38 are Master’s-level (including the six doctoral-level candidates) and one is an undergraduate-level member.

1. **Faculty – Full-Time/Part-Time – by Race/Ethnicity, Gender and Rank**

Once again, ten members of the Adler Graduate School’s faculty are considered full-time and 50 are considered part-time. Among full-time members, one is from a country other than the United States, five are female, six are Core status, three are Associate status and one is Adjunct Status. Among AGS’ 50 part-time faculty members, seven are from communities of color and/or countries other than the United States, 28 are female, four are Core status, four are Associate status and 42 are Adjunct status.

1. **Faculty by College/Program**

All AGS faculty members teach in the areas of “Psychology/Social Sciences & Services”.

1. ***Availability of Instructional Resources and Information Technology***

**Introduction**

The Adler Graduate School has substantially expanded its technology resources during the past five years – since the School’s last Comprehensive Visit in December 2004. In fact, the Adler Graduate School’s substantive growth and maturation, overall, is perhaps best epitomized by the School’s development of its technology resources. To insure its ongoing technology capacity, the Adler Graduate School’s standing Technology Committee has established a schedule to guide the periodic purchase/replacement of all necessary technology resources.

The Adler Graduate School’s current physical resources – in the form of its technology resources – are sufficient to accomplish the School’s vision, mission, core values and related goals, objectives and strategies. Another improvement in AGS’ physical resources, of course, has been the acquisition of a new educational site. The development of the Adler Graduate School’s technology resources is summarized below. It is described in more depth in especially the Physical Resources section of this Self-Study Report’s second chapter and through supporting documents that are available for review in the HLC Team Resource Room.

1. **Technology Resources**

**Investment in Technology Revenues – Overview**

One way the Adler Graduate School ensures that students are prepared for a technological society is by monitoring its own technological capacity. This monitoring task is overseen by the School’s standing Technology Committee. The Technology Committee was spawned by AGS’ former Finance and Marketing Committee (now two separate committees – i.e., Marketing Committee and Finance Committee) in January 2007. At that time, the Technology Committee was established as an ad hoc committee charged with the task of examining technology needs associated with a rapidly expanding student body. In 2008, after an unusually long-term status as an ad hoc committee, the Technology Committee was installed as an essential, standing committee.

The Technology Committee, both in its ad hoc iteration and, now, as a standing committee, has been an important influence on the Adler Graduate School’s technological maturation. Among its many contributions to the School, the Technology Committee has overseen the continuous development of Media Center and classroom technology, choosing and implementing administrative and accounting software, preparation for the delivery of educational programs through distance education methods, and the improvement of telecommunications. Perhaps most importantly, the Technology Committee has developed a set of guidelines for systematically reviewing and augmenting (through continuous re-investment) the Adler Graduate School’s technological resources.

The Adler Graduate School has also strengthened its effective use of technology outside of the Media Center and classrooms. For example, in 2008, the School purchased SONIS software to facilitate administrative functions including, among other things, course registration, admissions, other Registrar activities and communications with students, in general. A Moodle learning platform for distance education has also been established

The Adler Graduate School has also upgraded its accounting software. In 2009, the School’s accounting needs and the resources available to address these needs were carefully reviewed by AGS’ Business Operations Director. As a result, General Ledger software was purchased, resulting in an increased capacity for monitoring the Adler Graduate School’s financial health.

**Media Center and Related Resources**

The Adler Graduate School’s on-line library resources, bookstore and computer resources are consolidated in a single location, the Robert Bartholow Media Center, effectively maximizing student and faculty access, as well as security. The AGS Media Center is open during business hours and whenever classes are being conducted. For students seeking information from outside resources, AGS subscribes to a variety of on-line collections of scholarly literature. Presently, AGS has relationships with two such services, with access to over 6,000 journals and other sources of professional literature. The School also hosts an on-line archive of older Adlerian journals on its website, in connection with a grant AGS received from the North American Society of Adlerian Psychology. This grant allowed AGS to digitize and make accessible these items, which have since been published. To support research and other educational activities related to library resources, AGS has also established a computer lab with twelve computers and high-speed DSL internet access.

Students at the Adler Graduate School are also eligible to obtain borrowing privileges (primarily for books) at the University of Minnesota libraries. They may also use on-line resources from the University of Minnesota if they are on-site using University of Minnesota computers, photocopy materials or the Copy Center.

The University of Minnesota’s libraries (at least those of principle interest to AGS students) are fewer than ten miles from the AGS campus and, as part of a large institution, include resources that are both substantial and diverse. In fact, the University of Minnesota’s libraries constitute one of the largest collections in the world. Thus, between the materials available on-site at AGS, the School’s on-line resources, and complementary resources available at the University of Minnesota, AGS students have regular and dependable access to the resources needed to complete their studies.

Access to the Adler Graduate School’s on-line library resources continues to expand and AGS students and faculty members are familiar with these resources. A listing of AGS’ on-line library resources appears in Chapter II of this Self-Study Report.

In evaluating the Adler Graduate School’s Media Center resources, it is important to note that the School is primarily a practice-oriented institution. That is, while there are scholarly requirements in the curriculum, the School’s educational programs focus primarily on theory and application. As such, AGS’ faculty is primarily comprised of practicing therapists, school counselors and consultants, and the students attracted to AGS are typically interested in becoming therapists, school counselors and consultants. In light of this emphasis, as well as students’ ready access to materials from the University of Minnesota, AGS representatives believe the School’s Media Center meets the needs of students and faculty.

**On-Line Bookstore**

The Adler Graduate School does not operate an on-campus bookstore but, instead, has contracted with MBS Direct, one of the largest direct-to-student textbook distributors in the country. MBS Direct was developed to help schools like AGS improve their textbook services. MBS Direct maintains a current list of the courses offered at the Adler Graduate School and their required texts. Students may access the on-line, virtual bookstore through AGS’ own website: [www.alfredadler.edu](http://www.alfredadler.edu/), or through the MBS Direct website. MBS Direct can be accessed 24 hours a day, seven days a week, and textbooks are shipped directly to students. Students also have the opportunity to purchase used texts and to sell used books back to MBS Direct.

**Classroom Technology**

The primary technological need in the Adler Graduate School’s classrooms is audio and video equipment. Because AGS focuses on clinical theory and techniques, recordings of therapeutic sessions, student sessions and scholarly productions are often utilized in the classroom. AGS has the necessary audio equipment, video equipment and PowerPoint technology to adequately meet faculty and student needs in this regard.

Computer equipment (including Internet access) is available and is utilized for instruction. Computer resources, including personal computers and printers, are located in the Adler Graduate School’s Media Center. Students may use these resources to accommodate their research, word processing, e-mail and Internet-related needs. Basic training in the use of these resources is available for students and faculty, and AGS’ Media Center Coordinator is always available to assist students on a one-to-one basis. AGS’ computers are installed with software, including Microsoft Word, Excel and PowerPoint.

1. ***Financial Data***

**Introduction**

The Adler Graduate School carefully tracks financial data. As with the School’s growth and maturation with regard to technology resources, AGS has also substantially developed and expanded its capacity for tracking and managing its financial health. Information concerning the Adler Graduate School’s annual budgets and, more specifically, its related revenues and expenses is summarized below.

1. **Actual Unrestricted Revenues**

|  |  |  |
| --- | --- | --- |
|  | Year Ended June 30, 2009 | Year Ended June 30, 2008 |
| Tuition and Fees |  $ 2,420,762  |  $ 1,942,140  |
| State/local Appropriations |  -  |  -  |
| Denominational Income |  -  |  -  |
| Investment and Annuity Income |  (11,183) |  (3,401) |
| Contributions |  41,165  |  477  |
| Auxiliary |  -  |  -  |
| Other |  80,312  |  20,392  |
| Total |  $ 2,531,056  |  $ 1,959,608  |
|  |  |  |
|  |  |  |
| 1. **Actual Unrestricted Expenses**
 |  |  |
|  | Year Ended June 30, 2009 | Year Ended June 30, 2008 |
| Instructional/Departmental/Library |  $ 947,021  |  $ 665,222  |
| Student Services |  218,455.00  |  213,888.00  |
| Operation and Maintenance of Plant |  202,776  |  172,922  |
| Administration |  646,978  |  622,456  |
| Fundraising |  197,816  |  219,343  |
| Auxiliary |  -  |  -  |
| Other |  -  |  -  |
| Total |  $ 2,213,046  |  $ 1,893,831  |
|  |  |  |

1. **Shortfalls**

The Adler Graduate School’s financial condition is strong and continues to grow stronger. No revenue shortfalls were experienced during the last two years.

***Annual audit reports are appended and available for your review in the HLC Team Resource Room***

**Chapter VI Summary**

The Adler Graduate School has used an outline provided by the Higher Learning Commission and documents that are appended and/or available for review in the HLC Team Resource Room to construct an Institutional Snapshot that efficiently introduces Consultant/Evaluators to the School and its key components. Among other things, representatives of the Adler Graduate School have assembled data and information concerning Student Demographic Headcounts; Student Recruitment and Admissions; Financial Assistance for Students; Student Retention and Program Productivity; Faculty Demography; Availability of Instructional Resources and Information Technology; and Financial Data. Collectively, these data and information, along with documents that are appended and/or available for review in the HLC Team Resource Room, provide a pattern of evidence that demonstrates the Adler Graduate School’s institutional health.

### CHAPTER VII – FEDERAL COMPLIANCE INFORMATION – ADLER GRADUATE SCHOOL

**INTRODUCTION**

The Adler Graduate School respects and supports the Higher Learning Commission’s obligation to monitor individual institutions’ compliance with federal regulations pertaining to higher education. Furthermore, the Adler Graduate School respects the fact that the Higher Learning Commission must periodically adapt existing policies and adopt new policies as it guides affiliated institutions toward higher of levels of compliance with federal legislation. In short, the Adler Graduate School is committed to complying with all applicable federal regulations concerning higher education, including those described in the Higher Education Act of 2008

In anticipation of the Adler Graduate School’s March 2010 Comprehensive Visit, the following information related to the Higher Learning Commission’s Federal Compliance Program has been assembled for review by Consultant/Evaluators comprising the Higher Learning Commission’s Site Review Team. As with information presented in other parts of this Self-Study Report, information contained in “Chapter VII – Federal Compliance Information” – is complemented by materials available for review in the HLC Team Resource Room.

**CREDITS, PROGRAM LENGTH AND TUITION**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that credits, program length and tuition “are reasonably within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education and to a business model that supports student learning”.

***Credits and Program Length***

The Adler Graduate School has implemented a system based on semester credits since 2005. Previously, AGS implemented a system based on quarter credits. The transition to semester credits was primarily made so that AGS’ programs are consistent with those of other graduate-level institutions that train human services professionals and, ultimately, so that AGS students are able to compete effectively for employment and ongoing training opportunities.

Credits required for the successful completion of individual courses and programs are consistent with best practices in the professional domains where the Adler Graduate School is active. More specifically, AGS makes use of regulatory boards (e.g., Minnesota Board of Marriage and Family Therapy, Minnesota Board of Behavioral Health and Therapy, Minnesota Board of Teaching) and other similar graduate programs in identifying appropriate credit loads and content areas required for individual courses and programs. Once again, the Adler Graduate School continuously reviews its courses and programs in the context of best practices and the standard being implemented by other, similar institutions. As a result, adaptations in credits are occasionally made. However, no recent changes are believed to have been so significant as to trigger the Higher Learning Commission’s “Substantive Change” policy. In summary, the Adler Graduate School does implement a clear system of credits for its courses and programs. This system of credits is documented in publications such as the AGS Catalog and publicized through venues such as the AGS web site.

***The Adler Graduate School’s Catalog is available for review in the HLC Team Resource Room***

***Tuition***

The Adler Graduate School carefully assesses tuition and fees annually. Without exception, this assessment occurs in the context of current institutional expenses, the recentness of previous changes in tuition and/or fees, the current economic climate, tuition and fee structures at other institutions, and the relative value of the education received. Ultimately, the Adler Graduate School’s tuition structure is consistent across courses, Emphasis Areas and Specialty Area Programs. What is more, it is based on actual costs associated with operating the School’s programs and additional, program-specific charges are rare.

***Information concerning the Adler Graduate School’s tuition and fee schedule is available for review in the HLC Team Resource Room***

**STUDENT COMPLAINTS**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that the School has a reasonable and timely process for reviewing and resolving complaints and that the School’s policies and procedures associated with this process are being followed. AGS believes that complaints are studied and reviewed in such a way that patterns, if any, can be detected and addressed, as appropriate.

***Policies and Procedures***

Representatives of the Adler Graduate School take great pride in addressing every student complaint that is brought to the School’s attention. This includes the relatively serious concerns and complaints that are formally lodged, as well as the more informal concerns and complaints that reach faculty, staff and administrators from time to time. Since the Adler Graduate School is a comparatively small institution, it attaches great importance to the relationships that exist among students, faculty, staff and administrators, as well as its relationships with alumni and community partners. After all, the Adler Graduate School trains human services professionals for relationship-intensive roles in the community. It stands to reason that AGS would place a high premium on healthy internal relationships.

The Adler Graduate School’s policies and procedures facilitate both the process for lodging a complaint and the process for resolving a complaint. These policies and procedures are thoroughly described in AGS’ Student and Faculty Handbooks, for example, and include descriptions of how the Adler Graduate School receives and processes complaints in a timely manner. Depending on the nature of the complaint, these policies and procedures allow for a full range of strategies for resolution, ranging from informal to formal. The methods used by the Adler Graduate School in receiving and processing complaints also allow the School to keep track of the volume of student complaints.

***The Adler Graduate School’s Student and Faculty Handbooks, examples of student complaints and a summary of complaints over the past three years are available for review in the HLC Team Resource Room***

**TRANSFER POLICIES**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes that its processes for guiding the transfer of credits to or from the School are both efficient and fair. More specifically, the policies and procedures that guide decisions concerning credit transfers offer a clear set of protocols for reviewing and deciding upon transfer requests.

***Policies and Procedures***

The Adler Graduate School has established a policy that identifies the conditions under which credits can be transferred into the School from another institution. This policy also identifies the volume of credits that may be transferred into the Adler Graduate School. Finally, this policy describes the process that is used for requesting the transfer of credits from another institution. This policy is included in the Adler Graduate School’s Catalog and Student Handbook. It is also posted on the AGS web site.

The Adler Graduate School also does whatever it can to assist students who wish to transfer credits from AGS to another institution. For example, this assistance may include the provision of official transcripts and appropriate syllabi.

***The Adler Graduate School’s transfer policy is available for review in the HLC Team Resource Room***

**VERIFICATION OF STUDENT IDENTITY**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that students who enroll in specific courses are the same students who actually compete all work associated with these courses. Naturally, this verification of student identity is particularly important as it concerns distance education. The policies and procedures used by the Adler Graduate School to ensure this correspondence between course enrollment and course participation are clear and consistently implemented.

***Policies and Procedures***

The Adler Graduate School has begun to offer courses through distance education methods in two formats; courses offered in real time via web cam or Skype capabilities, for example, and courses offered on-line. Currently, AGS offers three on-line courses in association with its On-Line Adlerian Studies Emphasis Area. Like the Adler Graduate School’s other Emphasis Areas, the On-Line Adlerian Studies Emphasis Area is based on the School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy. A Request for Institutional Change – more specifically, a request to offer the Adlerian Studies Emphasis Area on-line, via distance education methods is included in this Self-Study Report as Chapter VIII.

The Adler Graduate School is relatively new to distance education. In fact, except for students who will eventually take all their courses through the School’s On-Line Adlerian Studies Emphasis Area, students matriculating through other Emphasis Areas will not be able to apply more than three courses – effectively, less than 20% of any AGS Emphasis Area – toward completion of requirements in their respective Emphasis Area(s). In addition for students earning certificates through one or more of AGS’ Specialty Area Programs, no required course is presently offered in anything but a real time format. However, as more and more students display an interest in courses offered through On-Line methods, The Adler Graduate School has tried to address these students’ needs.

Ultimately, the Adler Graduate School’s response to requests for courses offered via distance education delivery methods is consistent with the School’s desire to meet changing community needs. Indeed, as AGS endeavors to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community, representatives of the School believe distance education will constitute yet another strategy for facilitating access to AGS’ programs and services. Naturally, the delivery of courses through distance education methods – particularly on-line methods – offers challenges related to identity authentication.

**Current Identity Verification Strategies**

The Adler Graduate School has sought to verify the identity of students taking on-line courses to date. In time, the methods used to accomplish this important task will become increasingly sophisticated. Examples of current and possible future strategies are identified below.

* + Currently, on-line course are only offered to students who are enrolled in the Adler Graduate School’s more traditional residential programs. As such, the verification of students’ identities for on-line courses is similar to identity verification for other courses in that representatives of the School (e.g., staff and instructors) are already very familiar with students who take on-line courses because of their presence in other residential courses.
	+ The intensity of the Adler Graduate School’s on-line courses makes it very difficult for someone other than the student enrolled in a specific on-line course to complete the required coursework.  For example, the typical on-line syllabus requires two substantial postings per week (Tuesday and Thursday), a total of four peer responses per week, a final paper and a Special Project Time assignment.
	+ The On-Line Adlerian Studies Emphasis Area includes a residential component that will facilitate identity authentication.
	+ A portfolio review will be required, including the brief presentation of all course papers/projects. This strategy will help to verify the identity of students. That is the intensity of a portfolio review, coupled with its occurrence during a residential week or a weekend, would make it very difficult for someone other than the enrolled student to complete this requirement.
	+ The On-Line Adlerian Studies Emphasis Area will include an oral examination; probably completed via web cam or Skype.

**Future Identity Verification Strategies**

When the Adler Graduate School begins to enroll students who take only on-line courses, representatives of the School will not know these students as well since they will likely be dispersed geographically.  This condition will require the use of more intensive identity verification strategies. Future identity verification strategies are identified above.

* + The Adler Graduate School will continue to build upon the residential component required of students enrolled in the On-Line Adlerian Studies Emphasis Area. More specifically, this residential component will likely require a full week or a weekend, once each year - with labs, lectures, consultations and course paper reviews. Some institutions refer to this requirement as a “week-in-residence”, for example. The number of weeks/year and/or weekends/year that different institutions expect may, of course, vary. In any case, this level of intensity will help to ensure that students who enroll in courses/programs are the same students who ultimately complete course/program requirements.
	+ Adler Graduate School representatives have discussed the possibility that a student will not be able to begin Master’s Project or practicum/internship activities until residency requirements have been satisfied.

As the Adler Graduate School continues to develop its on-line Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies, and its distance education strategies, in general, representatives of the School will continue to review best practices; including those best practices guiding identity verification. AGS representatives will also work with Consultant/Evaluators during the HLC Comprehensive Visit in March 2010 to identify the identity verification strategies they prefer.

The Adler Graduate School’s policies and procedures regarding identity verification are described in the Chapter VIII of this Self-Study Report. This is the chapter that describes AGS’ Request for Institutional Change – Degree Program Offered Through Distance Education Methods.

**TITLE IV PROGRAM AND RELATED RESPONSIBILITIES**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that Title IV Program requirements are followed. Indeed, the Adler Graduate School takes pride in its adherence to Title IV Program requirements and its compliance with federal regulations, in general. More specifically, AGS’ adherence to Title IV Program requirements includes the areas of General Program Responsibilities; Financial Responsibility Requirements; Student Loan Default Rates; Campus Crime Information and Related Disclosure of Consumer Information; Satisfactory Academic Progress and Attendance Policies; and Contractual Relationships.

***General Program Responsibilities***

The Adler Graduate School has not undergone a Title IV program review in the last five reporting years, nor has it been subject to inspection or audit from the Office of the Inspector General. The Department of Education (ED) has not imposed any limitation, suspension or termination actions, nor has the Department imposed any fines or heightened monitoring.

***Financial Responsibility Requirements***

The Department of Education annually calculates financial ratios for each institution participating in the student financial aid programs authorized by the Higher Education Act of 1965, as amended. Institutions provide the information that is used to perform these calculations in their required annual financial statement audits. ED, in turn, uses these ratios to determine whether an institution demonstrates financial responsibility under the regulations.

As described in §668.172(b) and Appendices F and G to §668, ED calculates three financial ratios: primary reserve, equity, and net income. These three ratios are combined to produce a composite score. The minimum composite score for an institution to demonstrate financial responsibility is 1.5. If an institution’s composite score is less than 1.5, ED informs the institution of its calculated score and asks the institution to comply with the alternative financial responsibility requirements that are described in §668.175.

In a letter dated February 8, 2007, ED informed the Adler Graduate School that its composite score had fallen below 1.5.  This was due, not to AGS' financial shortcomings but, rather, to strategic financial decisions.

In Fall 2005, the Adler Graduate School made the decision to draw down financial reserves to pay for re-location expenses and capital investments in our new building, rather than taking on debt.  As a result, AGS's composite score dropped below the minimum requirement of 1.5.  AGS was allowed to continue to participate in Title IV financial aid programs under what is known as the "zone alternative."  Under the zone alternative, schools can be subject to special disbursement requirements and enhanced monitoring by ED. An institution may remain "in the zone" for up to three years.

An institution that participates in Title IV under the zone alternative will be monitored more closely by ED and must comply with the following special requirements:

* Disbursements – The institution will be required to make disbursements to students and parents under the cash monitoring or reimbursement payment method (See discussion of cash monitoring under §668.162 above).
* Reporting – The institution must report, within 10 days, a number of events, including: 1) An adverse action by its accrediting agency; 2) Any event that causes the institution to realize a contingent liability; 3) Any violation of a loan agreement; 4) Any failure to make a payment that results in a creditor filing suit against the institution; 5) Any extraordinary losses.
* Audits – The institution may be required to submit its financial statements or compliance audits earlier than otherwise required. In the preamble, ED notes that this may be as soon as two months after the end of the fiscal year (Note: ED cannot require an institution covered under the Office of Management and Budget (OMB) Circular A-133 to submit audited financial statements earlier than the deadline in the circular, but unaudited financial statements could be requested). Also, compliance with requirements under the zone alternative must be addressed in the institution's compliance audit.
* Plan – The institution may be required to provide information to ED about its current operations and future plans.

Because the Adler Graduate School participates only in the Federal Family Education Loan Program (FFELP), electing the zone alternative caused no change in the delivery of financial aid funds to AGS students.

In a letter dated February 6, 2009, based on the Adler Graduate School's financial strength as reported in its financial statements for the fiscal year ending June 30, 2008, ED released AGS from the zone alternative regulations.

***Student Loan Default Rates***

The Adler Graduate School’s cohort student default rate has been 0.00% for the last five reporting years.

Adler Graduate School (OPE ID: 030519)

September 2009 FY 2007 Cohort Default Rate 0.0%

September 2008 FY 2006 Cohort Default Rate 0.0%

September 2007 FY 2005 Cohort Default Rate 0.0%

September 2006 FY 2004 Cohort Default Rate 0.0%

September 2005 FY 2003 Cohort Default Rate 0.0%

***Campus Crime Information and Related Disclosure of Consumer Information***

The Adler Graduate School has had no incidents of campus crime during the past five reporting years. AGS’s annual crime report and all consumer information are posted conspicuously on the AGS web site. The Adler Graduate School complies with disclosure requirements specified in the Higher Education Opportunity Act of 2008.

***SATISFACTORY ACADEMIC PROGRESS AND ATTENDANCE POLICIES***

*Satisfactory Academic Progress* – To maintain eligibility for federal financial aid, students must be making satisfactory academic progress toward their degrees. Academic progress is measured qualitatively, quantitatively and incrementally.

* Qualitative Standards: A financial aid recipient's cumulative G.P.A. must be at least 3.0
* Quantitative Standards: A financial aid recipient must complete his or her MA degree within five years of matriculation
* Incremental Standards: To ensure that students progress toward completion of their MA degree within five years, students must complete at least 12 credits per calendar year (four terms, not including approved Leaves of Absence)

Academic progress is assessed at least once each academic year (three terms). Financial aid recipients who fail to maintain satisfactory academic progress will be placed on financial aid probation for the upcoming academic year. If, at the end of the probation year, the student fails to meet satisfactory progress standards, the student will be ineligible for financial aid for the following year. If a student is declared ineligible, the student may submit a written appeal to AGS’ Financial Aid Director/Registrar. Appeals will be reviewed and written responses will be issued within two weeks. Students who have been terminated from financial aid eligibility must re-establish satisfactory academic progress during the following academic year before federal financial aid can be reinstated.

*Attendance Policy –* Since courses at the Adler Graduate School are structured according to an intensive, five-week format – with an entire course being taught over 30 hours of in-class time, and 15 hours of Special Topic Time (SPT) – regular attendance is of prime importance. AGS’ students have the responsibility to maintain regular and punctual attendance in class. A student whose absences seriously affect the quality of her/his work in a course may be given a lower grade for that course or be administratively withdrawn from that course. Most courses are divided into nine segments. By policy, a student may miss two segments. A student who misses three segments must have permission from the appropriate instructor. A student who misses four segments will generally be expected to retake the course in question. Special consideration may be made in the case of illness, required religious observances, or other instances deemed justifiable by the instructor.

***Contractual Relationships***

The Adler Graduate School currently has no contracts with third-party entities to provide academic content for its degree program.

**INSTITUTIONAL DISCLOSURES AND ADVERTISING AND RECRUITMENT MATERIALS**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that the School is providing accurate and timely information to current students, prospective students and the public concerning its accreditation status, its educational programs, and its policies and procedures.

***Policies and Procedures***

The Adler Graduate School uses primarily its catalog and web site to identify the School’s accreditation status. In all cases where AGS’ accreditation status is cited, information is accurate and appropriate. References to the Higher Learning Commission include the Commission’s web site address. In addition, the Commission’s Mark of Affiliation is also provided, as appropriate. Just as written information concerning the Adler Graduate School’s accreditation status is accurate, so too are the oral descriptions of AGS’ accreditation status.

***The Adler Graduate School’s catalog is available for review in the HLC Team Resource Room and AGS’ web site can be accessed at*** [***www.alfredadler.edu***](http://www.alfredadler.edu)***.***

**RELATIONSHIP WITH OTHER ACCREDITING AGENCIES AND WITH STATE REGULATORY BODIES**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure close working relationships with accrediting agencies and state regulatory bodies. As with the Adler Graduate School’s other relationships with community partners, AGS takes great pride in the quality of its positive relationships with accrediting agencies and state regulatory bodies. More specifically, the Adler Graduate School is in good standing with all accrediting agencies and state regulatory bodies, including the Higher Learning Commission of the North Central Association of Colleges and Schools, the Minnesota Office of Higher Education, the Minnesota Board of Teaching (BOT), the Minnesota Board of Marriage and Family Therapy, the Minnesota Board of Behavioral Health and Therapy, and other professional associations with which AGS enjoys somewhat less formal professional relationships.

The Adler Graduate School’s relationship with the Minnesota Board of Teaching, via AGS’ School Counseling Program, represents a good example of the School’s conscientiousness and effectiveness as it works with accrediting agencies and state regulatory bodies. Since this relationship offers such a good example of AGS’ work with these groups, it is described in detail below.

***Board of Teaching and AGS’ School Counseling Program***

The Adler Graduate School works closely with the Minnesota Board of Teaching, on behalf of AGS’ School Counseling Program. The Adler Graduate School began developing a School Counselor licensure program in 2003. During the spring of 2004, AGS hosted a site review team that was very helpful in taking inventory of the issues that needed to be addressed for AGS to successfully implement a School Counseling Program. Subsequently, representatives of the Adler Graduate School worked to carefully integrate the recommendations and expectations of the site visit team as preparations were made for a second site visit during the spring of 2005.

Upon the successful completion of the 2005 visit, the BOT provided the Adler Graduate School with a “Final Report and Team Recommendations” stating that AGS had been given “Initial Approval” and “Approval with Conditions” to begin a School Counseling Program. In June of 2005, Academic Vice President Dan Haugen and School Counseling Program Director Chris Helgestad submitted the Adler Graduate School’s “Response to Reviewer Findings”, detailing the School’s agreement with and adherence to the conditions put forth by the Board of Teaching. AGS’ intentions from that point forward were to embrace the Board of Teaching’s expectations and recommendations and to follow them without exception.

In August of 2005, the Adler Graduate School submitted materials to the BOT that outlined the detailed actions that were taken in addressing BOT expectations. These materials were constructed via a three-step process that included analyzing the feedback from the BOT, revising the School Counseling Program’s curriculum in response to each and every suggestion, and subjecting all revisions to internal review.

Later that summer, the Adler Graduate School also submitted a report detailing its efforts in relationship to expectations identified in BOT correspondence titled, “Reporting Requirements before Program Begins.” On December 9, 2005, the Board of Teaching acted to grant “full approval” to the Adler Graduate School for its School Counseling Program through June 2009. In January of 2006, the first student cohort was admitted to AGS’ School Counseling Program.

In January of 2007, the Adler Graduate School submitted a report to the BOT that addressed areas of interest that were relevant to the School Counseling Program’s continuing stages of development. In April of 2007, the Adler Graduate School received a response from the Minnesota Board of Teaching stating that the reporting requirements for 2005/2006 were “accepted”.

Finally, in December of 2007, Adler Graduate School staff prepared an updated Institutional Self- Study for the Board of Teaching. This document helped AGS prepare for a final site review in April of 2008. The Board of Teaching team was pleased with the “cooperation and hospitality shown to them during the evaluation visit.”

On June 13, 2008, the Minnesota Board of Teaching took action to grant the Adler Graduate School’s School Counseling Program “Continuing Approval”, until June 30, 2015, “to prepare persons for School Counselor licensure.” AGS representatives continue to consult with BOT Teacher Education Specialists on legal, ethical, and procedural issues.

**PUBLIC NOTIFICATION OF COMPREHENSIVE EVALUATION VISIT AND THIRD PARTY COMMENT**

***Introduction***

Consistent with the Higher Learning Commission’s standards, the Adler Graduate School believes its policies and procedures ensure that its public notice process is both conscientious and effective. Representatives of the Adler Graduate School have reviewed the School’s constituencies and, subsequently, identified appropriate media for executing its public notice process with those constituencies. Ultimately, AGS representatives believe its constituencies have effectively been made aware of the School’s March 2010 Comprehensive Visit and the opportunities for third party comment.

***Policies and Procedures***

Higher Learning Commission policy requires a public comments process for institutions undergoing acomprehensive evaluation visit. The institution must identify its public constituencies, including:

* Students – prospective, current and former students/alumni
* Financial supporters
* Members of the local community
* Comparable local institutions
* Minnesota Office of Higher Education
* State licensing boards
* Internship sites
* Institutions/organizations with which AGS shares articulation agreements
* Sponsored charter schools

Prior to previous HLC comprehensive visits, the Adler Graduate School has run announcements in the classified, public notices sections of the Minneapolis Star Tribune and the St. Paul Pioneer Press newspapers, and in a local, suburban newspaper called the Sun Sailor. In preparation for the Adler Graduate School’s March 2010 Comprehensive Visit, announcements have once again been run in these outlets. This information has also been posted on the Adler Graduate School’s web site. Once again, generally speaking, AGS’ announcements focus on the Higher Learning Commission’s site visit and the Adler Graduate School’s Self-Study Report. More specifically, announcements run by the Adler Graduate School include the elements listed below.

* Purpose of the visit
* Dates of the visit
* Institution’s current accreditation status with the HLC
* An invitation to the public to send comments directly to the Commission, that includes the Commission’s address, the date by which comments must be received (no later than one month before the visit), and directions stating that all comments must be submitted in writing and signed.

The Adler Graduate School’s public notice process has been executed two to four months before the School’s comprehensive visit. AGS has also sent a photocopy of the printed notices to the Higher Learning Commission at least one month before the visit. In summary, the Adler Graduate School has used the following institutional checklist in executing its public notice process and in preparing for third party comment.

* Identify public constituencies
* Select appropriate vehicles for placement of notice
* Compose public disclosure notice
* Publish notice two to four months before visit
* Forward copies of the notice to HLC no later than one month before the visit
* Place copies of all notices in the HLC Team Resource Room

In keeping with the Higher Learning Commission’s policy on Public Notification of Comprehensive Evaluation Visit, the following notice has appeared in the Minneapolis Star Tribune, the St. Paul Pioneer Press, and a suburban newspaper, the Sun Sailor.

**PUBLIC NOTICE**

The Adler Graduate School is seeking comments from the public about the School in preparation for its periodic evaluation by its regional accrediting agency. The School will undergo a comprehensive evaluation visit March 22-24, 2010, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Adler Graduate School has been accredited by the Commission since 1991. The team will review the School’s ongoing ability to meet the Commission’s Criteria for Accreditation.

The public is invited to submit comments regarding the School to:

Public Comment on Adler Graduate School

The Higher Learning Commission

30 North LaSalle Street, Suite 2400

Chicago, Illinois 60602

Comments must address substantive matters related to the quality of the School and its academic programs. Comments must be in writing and signed; comments cannot be treated as confidential.

**All comments must be received by February 22, 2010**

**CHAPTER VII SUMMARY**

As indicated in the Introduction to Chapter VII, the Adler Graduate School respects the Higher Learning Commission’s obligation to monitor individual institutions’ compliance with federal regulations pertaining to higher education. It is also important to reiterate the Adler Graduate School’s commitment to compliance with federal regulations, including those described in the Higher Education Act of 2008, and the School’s commitment to the Higher Learning Commission’s efforts to guide its affiliated institutions toward higher levels of compliance with federal legislation.

Chapter VII describes the Adler Graduate School’s commitment to the Higher Learning Commission’s Federal Compliance Program. Representatives of the Adler Graduate School have assembled data and information concerning the eight primary components of this program, including Credits; Program Length and Tuition; Student Complaints; Transfer Policies; Verification of Student Identity; Title IV Program and Related Responsibilities; Institutional Disclosures and Advertising and Recruitment Materials; Relationships With Other Accrediting Agencies and State Regulatory Bodies; and Public Notice of Comprehensive Evaluation Visit and Third Party Comment. Along with the data and information concerning these key, component areas provided in this chapter, the Adler Graduate School has assembled complementary materials that are available for review in the HLC Team Resource Room. Collectively, these data and information provide a pattern of evidence that demonstrates the Adler Graduate School’s compliance with all applicable federal regulations, as well as the School’s institutional health, overall.

**CHAPTER VIII – REQUEST FOR INSTITUTIONAL CHANGE –**

 **ADLER GRADUATE SCHOOL**

 **DEGREE PROGRAM OFFERED THROUGH DISTANCE**

 **EDUCATION METHODS**

**Introduction**

The Adler Graduate School is pleased to begin offering an on-line, non-licensing Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies. This 48 credit program includes fifteen, three-credit courses and a three-credit Masters Project. As with each Emphasis Area that the Adler Graduate School offers, this one is based on the degree AGS is accredited to offer, the Master of Arts Degree in Adlerian Counseling and Psychotherapy. However, unlike AGS’ other Emphasis Areas, the On-Line Adlerian Studies Emphasis Area will be delivered almost exclusively through distance education delivery methods and, as such, requires a Request for Institutional Change and, ultimately, approval by the Higher Learning Commission.

The Adler Graduate School makes no claim that completion of the On-Line Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies will fully prepare a student for licensure or certification. In fact, in most cases, students completing the On-Line Adlerian Studies Emphasis Area will need to undertake additional study and a clinical internship if they wish to be certificate-eligible or license-eligible. As such, the focus of the On-Line Adlerian Studies Emphasis Area is the development of an understanding of Adlerian theory and practice, along with the development of a general knowledge of the content areas that undergird master’s-level preparation for licensure or certification in a student’s state or country of residence.

Alfred Adler (1870-1937), world renowned philosopher and psychiatrist, stressed the need to understand individuals within their social context. During the early 1900s, Adler began addressing such crucial and contemporary issues as equality, parent education and the influence of birth order, life style and the holism of individuals. Adler believed that every person has one basic desire and goal: to belong and to feel significant.

Adler developed the first holistic theory of personality, psychopathology and psychotherapy that was intimately connected to a humanistic philosophy of living. His lectures and books for the general public are characterized by a crystal clear common sense. His clinical books and journal articles reveal an uncommon understanding of mental disorders, a deep insight into the art of healing and a great inspiration for encouraging optimal human development.

One hundred years later, Adler’s common sense psychology continues to inspire both helping professionals and those seeking help. Adler’s life and Adlerian psychology appeal to common experiences and speak a common language, while still addressing the most fundamental issues of human existence on individual, family, group, societal and global levels. Like Adler himself, his theory crosses class, language and religious barriers.

**What Change is being Proposed?**

***Prospective Students***

The Adler Graduate School proposes to implement a 48-credit, on-line, non-licensing Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies. The Adler Graduate School’s on-line program will serve primarily four groups of students.

**Group One**

Adler Graduate School students who live a long distance from the School and/or experience circumstances in their lives that occasionally prevent them from traveling to the School. These students may take up to four on-line courses as they complete requirements associated with one of AGS’s residential Emphasis Areas other than the On-Line Adlerian Studies Emphasis Area.

**Group Two**

Students who live out-of-state or outside of the Minneapolis-St. Paul Metropolitan area who wish to complete a Master of Arts degree through the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area.

**Group Three**

Students who live out-of-state or outside of the Minneapolis-St. Paul Metropolitan area who may use the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area as a "footprint" or foundation for their subsequent pursuit of the complementary training necessary for professional status (e.g., licensure).

**Group Four**

Students who wish to use one or more on-line courses as a student-at-large; that is, not to complete requirements for the Adlerian Studies Emphasis Area, but as a way to gain continuing education in a comprehensive and systematic way, at an accredited institution

To meet the needs of these four groups of students, two groups of on-line courses have been developed. The first group is comprised of courses that are on-line versions of residential courses. The second group is comprised of courses that have been designed specifically for AGS’ On-Line Adlerian Studies Emphasis Area and may not be used by residential students to fulfill requirements for their respective Emphasis Areas. Because the second group of courses is comprised of new courses, each component course must go through the Adler Graduate School’s standard, new course approval process.

***Courses – overview***

As a primary learning outcome, all on-line, non-licensing courses associated with the On-Line Adlerian Studies Emphasis Area will emphasize theoretical foundations and scholarship skills (e.g., research), as opposed to applied clinical or counseling skills. The following table distinguishes the courses in each of the two groups described above.

|  |  |
| --- | --- |
|  On-line version of residential courses | Courses specifically designed for On-Line Adlerian Studies Emphasis Area |
| 1. 500 OL Principles of Research
2. 501 OL Statistics and Psychometrics
3. 504 OL Abnormal Psychology
4. 505 OL Developmental psychology
5. 513 OL Comparative Theories
6. 514 OL Psychodynamics of Psychopathology;
7. 521 OL Values, Ethics and Legalities
8. 523 OL Multicultural counseling
9. 541OL Systems of Family Therapy
10. 574 OL Career Development
 | 1. 711 OL Adlerian Psychology I
2. 712 OL Adlerian Psychology II
3. 721 OL Ethics without Borders
4. 723 OL Cultural Psychology and Global Populations
5. 730 OL Group Processes and Dynamics
6. 740 OL Social Interest: The Challenge for Humankind
7. 780 OL Capstone course
8. 799OL Master’s Project
 |

Courses from the first group may be taken by the Adler Graduate School’s residential students, at their discretion, instead of the corresponding residential courses. However, residential students may not use more than four on-line courses to fulfill the requirements of their respective Emphasis Areas. Residential students may, of course, complete additional on-line courses (700 series), but those courses will not count toward those students’ degree requirements.

The purpose of new, “700-series” courses is four-fold: 1) To ensure an emphasis on theoretical foundations and scholarship skills in the context of a non-licensing Emphasis Area, as opposed to the hands-on “how to” focus of AGS’ licensure-oriented Emphasis Areas; 2) To address specific foundational competencies required by AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy; 3) To offer courses addressing the broader national and international aspects of course-specific content areas, as opposed to local-bound content (i.e., the multicultural focus of 723 OL will differ from the multicultural focus of 523 OL; the ethics focus of 721 OL will differ from the ethics focus of 521 OL); 4) To fulfill the Adlerian Psychology emphasis of this new program (i.e., 711 OL, 712 OL, 714 OL, 740 OL, 780 OL, 799OL).

All of the Emphasis Areas currently offered by the Adler Graduate School (Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy, Management Consulting and Organizational Leadership, Non-Clinical Adlerian Studies) are based on the School’s foundational Master of Arts Degree in Adlerian Counseling and Psychotherapy. The On-Line, Adlerian Studies Emphasis Area is no different. As with other Emphasis Areas, portions of specific courses are adapted, to a degree, so as to facilitate learning and the fulfillment of requirements in specific Emphasis Areas. Even then, these courses remain true to the core requirements of AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy.

All on-line courses will meet institution-wide standards. That is, each on-line course will be characterized by consistent quality and will provide a complete and coherent foundation for students who pursue AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy in an on-line format.

***Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in On-line Adlerian Studies – Detailed Course List***

Once fully implemented, the following curriculum will facilitate graduate-level learning outcomes that are appropriate to the Adler Graduate School’s On-Line Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in Adlerian Studies. AGS representatives believe this curriculum is coherent and complete, and consistent with the Adler Graduate School’s mission.

**Adler Graduate School (101 OL) Instructors: Chris Helgestad and Marina Bluvshtein**

This two-week, not-for-credit course will introduce students to the Adler Graduate School and its history, traditions, policies and services. Students will watch a primer on Adlerian Psychology by Sue Brokaw, a veteran Adlerian and one of the founders of the Adler Graduate School. Students will discuss the significance of community, in Adlerian terms, and learn how to create a virtual Adlerian learning community. Students will also discuss strategies for the successful execution of their educational and professional plans and will start to develop their degree plans, which will later be finalized with an academic advisor. Finally, students will be introduced to AGS’ On-Line Adlerian Studies Emphasis Area, on-line library, sources of technical support, advising options, issues of informational literacy, “netiquette” and privacy in on-line communications, and other student services. As part of this two-week introduction to the Adler Graduate School, students will also have an opportunity to ask questions about the School.

**Principles of Research (500 OL)**

**Instructors: Lisa Mastain, Bill Premo, Michelle Saari**

This course provides an introduction to the principles and processes of social science research. It gives students tools for understanding the process of: 1) Applying the scientific method to social science issues; 2) Reading/analyzing primary sources; 3) Using on-line and library resources; 4) Exercising critical thinking. This course also provides students with an opportunity to begin formulating ideas for their Master’s Project, and to begin gathering references for this capstone exercise.

**Statistics and Psychometrics (501 OL)**

**Instructor: Jill Sisk**

This course covers the basics of statistical analysis and the process of assessment. Areas covered include reliability and validity, as well as the differences between qualitative and quantitative analysis. Students who complete this course will have a better understanding of how to construct a basic research design and how statistics impact that design. Students will also be able to critically consume scholarly research and better understand its strengths and limitations. This course also addresses the basic concepts of assessment via psychometric instruments. As such, the Statistics and Psychometrics course will explain the origins, functions and value of psychological testing. The reliability and validity of tests will be covered. Tests covering a broad group of categories (e.g., intelligence tests, personality tests) will be covered. The social, legal and ethical implications of testing will be addressed. Methods of test construction will be explored, including rational versus empirical test development. The controversial aspects of test administration will also be addressed.

**Abnormal Psychology (504 OL)**

**Instructor: Michelle Saari**
This course covers the development, symptoms and patterns of maladjusted behavior. Areas presented include personality development, the onset and progression of psychological disorders, and the manifestation of these disorders. Students are introduced to the DSM-IV-TR and ICD-10 categorizations and classifications of psychological disorders. The goal of this course is for students to look at abnormal behavior from a multi-disciplinary framework in order to better understand abnormal and deviant behavior, and human behavior, in general.

**Developmental Psychology (505 OL)**

**Instructors: Tina Feigal and Louise Ferry**

This course is an examination of selected theories of human growth and development over the life span, with attention to the body of research that supports them. While recognizing that Developmental Psychology is a dynamic field, the theories of Piaget, Rousseau, Locke, Montessori, Maslow and others will be applied and compared to Adlerian concepts.  Students will take a broad-spectrum look at psychological development and its implications for psychotherapy. They will also develop a better understanding of individuals at various developmental stages and in various multicultural contexts.  The Developmental Psychology course will be taught via on-line instruction, selected video and reading assignments, instructor-facilitated discussion and group projects.

**Comparative Theories (513 OL)**

**Instructor: Chris Helgestad**

This course introduces students to various perspectives on personality, counseling and psychotherapy theory. The course provides an overview of the prominent psychological approaches of the 20th and 21st centuries and the accompanying systems of counseling and psychotherapy that have evolved to help individuals and families heal and change.

This overview stimulates further study of preferred theoretical perspectives and promotes integration with Adlerian theory. This integrative goal suggests that clinical interventions can be optimized if Adler’s Individual Psychology is complemented by compatible schools of thought and the techniques and strategies informed by these additional perspectives. Opportunities to make comparative analyses of theories are provided, but it is acknowledged that true mastery or competency in application requires additional study and applied experience.

A major purpose of this course is the development of the student’s own “good theory"; a personal theoretical perspective that is consistent with one’s own world view and counseling style.

**The Psychodynamics of Psychopathology (514 OL)**

**Instructor: Jill Sisk**

This course offers an in-depth examination of psychopathology from an Adlerian perspective. The course leads students through an Adlerian-based understanding of the development of those mental disorders most frequently diagnosed (e.g. depression and anxiety). One primary course outcome is for students to develop the skills necessary to diagnose various forms of psychopathology, while maintaining an Adlerian-based understanding of their etiology.

**Values, Ethics, and Legalities (521 OL)**

**Instructors: Bill Premo and Richard Close**

This course provides an overview of issues and ethics affecting professional practice among persons in the counseling fields (e.g., Marriage and Family Therapy, Clinical Counseling, School Counseling, Art Therapy).  Students are provided with opportunities to examine issues and apply ethical principles through lecture, discussion, experiential exercises and written assignments.  This integrative approach suggests that effective clinical and counseling services depend as much on continuous practice in managing professional ethics as on continuous practice with various intervention strategies and techniques.  This course offers an opportunity to develop an ethical foundation and a complementary, systematic strategy for making complicated ethical decisions.

**Multicultural Counseling (523 OL)**

**Instructor: Marina Bluvshtein**

This course provides a comprehensive overview of the psychology of multicultural counseling. The cultural context of relationships, issues and trends in a multicultural society, theories of multicultural counseling, and the development of a cultural identity are explored in this course. Ethnocentrism, acculturation, communications patterns, racial conditioning and micro-aggression are discussed. An emphasis is placed on implications for counseling in a culturally diverse society.

Discussions that are facilitated in this course are intended to widen the lens through which students view other cultures and to provide students with a series of hypotheses that can be accepted or discarded according to one’s personal and/or professional experience. Students will have an opportunity to explore their own attitudes, beliefs, understandings, acculturative experiences and other culturally supported traits and behaviors in the context of the professional roles to which they aspire.

The course is designed to increase students' cultural awareness by: 1) Challenging culturally biased assumptions; 2) Building a knowledge base concerning specific populations and service strategies/skills; 3); Identifying appropriate professional interventions based on cultural competency and accurate knowledge.

**Systems of Family Therapy (541 OL)**

**Instructor: Karyl Frye**

This course provides basic information about theory guiding family therapy and the history of theories that have impacted the study of families. A variety of conceptual and theoretical frameworks will be studied (e.g., family systems theory, family development, symbolic interaction, effective communication, human ecology, feminist perspectives, bio-social perspectives). Key concepts and basic assumptions will be identified to assist the learner in understanding and conceptualizing core components of the Family Social Science discipline. The course is designed to teach students to integrate Adlerian Individual Psychology with Family Systems Theory and to identify resulting therapeutic strategies. By comparing and contrasting Adlerian Psychology and Family Systems Theory, and their related applications, students will become more effective in their relationships with future clients.

**Career Development (574 OL)**

**Instructor: Kate Simonson**

This course is designed to facilitate an understanding of both the practices related to career development and the methods that characterize sound career counseling/coaching. In addition to a review of the history and theories of career development, students will learn about assessment instruments and techniques currently available through computerized career information systems. They will learn about the factors that facilitate satisfying career choices and how one’s career fits into a healthy lifestyle. Students will also develop a “tool kit” that includes a structured interview, assessment instruments and techniques that can be used in their own career counseling or coaching practices. Through virtual interviewing, feedback and discussions, students in this course will develop the skills needed to help their future clients grow in the work task.

**Adlerian Psychology I (711 OL)**

**Instructors: Paula Hemming and Catherine Hedberg**

This course is an introduction to the philosophy and psychology formulated and practiced by Alfred Adler.  Adler was the father of many aspects of modern psychology and combined his approach with his interests in social justice and equality.  As a colleague of Freud and Jung, Adler was an architect of what is now modern psychology.  His concepts of encouragement, purpose, cooperation, social interest and courage for living are perhaps even timelier now than when he first introduced them.  This course explores human development throughout the life cycle, and how we form the world and life views by which we live. The course also helps students to begin exploring their own belief systems and life styles, as well as the life experiences that influenced Adler himself and how his life view was formed. Oftentimes, in learning these concepts, students begin to feel their impact in their own lives.

**Adlerian Psychology II (712 OL)**

**Instructors: Paula Hemming and Catherine Hedberg**

This course builds upon the basic Adlerian concepts and applications that were covered in the first course (i.e., Adlerian Psychology I (711 OL)).  Students review the applications of Adlerian Psychology in areas such as parenting, friendships, work, love, spirituality and world peace. Adler recognized the healing power of community and what people go through to find their respective communities, and to find their place, in general.  Students also review their own unique contributions to humankind and their development as individuals.  This includes insight into misbehavior, or “useless behavior”,  as Adler called it, and how to creatively address such behavior.  This course allows students to apply the Adlerian concepts and techniques they learn.

**Ethics without Borders (721 OL)**

**Instructor: Marina Bluvshtein and Richard Close**

This course will focus on universal standards in the human services and mental health fields, and the application of universal human rights in the helping professions. The Ethics Without Borders course will review the history of ethics; from the practices of ancient healers, to the beliefs of Greek and Roman philosophers/doctors, to the lessons of the Nuremberg trials, to the human experiments of American behavioral and social psychologists in the mid-1900s, to the current involvement of psychologists in military interrogations, the peace corps and other international activities. Local, national and international standards for professional credentialing and practice (e.g., certification, licensure, accreditation) will be compared and contrasted. An Adlerian code

of ethics will be developed, based on a review of Alfred Adler’s ethical standards.

**Cultural Psychology and Global Populations (723 OL)**

**Instructor: Karyl Frye**

This course will use a cross-cultural perspective in providing an overview of theories of multicultural counseling and identity development. Ways of life and cultural frameworks will be explored so as to facilitate a better understanding of human relations and the human existence. Intra- and inter-cultural trends in diverse, multicultural societies will be explored in the context of several factors (e.g., culture; ethnicity; age; gender; sexual orientation; mental and physical characteristics; education; family values; religious and spiritual values; socioeconomic status; unique characteristics of individuals, couples, families, ethnic groups and larger communities). Students will be encouraged to examine their attitudes, beliefs and understandings about themselves and others. Culture-sensitive community strategies for working with diverse populations and ethnic groups will be discussed. Common biases, such as ethnocentrism and micro-aggressive experiences will be discussed. The interactions between one’s lifestyle and culture will be thoroughly explored through this course.

**Group Processes and Dynamics (732 OL)**

**Instructor: Bill Premo**

This course will provide theoretical and experiential understandings of group processes and dynamics. It will focus on group development, relevant group counseling theories, and group counseling methods and skills. Attention will be given to developmental stage theories, group membership and associated roles and behaviors, and the therapeutic factors affecting effective group work. Group leadership styles and approaches will be explored, as well as contemporary theories of group counseling and their applications. The Adlerian purposes of groups and principles of Adlerian-based group work will be explored.

**Social Interest: The Challenge for Humankind (750 OL)**

**Instructors: Lisa Mastain and Bill Premo**

This course explores Adler’s proposition that the primary solution to the major problems of maladjustment and dysfunction in life lies in the human capacity for social interest. The concept of social interest, as defined by Adler, is studied, including the origins of social interest in childhood and the effects that childhood handicaps and experiences, for example, can have on the development of social interest. Special attention is given to the role of social interest in successfully resolving the three major tasks of life (i.e., communal life, work, intimacy). The Adlerian perspective on the process of cultivating social interest is also addressed, as well as the role of social interest in resolving the larger, collective issues that contemporary society currently faces.

**Capstone (780 OL)**

**Instructor: Trish Anderson**

This course will conclude the On-Line Adlerian Studies Emphasis Area and will consist of on-line activities, preparation of an educational portfolio, and participation in an extended residential weekend. On-line activities will focus on lessons to be taken away and plans for using one’s on-line degree in future work and educational endeavors. The Adlerian definition of a professional helper will be explored in this course. This course will also introduce students to professional roles, functions and collaborations with other helping professionals. The development of a professional identity for counselors, psychotherapists, advocates, consultants and coaches will be discussed. Students will explore the personal characteristics and behaviors that might influence helping processes, including age, gender, ethnicity and cultural differences.

The Capstone course will constitute a strong foundation for the On-Line Adlerian Studies Emphasis Area’s extended residential weekend (i.e., 20 hours spanning Friday, Saturday and Sunday morning). During the extended residential weekend, students will attend lectures, meet with their academic advisors, participate in training labs and seminars presented by AGS faculty, and engage in other live educational and community-building activities. A portfolio review will be a highlight of the residential weekend, and will find individual students meeting with their capstone course instructor, their academic advisor and another OL faculty member.

***Detailed information concerning the extended residential weekend, including a typical schedule of activities and learning outcomes is available for review in the HLC Team Resource Room***

**Master’s Project OL MA (799 OL)**

**Instructor: Chairperson of student’s choice**

The Master’s Project is a final, written project based on an individual student’s academic experience. The Master’s Project provides students with an opportunity to: 1) Identify an area of interest; 2) Review academic research related to the issue; 3) Interpret and evaluate the research; 4) Report the findings in a professional format; 5) Provide recommendations or suggestions concerning the identified area of interest. On-line students will follow the same clear, detailed guidelines as residential students. These Master’s Project Guidelines are available in electronic form and also appear on the School’s web site.

***Master’s Project Guidelines are available for review in the HLC Team Resource Room***

**WHAT FACTORS LED AGS TO UNDERTAKE THE PROPOSED CHANGE?**

***Needs analysis/ Factors Leading to Proposed Change***

The Adler Graduate School’s mission calls for the School to assess and, ultimately, address community needs. Naturally, when an organization makes use of a standing Strategic Planning Committee and dedicates substantial resources to periodic Self-Study processes, that organization is better able to assess and identify these needs. The Adler Graduate School’s plans for distance education through on-line delivery methods have emerged from this sort of needs analysis. Representatives of the School believe an On-Line Adlerian Studies Emphasis Area, based on the Master of Arts Degree in Adlerian Counseling and Psychotherapy, will constitute yet another response to community needs.

The Adler Graduate School receives frequent inquiries about the availability of on-line training in Adlerian Psychology. In many cases, these inquiries come from persons who reside in locations that make taking courses on-site impractical. In fact, many inquiries come from persons who reside great distances from the Adler Graduate School. Since interest in the Adler Graduate School is high, as evidenced by the steady growth of the School’s student population, in recent years, it is only practical that representatives of the School have paid close attention to requests for on-line programming. In fact, since the size of the student body is now approximately 400 students, at any given time, and since the School’s physical plant is perhaps best suited to 400 students, it is believed that further growth in the number of students – at least for the time being – should be based on distance education; specifically on-line programming.

Four groups of students who will benefit from on-line courses were identified earlier in this chapter. So as to better understand the needs of these prospective students, the Adler Graduate School has conducted an ongoing analysis of their unique characteristics. Some of the characteristics of each population are listed below.

**Residential Students Taking On-Line Courses**

Many of the Adler Graduate School’s residential students face barriers – both ongoing and transient – as they endeavor to complete a Master of Arts Degree in Adlerian Counseling and Psychotherapy. Some of these barriers are listed below.

* Ten percent of current Adler Graduate School students travel more than 35 miles one way to attend classes. Winter months in Minnesota often make this commute close to impossible.
* Many AGS students have atypical job assignments (e.g., working second or third shifts; traveling frequently; providing clinical services during evening hours when AGS’ residential courses are typically offered).
* Most AGS students combine a regular job with a clinical internship, which is basically the equivalent of working two jobs.
* A substantial number of AGS students have young children or other dependents at home.
* The Adler Graduate School serves an increasing number of students who contend with a physical disability and, as such, struggle to attend courses at the School.

Many of the 83 students who have already participated in the first wave of on-line courses at the Adler Graduate School display the characteristics above. For example, 30% of these students live outside the Minneapolis- St. Paul metropolitan area. Four of the students actually participated in a course while living or traveling in another country. Forty-eight percent of AGS’ first on-line students have dependent children, including 8% of who were caring for new babies and 7% who had immediate family members who were also enrolled in post-secondary education. In addition, the Adler Graduate School’s on-line learning option has also been helpful for 7% of these 83 students who were experiencing a traumatic transition (e.g., job loss, divorce). Finally, four of these 83 students are people who struggle with a documented learning disability or English as a second language.

**Future Out-of-Metro Area and Out-of-State Students**

According to the Minnesota Department of Health and its Rural Health Advisory Committee’s 2005 Report on Mental Health and Primary Care and 2006 Report on Minnesota Health Professionals Shortage Areas, mental health services may be limited or non-existent in rural settings due to a shortage of mental health professionals in these settings. In fact, only two Minnesota areas – the Minneapolis-St. Paul Metropolitan Area and the city of Rochester – are not listed as areas where there is a shortage of mental health professionals. For example, data from the Minnesota Board of Psychology suggests that while Metropolitan Area counties have an adequate number of psychological professionals based on population size, the ratios of psychologists to laypersons in thirteen non-metropolitan areas are often close to zero. As a result, the Minnesota Department of Health’s reports recommend an expansion of the “trained professional workforce” in primary mental health care.

On-line training will allow students living in rural areas to complete a graduate level degree without having to uproot their lives. This foundational training will serve to improve mental health services in these and other under-served areas. In addition, if students choose to build upon the foundational training of AGS’ On-Line Adlerian Studies Emphasis Area, they will be able to prepare themselves for increasingly sophisticated responsibilities within the mental health field. That is, this group of prospective students may use their On-Line Adlerian Studies degree as a basis for additional clinical training and, as such, a footprint for eventual licensure in a mental health-related discipline.

**Out-of-State and International Students**

The Adler Graduate School is one of only two fully accredited graduate schools on the North American continent that train students based on a foundation of Adlerian Psychology. As such, the community of Adlerian-trained human services professionals and educators is depending on the Adler Graduate School as a training resource. More specifically, many members of the North American Society of Adlerian Psychology would like to see the Adler Graduate School perform as a flagship for training in Adlerian Psychology. AGS’ development of on-line programming will facilitate the School’s response to the Adlerian community’s request. Indeed, on-line courses will ultimately make training in Adlerian Psychology available for many more persons throughout the world.

**Mental Health Professionals Desiring Training in Adlerian Psychology**

All mental health licensing boards require their licensees to engage in continuing education activities. The number of required hours varies by professional discipline and state, but a specific number of continuing education hours is typically required from year-to-year. On-line, credit-bearing courses will appeal to persons who wish to advance their careers through systematic and comprehensive continuing education activities, but may not have schedules that allow them to attend residential courses.

In summary, the proposed On-Line Adlerian Studies Emphasis Area will allow several distinctive groups of prospective students to pursue training in the field of mental health. In the process, this proposed Emphasis Area will add value to the broader community. That is, the benefits of AGS’ proposed Adlerian Studies Emphasis Area will not be confined to the local scene. In fact, representatives of the Adler Graduate School believe this program will benefit students and communities worldwide.

The reality of the world’s contemporary human condition includes a great deal of conflict, including war, family discord, parenting challenges and individual crises. This increasing “multiversity” in the human condition and experience calls for more helpers with a transcendent set of skills. This next generation of helpers must be versatile, fluent in multiversity, mobile and engaged. Many of these potential helpers are already serving their communities as volunteers in settings such as churches, nursing homes, shelters and schools. Equipping them with the principles of a very practical and useful psychology – Adlerian psychology – and bringing this psychology to them, without requiring them to leave their current posts and related responsibilities, is one way the Adler Graduate School and its On-Line Adlerian Studies Emphasis Area will contribute to the community. AGS will facilitate the development of more competent helpers who will, in turn, benefit the people they are seeking to help.

***Expected outcomes of the proposed change***

As indicated, the On-Line Adlerian Studies Emphasis Area will increase the Adler Graduate School’s enrollment, particularly among non-traditional students (e.g., older students, students with younger children at home, students living outside the Twin Cities area, students with disabilities limiting their travel, students having to work odd shifts/two jobs). As demonstrated by data in the following table, enrollment in AGS courses that may be taken on-line has expanded continuously.

**Enrollment Comparisons to Date – On-Campus and On-Line Versions of AGS Courses**

 On Campus Course On-Line Course

513 Aug 2008 17 16

513 Nov 2008 12 NA

513 Feb 2009 23 23

513 May 2009 7 21

513 Aug 2009 11 Cancelled

513 Nov 2009 21 \*14

505 July 2009 17 NA

505 Oct 2009 19 NA

505 Jan 2010 NA \*\*20

\*Enrollment cap of 14 students established for on-line courses

\*\*Enrollment spread over two class sections

***Impact of proposed change on AGS’current mission***

The Adler Graduate School seeks to train an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. This destination in the community has been stated multiple times in this Self-Study Report – but it cannot be over-emphasized. Indeed, based on information that AGS representatives have gathered concerning categories of students who often make use of on-line training opportunities, a strong possibility exists that the Adler Graduate School will attract an even more diverse student population than the one presently being served through the School’s on-site, residential courses. If this possibility is manifest in reality, then the Adler Graduate School’s mission will be better served with the addition of the On-Line Adlerian Studies Emphasis Area. That is, on-line courses may help the Adler Graduate School to serve an even broader cross-section of students.

***Relationship between the proposed change and ongoing planning***

As stated, the Adler Graduate School is committed to training an increasingly diverse student body. On-line programming will help to ensure access to training for a more diverse group of students, many of whom would otherwise not have access to graduate-level training in Adlerian Psychology – or, in some cases, any type of graduate-level mental health training. Indeed, many aspiring mental health professionals cannot gain access to training because of factors (e.g., age, socioeconomic status, rural residence status, single parent status, parenting children with time-consuming special needs) that set them apart from more typical, mainstream graduate students and the residential programs in which they enroll. The Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will facilitate access to the student-focused training approach to education that AGS is known for.

Sustainability of the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will be facilitated in several ways, including: 1) AGS will reach out to a diverse group of students (i.e., four potential students groups); 2) AGS will offer comparatively small class sizes (with a cap of 14 students) so as to ensure that courses will be relatively intimate and reliably offered – even when enrollments are somewhat low; 3) The shortage of training opportunities in rural areas will likely persist; 4) No other accredited, Master’s-level training in Adlerian Studies is currently offered on-line – AGS is perceived as well-prepared to play a leading role in teaching the principles of Adlerian Psychology.

The Mission of the Adler Graduate School underscores the need to train professionals who serve populations that are largely under-represented in mental health disciplines. By reaching out to both new communities and existing communities in a novel way, AGS will bring Adlerian Psychology to new populations. By being able to stay in their own communities while completing a foundational degree, graduates of AGS’ On-Line Adlerian Studies Emphasis Area will be more likely to remain in their under-served communities, serving members of those communities. In time, these graduates will potentially become role models for a more diverse group of aspiring community helpers and human services/counseling professionals. Once graduated, students who completed AGS’ On-Line Adlerian Studies Emphasis Area may also go on to subsequently complete the additional coursework that will prepare them for advanced clinical work and potentially make them license-eligible for professional clinical practice.

The Adler Graduate School’s on-line courses will also benefit professional domains outside of the mental health field. For example, on-line courses may very well help School Counselors who serve comparatively isolated rural areas in Minnesota to gain training that will benefit schools and students located in those areas. As such, on-line courses will help School Counselors to take part in ongoing professional development and, just as importantly, to stay connected to one another. In summary, the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will expand students’ educational options and, in the process, add value to the community’s foundation of professional expertise.

***Involvement of AGS constituents in development of on-line programming***

From the beginning, development of the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area has required a grass-roots effort, involving many constituent groups. More specifically, in January of 2008, an ad hoc group comprised of staff, faculty and program directors participated in a brainstorming session concerning on-line education. From that meeting came a recommendation to evaluate the key elements and, ultimately, the merits of an on-line learning delivery system at AGS, including consideration of a common learning management system, development of on-line courses, provision of certain existing residential courses via distance education methods (e.g., video/ web conferencing), and the creation of an On-Line Adlerian Studies Emphasis Area. Later that spring, an E-Learning team, made up of five faculty members (three of whom were Program Directors and four of whom had experience with on-line learning and teaching), AGS’ technology staff person and the School’s Academic Vice President, began to meet. This group continued to meet until April of 2009, when the On-Line Faculty (OLF) Team was officially selected and, subsequently, began a planning process headed by Dr. Roger Ballou. Dr. Ballou’s leadership role was transitioned to Dr. Marina Bluvshtein – AGS’ Director for Special Projects and Interim On-Line Education Coordinator – during the Summer of 2009.

The Adler Graduate School‘s standing Technology Committee has consistently supported the work of the On-Line Faculty Team through its monthly or twice-monthly meetings. Members of the Program and Curriculum committee, including a current student and a recent graduate, have also supported the work of the On-Line Faculty Team and are updated and consulted on a regular basis. For example, AGS’ Program and Curriculum Committee must review and approve every new course, including those associated with the On-Line Adlerian Studies Emphasis Area. More specifically, the Program and Curriculum Committee has approved the syllabus template for on-line courses, as well syllabi that have been developed for specific on-line courses.

Since August of 2008, students have also actively participated in the development of AGS’ On-Line Adlerian Studies Emphasis Area. In addition to course evaluations that AGS students regularly complete, students completing course evaluations for AGS’ on-line Comparative Theories course – the first AGS course to be offered on-line – are also asked to provide feedback concerning the course components that variously should or should not be retained. Similarly, students in AGS’ on-line Developmental Psychology course have weighed in on the differences between the learning and cognitive processes associated with an on-line learning environment and those processes associated with a residential, face-to-face learning environment. AGS students have also helped to develop a list of frequently asked questions concerning on-line education. Based on these questions, and the answers provided by on-line faculty members, a frequently asked questions document has been developed and will be regularly updated.

***Minutes and select correspondence reflecting activities associated with the development and implementation of the On-Line Adlerian Studies Emphasis Area (including, but not limited to, minutes of AGS’ Marketing Committee, Strategic Planning Committee, On-Line Faculty Team, and Ad Hoc On-Line Syllabus Development Committee) are available for review in the HLC Team Resource Room***

**WHAT NECESSARY APPROVALS HAVE BEEN OBTAINED TO IMPLEMENT THE PROPOSED CHANGE?**

***Internal approvals required***

Shortly after the Technology Committee’s brainstorming session in January 2008, members of the AGS Advisory Council began to discuss the development of – at the time, what was projected to be – an on-line version of the School’s Non-Clinical Adlerian Studies Emphasis Area. The AGS Advisory Council quickly decided to encourage the evaluation of this idea and, subsequently, decided that the School should plan and develop an On-Line Adlerian Studies Emphasis Area, based on AGS’ Master of Arts Degree in Adlerian Counseling and Psychotherapy. An ad hoc, On-Line Adlerian Studies Committee was established and Dr. Roger Ballou – AGS’ Director for Clinical Programs and Adlerian Studies – was asked to head this committee. Information concerning these activities was also shared with the Adler Graduate School’s Program and Curriculum Committee and its Board of Directors. At this stage in the development of AGS’ On-Line Adlerian Studies Emphasis Area, approvals from the AGS Advisory Council, Program and Curriculum Committee and AGS’ Board of Directors were decisive and enthusiastic, but informal. Three existing AGS courses (505, 511 and 513) were initially identified for adaptation as on-line courses. The Adler Graduate School offered its first on-line course – 513 (Comparative Theories) – in August 2008.

Dr. Ballou was initially given responsibility for developing the School’s on-line program. Although Dr. Ballou continues to take an active role in discussions concerning on-line programming, as stated above, in the summer of 2009, the responsibility for developing and coordinating on-line programming was transferred to Dr. Marina Bluvshtein, the Adler Graduate School’s Director for Special Projects and Interim On-Line Education Coordinator.

Also, as stated above, the Adler Graduate School’s Program and Curriculum Committee approves on-line courses in the same way that other residential courses are approved. That is, completed syllabi are reviewed and approved by the Program and Curriculum Committee, as appropriate. The on-line syllabus template was developed and approved by the Program and Curriculum committee in November 2009.

On December 18, 2009, the AGS Advisory Council formally and unanimously approved a resolution to offer the Master of Arts Degree in Adlerian Counseling and Psychotherapy, with an Emphasis in On-Line Adlerian Studies. On January 20, 2010, the Adler Graduate School’s Board of Directors unanimously approved the same resolution.

***Minutes from the ad hoc, On-Line Adlerian Studies Committee, the Program and Curriculum Committee, the AGS Advisory Council and the AGS Board of Directors are available for review in the HLC Team Resource Room***

***External approvals required***

The Adler Graduate School’s Academic Vice President, Dr. Dan Haugen, has carefully reviewed the steps that must be taken when offering courses through distance education delivery methods; particularly when those methods include on-line education. Dr. Haugen has gathered information from a variety of sources, including those listed below.

1. Dr. Haugen has consistently attended the Higher Learning Commission’s annual meeting, where distance education is a regular component of the Commission’s program.
2. Dr. Haugen and AGS faculty members have reviewed HLC guidelines for best practices as they concern distance education.
3. Dr. Haugen has reviewed guidelines for submitting Requests for Institutional Change.
4. Dr. Haugen has regularly corresponded with Mary Breslin, the Higher Learning Commission’s Liaison to the Adler Graduate School. This correspondence has included information concerning AGS’ progress in developing on-line courses.
5. Dr. Haugen has traveled to Chicago during each of the past two summers to update Mary Breslin on activities at the Adler Graduate School, including development of an On-Line Adlerian Studies Emphasis Area.

***Examples of Dr. Haugen’s correspondence with Mary Breslin are available for review in the HLC Team Resource Room***

As evidenced by Dr. Haugen’s activities in relationship to the development of an On-Line Adlerian Studies Emphasis Area, he has been conscientious in his efforts to keep the Higher Learning Commission apprised of all significant activities at the Adler Graduate School. In fact one of the questions that Dr. Haugen has faithfully studied is, “What is the most appropriate proportion of the On-Line Adlerian Studies Emphasis Area to actually implement prior to the HLC Comprehensive Visit in March 2010”? After much deliberation and discussion, including a conversation in July 2009 with Mary Breslin, it was decided to offer approximately one-half of all prospective courses prior to the visit. Indeed, although Dr. Haugen was told that some schools actually offer a much higher proportion of a prospective program’s on-line courses prior to an accreditation visit, representatives of the Adler Graduate School believe the best way to protect the interests of students, to accommodate the Higher Learning Commission’s accreditation process and its high standards, and to make full use of the HLC Team’s Consultant/Evaluators is to take a very methodical approach to the development and ultimate approval of its plans for implementing the On-Line Adlerian Studies Emphasis Area. As such, although the Adler Graduate School has planned both the courses and infrastructure for its On-Line Adlerian Studies Emphasis Area, AGS administrators have chosen to initiate the implementation of this Emphasis Area through the delivery of three courses, as of January 2010; another three courses will be offered during the Adler Graduate School’s Spring 2010 term.

**What Impact Might the proposed change have on challenges identified by the commission as part of or subsequent to the last comprehensive visit?**

The Adler Graduate School is a healthy institution that is attempting to integrate an important distance education delivery method into its academic structure; a delivery method that will allow for the implementation of an educational program that will be of significant value to students and the community these students will live in and serve.

The Adler Graduate School has worked hard to identify each of the challenges that an institution naturally faces when developing and implementing a new capability. In the case of AGS’ request for approval to offer courses through distance education delivery methods – particularly on-line methods – AGS faculty members and administrators have been very serious-minded about all of the ways that planning must be accommodated. The development and implementation of an On-Line Adlerian Studies Emphasis Area is a major step in the history of the Adler Graduate School and, more importantly, in the efforts of the School to serve the community. It is appropriate that AGS faculty members and administrators have left no stone unturned in their preparation for the delivery of on-line programming.

***Challenges Addressed – Overview***

Examples of how the Adler Graduate School’s faculty and administrators have addressed challenges associated with on-line programming are identified below. Challenges and how they are being addressed are discussed in greater detail in the Implementation Plan section of this chapter.

1. Faculty training and development

See details in Program Components section of this chapter.

1. Orientation for on-line students

New student orientation will be implemented through a combination of enrollment procedures and a two-week, no-credit course (i.e., AGS 101 OL). Students will take this course upon being enrolled and before they start their first credit-bearing, on-line course. Details are provided in the course description of AGS 101 OL.

1. Advising for on-line students

Each student will be assigned an Academic Advisor immediately upon enrollment. Starting with the development of a degree plan and continuing through graduation, academic advisors will work closely with their assigned students. Advising will be conducted via monthly telephone, Skype-assisted, or other communications software-assisted conferences. The Academic Advisor will serve as a liaison for their on-line advisees and will: 1) Help students to access student services and assistance, as needed; 2) Facilitate academic success, in general.

1. Creating an on-line environment that is engaging and in keeping with the best educational traditions of the Higher Learning Commission and the Adler Graduate School

See details concerning training topics and other related issues in Faculty Training and Development section of this chapter.

1. Student identity verification

See details concerning identity verification in the Program Components section of this chapter.

1. Course evaluations

See corresponding section below.

1. Technical support

See corresponding section below.

1. Administrative support and oversight

See corresponding section below.

1. How is success measured?

See appended on-line syllabus template and its assessment section.

1. Accommodating the challenges of not actually seeing on-line students as often – if at all

 See faculty training topics below.

1. Prevention of significant attrition among students

AGS staff and faculty will study trends and monitor attrition.

1. Unintended consequences – e.g., students taking on-line courses who would otherwise take residential courses, producing lower enrollments in residential courses

Residential students may apply only four on-line courses toward the satisfaction of requirements for their degree program. This policy will help the Alder Graduate School to accurately project course enrollment. Nonetheless, AGS staff and faculty will study trends and monitor enrollment patterns.

1. Need for reliable data (i.e., market analysis) to guide the development, implementation, and ongoing assessment of on-line programming

As part of the Adler Graduate School’s Marketing Plan, members of that committee will develop and implement strategies that benefit the On-Line Adlerian Studies Emphasis Area. These marketing strategies will take into account the targeted student population, the most effective technologies available for outreach, and the steps required to meet institutional goals. As part of this process, applicable internal data (e.g., enrollment and graduation trends; data and input from the School’s standing committees such as the Strategic Planning Committee; course, faculty and student evaluations) will be continuously reviewed. External data (e.g., national trends in distant education) will also be continuously reviewed via relevant and scholarly publications, conferences and webinars, for example. These two sets of data will be integrated into planning pertaining to the Adler Graduate School’s on-line education activities.

1. Potential language barriers – particularly as one prepares to serve students from other countries and new immigrants

Partially addressed in this chapter’s description of enrollment procedures. The On-Line Adlerian Studies Emphasis Area’s Moodle-based learning management system can easily accommodate different languages. AGS staff and faculty will continue to study this challenge.

1. Crafting residential and on-line versions of courses in such a way that they can be applied to more than one Emphasis Area, as appropriate

This has been addressed in parts of this chapter where curriculum is addressed.

1. Clarification of the human, financial and physical resources necessary to cover the needs of the On-Line Adlerian Studies Emphasis Area

 Human and physical resources related to technology support are reviewed continuously.

1. Inclusion of residency requirement

See corresponding section below.

1. How to assess on-line students’ learning from course-to-course and how to conduct final review of students’ learning prior to graduation

This will be accomplished through several mechanisms, including the advising process, the extended residential weekend and the final portfolio review. These mechanisms are described in corresponding sections of this chapter. Additionally, existing AGS policies and procedures concerning the assessment of student learning will be implemented.

1. How to facilitate students’ capstone exercise and how to conduct final review of capstone and oral examination

See description of Capstone Project and Extended Residential Weekend in this chapter.

1. How to ensure quality

See sections of this chapter that discuss factors such as faculty mentoring, faculty development, peer review, course evaluations, student retention and quality of Master’s Projects, for example.

1. How to address and prevent plagiarism and maintain the integrity of students’ work

This goal will be achieved by providing ongoing faculty development concerning the detection of plagiarism (see section of this chapter that addresses faculty training) and educating students about copyright laws. The discussion of plagiarism is a standing component of the syllabus template for on-line courses and is expected to take place in each on-line course. Additionally, the introductory course (i.e., AGS 101 OL) for AGS’ On-Line Adlerian Studies Emphasis Area focuses on topics such as copyright law, potential differences between countries as to how intellectual property is defined, and the educational implications of United States copyright law (see plagiarism-related information in the syllabus template for on-line courses and in AGS’ Student Handbook).

Furthermore, AGS on-line faculty members will strive to implement and share best practices in creating assessment procedures that will discourage plagiarism (e.g., using quizzes in assessment, setting creative tasks, actively using threaded conversations).

1. Review of AGS’ policies and procedures and how they might require adaptation in response to the delivery of the On-Line Adlerian Studies Emphasis Area

The revision and adaptation of policies and procedures is in progress.

***Policies and procedures concerning the On-Line Adlerian Studies Emphasis Area are available for review in the HLC Team Resource Room***

1. Review and possible expansion of student services

A needs analysis is in progress (See budget and staffing related sections of this chapter).

**What are AGS’ plans to implement and sustain the proposed change?**

***Course Schedule – overview***

The syllabi for seventeen three-credit courses, and guidelines for a three-credit Master’s Project and a non-credited orientation process will be ready by the end of February 2010. Three courses (i.e., 504 OL, 505 OL, 513 OL) are being offered on-line during the Winter 2010 term (i.e., January 2010 through March 2010). Another three courses (541 OL, 574 OL and 514 OL) and the regularly scheduled 513 OL will be offered during the Spring term (i.e., April 2010 through June 2010). This schedule is reflected in the table below.



***ONLINE Program Components***

**Teaching and Learning**

Online Courses

Curriculum development for on-line courses will continue in accordance with established protocols. Two types of on-line courses will be taught. AGS’ On-Line Faculty Team, administration and Program and Curriculum Committee (with input from AGS students and other interested parties) will monitor how the current program and its individual courses are meeting intended goals.

Courses in the On-Line Adlerian Studies Emphasis Area may be taken in any order, with two exceptions. Adlerian Psychology I (711 OL) must be completed first and the Capstone course (780 OL) must be completed last. A suggested course sequence is provided for those students who wish to complete their work with optimal efficiency.

Suggested Course Sequence for On-Line Adlerian Studies Emphasis Area

Once fully developed, the sequence of courses associated with AGS’ On-Line Adlerian Studies Emphasis Area will start twice each year. As such, students may begin work in this Emphasis Area in either January or July of each year. Naturally, as scheduling for courses associated with AGS’ On-Line Adlerian Studies Emphasis solidifies, students who have already taken some of AGS’ on-line courses will either apply their on-line credits toward one of AGS’ existing, residential Emphasis Areas, or they will complement their on-line credits with additional on-line credits as new courses begin to be offered.

Suggested Course Sequence

July/ Jan Aug/ Feb Oct/ Apr Nov/ May

Year One:

711 712 723 513OL

505OL 574OL 501OL 500OL

Year Two:

721 732 504OL 514OL

541OL 740 (Soc Int) 799 (MP) 790 (Capstone)

On-Line Courses that AGS’ Residential Students May Take

July/ Jan Aug/ Feb Oct/ Apr Nov/ May

505OL 513OL 501OL 513OL

523OL 574OL 521OL 500OL

 541OL 504OL 514OL

Courses associated with the On-Line Adlerian Studies Emphasis Area will be completed in an asynchronous fashion via threaded discussions, PowerPoint presentations, video and audio lectures and virtual conferences. If an instructor chooses to use synchronous activities within a specific course, she/he will also be expected to offer alternative methods for completing course assignments asynchronously. Instructors are encouraged to use video-taped or audio-taped mini-lectures to increase the sense of an instructor’s presence in the “classroom”. Final assignments for on-line courses will primarily be in the form of final papers, which is consistent with current AGS assessment practices. The Moodle learning management system does, however, offer various options (e.g., group projects, on-line quizzes) for assessment of student performance and many of these methods will be used by course instructors for ongoing (process) assessment.

***The syllabus template for on-line courses is appended to the Self-Study Report and also available for review in the HLC Team Resource Room – additional information concerning the design of on-line courses is available by visiting*** [***www.adlermoodle.com***](http://www.adlermoodle.com)

Student Authentication

Verification of student activities will be accomplished through several required, face-to-face components – including the On-Line Adlerian Studies Emphasis Area’s residential component – implemented from the point of admission to the time of graduation, and throughout a student’s experience with AGS’ on-line program. First, as a part of AGS’ enrollment process, an enrollment interview will be conducted, via Skype or a similar software, with persons applying to AGS’ On-Line Adlerian Studies Emphasis Area. At that time, a digital image of the student will be recorded and filed. Once enrolled, students will participate in regularly scheduled, monthly telephone or video conferences with their Academic Advisors. Students seeking a degree through AGS’ On-Line Adlerian Studies Emphasis Area will also be required to complete an extended residential weekend. International students and students with a documented disability that prevents them from participating in person will be allowed to participate in this extended residential weekend via Skype or some similar software. Finally, an oral examination will be conducted via communications software or in person, at a student’s request.

***More information concerning the extended residential weekend is available for review in the HLC Team Resource Room***

The standard design of the Adler Graduate School’s on-line courses, including the rigor of the syllabus template and the intensity of these courses, make it difficult for someone other than the student enrolled in an individual course to complete that course’s requirements.  For example, the current, on-line syllabus template requires two substantial postings per week (Tuesday and Thursday), a total of four peer responses per week, a final paper, and the completion of a Special Project Time assignment. Additionally, because access to [www.adlermoodle.com](http://www.adlermoodle.com) is password-protected, the Adler Graduate School’s Moodle-based learning management system also allows faculty to monitor a student’s level of activity by tracking the frequency of student log-ins, by providing daily activity reports, and by verifying the consistency of the computers a student is using. In combination, these strategies serve to verify the authenticity of students’ work and, ultimately, will discourage impersonators.

The purpose of these interactive activities, of course, is to ensure the authenticity of those students who participate in and eventually complete the On-Line Adlerian Studies Emphasis Area. In addition, these activities help to build a sense of community within cohorts of students moving through this program. Indeed, the Adler Graduate School strives to facilitate integrated learning communities and a sense of belonging in all of its Emphasis Areas. In this regard, the On-Line Adlerian Studies Emphasis Area will be no different.

**Technology**

Learning Management System

The learning management platform used for the Adler Graduate School’s on-line courses is Moodle. It is rapidly growing in popularity because of its vast capabilities and ease of use. In fact, Moodle is being used around the world with people who speak a variety of languages. Besides the fact that certain learning management systems are cost-prohibitive for an institution of AGS’ size, the School’s On-Line Faculty Team has embraced Moodle and the cooperative nature of this open source product.

Moodle can be used to work with students in courses that are fully on-line or offered in a hybrid format, and it comes with a powerful set of modules. These modules include File Upload, Calendar, Chat, Multiple Choice Test, Database, Discussion Forum, Glossary, Guided Lesson, Assignment, Quiz and Wiki. At the bottom of each Moodle page, there is a link to “Moodle Docs for the Page” that takes the student or instructor to instructions for using the various functions pertaining to that page.

Moodle systems requirements are a part of every on-line syllabus and are posted on the [www.adlermoodle.com](http://www.adlermoodle.com) web site. A Moodle User Guide for the faculty can also be found at the [www.adlermoodle.com](http://www.adlermoodle.com) site.

Hosting via ClassroomRevolution.com

ClassroomRevolution.com provides AGS with 500 user accounts, unlimited Moodle courses and ten gigabytes of storage. Upgrading for additional users is very easy and the cost of this service, unlike larger more commercial learning management systems, is minimal. Because of this, funding for AGS’ learning management system platform will never become an issue.

The Adler Graduate School’s hosted account is installed on a dedicated server, specifically configured to provide an optimal environment for hosting Moodle. ClassroomRevolution.com installs all the software (e.g., spell-check, automatic image resizing) necessary to add Moodle functionality. Indeed, ClassroomRevolution.com provides access to standard Moodle modules such as those identified above and is also available to install other third-party modules.

The Adler Graduate School’s contract with ClassroomRevolution.com includes 24/7 technical support for all Moodle software errors and server performance issues. What is more, ClassroomRevolution.com even provides daily and weekly back-up to remote locations. Finally, all Moodle software upgrades are installed free of charge.

As the Adler Graduate School endeavors to provide on-line programming, the availability of technical support for students and faculty members – whether this support is contracted or salaried – will develop in accordance with the School’s growing volume of on-line activity. In addition, as the Adler Graduate School’s activities in the area of on-line education expand and as the number of students enrolling in on-line courses grows, so too will AGS’ own technical support staff expand and grow.

Technical Support

Technical support is currently available to Adler Graduate School students and faculty within twelve hours of a request. At the present time, this support is provided by the Adler Graduate School’s Director for Special Projects and Interim On-Line Education Coordinator – who currently coordinates on-line programming – a part-time Program Director who heads AGS’ standing Technology Committee, AGS’ part-time Network and Computer Systems Associate, AGS’ full-time Media Center Coordinator, and a team of on-line faculty members. Technical support is currently available via email, telephone or in-person consultation. Information accumulated through technical support exchanges is added to the Frequently Asked Questions section on the front page of [www.adlermoodle.com](http://www.adlermoodle.com). By July of 2010, the Adler Graduate School will begin the process of systematically identifying and training specific support personnel to provide on-line students and faculty with support as it concerns hardware, connectivity and the School’s learning management system.

A contract with ClassroomRevolution.com facilitates the availability of support services that help to ensure students’ and faculty members’ uninterrupted use of AGS’ on-line resources. This includes support services such as server maintenance and hosting, as well as the continuous availability of [www.adlermoodle.com](http://www.adlermoodle.com) and reliable maintenance and back-up services.

Online Registration and Tuition

The Adler Graduate School uses a data management system called SONISWEB. It facilitates student registration, payment of fees, transcript management and communication among students and faculty. The SONISWEB system helps faculty to advise individual students and groups of students. It also helps faculty to submit grades, post information and gain access to critical student information.

On-Line Library

On-line students will have access to the same web-based EBSCO resources as residential students, including: Academic Search Premier, PsycInfo, PsycArticles, PsycBooks and PsycExtra, SocIndex Full‐Text, Medline ERIC. Students will also have access to EBSCO MegaFile, EBSCO MasterFile, Business Source Premier, Regional Business, News, Alt HealthWatch, Consumer Health Complete, HealthSource: Consumer Edition, Health Source: Nursing/Academic Edition, MAS Ultra-School Edition, Middle Search Plus, Points of View Reference Center, Primary Search, and Science Reference Center.

Whenever appropriate, on-line students will also have access to the same print resources as residential students, including course-related supplies and materials.

On-Line Bookstore

The Adler Graduate School has a contract with an on-line bookseller that offers both common and hard-to-find textbooks and materials for students. AGS students can also access most texts through national and international book re-sellers.

**Faculty**

Recruitment and selection

From the start, faculty members have been the driving force behind the proposed, On-Line Adlerian Studies Emphasis Area. Faculty participation was solicited early on in the spring of 2008 as the idea for this program was beginning to emerge. Members of the initial “E-Learning” team reviewed the feasibility of creating this kind of program at the Adler Graduate School. Eventually, a formal request went out to all faculty members, who were asked to complete a self-evaluation of their teaching experience, in general, their on-line teaching experience, specifically, and their sense of proficiency with technology. The E-Learning team reviewed responses and, in May of 2009, selected the Adler Graduate School’s new On-Line Faculty Team.

Overall, AGS’ OLF Team is characterized by a rich array of teaching experiences, on-line teaching and learning experiences, competencies in key content areas, experiences with Adlerian Psychology, and technical competencies. Ten members of AGS’ OLF Team also serve as primary or co-primary instructors for AGS’ residential courses. Four members are back-ups for AGS’ residential courses. Three members are Core-level faculty members at the Adler Graduate School and three are Associate-level. Nine on-line faculty members have a degree in Adlerian Psychology, six members have received at least one of their degrees from an accredited, on-line university, and five members have taught in an on-line university and/or had administrative experience in an on-line university.

On-Line Faculty Team and Credentials

Each of the following members of AGS’ On-Line Faculty Team is computer literate and proficient with software necessary for the delivery of on-line courses and distance education, in general. As one might expect of a rapidly developing program, the number of faculty members associated with AGS’ On-Line Adleian Studies Emphasis Area is growing. Current members are listed below.

1. Trish Anderson, MA, LMFT

Since 1999, instructor for graduate and undergraduate on-line courses in a fully accredited institution using pedagogy that combines synchronous and asynchronous learning activities

1. Marina Bluvshtein, PhD, LP, MA, LMFT

Doctoral degree from an on-line university (2001-2005); on-line teaching experience at the University of Phoenix (on-line and blended courses, 2007-2008); use of SONISWEB virtual forum option to facilitate additional discussions with residential students; on-line teaching experience at AGS (505 OL – January-February 2010); received award for program evaluation and research methodology from Capella University

1. Richard Close, PhD, LICSW, LMFT

Proficient in use of technology in the classroom

1. Tina Feigal, MS Ed

On-line teaching experience at AGS (505 OL – January-February 2010)

1. Louise Ferry, PhD, LP, LMFT

Doctoral degree from an on-line university; proficient in use of technology in the classroom

1. Karyl Frye, PhD, LMFT

Doctoral degree from an on-line university; two years of experience selling Internet training programs; experience in academic advising at Capella University; experience teaching courses on-line and teaching doctoral-level learners how to use the Internet and how to optimize their on-line classroom experiences

1. Catherine Hedberg, MA, LP

A leader among AGS faculty members in the use of technology in the classroom

1. Chris Helgestad, MA, LSC

Primary Instructor for 513 Comparative Theories since January 2006 and 513 OL since August 2008; administrator of [www.adlermoodle.com](http://www.adlermoodle.com); SONISWEB core user and main contact for teaching and learning capabilities; key member of E-Learning team (and, subsequently, OLF Team) throughout inception, design and implementation of On-Line Adlerian Studies Emphasis Area; Chairperson for AGS Technology Committee since January of 2007

1. Paula Hemming, MA

One of AGS’ most innovative instructors and most confident users of classroom technology. Experience using Skype to bring distance learners into coaching courses; experience with teleconferencing services for conducting class and group supervision; experience in using MaestroConference to conduct tele-classes; video recording experience

1. Lisa Mastain, PhD

Doctorate through a distance education program; teaching experience in on-line courses at the University of Phoenix (October 2007 – present); teaching experience in an on-line course at Saybrook University; undergraduate degree in quantitative methods and information systems; experience working as a computer programmer and systems analyst

1. Bill Premo, PhD

On-line teaching experience (undergraduate-level and graduate-level courses) at the University of Phoenix (one year) and Capella University (seven years); teaching experience in hybrid courses at Minnesota School of Professional Psychology (2005 – present)

1. Michelle Saari, MA, Doctoral Candidate

On-line doctoral student for past five years; experience with several learning platforms

1. Kate Simonson, MA

Teaching experience and competence using D2L; experience with group work using Skype

1. Jill Sisk, PhD

Doctoral degree from an on-line university

Future Recruitment and Selection of Faculty

More faculty members will be recruited to the OLF Team, including faculty members with previous on-line teaching and/or learning experience. In an effort to promote the consistency of AGS’ on-line and residential curricula, AGS faculty members who teach residential courses that correspond with on-line courses will also be given primary consideration for on-line teaching assignments. In any case, familiarity with technology, in general, and on-line education, in particular, along with experience and competency in pertinent subject areas, will be the primary criteria used in making teaching assignments.

Orientation and Training

Initial and ongoing training will focus on topics such as new technology, site accessibility, meeting the usual needs and the special needs of on-line students (e.g., accommodating a student’s disability), understanding on-line pedagogy, managing one’s workload, managing the courseroom, understanding and addressing plagiarism, and understanding the concept of intellectual property and its implications.

As the size of the Adler Graduate School’s on-line faculty continues to grow, a systematic training regimen for on-line teaching will be finalized and offered as a benefit to any faculty member selected to teach an on-line course. As opposed to a training program that requires each and every instructor to complete a standardized, non-personalized module, AGS’ program of faculty orientation and training will encompass a variety of activities based on the needs of new faculty members and AGS’ tradition of peer-to-peer mentoring. Key components of AGS’ program of orientation and training are listed below.

1. A repository of on-line videos demonstrating basic and advanced techniques developed by the same people that support and enhance Moodle
2. Moodle courses that are designed to orient a new instructor to Moodle by using Moodle (e.g., demo.moodle.org)
3. A faculty mentor will be paired with each new on-line faculty member. As an open source platform, [www.adlermoodle.com](http://www.adlermoodle.com) allows peer visits and peer review. The advantages of this platform will be fully utilized. For example, the faculty mentor will: 1) “Visit” the new faculty member’s courseroom 2-3 times during the first iteration of her/his course; 2) Facilitate the first peer review process for the new faculty member; 3) Orient the new instructor to course content, the learning management platform and AGS’ on-line policies and procedures; 4) Invite the new instructor to observe the mentor teaching a course; 5) Assist the new faculty member in course “personalization” and preparation
4. A copy of “Using Moodle: Teaching with the Popular Open Source Course Management System” is available for each faculty member. This electronic book is a comprehensive guide written by members of the Moodle community. It includes both basic and advanced, and new and old features of the Moodle learning management system.

Expectations of Faculty

The Adler Graduate School’s online instructors play active roles in the delivery of on-line courses, and are expected to create rich and stimulating learning environments. A faculty member’s role in the on-line courseroom will conform to the same high standards that characterize AGS’ traditional, residential classrooms. Faculty members are expected to participate in continuing education activities focused on content and delivery methods.

Faculty members are expected to be available for all course activities and individual consultations for the duration of their course, until final grades are submitted. During a course, an instructor will post specific office hours on the course web page. Course instructors are generally expected to respond to students’ questions and comments within 48 hours of the time of submission.

Faculty members will monitor course discussions and intervene when requested, or as deemed necessary. Faculty members are expected to acknowledge students’ participation and to assess the quality of students’ work by responding to students’ postings. Faculty members are expected to monitor student progress and communicate both process and outcome assessment results to students via e-mails, telephone calls or video-conferencing, if necessary.

***More information concerning faculty expectations is available for review in the HLC Team Resource Room.***

Professional Development of On-Line Faculty – On-Line Faculty Meetings

Meetings for on-line faculty members began in 2008 and have been held ever since. In May of 2009, the On-Line faculty Team was selected that has begun implementation of the On-Line Adlerian Studies Emphasis Area. Meetings of this group now occur on at least a monthly basis. Fourteen faculty members have been directly involved in the development of AGS’ On-Line Adlerian Studies Emphasis Area. Between meetings, the person coordinating the start-up of this program, Dr. Marina Bluvshtein – AGS’ Director for Special Projects and Interim On-Line Education Coordinator – spends a great deal of time integrating the work of on-line faculty members, conferring with Academic Vice President, Dan Haugen, and synchronizing the On-Line Adlerian Studies Emphasis Area with other structures within the Adler Graduate School.

Monthly OLF Team meetings last between two and three hours. The agenda typically includes items such as the role of an on-line faculty member, the development and review of on-line syllabi, updates concerning syllabus development, content relevance in on-line courses, technical updates, reasonable course enrollment limits, academic advising for on-line students, course sequencing, and student assessment. In addition, a portion of every OLF Team meeting is typically devoted to training; from technical training (e.g., Moodle) to best practices concerning on-line teaching.

Professional Development of On-Line Faculty – Training

During on-line faculty meetings, instructors participate in professional development as it concerns on-line delivery methods such as course design, course delivery, assessment strategies, and peer review. On-line faculty members will also benefit from additional, more comprehensive professional development in these and other areas through dedicated workshops and seminars, for example.

An on-line Moodle Faculty forum has been opened and is used by OLF Team members for sharing concerns, ideas and resources. This forum will be especially useful for mentoring new OLF members, as well as for the ongoing development of OLF Team members. Chris Helgestad, one of AGS’ most experienced on-line faculty members, has also opened his courseroom (513 OL) so that visitors might benefit from his experience. As time goes on, other virtual and in-person training events will also be scheduled and implemented for OLF members. Suffice it to say, OLF members are encouraged to take advantage of ongoing professional development opportunities and the Adler Graduate School will provide incentives and direct support for such development.

Faculty development for on-line instructors will be both content- and context-focused. Examples of content-related faculty development activities include building student engagement, connecting with students in an asynchronous learning environment, providing feedback concerning on-line assignments, mastering on-line pedagogy, using Moodle glossaries and quizzes in teaching, evaluating student writing, and finding a balance between direct teaching and the facilitation of student learning, in general.

Examples of context-related development activities include the effective use of technology, protecting exam items, protecting intellectual property in the on-line environment, and preventing burnout and a sense of isolation.

Each on-line faculty meeting will have at least one content-related and one context-related training component. A schedule of topics (January – December 2010) can be found on the OLF forum at [www.adlermoodle.com](http://www.adlermoodle.com).

Course evaluation and Peer review

The evaluation of on-line courses will be facilitated by an assessment instrument that will be implemented anonymously on-line. This strategy will help to maximize participation among on-line students. Course evaluations for on-line courses will be shared with the appropriate on-line instructor within one month after the grades for that on-line course are submitted. Students’ course evaluations will also be used as part of an instructor’s peer review experience.

The Adler Graduate School’s existing peer review process will be customized to meet the unique needs of on-line faculty members. As with instructors who teach primarily residential courses, peer review experiences for on-line instructors will culminate with the adoption of a professional development plan.

The peer review process will also be customized for on-line faculty members so that each new on-line faculty member will be reviewed within one month of teaching her/his first on-line course, assuming course grades have been submitted. As with other example of peer review for more experienced on-line instructors, peer review with first time on-line instructors will incorporate students’ observations from course evaluations.

As indicated earlier in this chapter, each new on-line faculty member will be assigned a mentor who will orient her/him to course content and the School’s learning management platform. Mentors will also assist new on-line instructors in course “personalization” and preparation, and will “visit” new instructors’ courses during their delivery of the course. These strategies will ensure that peer review for new instructors begins at an early stage in one’s relationship with the Adler graduate School and that peer review will be an active process; one that facilitates quality control.

As an open source type of software, Moodle allows for peer review of OLF Team members in both real time and in an archival manner. This capability will be fully utilized through the Adler Graduate School’s peer review process for on-line faculty members.

**Students**

Admissions

Admission into the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will be consistent with the School’s existing admission policies and procedures. More specifically admission into the On-Line Adlerian Studies Emphasis Area will include the review of all pertinent documents, including an official transcript from an accredited undergraduate institution, an application, references and a personal goal statement written by the applicant.

SONISWEB’s on-line application module will be fully operational in February 2010. As such, a prospective student will be able to directly enter all necessary information on a password-protected admissions account. The student may return to their “draft” application as many times as needed. Ultimately, a prospective student will indicate their interest in applying by submitting their completed file and paying their application fee on-line.

One unique aspect of the On-Line Adlerian Studies Emphasis Area’s admissions process will be an interview with AGS’ Admissions and Student Services Director and at least one member of the OLF Team – presumably the Interim On-Line Education Coordinator (i.e., eventually, the Program Director for On-Line Education. This interview will be conducted in person or via communications software (e.g., Skype or a similar software application) which, along with a webcam, will enable real time audio-visual communications. The interview will also serve to initiate the student authentication process and will ensure that the prospective student’s English language skills are sufficient enough to complete the On-Line Adlerian Studies Emphasis Area.

During the admissions process, a prospective student will be informed about estimated program costs and associated payment policies, technology and technical competence requirements, curriculum design and course sequence, learning objectives, student services (e.g., library, financial aid), advising and arrangements for interactions with faculty members and fellow students, residency requirements, estimated time for degree completion, program accessibility, accommodations for disabilities, grievance processes, and the challenges associated with technology-assisted education, in general. In addition, the interview will also address the results of a student’s self-assessment (described below) of their readiness for on-line courses. At the end of the admissions process and prior to being officially enrolled, if accepted for admission, a prospective student will sign a statement of understanding.

Orientation/ Training

So as to facilitate a comfort level with on-line courses and, ultimately, the mastery of on-line programming, the Adler Graduate School has established strategies to orient students to on-line programming and delivery methods. For example, during the enrollment process, each AGS student will complete a questionnaire aimed at helping them to assess their readiness for on-line education, and helping them to identify specific needs related to on-line learning. At the same time, students will be informed about the technical competencies typically required of on-line students.

In an effort to effectively orient on-line students, Graduate School 101 – an orientation strategy used with AGS’ residential students – will be adapted for on-line use. Adler Graduate School (101 OL) is described more thoroughly in the “Student Services – Advising section of the chapter but, briefly, it will contain all the valuable content and experiential components of the residential version of Graduate School 101, with added components related to on-line learning. Adler Graduate School (101 OL) will be delivered on-line and will effectively constitute a practice opportunity for students who are about to take part in their first on-line course.

Student input concerning on-line courses has been gathered informally for many months. However, as indicated earlier in this chapter, in September of 2009, students were invited to identify “Frequently Asked Questions” (FAQ) related to on-line courses. A list of common questions was collected, and a group of OLF members subsequently spent time developing answers to these questions. The FAQ list was then posted on the Front Page of [www.adlermoodle.com](http://www.adlermoodle.com) in an effort to assist students with activities such as registration for on-line courses. The use of this FAQ site will become standard practice for AGS’ on-line students and faculty members, and will ensure active communication among students and faculty.

A student guide to Moodle was created and is a part of the on-line syllabus template. In addition, as indicated earlier, students seeking to take an on-line course can visit [www.adlermoodle.com](http://www.adlermoodle.com) as a guest in some courses to get a first-hand experience with the structure of an on-line course and to assess their readiness for and interest in on-line courses. Like other AGS students, once enrolled in the On-Line Adlerian Studies Emphasis Area, students will also have an Academic Advisor who will serve as a faculty mentor and will communicate regularly with her/his advisees.

**Student Services**

Student Services – Overview

Adler Graduate School students who are not enrolled in the On-Line Adlerian Studies Emphasis Area but choose to take an on-line course will continue to utilize AGS’ customary support services (e.g., Media Center, academic advising, financial aid counseling). Since AGS has always worked with students who live and work off-campus, the School has established many systems designed to reach students who are on campus only infrequently. This capability will transfer well to on-line students, many of whom will live great distances from the Adler Graduate School. As the Adler Graduate School’s on-line student population continues to grow, both administrative and student support services will also expand.

Student Services – Advising

Students enrolled in the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will be assigned an Academic Advisor who will assist individual students in creating a degree completion plan and will serve as a mentor and primary academic contact in all matters. On-line students will be advised on a monthly basis through telephone calls and/or Skype (or other comparable software). Advising activities will be reflected in the On-Line Student Progress Form and will be linked to a student’s degree plan. Additionally, during a required residency weekend, on-line students will receive face-to-face advising. Other one-to-one meetings will be available, upon request.

Faculty members who advise on-line students will be oriented to the delivery of on-line courses. This will help advisors to effectively assist advisees who take one or more of their courses on-line. This orientation will be coordinated by the Interim On-Line Education Coordinator and, ultimately, the Program Director for On-Line Education.

Residential students experience a series of important advising activities on the Adler Graduate School campus. On-line students will participate in these important events through an enhanced and expanded version of Graduate School 101, the Adler Graduate School’s orientation program for new residential students. As indicated above, this on-line orientation course is called Adler Graduate School (101 OL). On-line students will be oriented to the Adler Graduate School’s policies and procedures and, as such, will have an opportunity to learn about the School, in general. A number of AGS staff members whose role it is to support student will be “guests” in the delivery of Adler Graduate School (101 OL) and will answer on-line students’ questions. Finally, students participating in Adler Graduate School (101 OL) will be oriented to on-line learning and the specifics of AGS’ Moodle-based learning management system.

An ongoing, moderated open forum will be created and maintained on [www.adlermoodle.com](http://www.adlermoodle.com) to provide all on-line students with an opportunity to ask questions that may be of interest to the larger student body.  The Program Director for On-line Education will ultimately moderate this forum.

Learning Accommodations and Disability Support

The Adler Graduate School is committed to serving an increasingly diverse student population and, as such, has developed a solid process for identifying and accommodating the needs of students with disabilities. An explanation of how the Adler Graduate School goes about accommodating students with disabilities or conditions/circumstances that might otherwise constitute an impediment to a student’s completion of her/his educational objectives is a required component of each AGS course syllabus, including syllabi developed for on-line courses. The Adler Graduate School’s faculty and staff are experienced in making these accommodations for students and the School’s learning management system will facilitate these accommodations.

The Adler Graduate School’s on-line faculty will utilize best practices to increase and maintain the accessibility of on-line courses for students with disabilities or other challenges and, as such, will provide these students with equitable opportunities to succeed in the on-line courseroom and, ultimately, to achieve their educational objectives. So as to ensure this ongoing commitment, the Adler Graduate School will continue to review best practices – that have been identified, over time – for working with on-line students who display special needs. For example, so as to facilitate accessibility, the Adler Graduate School will make an ongoing study of it learning management system, course content and assistive technology, as these components of the On-Line Adlerian Studies Emphasis Area affect students with special needs.

***More information concerning accessibility is available for review in the HLC Team Resource Room.***

**Marketing**

Once the On-Line Adlerian Studies Emphasis Area is approved, the Adler Graduate School’s Marketing Committee, the Admissions and Student Services office, and the OLF Team will jointly create marketing materials which thoroughly describe the program, including program requirements and the resources available for completing these requirements, For example, marketing materials will include course descriptions, faculty biographies, a description of students services, technical support services, a description of AGS’ SONISWEB and Moodle systems, a suggested timeline for degree completion, information concerning residency requirements, assessment methods and graduation requirements. Marketing materials for the On-Line Adlerian Studies Emphasis Area will also include the self-assessment tool that prospective students can use to evaluate their skills and aptitude for on-line learning.

The Adler Graduate School’s Marketing Plan will address the needs of the On-Line Adlerian Studies Emphasis Area and will take into account the target population, the technologies available for marketing to this target population, and the strategies required to meet AGS’ institutional goals, as they concern the On-Line Adlerian Studies Emphasis Area. As a result of these marketing efforts, prospective students and other community members will have access to information concerning the On-Line Adlerian Studies Emphasis Area that is sufficient, fair, and accurate.

**Leadership and Governance**

Program Director

Currently, the Adler Graduate School’s part-time Director for Special Projects and Interim On-Line Education Coordinator will oversee delivery of the On-Line Adlerian Studies Emphasis Area and on-line courses, in general. During fiscal year 2010/2011, as the number of on-line students increases, this role will expand from 12 hours per week to 20 hours per week, with the hiring of a Program Director for On-Line Education.

Naturally, faculty members teaching on-line courses will assume responsibility for learning outcomes associated with their respective course(s), now and in the future. However, at the present time, portions of two Program Directors’ (i.e., Program Director for Special Projects and School Counseling Program Director) time have also been dedicated to the development of AGS’ On-Line Adlerian Studies Emphasis Area and on-line education, in general. As indicated in other parts of this chapter, the Program Director for Special Projects is presently the lead administrator in this process. However, once again, if the Adler Graduate School is approved to offer on-line education – principally through the Adlerian Studies Emphasis Area – a part-time Program Director for On-line Education will be hired.

The Program Director for On-Line Education will oversee the On-Line Adlerian Studies Emphasis Area, as well as on-line education, in general. She/he will monitor the quality of on-line courses and their instruction, and will work with faculty members on course development, revisions and curriculum review.

As the On-Line Adlerian Studies Emphasis Area continues to evolve, The Program Director for On-Line Education will be responsible for monitoring issues such as teaching assignments, instructor evaluation and teaching effectiveness, compensation, intellectual property and copyright laws, program accessibility and compliance with ADA guidelines, technology contracts, and ongoing accreditation. These issues will also be monitored by other administrative staff, including the Adler Graduate School’s Academic Vice President to whom the Program Director for On-Line Education will report.

Relation to AGS Administrative Structure

As with all Program Directors, the Program Director for On-line Education will report to the Adler Graduate School’s Academic Vice President. In addition to oversight provided by the Program Director for On-Line Education, several committees will have responsibility for areas that affect on-line learning and the On-Line Adlerian Studies Emphasis Area. For example, AGS’ Program and Curriculum Committee has been responsible for monitoring the development of the On-Line Adlerian Studies Emphasis Area, including the courses that comprise this program. Similarly, AGS’ Technology Committee has overseen the acquisition and use of human resources (e.g., technical support), training resources, and hardware and software necessary to support on-line education. The Technology Committee will also help to address a miscellaneous other technology-related challenges. As time goes on, AGS’ Program and Curriculum Committee and Technology Committee will continue to monitor progress and provide support for the On-Line Adlerian Studies Emphasis Area and on-line education, in general. AGS’ Marketing Committee (see above) and Strategic Planning Committee will also continue to be actively involved in the process of developing and monitoring the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area. Finally, since the AGS Advisory Council has overall responsibility for the leadership and direction of the Adler Graduate School, and since all AGS committees ultimately report to and are responsible to that body, the AGS Advisory Council will also have responsibility for monitoring the progress of the On-line Adlerian Studies Emphasis Area.

Policies

Current Adler Graduate School policies are being adapted so as to apply to on-line education. Additional policies, unique to on-line education, are also being developed, including student participation and attendance policies, student authentication and verification policies and procedures, expectations of on-line faculty members, policies concerning intellectual property and copyright laws, international restrictions related to sensitive information or technologies, policies covering services for students with disabilities, and other policies and procedures that address the unique needs of the on-line environment.

***Examples of policies being adapted or developed for the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area are available for review in the HLC Team Resource Room.***

**Budget**

Annual Budget for On-Line Adlerian Studies Emphasis Area – Example

Revenues

* Sixteen three-credit courses offered two times/year with a cap of 14 students and 78% enrollment (i.e., 16 X 2 X (11 X $1365)) = $480,480/year
* Three additional on-line courses offered two times/year for residential students only with a cap of 14 students and 78% enrollment (i.e., 3 X 2 X (11 X $1365)) = $90,090

Total Revenues/Year = $570,570

Expenses

* Faculty – 38 courses per year X average faculty salary of $2641 = $92,948
* Mentoring for first time instructors – $200 X 6 courses/year = $1200
* Professional Development Advisors for students – $200 X 4 cohorts = $800
* Program Director – 20 hours/week X $48.12/hour X 52 weeks = $50,045
* Professional Development Allocation – $1000
* Increased tech support – 20 hours/week X $25.44/hour X 52 weeks = $26,458
* Increased student support services (admissions, financial aid, business office) – 10 hours/week X $32.40/hour X 52 weeks = $16,848
* Professional development library (e.g., training modules, webinars) – $2400
* Marketing (largely through Constant Contact) – $500
* Hosting for Moodle – $795
* Disability Support – $1000
* Web and/or video conferencing fees – $1000
* 800 number for student support – $1000
* One-time expenses – Preparation of one distance education-ready classroom – $2000

Total Expenses/Year = $197,694

**Sustainability**

The sustainability of the On-Line Adlerian Studies Emphasis Area will be supported in a variety of ways. Clearly, projected expenses are fully absorbed by projected tuition revenues, and this pattern should be sustainable. In addition, the Adler Graduate School will carefully follow a detailed marketing plan as four distinct student groups are served. Class sizes will remain small. As such, AGS’ on-line courses will be reliably offered when enrollment is between seven and fourteen students. This reliability, coupled with the potential intimacy of small classes, will likely increase the attractiveness of AGS’ on-line courses. In fact, 7 of 83 students who have taken an AGS course on-line have already taken another course (two courses total) on-line. Another 4 of the 83 have already taken two other courses (3 courses total) on-line. Thus, 11 of 83 students have already taken more than one of the Adler Graduate School’s on-line courses, demonstrating the attractiveness of these courses.

Sustainability will also be served by other characteristics of the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area. For example, this program will appeal to prospective students living in areas where graduate-level training opportunities are in short supply; particularly training opportunities that are based on a foundation of Adlerian Psychology. In fact, as a source of basic training in the field of mental health and as foundation for additional professional training that graduates of AGS’ On-Line Adlerian Studies Emphasis Area may wish to pursue, this program will likely have a positive impact on those communities where professional mental health services are also in short supply. The Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will also likely appeal to a variety of prospective community partners (e.g., employers who wish to efficiently support ongoing training for their employees).

The Adler Graduate School displays a strong and durable pattern of painstaking planning and budgeting. More specifically, AGS has consistently relied on a standing Strategic Planning Committee and the dynamic, closely-monitored plans that this committee has developed and implemented. Consistent with other institutional units comprising the Adler Graduate School, the Strategic Planning Committee and leaders associated with AGS’ On-Line Adlerian Studies Emphasis Area will develop a strategic plan for this program and on-line education at AGS, in general. Indeed, this plan will be similar to plans that guide the sustainability of other institutional units comprising the Adler Graduate School.

***Financial data that document AGS’ capacity to implement and sustain the proposed change (e.g., projected budgets, recent audit reports, revenue streams, facility costs, projected facility and equipment costs) are available for review in the HLC Team Resource Room***

**What are AGS’ strategies to evaluate the proposed change?**

***Assessment of Student learning, on-line instruction and program effectiveness***

Student learning, on-line instruction and program effectiveness, overall, associated with the On-Line Adlerian Studies Emphasis Area will be assessed according to standards established in the Adler Graduate School’s 2007/2008 – 2010/2011 Assessment Plan. In addition, staff and faculty associated with on-line learning will continue to develop creative assessment strategies specific to on-line learning. More specifically, the On-Line Adlerian Studies Emphasis Area will be evaluated in a broad variety of contexts. In turn, curriculum development, teaching methods, faculty development, the development of policies and procedures, and the ongoing development of effective assessment methods themselves will all reflect the results of AGS’ commitment to rigorous assessment. As a result, the On-Line Adlerian Studies Emphasis Area will continue to mature and, most importantly, student learning – as a primary indicator of academic success – will be served. Indeed, the results of these assessment activities will be widely distributed among the Adler Graduate School’s constituents and used to facilitate planning, budgeting and, ultimately, continuous improvement.

***The Adler Graduate School’s 2007/2008 – 2010/2011 Assessment Plan is available for review in the HLC Team Resource Room***

***Measures Used to Document Expected Outcomes***

The effectiveness of the Adler Graduate School’s On-Line Adlerian Studies Emphasis Area will be assessed according to a variety of measures. As with other educational programs offered by the Adler Graduate School, these measures are designed to assess student learning, teaching effectiveness and the quality of the On-Line Adlerian Studies Emphasis Area, overall. In addition, these measures will help AGS to assess the alignment of educational objectives associated with the On-Line Adlerian Studies Emphasis Area and AGS’ institutional priorities. Examples of measures that will be used to assess the On-Line Adlerian Studies Emphasis Area are listed below.

1. The extent to which student learning matches intended outcomes, as measured by the review of archived student work
2. The level of student activity (via Moodle) will be regularly evaluated during and after each iteration of an on-line course
3. Student retention rates, including variations over time
4. Student satisfaction, as measured by regular end-of-course surveys
5. Faculty satisfaction, as measured by formal (e.g., mentoring, peer review) and informal (e.g., topics raised in discussion groups) peer review processes
6. The extent to which access is provided to students not previously served, as documented by enrollment records and results of enrollment interviews
7. Measures of the extent to which library and learning resources are used appropriately by on-line students (e.g., records of technical support use)
8. Measures of student competence in fundamental scholarship skills such as communication, comprehension and analysis (e.g., quality of students’ posts and final assignments, per archival information).
9. Cost-effectiveness of the program for students, as compared to campus-based alternatives

**CHAPTER VIII SUMMARY**

The Adler Graduate School’s last Comprehensive Visit in 2004 did not produce significant concerns on the part of Consultant /Evaluators. The most significant finding was that the School needed to hire a full-time Academic Vice President. Consistent with this finding, a full-time Academic Vice President was in place by July 2006.

Prior to the 2004 Comprehensive Visit, the Higher Learning Commission did have concerns about such things as the Adler Graduate School’s overall financial condition and governance structure, but these things were all effectively addressed and resolved several years ago and have not been raised as concerns ever since.

In light of the Adler Graduate School’s solid foundation of human, financial and physical resources, and the positive organizational demeanor and educational milieu that have been established for students, faculty, staff, alumni and community partners, this Request for Institutional Change has been tendered from the perspective of a healthy institution. Indeed, as indicated earlier in this chapter, the Adler Graduate School is a healthy institution. As such, the Adler Graduate School wishes to integrate an important, distance education delivery method into its academic structure; a delivery method that will allow for the implementation of an educational program that will be of significant value to students and the community these students will live in and serve.

The main objective for this proposed change is to gain the Higher Learning Commission’s approval to implement an On-Line Adlerian Studies Emphasis Area, based on the Adler Graduate School’s Master of Arts Degree in Adlerian Counseling and Psychotherapy. This Emphasis Area will appeal to students who will benefit from a foundation in Adlerian Psychology, but are unable to attend and, ultimately, complete more traditional, mainstream courses. The Adler Graduate School already offers a residential Non-Clinical Adlerian Studies Emphasis Area. While the On-Line Adlerian Studies Emphasis will be different, like every other Emphasis Area offered by the Adler Graduate School, it will be based on the School’s foundational Master of Arts Degree in Adlerian Counseling and Psychotherapy. As such, the proposed on-line program is consistent with the mission and Affiliation Status of the Adler Graduate School.

The Adler Graduate School’s On-Line Adlerian Studies Emphasis Area is dynamic and interactive. It has integrity and is organized around a substantive and coherent curriculum, with clearly defined learning outcomes. In addition, AGS’ On-Line Adlerian Studies Emphasis Area will be subject to ongoing assessment and, as a result, will be characterized by continuous improvement. Ultimately, both student learning and community needs will be served by AGS’ On-Line Adlerian Studies Emphasis Area.

The Adler Graduate School has a rich history of pro-actively addressing student and community needs. In the case of the On-Line Adlerian Studies Emphasis Area, AGS has the resources to continue this tradition. Indeed, with the support of the Higher Learning Commission, the Adler Graduate School will be successful in its efforts to launch and sustain its On-Line Adlerian Studies Emphasis Area.

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 **CHAPTER ix – CONCLUSIONS**

The Adler Graduate School has an infrastructure that is characteristic of a rigorous, substantive graduate school. This infrastructure will ensure the School’s effectiveness, continuous improvement and institutional integrity well into the future.

The last ten years have been characterized by growth and maturation unmatched in the Adler Graduate School’s 41-year history. AGS has clearly prioritized its objectives and carefully focused its resources. The intersecting strategic planning and Self-Study processes that AGS has engaged in have proven to be invaluable. Each of these efforts has contributed to dramatic maturation concerning the Adler Graduate School’s financial health, student enrollment, organizational infrastructure and overall sophistication.

During the past decade – including the five years since the Adler Graduate School’s last Comprehensive Visit – the School has faithfully pursued clear growth objectives. As a result, for the past ten years, AGS has strengthened its infrastructure, invested heavily in its educational programs, established a healthy cash reserve, and increased enrollment and course registrations. In short, the School’s overall performance has been strong.

Clearly, the Adler Graduate School’s past ten years have been very successful and the School is proud and gratified to report that stability and methodical growth have characterized the time period from fiscal year 2000/2001 to fiscal year 2009/2010. In short, the Adler Graduate School has become increasingly strong.

The Adler Graduate School has emerged from a $270,000 deficit at the end of fiscal year 1997/1998. In fact, by the end of fiscal year 2009/2010, AGS is projected to have a $400,000 surplus; a surplus that is all the more impressive given AGS’ relatively small size. Clearly, while implementing a fiscal policy and executing an annual budget that are appropriately conservative, AGS displays a healthy financial profile – and has for nearly a decade.

During the past ten years, student enrollment and course registrations alone have steadily increased to levels that fully support the School’s expense budget. What is more, the Adler Graduate School is presently developing additional revenue streams that will help to support AGS’ mission. Finally, the School’s investment policy is appropriately conservative and consistent with methodical, long-term growth. As a result of these factors, the Minnesota Office of Higher Education and AGS’ independent auditors have each endorsed the School’s ongoing viability.

The Adler Graduate School’s Board of Directors has gone from a group of three persons to a thirteen-member group, with skill sets that comprehensively meet the School’s leadership needs. Just as importantly, the Adler Graduate School’s leadership model and associated advisory committee structure have stimulated the active, constructive involvement of all the School’s constituent groups.

Administrative staffing is continuously reviewed in an effort to strengthen educational programs and administrative infrastructure – existing roles are streamlined, when possible, and new roles are established, when necessary. Roles and responsibilities are clearer than ever and, as a result, AGS’ division of labor is both efficient and effective.

Assessment activities have been methodical and comprehensive. Indeed, all aspects of the Adler Graduate School’s operations and educational programs have been subject to in-depth review, according to a clear plan.

Resource development activities have also matured and are subject to a clear plan. In short, the Adler Graduate School has taken stock of its resources, identified priorities and, subsequently, carefully focused its efforts. One good example of this process can be seen through the capital campaign initiated in 2007; a campaign that has lead to the purchase of AGS’ building and a resource development strategy that can be replicated in the future, through subsequent fundraising efforts.

The Adler Graduate School’s marketing activities and diversity goals are also tied to clear plans. Indeed, in the context of an increasingly pluralistic society, the Adler Graduate School is committed to serving an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. AGS’ Marketing and Diversity Plans reflect this commitment.

The Adler Graduate School’s purposes for undertaking this Self-Study process have been satisfied. AGS has focused its resources on a comprehensive, thoughtful examination of the School’s strengths and challenges. As a result, AGS has enhanced its ability to achieve the School’s vision, mission, core values and related goals, objectives and strategies.

The Adler Graduate School’s mission is clear, its human, financial and physical resources are robust, and its commitment to student learning and effective teaching is strong – as is the School’s commitment to the assessment of these singularly important objectives. Similarly, the Adler Graduate School supports the high integrity use of knowledge and displays an unmistakable commitment to community service in everything it does. There is no doubt, as AGS moves forward with programs and services that relate to the School’s Affiliation Status – such as the use of distance education delivery methods and the development of the Jim Ramstad Community Service Center – that these commitments will continue to characterize the School.

The Adler Graduate School has a clear picture of its current strengths and challenges and, most importantly, its next steps. The Adler Graduate School’s processes of self-reflection, evaluation and discussion during the last five years have strengthened the School and have helped to develop a model for continuous improvement that will strengthen AGS well into the future. In the process, the Adler Graduate School has established patterns of evidence that justify the continuation of full accreditation.

**Key points emerging from the Adler Graduate School’s Self-Study process include:**

* + The Adler Graduate School’s vision, mission, core values and related goals, objectives and strategies are unique and reflect the School’s Adlerian philosophy and values. AGS is one of only two accredited graduate programs in the country offering a Master of Arts Degree in Adlerian Counseling and Psychotherapy. Social Interest and Social Equality characterize Adlerian philosophy and are woven into the fabric of the School. Present conditions in communities and the nation, overall, would suggest these values become more important each day – and suggest the Adler Graduate School will remain a relevant and viable institution for years to come.
	+ The Adler Graduate School’s human, financial and physical resources are stable, sustainable and growing continuously. AGS’ constituents are committed to the School. Administrators, staff and faculty are competent and creative. Current students are achieving their educational objectives and prospective students’ interest is high. Finally, AGS’ alumni are intimately involved in the life of the School.
	+ The Adler Graduate School provides its students with a dynamic, substantive educational experience. This, of course, is the School’s most essential purpose. Students are learning and teaching is effective. In the end, AGS’ planning, budgeting and assessment processes all revolve around the School’s educational purposes.
	+ The Adler Graduate School’s future is stable. AGS will continue to build upon present programming and, if appropriate, make necessary adaptations. In addition, as community needs change, the Adler Graduate School will respond accordingly.
	+ The Adler Graduate School demonstrates institutional integrity. The School’s leadership and its highly engaged constituencies have seen to this. Policies and practices are consistent and both internal and external relationships are healthy and effective.

As indicated in the Introduction to this Self-Study Report, the Adler Graduate School has benefited significantly from its recent Self-Study and ongoing strategic planning processes. In fact, representatives of the School have consistently treated the Self-Study process as an opportunity. Indeed, the Self-Study process represents an opportunity to review every aspect of an institution’s structure and operations and, subsequently, make sure that its planning and decision-making processes are well-informed and, ultimately, leave the School in a position to sustain its contributions to the community well into the future.

Once again, as indicated in the Introduction to this Self-Study Report, this particular Self-Study process has found representatives of the Adler Graduate School reviewing, in detail, AGS’ compliance with federal regulations governing higher education. The structure and activities of the School’s Board of Directors and administration and governance, overall, have been reviewed. The School’s human, financial and physical resources have been reviewed, including the sustainability of these resources. The School’s educational programs and the culture of assessment that these programs exist within have been reviewed, including the critical dimensions of student learning and teaching performance. The Adler Graduate School’s relationships with its various constituencies and the community, overall, have been reviewed. Finally, the Adler Graduate School has used its Self-Study process to prepare for a new challenge; a challenge in the form of distance education delivery methods.

It is also worth reiterating that representatives of the Adler Graduate School understand that the Self-Study process is a vitally important methodology for monitoring an institution’s effectiveness and viability. AGS representatives understand and respect the public trust that the Higher Learning Commission is obligated to honor. However, in addition to this very practical reason for Self-Study, AGS representatives are also proud of the fact that the Adler Graduate School uses its Self-Study exercises as opportunities for growth and maturation. As such, in addition to the accreditation status they facilitate, AGS representatives believe the School’s Self-Study exercises have been rewarding and beneficial in and of themselves.

The Adler Graduate School’s current Self-Study process has reinforced AGS’ mission-driven belief that the life of the School and the well-being of the community are inextricably related. As a result, the Adler Graduate School has re-dedicated itself to training an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community. Needless to say, this commitment is more important than ever to the health of an increasingly pluralistic community and world.

In conclusion, in conducting its Self-Study, representatives of the Adler Graduate School have faithfully addressed accreditation criteria developed by the Higher Learning Commission. As a result, the School has grown continuously stronger. Representatives of the Adler Graduate believe the Higher Learning Commission’s Criteria for Accreditation have been satisfied. The patterns of evidence established through the Adler Graduate School’s strategic planning and Self-Study processes, and presented in this Self-Study Report and in the HLC Team Resource Room, support this assertion. What is more, AGS will continue to build upon its healthy foundation and will reinforce the improvements already made, address the challenges and opportunities identified in this Self-Study Report, and responsibly stay alert to new challenges. In short, the Adler Graduate School is able to both implement and continuously improve its educational programs and, in the process, facilitate the ongoing contributions of AGS students, graduates and faculty members.

**SUMMARY OF OBJECTIV ES AS THE ADLER GRADUATE SCHOOL MOVES FORWARD**

**Objectives related to Criterion One that will be pursued as the Adler Graduate School moves forward include:**

* AGS will continue to monitor the correspondence between intended directions, as reflected in the School’s mission documents, and actual performance.
* AGS will strive to make sure that its educational programs are directly related to and, thus, justify the School’s developing community services.
* AGS will strive to make sure that its mission is increasingly clear within the community it serves.
* AG S will continue to address diversity themes as it serves an increasingly diverse community.
* AGS will continue to review its policies and procedures and make adaptations, as appropriate.
* AGS will continue to build upon the role of its Board of Directors.

**Objectives related to Criterion Two that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to work toward an optimal balance of human, financial and physical resources.**
* **AGS will continue to strengthen its capacity for serving the needs of an increasingly diverse community**
* **AGS will continue to make strong investments it its educational programs.**
* **AGS will continue to strengthen its assessment strategies and will continue to integrate assessment, planning, budgeting and overall decision-making processes.**
* **AGS will continue to strengthen its relationships with its human resources – faculty, students, alumni and community partners.**
* **AGS will continue to expand its faculty resources – particularly as it concerns the faculty’s diversity and the School’s doctoral-level members.**
* **AGS will continue to build upon its program of faculty development activities.**
* **AGS will continue to develop its physical resources – particularly as it concerns the remodeling of AGS’ building, the ongoing development of AGS’ Media Center and the acquisition of technological resources.**
* **AGS will continue to strengthen its marketing and resource development capabilities.**
* **AGS’ planning activities will continue to integrate emerging factors such as technological changes, demographic trends and changing community needs.**
* **AGS planning activities will make increasing use of environmental scans and available data.**
* **AGS will continue to build upon its menu of student services.**

**Objectives related to Criterion Three that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to strive to implement a comprehensive program of assessment.**
* **AGS will continue to strengthen its ability to assess program quality, teaching quality and student learning.**
* **AGS will continue to strive to facilitate a “culture of assessment” where the effective use of assessment results is a norm.**
* **AGS will continue to build the quality of its educational programs and student services.**
* **AGS will continue to increase the sophistication of its admissions processes.**
* **As AGS identifies an optimal size for its student body, the School will develop an appropriate system of admissions caps.**
* **AGS will continue to build upon the sophistication and clarity of its system of course-specific and program-specific learning objectives/competencies and its system of graduation criteria.**
* **AGS will continue to build upon its system of direct and indirect measures for assessing student learning.**
* **AGS will continue to build upon its practicum/internship program.**
* **AGS will continue to build upon its foundation of community partnerships (e.g., community organizations, schools, other graduate schools).**
* **AGS will continue to plan for the implementation of a Career Development Office.**
* **AGS will continue to improve upon the compensation of faculty members.**
* **AGS will build additional full-time faculty roles.**
* **AGS will build upon its strategies for faculty development.**
* **AGS will continue to improve upon its strategies for the assessment of faculty members and their teaching performance.**
* **AGS will continue to build upon its orientation to research at all levels of the institution.**

**Objectives related to Criterion Four that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to assess its mission relative to the effectiveness of its programs and related services.**
* **AGS will continue to assess the currency and relevance of its programs and the courses comprising these programs.**
* **AGS will continue to assess its performance with regard to foundational values such as access, equity and diversity, and will continue to build upon this performance.**
* **AGS will continue to build upon its commitment to ethicality, community service, customer service and diversity.**
* **AGS will strive to display increasing levels of social responsibility as it trains an increasingly diverse student body, with increasingly diverse professional objectives, for service to an increasingly diverse community.**
* **AGS will continue to build upon its foundation of community partners.**
* **AGS will continue to facilitate ongoing professional development among faculty, staff, alumni and students, and will lead the way in facilitating an attitude that makes ongoing development the personal and professional norm.**
* **AGS will continue to facilitate increasing levels of scholarship among faculty and students.**

**Objectives related to Criterion Five that will be pursued as the Adler Graduate School moves forward include:**

* **AGS will continue to methodically and conscientiously pursue its stated mission.**
* **AGS will continue to engage in environmental scanning as it plans for the future.**
* **AGS will continue to facilitate diversity in all its activities.**
* **AGS will continue to embed itself in its community.**
* **AGS will continue to facilitate its students’ embeddedness in the community.**
* **AGS’ use of human, financial and physical resources will support civic engagement and community service.**
* **AGS will continue to pursue collaborative relationships with community partners and other graduate schools.**
* **AGS will continue to implement transfer policies that facilitate the professional destinations of mobile learners.**
* **AGS will strive to establish increasing levels of support for the community it serves through its educational programs and related services.**
* **AGS’ assessment activities will increasingly involve the School’s constituents.**
* **AGS will continue to makes its physical plant available for community activities.**
* **AGS will continue to develop its programs of continuing education for faculty, staff, alumni, students and community members.**
* **AGS will continue to be characterized by consistency and integrity in its practices and relationships with both internal and external constituencies.**
* **The ethicality of persons associated with AGS will continue to be a strength.**
* **Policies and procedures guiding institutional practices will be continuously strengthened.**
* **AGS’ reputation for civic engagement will continue to grow – AGS will continue to make positive contributions within the human services field and the broader community.**
* **AGS will continue to demonstrate a strong commitment to diversity and Social Interest, in general.**

### CHAPTER X – REQUEST FOR ACCREDITATION

Based on the patterns of evidence documenting AGS’ faithful and effective response to the Higher Learning Commission’s Criteria for Accreditation and, most importantly, the patterns of evidence reflecting AGS’ stability and the long-term sustainability of its financial health, organizational health and program quality, the Adler Graduate School respectfully requests consideration of the maximum period of continued, full accreditation.