

# **Adler School Student Handbook 2014 – 2015**

Provided by the Office of Student Affairs



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# **PART I: ORGANIZATIONAL IDENTITY**

## WELCOME TO THE ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY!

The ***Adler School Student Handbook*** and the ***Adler School Catalog*** provide students with important information and serve as references to guide students through the policies and procedures of the Adler School. The most current version of these documents can be found online in the Adler Connect Portal. The ***Adler School Student Handbook*** is supplemented by other handbooks and documents covering topics such as practicum, the doctoral internship, the doctoral dissertation, the masters' thesis, and qualifying examinations. Students are encouraged to view these essential documents on the Adler Connect Portal.

This ***Adler School Student Handbook*** is meant as a guide only and does not serve as a contract between the Adler School and its students. The Adler School reserves the right to change the policies and procedures outlined in this handbook and to change the schedules, fees, and regulations affecting students. Students are responsible for familiarizing themselves with all policies and procedures set forth in this handbook, and with any updates posted on the Adler Connect Portal.

### **Mission Statement**

The Adler School of Professional Psychology continues the pioneering work of the first community psychologist, Alfred Adler, by graduating socially responsible practitioners, engaging communities, and advancing social justice.

The values held by the Adler School as relevant to its mission include the following:

- *Social Interest*: We are part of and invested in community, and we act and collaborate with compassion and social responsibility.
- *Pluralism*: We respect and celebrate human diversity and difference.
- *Courage*: We encourage leadership, innovation, and creativity, act on principle, and challenge the status quo.
- *Excellence*: We embrace the highest level of quality, rigor, and integrity for education, scholarship, performance, and outcomes.
- *Pragmatism*: We are outcome-oriented and evidence-based, and we pursue real-world solutions and measurable results.

### **Social Responsibility**

Building on the work of Alfred Adler, the mission of the Adler School of Professional Psychology emphasizes the importance of educating socially responsible practitioners. Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the particular way that the Adler School prepares socially responsible practitioners because we are uniquely and specifically informed by Alfred Adler's ideas and constructs. *Gemeinschaftsgefühl*—Adler's concept of social interest, or the relationship between health and community—is the foundation upon which we engage in the work of social justice and prepare practitioners to work in our communities.

The ability to engage in socially responsible practice has been adopted as a required competency in all Adler School's degree programs. Attainment of this competency is achieved through a combination of practical training, coursework, and other activities. The Community

Service Practicum (CSP) and Community Engagement Project (CEP) offer students a broad range of community-based experiences; classes provide information on theories and research on the effects of structural and systemic variables on human well-being; and other educational activities provided by Adler Community Health Services and the Institutes for Social Change, provide students with opportunities to learn how to identify and address a wide range of clinical and social issues.

Socially responsible practitioners possess knowledge, skills, and attitudes that allow them to:

- Understand the role of social context in conditioning physical and behavioral health.
- Integrate this understanding into their professional practice.
- Collaborate with others to reform social, political, and other structures and systems that adversely affect well-being.

### **Diversity**

Celebrating the richness of human diversity is at the heart of Adler School's commitment to social responsibility and is reflected in the content of our curricula and makeup of our community. Apparent differences in race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age are woven into the fabric of excellence at Adler School. We invite and embrace diversity at every level of the organization, including faculty, staff, students, sponsors, trustees, vendors, and our wide range of business partners. The curricula for all programs provide the opportunity for students to acquire knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved groups.

Recruitment and retention of a diverse student body is important to prepare students to enter a world in which the understanding of individual and cultural diversity is essential for peace and progress. Student organizations provide support and fellowship for members of diverse and marginalized groups. Our commitment to honoring diversity is not only a concept, it is practiced.

### **Organization & Governance**

The Adler School of Professional Psychology is a private, independent, not-for-profit institution of higher education. The School is incorporated in and operates under the provisions of the State of Illinois General Not-For-Profit Corporation Act and is declared a 501(c)(3) tax-exempt organization by the U.S. Department of the Treasury. It is also extra-provincially registered under the laws of British Columbia as the Adler School of Professional Psychology.

# **PART II: POLICIES AND PROCEDURES**

## FEDERAL OR NATIONAL POLICIES

### **Family Education Rights and Privacy Act (FERPA) – Chicago and Online Campuses**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their educational records.

Students have the following rights:

- To inspect and review educational records by requesting it in writing to the Office of the Registrar,
- To request the amendment of the student's educational records that the student believes are inaccurate or misleading (Students should submit a written statement to the Office of the Registrar which will be placed in their academic file. Applicants who are not admitted to the School or who do not matriculate following admission have no right of access to their submitted educational records.),
- To have some control over the disclosure of information from their education records.

Student education records will not be disclosed to anyone outside of those individuals within the Adler School educational community to whom the Act allows access, without the student's written consent, except in the case that the request qualifies within one of the legal exceptions. To release your information to a third party, please fill out the Document Release Authorization form online at [www.adler.edu](http://www.adler.edu).

Students who believe their privacy has been violated have the right to file a written grievance with the Office of the Registrar, by following the procedures of the Grievance Appeal Policy posted online at [www.adler.edu](http://www.adler.edu).

### **Personal Information Protection Act (PIPA) – Vancouver Campus**

The British Columbia's Personal Information Protection Act (PIPA) sets out the rules for how private sectors and not-for-profit organizations, such as the Adler School of Professional Psychology, may collect, use, or disclose information about its students.

Adler School of Professional Psychology collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. To release your information to a third party, students must complete and submit the FERPA – PIPA document release form online at [www.adler.edu](http://www.adler.edu).

Students have access to their academic file through the Registrar's Office. Students who wish to see the contents of their academic file should submit written request to the Registrar's Office. The Registrar's Office can take up to 30 days to respond to the student request. Students can submit correspondence to be filed in their academic file to the Registrar's Office.

Students who believe that their privacy rights have been violated have the right to file a written complaint to the School Commissioner. The designated School commissioner is the Vancouver Campus Dean. The commissioner can conduct an investigation and will respond to the complaint in writing. For questions about confidentiality of records and privacy of students, please contact the Dean of the Vancouver Campus at 604-482-5510. If the concern is not resolved with the School Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at [info@oipc.bc.ca](mailto:info@oipc.bc.ca).



**Equal Employment Opportunity Policy**

It is the policy of Adler School of Professional Psychology that all persons are entitled to Equal Employment Opportunity (EEO) protection. The School does not discriminate against any individual for employment because of age, religion, race, color, gender, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability, military status (including unfavorable discharge from the military), or any other category protected by federal, state, or local law.

Any complaints or questions regarding this EEO policy should be brought to the EEO Officer, or, if necessary, the Office of the President. The designated EEO Officer is the Associate Vice President of Human Resources for the School. All complaints will be promptly investigated and, where necessary, corrective action will be administered, including discipline of those found to be responsible for discrimination, up to and including termination. Complaints will be handled confidentially to the fullest extent possible given the need for a fair and thorough investigation. No person will be retaliated against for bringing a complaint or asking a question under this policy. The School does not condone or permit any retaliation.

The Adler School declares and affirms a policy of equal education and employment opportunities, and nondiscrimination in providing its programs and services to the public.

Furthermore, the Adler School shall comply with the provisions of the Americans with Disabilities Act. The School will make reasonable accommodations whenever necessary for all employees or applicants with disabilities, provided that the accommodation will allow the employee to safely perform the essential duties of the position and that the accommodation will not cause an undue hardship on the School.

**The Americans with Disabilities Act**

It is the policy of the Adler School of Professional Psychology to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the BC Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs or activities offered by the School, the student may request accommodations by contacting the Associate Vice President of Student Affairs. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

Any student with an appropriately documented disability, including psychological, medical, physical, visual, hearing, and learning disabilities (including ADHD/ADD), is eligible for reasonable accommodations. The Associate Vice President of Student Affairs will work directly with the student to develop a reasonable accommodation plan. Faculty should direct all students with inquiries or concerns regarding disabilities or accommodations to the Associate Vice President of Student Affairs. The Associate Vice President of Student Affairs will work with any faculty regarding the provision of reasonable accommodations to students with documented disabilities. Students seeking accommodations on the Vancouver campus should contact the Director of Admissions and Student Services.

## **Title IX of the Higher Education Amendments of 1972** **Non-Discrimination and Anti-Harassment Policy and Procedures**

### **Policy**

It is the policy of the Adler School of Professional Psychology that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status or other status protected by local, state, or federal law in its employment or its educational settings. The School is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of School employees, students, or others on site by anyone, including any supervisor, co-worker, vendor, client, or student of the School or any third party. The Adler School reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

### **Prohibited Discrimination**

Examples of discrimination in violation of this policy include treating an employee, student or other member of the School community differently in the terms and conditions of his or her employment or education or making decisions about a person's employment, compensation, or education based upon a person's race, marital status, parental status, family relationship status, physical or mental disability, military status, or other protected status.

### **Prohibited Harassment**

Examples of harassment in violation of this policy include any behavior (verbal, written or physical) that has the intent, purpose, or can reasonably be expected to have the effect of abusing, intimidating, victimizing or demeaning a person based on any protected status identified by this policy or by law so as to interfere with the person's academic or professional performance or advancement, or which creates a hostile educational, working, or living environment for any person based on any protected status identified in this policy or law. Depending on the specific circumstances and impact on the workplace or academic environment, examples of harassment in violation of this policy include, but are not limited to, verbal abuse, offensive innuendo, derogatory comments, or the open display of offensive objects or pictures concerning a person's race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical and mental disability, military status, or other protected status.

#### **1. Sexual Harassment**

The Adler School takes all forms of prohibited harassment seriously. In addition to the examples of prohibited harassment above, sexual harassment warrants further explanation.

Sexual harassment includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment or participation in other School activity;

- Submission to or rejection of such conduct by any individual is used or is threatened to be used as a basis for evaluation in making academic or employment decisions affecting that individual; or
- Such conduct has the intent, purpose or can reasonably be expected to have the effect of interfering with an individual's academic or professional performance or advancement, or creating an intimidating, hostile or offensive education, living or working environment.

An extreme form of sexual harassment includes sexual assault. Any person who may experience a sexual assault has the right to pursue all options to address this behavior including processes internal to the Adler School as well as any legal and civil options.

To file a complaint of sexual assault, you may contact one of the Title IX coordinators identified in this policy depending on who the complaint is against (student, faculty, staff or visitor/third party) and you may also get assistance by calling the police (911) and/or by going to a local emergency room. Another non-school resource is the Rape Victim Emergency Assistance Hotline at 1-888-293-3368.

## **2. Sexual Harassment- Consensual Relationships**

Amorous relationships that might be appropriate in other circumstances present serious difficulties within the School Community. Relationships between individuals in inherently unequal positions (such as teacher and student, supervisor and employee) may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. Consensual romantic or sexual relationships in which one party is in a position to review work or influence the career of the other may provide grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile and unacceptable environment for one of the parties to the relationship, or for others.

In such circumstances, consent may not be considered a defense against a charge of sexual harassment in violation of this Policy. The determination of what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs.

### **Prohibited Retaliation**

The Adler School prohibits retaliation and the threat of retaliation against any person, including complainants, respondents and witnesses, exercising his or her rights and/or responsibilities in good faith under the Non-Discrimination and Anti-Harassment policy or federal law, state law, or county law prohibiting discrimination, harassment or retaliation.

For purposes of this policy, retaliation includes any conduct directed against an individual or someone affiliated with the individual, on the basis of or in reaction to the exercise of rights accorded and/or defined by this policy, or federal, state, county, or local law that is likely to dissuade the individual from exercising his or her rights in the future.

Claims of retaliation will be investigated and, if substantiated, constitute a separate violation of this policy. Any acts of retaliation will be subject to appropriate disciplinary action, including but not limited to reprimand, change in work assignment, loss of privileges, mandatory training, suspension, and/or termination.

The Adler School takes good faith complaints of discrimination, harassment, and/or retaliation seriously. Individuals who knowingly make false allegations under this policy may be subject to disciplinary action, including but not limited to reprimand, suspension, and/or termination.

### **Complaints of Discrimination, Harassment, or Retaliation**

The Office of Human Resources (OHR) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation.

There are multiple channels for the reporting of violations of this Policy. If you believe you have been the subject of, or have witnessed, or are aware of, discrimination, harassment or retaliation, you should make a complaint as soon as possible to OHR, or to your supervisor, Chair or Dean. The Office of Human Resources ability to investigate a complaint may be harmed if it is not made within a reasonable time period after the alleged occurrence(s). The OHR therefore strongly encourages complainants to contact the OHR as soon as possible, to the extent practicable, of the challenged conduct. The OHR advises that complaints be filed within 120 days of the alleged occurrence(s). All members of the Adler School who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that come to their attention as supervisors and that may be in violation of this policy to the Associate Vice President of Human Resources at 312-662-4415.

A student may also file a complaint with the OHR as long as it concerns the actions of a School faculty or staff employee, vendor, client or any third party. Student complaints about actions of other students are handled by the Division of Student Affairs. Students who wish to make such a complaint may contact the Associate Vice President of Student Affairs directly at 312-662-4141 or [gmacvarish@adler.edu](mailto:gmacvarish@adler.edu)

The Adler School strongly encourages complainants to make a complaint as soon as possible after the challenged conduct. The timelier a complaint of discrimination, harassment or retaliation, the better OHR will be able to investigate the complaint. A complainant should receive an acknowledgement of receipt from the OHR within 10 business days of filing a complaint. If this does not occur, then that person should directly contact the OHR to confirm receipt of original complaint.

*Please note that this Policy constitutes the School's Section 504 Grievance Procedure and that the OHR investigates complaints of discrimination or harassment based on physical or mental disability and does provide accommodations for physical or mental disability. Students seeking accommodation for a physical or mental disability should contact the School's Section 504 Coordinator for students (Associate Vice President of Student Affairs).*

*If a student under the age of 18 reports an incident of sexual harassment to any faculty or staff member, that faculty or staff member is obligated to report the incident to the OHR and to follow any other requirements of the Crime Reporting Clery Act Compliance.*

### **Investigation and Resolution Process**

When the OHR receives a complaint of discrimination, harassment and/or retaliation, it will promptly investigate the allegation in a fair and expeditious manner. In rare instances the OHR may engage an external investigator for some or all portions of the investigation. Every complaint is based on its own facts and circumstances, which can impact the course of the OHR's investigation. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the OHR.

At any time in the process, a complaint may be resolved voluntarily prior to the completion of the investigation process when the issues have been addressed to the satisfaction of the parties involved and in consultation with the OHR.

**A. Filing a Complaint**

Contact the OHR:  
17 North Dearborn Street  
Suite 16-200  
Chicago, Illinois 60602  
(312) 662-4415

**B. Processing a Complaint**

In processing a complaint, the OHR will:

- Acknowledge receipt of the complaint in writing and inform complainant of his/her right to file a criminal investigation by contacting the Chicago Police at (911). Criminal investigations can be done concurrent to any internal investigation done by the Adler School.
- Collect and retain in the OHR documents and information related to the complaint.
- Conduct a preliminary assessment of allegations to determine whether the alleged conduct, if substantiated, could constitute a violation of this Policy.

**C. Fact-Finding**

The specific fact-finding steps may vary depending on the facts and circumstances of the complaint. Generally speaking, an investigator will:

- Inform the complainant and respondent of the start of the investigation.
- Collect and review relevant documentation.
- Interview complainant, respondent, and witnesses to the reported event or events.
- Prepare a summary of the investigation and the findings for the OHR.

**D. Resolution of Complaint**

The OHR is charged with the responsibility of investigating complaints of discrimination, harassment, and/or retaliation, making findings, and reporting its findings to the appropriate relevant School officials, including, but not limited to, the supervisors or department heads of the complainant and respondent, the Vice President of Administration, the Vice President of Finance and Technology, Vice President of Academic Affairs, the applicable Chair or Program Director, and the Office of the President. The OHR will provide written notification to the complainant, respondent, and the appropriate School officials of its finding.

If the OHR, following its investigation, determines that the Non-Discrimination and Anti-Harassment policy has been violated, it will work with the appropriate School officials to recommend appropriate corrective action, up to and including discharge/expulsion.

Supervisors, department heads, and other Adler School managers have the responsibility for implementing appropriate corrective action. The OHR may advise in the implementation of corrective action and may monitor the implementation of the corrective actions. To the extent that the OHR concludes that other School policies may have been violated by the reported conduct, the appropriate School official(s) will be notified.

**E. Confidentiality**

The OHR is committed to balancing the interests of all parties involved in discrimination, harassment, and/or retaliation complaints. To the extent possible, the OHR will limit the disclosure of information related to the complaint and its investigation. Nonetheless, the OHR

cannot promise confidentiality of any information received in a complaint or during an investigation.

The files of complaints will be maintained in the OHR. Documents and information collected by OHR through its investigation of the complaint will not be kept in relevant personnel or academic records; except that any discipline or sanction imposed as a result of a policy violation will be documented in the disciplined individual's personnel or academic record in accordance with applicable School procedures.

### **Other Resources**

Although the School encourages employees to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit an employee or student from filing a complaint with external agencies at any time. Employees or students may file a formal complaint with various external agencies, to include, but not limited to, the government agencies listed below.

#### **The U.S. Equal Employment Opportunity Commission**

500 West Madison Street, Suite 2800  
Chicago, Illinois 60661  
(312) 353-2713

#### **Illinois Department of Human Rights**

James R. Thompson Center  
100 West Randolph Street, Suite 10-100  
Chicago, Illinois 60601  
(312) 814-6200

#### **The Office of Civil Rights/Chicago**

U.S. Department of Education  
Citigroup Center  
500 W. Madison Street  
Suite 1475  
Chicago, IL 60661

## **INSTITUTIONAL POLICIES**

### **Acceptable Use of Electronic Mail, the Internet, and Other Technology**

This policy outlines the acceptable use of the electronic communication tools owned, paid for, and/or operated by the Adler School of Professional Psychology.

Recent advances in electronic communications and information technologies present valuable opportunities for the School. These technologies, when properly used, support activities and enable better service to students, staff, clients, and customers through closer and timelier communications and nearly instantaneous access to vast stores of information. In recognition of these benefits, the School has made a substantial investment in its electronic communication and information systems. While the School encourages the use of its systems, such use carries with it important responsibilities. The careless or inappropriate use of these systems can have dramatic consequences which may harm the School, the individual users of the School's systems, and others. This policy is intended to minimize the likelihood of such harm by educating users of the School's electronic communication tools as to proper and improper usage of such tools and by setting forth the conditions that apply whenever the School's electronic communication tools are being used.

This policy addresses the appropriate use of the School's electronic "communication tools." These tools include, but are not limited to, the following:

- Telephones, pagers, cellular phones and voicemail facilities
- E-mail systems
- Fax machines, modems, and servers
- Handheld devices, laptops, and desktop computers
- Software licensed to the School
- All internal and external computer and communications networks (such as Internet browsers, commercial on-line services, and e-mail systems) accessible directly or indirectly from the School's computer network

#### ***Conditions of Access***

Access to the School's communication tools is provided in conjunction with the School's business and the job responsibilities of everyone working on behalf of the School. All use of the School's communication tools is subject to this policy and to other School policies and procedures that may be implicated by such use. The School's communication tools also may be made available to individuals who are not employees of the School (e.g., students, customers, temporary employees, vendors and subcontractors). Such individuals' use of the School's communication tools is also governed by this policy.

Communication tools and the data created, entered, received, stored, or transmitted by the School's communication tools, including electronic files and messages, are School property and are subject to inspection by the School at all times. E-mail messages and other electronic files belong to the School. Use of the School's communication tools is a privilege that may be revoked at any time. Anyone who uses or is granted access to such tools must comply with the provisions of this policy.

**Acceptable Use**

The School's communication tools may be used to communicate internally with employees or students of the School or externally with consultants, suppliers, vendors, and other business relations and acquaintances. The School provides electronic communication tools to facilitate business communications, enhance productivity, and improve service. The Internet may be used for appropriate business uses such as research, updates of business information or news, or specifically approved projects.

As with the telephone, there may be occasion to use these facilities for appropriate personal purposes. Occasional, limited, and appropriate personal use of the School's communication tools is permitted so long as it does not interfere with the performance of an employee's job and/or the transaction of School business, consume significant resources or excessive time, give rise to more than nominal additional costs, or interfere with the activities of other employees of the School.

Users have no expectation of privacy in connection with use of the School's electronic communication tools. Anyone using these tools consents to usage monitoring. All communications transmitted, received, and/or stored using any of the School's electronic communication tools are subject to being accessed and reviewed by the School, regardless of the business or personal nature of the communication. Users should not assume that any such communications are private.

**Unacceptable Use**

Notwithstanding the limited personal use noted above, and to further the goals of limiting liability and curbing unlawful or inappropriate behavior, the following uses of the School's electronic communication tools are inappropriate in any context:

1. Monopolizing the School's electronic communication tools. This restriction includes activities such as sending mass emails or emails with large attachments that are not business-related, sending chain emails, spending excessive amounts of time on the internet, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic.
2. Downloading non-business related audio, video, and picture files that require significant storage space.
3. Installing any software product on or modifying the operating characteristics of any computer system owned or operated by the School, without the permission of the network administrator.
4. Using the school's communication tools to:
  - engage in activities for personal financial gain (e.g., day trading or gambling);
  - solicit others for activities or causes unrelated to the School's business;
  - disseminate or publish any defamatory, discriminatory, or obscene material;
  - infringe, attempt to infringe, or aid in any way in infringement or attempted infringement on another person's or entity's intellectual property rights (e.g., copyrights);
  - violate, attempt to violate, or aid in any way in the violation or attempted violation of any applicable telecommunications license or any laws that



- govern trans-border data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality, and security);
- violate, attempt to violate, or aid in any way in the violation or attempted violation of any other law.

The School shall not be responsible for any losses or damages resulting from or relating to any use of the School's communication tools.

### ***Unacceptable Content***

Material that is or could reasonably be construed as harassing, offensive, embarrassing, sexually explicit, racially demeaning, profane, abusive, threatening, intimidating, pornographic, obscene, defamatory, or otherwise unlawful or inappropriate may not be sent or received by, viewed or displayed on, copied to, stored in, accessed from or downloaded to the School's communication tools. Users encountering or receiving this kind of material should not forward the material and should immediately bring the material to the attention of a supervisor. In addition, any user who believes the School's communication tools are being used in a manner which violates either this policy or the School's policies prohibiting harassment should immediately report the matter in accordance with the requirements below and pursuant to the School's anti-harassment policy. It is the responsibility of all users of the School's communication tools to see that these tools are used in an appropriate manner at all times.

Examples of unacceptable content include, but are not limited to:

- Sexual, racial, ethnic, or religious slurs, drawings, cartoons, or jokes
- Pornographic or sexually explicit language or material
- Unwelcome propositions, requests for dates, or love letters
- Any message that could reasonably be construed as harassment or disparagement of others based on sex, race, age, national origin, religion, disability, sexual orientation, or other status protected by law
- Any other material which is inappropriate for a business environment

To ensure the lawful use of the School's communication tools under this policy, the School reserves the right to inspect the content of all information and messages generated by or contained in any of its communication tools. Even personal e-mail, Internet visits, and voicemail messages may be accessed by the School's management without notice. Users should not assume that any such usage or communications are private.

### ***Transmitting Confidential Information***

In recognition of the significant responsibility of protecting confidential or sensitive information, the School's communication tools, especially its e-mail system, should not be used to transmit confidential communications.

Users must keep in mind that deleting e-mail does not necessarily remove the e-mail from the system. There is also a possibility that, when documents are transmitted electronically, earlier drafts of the documents thought to have been deleted may be retrieved. Accordingly, extreme care must be taken when using e-mail to transmit confidential or sensitive communications, even internally.

All users are required to use good business judgment to safeguard School information and to protect against inadvertent disclosure of confidential or sensitive information in situations where there is a need to communicate such information electronically. Failure to exercise an appropriate level of care when transmitting confidential information electronically is a violation of this policy and may result in discipline up to and including dismissal.

### ***Etiquette and the School's Representation***

E-mail and voicemail messages reflect the School's image. Such messages, therefore, should always be composed in a professional manner that is no different than the manner used to compose letters or memoranda on School letterhead. Inappropriate use of the School's facilities may damage the School's reputation and could give rise to School and individual liabilities. Accordingly, every effort must be made to be professional in all usage of the School's communication tools. In addition, employees using the School's electronic communication tools should be aware that materials created and stored on the School's network systems may constitute public records subject to disclosure under the Illinois Freedom of Information Act.

### ***Limits of Privacy***

Because communication tools are provided for the School's business purposes, employees and students using the School's communication tools have no expectation that any information transmitted over the School's facilities or stored in the School's computers, even deleted information, is or will remain private. These systems are owned and/or controlled by the School and are accessible at all times by the School without notice for maintenance, upgrades, or any other business or lawful purposes. Use of passwords to gain access to the computer system or to secure particular files or messages does not imply that users have an expectation of privacy in any material created or received on the computer system. The School has global passwords that permit it to access all material stored on the system, regardless of whether such material has been password-protected by the user. To protect the integrity and security of the computer system, though, employees should not share passwords with other individuals.

The School permits limited personal use of its communication tools as set forth herein, with the express understanding that it reserves the right to review employee use of and to inspect all material created by or stored on these communication tools. It is essential that the School be able to ensure that its communication tools, which are provided primarily for the School's business purposes, are being used in a proper manner consistent with this policy. For this reason, the School reserves the right to monitor, search, retrieve, and/or read any and all aspects of its electronic communication and network systems. Use of the School's communication tools constitutes each employee's and student's permission for the School to monitor communications and to access files that are made on or with these communication tools.

### ***Viruses***

Viruses can cause substantial damage to electronic communications and information systems. Each user is responsible for taking responsible precautions to ensure he or she does not introduce viruses into the School's network. To that end, all material received on floppy disk or other magnetic or optical medium, and all material downloaded from the Internet or from computers or networks that do not belong to the School, must be scanned for viruses and other destructive programs before being placed onto the School's network. Users should understand also that their home

computers and laptops may contain viruses and that all disks transferred from these computers to the School's network must be scanned for viruses.

### ***Regulation and Enforcement***

Misuse of any of the School's communication tools or violations of this policy may result in disciplinary action, including suspension of privileges or termination of employment. Criminal or civil action may result in appropriate instances. If an individual believes that he or she has been harassed or discriminated against in violation of this policy, the individual should follow the complaint procedure outlined in the School's EEO and Anti-Harassment Policies. Any questions regarding use of the School's communication tools should be directed to the Office of Human Resources.

### **Alcohol and Illegal Substances**

The Adler School campuses are smoke-free. In addition, smoking is not permitted within fifteen feet of any entrances. If a local law ordinance provides greater protection for the rights of non-smokers, it shall apply.

The Adler School explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on school premises or as part of any of its activities.

Alcohol beverages may be served to and consumed by persons of legal drinking age on school premises or practicum and internship sites in conjunction with a specifically authorized function. Individuals consuming alcohol and other legal drugs should do so in a responsible manner. Members of Recognized Student Organizations should see the RSO Handbook for further restrictions.

### **Civil or Criminal Law**

Any student who violates any state, federal or municipal law shall be subject to referral to the Student Comprehensive Evaluation Committee for said offense(s) up to and including administrative withdrawal or dismissal. The adjudication of such violations may proceed regardless and/or independently of any action taken by state, federal or municipal agencies.

### **Discrimination and Harassment Policy**

It is the policy of the Adler School of Professional Psychology that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status or other status protected by local, state, or federal law in its employment or its educational settings. The School is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of School employees, students, or others on site by anyone, including any supervisor, co-worker, vendor, client, or student of the School or any third party. The Adler School reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy.

**Prohibited Discrimination**

Examples of discrimination in violation of this policy include treating an employee, student or other member of the School community differently in the terms and conditions of his or her employment or education or making decisions about a person's employment, compensation, or education based upon a person's race, marital status, parental status, family relationship status, physical or mental disability, military status, or other protected status.

**Prohibited Harassment**

Examples of harassment in violation of this policy include any behavior (verbal, written or physical) that has the intent, purpose, or can reasonably be expected to have the effect of abusing, intimidating, victimizing or demeaning a person based on any protected status identified by this policy or by law so as to interfere with the person's academic or professional performance or advancement, or which creates a hostile educational, working, or living environment for any person based on any protected status identified in this policy or law. Depending on the specific circumstances and impact on the workplace or academic environment, examples of harassment in violation of this policy include, but are not limited to, verbal abuse, offensive innuendo, derogatory comments, or the open display of offensive objects or pictures concerning a person's race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical and mental disability, military status, or other protected status.

### 3. Sexual Harassment

The Adler School takes all forms of prohibited harassment seriously. In addition to the examples of prohibited harassment above, sexual harassment warrants further explanation.

Sexual harassment includes, but is not limited to, any unwelcome sexual advances, direct or indirect, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made or is threatened to be made, either explicitly or implicitly, a term or condition of instruction, employment or participation in other School activity;
- Submission to or rejection of such conduct by any individual is used or is threatened to be used as a basis for evaluation in making academic or employment decisions affecting that individual; or
- Such conduct has the intent, purpose or can reasonably be expected to have the effect of interfering with an individual's academic or professional performance or advancement, or creating an intimidating, hostile or offensive education, living or working environment.

An extreme form of sexual harassment includes sexual assault. Any person who may experience a sexual assault has the right to pursue all options to address this behavior including processes internal to the Adler School as well as any legal and civil options.

To file a complaint of sexual assault, you may contact one of the Title IX coordinators identified in this policy depending on who the complaint is against (student, faculty, staff or visitor/third party) and you may also get assistance by calling the police (911) and/or by going to a local emergency room. Another non-school resource is the Rape Victim Emergency Assistance Hotline at 1-888-293-3368.

#### 4. Sexual Harassment- Consensual Relationships

Amorous relationships that might be appropriate in other circumstances present serious difficulties within the School Community. Relationships between individuals in inherently unequal positions (such as teacher and student, supervisor and employee) may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. Consensual romantic or sexual relationships in which one party is in a position to review work or influence the career of the other may provide grounds for complaint when that relationship gives undue access or advantage to, restricts opportunities of, or creates a hostile and unacceptable environment for one of the parties to the relationship, or for others.

In such circumstances, consent may not be considered a defense against a charge of sexual harassment in violation of this Policy. The determination of what constitutes sexual harassment depends upon the specific facts and the context in which the conduct occurs.

##### **Prohibited Retaliation**

The Adler School prohibits retaliation and the threat of retaliation against any person, including complainants, respondents and witnesses, exercising his or her rights and/or responsibilities in good faith under the Non -Discrimination and Anti-Harassment policy or federal law, state law, or county law prohibiting discrimination, harassment or retaliation.

For purposes of this policy, retaliation includes any conduct directed against an individual or someone affiliated with the individual, on the basis of or in reaction to the exercise of rights accorded and/or defined by this policy, or federal, state, county, or local law that is likely to dissuade the individual from exercising his or her rights in the future.

Claims of retaliation will be investigated and, if substantiated, constitute a separate violation of this policy. Any acts of retaliation will be subject to appropriate disciplinary action, including but not limited to reprimand, change in work assignment, loss of privileges, mandatory training, suspension, and/or termination.

The Adler School takes good faith complaints of discrimination, harassment, and/or retaliation seriously. Individuals who knowingly make false allegations under this policy may be subject to disciplinary action, including but not limited to reprimand, suspension, and/or termination.

##### **Complaints of Discrimination, Harassment, or Retaliation**

The Office of Human Resources (OHR) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation.

There are multiple channels for the reporting of violations of this Policy. If you believe you have been the subject of, or have witnessed, or are aware of, discrimination, harassment or retaliation, you should make a complaint as soon as possible to OHR, or to your supervisor, Chair or Dean. The Office of Human Resources ability to investigate a complaint may be harmed if it is not made within a reasonable time period after the alleged occurrence(s). The OHR therefore strongly encourages complainants to contact the OHR as soon as possible, to the extent practicable, of the challenged conduct. The OHR advises that complaints be filed within 120 days of the alleged occurrence(s). All members of the Adler School who serve in a supervisory capacity are responsible for relaying all complaints of discrimination, harassment, or retaliation that come to their attention as supervisors and that may be in violation of this policy to the Associate Vice President of Human Resources at 312-662-4415.

A student may also file a complaint with the OHR as long as it concerns the actions of a School faculty or staff employee, vendor, client or any third party. Student complaints about actions of other students are handled by the Division of Student Affairs. Students who wish to make such a complaint may contact the Associate Vice President of Student Affairs directly at 312-662-4141 or [gmacvarish@adler.edu](mailto:gmacvarish@adler.edu)

The Adler School strongly encourages complainants to make a complaint as soon as possible after the challenged conduct. The timelier a complaint of discrimination, harassment or retaliation, the better OHR will be able to investigate the complaint. A complainant should receive an acknowledgement of receipt from the OHR within 10 business days of filing a complaint. If this does not occur, then that person should directly contact the OHR to confirm receipt of original complaint.

*Please note that this Policy constitutes the School's Section 504 Grievance Procedure and that the OHR investigates complaints of discrimination or harassment based on physical or mental disability and does provide accommodations for physical or mental disability. Students seeking accommodation for a physical or mental disability should contact the School's Section 504 Coordinator for students (Associate Vice President of Student Affairs).*

*If a student under the age of 18 reports an incident of sexual harassment to any faculty or staff member, that faculty or staff member is obligated to report the incident to the OHR and to follow any other requirements of the Crime Reporting Clery Act Compliance.*

### **Investigation and Resolution Process**

When the OHR receives a complaint of discrimination, harassment and/or retaliation, it will promptly investigate the allegation in a fair and expeditious manner. In rare instances the OHR may engage an external investigator for some or all portions of the investigation. Every complaint is based on its own facts and circumstances, which can impact the course of the OHR's investigation. The following is an outline of the procedure generally followed once a complaint has been brought to the attention of the OHR.

At any time in the process, a complaint may be resolved voluntarily prior to the completion of the investigation process when the issues have been addressed to the satisfaction of the parties involved and in consultation with the OHR.

#### **A. Filing a Complaint**

Contact the OHR:  
17 North Dearborn Street  
Suite 16-200  
Chicago, Illinois 60602  
(312) 662-4415

#### **B. Processing a Complaint**

In processing a complaint, the OHR will:

- Acknowledge receipt of the complaint in writing and inform complainant of his/her right to file a criminal investigation by contacting the Chicago Police at (911). Criminal investigations can be done concurrent to any internal investigation done by the Adler School.
- Collect and retain in the OHR documents and information related to the complaint.

- Conduct a preliminary assessment of allegations to determine whether the alleged conduct, if substantiated, could constitute a violation of this Policy.

### **C. Fact-Finding**

The specific fact-finding steps may vary depending on the facts and circumstances of the complaint. Generally speaking, an investigator will:

- Inform the complainant and respondent of the start of the investigation.
- Collect and review relevant documentation.
- Interview complainant, respondent, and witnesses to the reported event or events.
- Prepare a summary of the investigation and the findings for the OHR.

### **D. Resolution of Complaint**

The OHR is charged with the responsibility of investigating complaints of discrimination, harassment, and/or retaliation, making findings, and reporting its findings to the appropriate relevant School officials, including, but not limited to, the supervisors or department heads of the complainant and respondent, the Vice President of Administration, the Vice President of Finance and Technology, Vice President of Academic Affairs, the applicable Chair or Program Director, and the Office of the President. The OHR will provide written notification to the complainant, respondent, and the appropriate School officials of its finding.

If the OHR, following its investigation, determines that the Non-Discrimination and Anti-Harassment policy has been violated, it will work with the appropriate School officials to recommend appropriate corrective action, up to and including discharge/expulsion.

Supervisors, department heads, and other Adler School managers have the responsibility for implementing appropriate corrective action. The OHR may advise in the implementation of corrective action and may monitor the implementation of the corrective actions. To the extent that the OHR concludes that other School policies may have been violated by the reported conduct, the appropriate School official(s) will be notified.

### **E. Confidentiality**

The OHR is committed to balancing the interests of all parties involved in discrimination, harassment, and/or retaliation complaints. To the extent possible, the OHR will limit the disclosure of information related to the complaint and its investigation. Nonetheless, the OHR cannot promise confidentiality of any information received in a complaint or during an investigation.

The files of complaints will be maintained in the OHR. Documents and information collected by OHR through its investigation of the complaint will not be kept in relevant personnel or academic records; except that any discipline or sanction imposed as a result of a policy violation will be documented in the disciplined individual's personnel or academic record in accordance with applicable School procedures.

### **Other Resources**

Although the School encourages employees to utilize the complaint process described above to resolve any complaints, use of this process does not prohibit an employee or student from filing a complaint with external agencies at any time. Employees or students may file a formal complaint with various external agencies, to include, but not limited to, the government agencies listed below.

**The U.S. Equal Employment Opportunity Commission**  
500 West Madison Street, Suite 2800

Chicago, Illinois 60661  
(312) 353-2713

**Illinois Department of Human Rights**  
James R. Thompson Center  
100 West Randolph Street, Suite 10-100  
Chicago, Illinois 60601  
(312) 814-6200

**The Office of Civil Rights/Chicago**  
U.S. Department of Education  
Citigroup Center  
500 W. Madison Street  
Suite 1475  
Chicago, IL 60661

### **Children on Campus**

Adler does not permit employees or students to bring children under the age of 18 to the office or classroom. Children are allowed to visit the campus only in exceptional circumstances and they must be supervised at all times.

### **Criminal Activity While in Attendance**

Students who engage in criminal activity are subject to disciplinary action up to and including dismissal from the program. The student has the obligation to report to the Vice President of Academic Affairs and the Associate Vice President of Student Affairs any criminal charges or convictions that may impact his/her ability to remain enrolled at the school. Students on the Vancouver Campus should contact the Director of Admissions and Student Services. Failure to disclose such information within 15 calendar days of the occurrence or event, or the submission of false or incomplete information at any time, including during the application process, may result in disciplinary action up to and including dismissal from the program.

### **Disorderly, Violent, Intimidating or Dangerous Behavior to Self or Others**

Students are not to engage by any means in behavior that threatens, harms, or causes to place in harm themselves or other persons, or to exhibit behavior that is illegal, destructive, lewd, indecent, obscene, or disorderly. Such behaviors include, but are not limited to, the following examples:

1. Intentionally inflicting bodily harm upon any person; taking any action for the purpose of inflicting physical harm upon any person; taking reckless action that results in physical harm to any person; or threatening by any means of transmission the use of force to physically harm or injure any person.
2. Disrupting the educational environment, impeding classes, causing significant emotional harm, and/or endangering the safety, health, or life of any person on campus through actions or words.
3. Obstructing fire escape routes, such as hallways or stairwells.
4. Committing acts of an indecent or lewd nature.



**Dogs on Campus**

The presence of service dogs on campus is permitted for the sole purpose of providing equity of access and mobility to people with disabilities. No animals are allowed on campus building premises with the exception of service dogs.

Any person seeking approval to be accompanied by a guide or service dog should register with the Office of Student Affairs (OSA). Students on the Vancouver campus should contact the Director of Admissions and Student Services. Anyone who brings a service dog onto campus must ensure that the dog is under control and supervision at all times. The behavior of any dog, including any mess or damage caused by the dog, is the responsibility of the owner. The OSA can be contacted at [studentaffairs@adler.edu](mailto:studentaffairs@adler.edu).

Students may be subject to different policies and procedures for service dogs at their training and community service partner sites. Students are encouraged to work directly with the sites prior to starting to ensure the best possible experience.

**False Information**

Students are not to provide false information in any form to School officials. Students are not to knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource, or procedure. Students are not to take any actions (verbal, written, or behavioral) based on known incorrect information, with direct intent to be hurtful or harmful to the School.

**Guest Visitation and Responsibility**

Students are responsible for the behavior of their guests while they are on property owned or controlled by the School or in attendance at its sponsored events. Host students assume full responsibility for their guests' compliance with all proscribed School policies and procedures, including those specific to building hours. All guests must be checked in at the Security desk and receive a name badge which is to be worn at all times.

**Missing Persons Reporting**

The report of a missing person is a serious matter. Anyone with information concerning a missing person should notify the Office of Student Affairs (OSA) immediately. If it is determined by OSA that the person has been missing for more than 24 hours, the Adler School will (1) attempt to contact the student using any confidential contact information that the student has provided to the Adler School; (2) notify the Chicago Police Department; (3) contact any person the student has identified to the Registrar as an emergency contact; and (4) notify others at the School, as appropriate, about the student's disappearance. Students on the Vancouver campus should report missing persons to the Registrar/Manager of Campus Operations.

Students are required to update personal and emergency contact information with the Registrar.

**Photography Release**

The Adler School of Professional Psychology has the irrevocable and unrestricted right and permission to take, use, reuse, publish, and republish photographic portraits or pictures of all members of the Adler School community. Anyone who registers at, visits, or is employed by the Adler School of Professional Psychology authorizes the use and reproduction by the School, or

anyone authorized by the School, of any photographs taken while at the Adler School, without compensation.

All negatives and positives, photographic prints, and digital photo files shall be Adler School of Professional Psychology property, solely and completely. Photographs will be used by the Adler School for publications and School purposes only. All members of the Adler School waive their right to inspect or approve the products and materials. Any member of the School who does not wish to have his or her photograph published should declare this in writing to the Office of Student Affairs. Vancouver campus students should contact the Director of Admissions and Student Services.

### **Reasonable Directives from a School Official or Office**

Students are not to disregard the reasonable directives, either verbal or written, issued by a School official or office, or obstruct an official in the carrying out of his or her assigned duties or responsibilities. Failure to follow reasonable directives may result in the referral to the student's Faculty Advisor, Student Development Committee, and/or the Student Comprehensive Evaluation Committee.

### **Sexual Offense**

The Adler School of Professional Psychology is committed to providing and maintaining a healthy learning and working environment for all students, staff, and faculty members. In accordance with the School's values and its role as an educational institution, the school condemns any form of sexual violence. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the Adler School of Professional Psychology reports certain sexual offenses occurring on or near campus to the appropriate authority. The survivor has the choice of whether or not to file a report and/or to proceed with legal action.

A sexual offense is defined as any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of both individuals, or that occurs under threat or coercion. Sexual offenses, as well as threats of sexual offenses and intimidation through threats of sexual offenses, are prohibited by the School.

### **Solicitation**

In the interest of maintaining a productive and non-coercive educational and work environment, the Adler School of Professional Psychology does not permit unauthorized persons to promote or sell merchandise or services door-to-door on campus or on campus floors, nor to solicit, distribute information to, or recruit its students or school personnel for any purpose whatsoever. Any group or individual not affiliated with the Adler School who wishes to distribute literature or printed materials of any kind, to sell or solicit others to purchase memberships, merchandise or services, or to recruit on campus must be specifically authorized to do so by the Office of Student Affairs. The Adler School does not allow credit card companies access to campus under any circumstances.

A "solicitation waiver request" can be obtained through the Office of Student Affairs for the purposes of applying for a table from which to solicit. There is a \$50.00 fee for reserving a table, which must be paid by check or cash prior to arrival on campus; if approved, the solicitation waiver request must be displayed at all times. This approval grants the solicitor the ability to sit at a table with two chairs for the approved time. Under no circumstances is the solicitor allowed

to leave the table with the intent to approach students. Solicitation waiver requests for the Vancouver campus will be issued by the Registrar/Manager of Campus Operations.

No solicitation shall interfere or conflict with the mission of the Adler School or its occupants. The Adler School reserves the right to cancel any event for violations to guidelines.

### **Unauthorized Entry to School Facilities**

Forcible or unauthorized entry into any building, facility, room, office, or container (file cabinet, desk drawer, etc.) at the School is prohibited.

### **Weapons**

The presence of weapons on campus poses an unacceptable risk to the health and safety of all members and guests of the Adler School community. The storage, possession, or use of firearms, fireworks, explosives, or weapons of any kind, including replicas or facsimiles, anywhere on campus is prohibited. This prohibition applies to all students, employees, independent contractors, and visitors, including those who have a valid permit to carry a concealed weapon. Propellant sprays used for personal protection and self-defense purposes are allowed. Students who are deputized law enforcement officers and are legally qualified to carry firearms may do so while on-campus as long as they are carrying all necessary identification to do so. However, all weapons must be concealed. Absent law enforcement status, no concealed weapons are permitted on campus pursuant to 430ILCS, effective January 1, 2014.

Under 720 Illinois Compiled Statutes 5/21-6, a weapon is defined as "a handgun, sawed-off shotgun, sawed-off rifle, any other firearm small enough to be concealed upon the person, semiautomatic firearm, or machine gun...any other rifle, shotgun, spring gun, other firearm, stun gun or taser as defined in paragraph (a) of Section 24-1 of this Code, knife with a blade of at least 3 inches in length, dagger, dirk, switchblade knife, stiletto, ax, hatchet, or other deadly or dangerous weapon or instrument of like character...a bludgeon, black-jack, slingshot, sand-bag, sand-club, metal knuckles, billy or other dangerous weapon of like character."

### **Student Rights and Responsibilities**

Within any community of over 1000 students, faculty, and staff it is important that expectations and responsibilities are communicated. This handbook is designed to provide clarification on what it means to be a student at the Adler School of Professional Psychology. The rights identified below are steeped in our values which include social interest, pluralism, and courage.

Students have the right to express their own ideas, beliefs, and associations. Students can ask questions and appropriately express their opinions without affecting their academic evaluations, as long as such expressions do not interfere with the normal operations of classes or infringe on the rights of other students. Professional comportment is expected in all aspects of student experience. Respect for others is fundamental and is expected at all times regardless of the issue or the location, including cyberspace.

Students have the right to join associations and are free to promote their common interests. This includes the right to become affiliated with any recognized student organization without discrimination or prejudice regarding race, color, ethnicity, religion, national origin, age, disability, marital status, parental status, family relationship status, sexual orientation, sex, gender, gender identity, or other status protected by local, state or federal law in its education settings.

Students have the right to participate in student governance through the Adler Student Government. ASG strives to enhance the school community and the overall student experience. Student engagement and involvement are vital to establishing a thriving academic community. Students are encouraged to actively engage ASG for creating a strong student community that values and appreciates all perspectives. In addition, ASG is a vital conduit in communicating student concerns and issues to the administration.

Students have the right to advising that balances individual student responsibility and accountability with support from the school in understanding degree and program requirements. The advising process should extend well beyond administrative tasks to include the development of an active professional mentoring relationship. This mentoring relationship will be built upon students' openness to engage in active communication with faculty that will enrich their development as students and as professionals.

### **Student Complaint Policy and Log**

Any informal or verbal complaint from a student will be considered by the institutional officer who is responsible for the area in which the complaint is made. If the informal complaint is not resolved satisfactorily, the student may decide to submit a formal complaint through the Office of Student Affairs. Students on the Vancouver campus should submit their formal complaint through the Director of Admissions and Student Services.

### **Student Complaint Process**

- Step 1: The Student completes the [Student Complaint Form](#) and submits to the Office of Student Affairs at [studentaffairs@adler.edu](mailto:studentaffairs@adler.edu).
- Step 2: The Office of Student Affairs will respond in writing to acknowledge that they have received the complaint and will direct it to the institutional officer responsible for the area in which the complaint is made.
- Step 3: The institutional officer has 30 days to respond to the complaint and will inform the student and the Office of Student Affairs of the decision.
- Step 4: If the complaint is not resolved to the student's satisfaction, the student can follow the General Student Grievance and Appeal Procedure described below.

The Office of Student Affairs will maintain a log entry on a student complaint which includes:

1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The final decision regarding the complaint, including referral to outside agencies, and date of decision
5. Any other external actions initiated by the student to resolve the complaint, if known by the Adler School (e.g., lawsuit or EEOC investigation)

The information in the log of student complaints, which is maintained by the Office of Student Affairs, is confidential. It may be made available for outside review by the Department of

Education, the Higher Learning Commission, and other organizations as required by law. However, steps will be taken to insure the anonymity of any student who files a complaint.

The purpose of an outside review can include but is not limited to:

1. Establishing that the Adler School processes complaints in a timely manner,
2. Demonstrating fairness and attention to student concerns, and
3. Identifying any pattern in the complaints that suggests problems with institutional quality.

Other Adler School policies outline processes for formally resolving issues. These include the ***General Student Grievance and Appeal Procedure, Satisfactory Academic Progress, Student Comportment and Comprehensive Evaluation, and the Annual Student Review Process***, all available online at <http://www.adler.edu/page/campuses/chicago/student-resources/policies-forms>.

Please note that these processes are **not** regarded as complaints that are to be included in the log of student complaints.

### **General Student Grievance and Appeal Procedure**

The Adler School of Professional Psychology has adopted this general student appeal procedure to resolve concerns that students may have about the implementation of Adler School policies and procedures. The primary objective of this student appeal procedure is to ensure that student concerns are dealt with promptly and resolutions reached in a reasonable manner. This general student appeal procedure will be followed except in cases where there is a specific appeal procedure governing a specific policy.

Before pursuing this general student appeal procedure, the student must make every reasonable effort to resolve issues with faculty, staff, or administrators. Therefore, problems or complaints must first be discussed with the individuals involved. Faculty, staff and administrators should respond promptly to answer questions and/or to resolve problems or complaints brought to their attention by students.

#### *Informal Procedure*

The initial step of the student appeal procedure is for the student to try to obtain resolution or redress through discussions with the person(s) involved. These discussions should be held as soon as possible. Students are strongly encouraged to seek support and assistance from their advisor as well as the Office of Student Affairs.

If the student feels that a satisfactory solution has not been provided, the student should further discuss the matter with his/her faculty advisor for assistance on other options. If the matter is still not resolved, the student should proceed to the formal appeal procedure.

#### *Basis for Formal Appeal*

A student has the right to appeal issues of academic status, disciplinary action, or dismissal if the student believes:

1. There is procedural error identified that indicates a substantial breach of institutional processes or procedures.
2. There is new information of a substantive nature that was not available at the time the decision was made. New information may require documentation.
3. The initial decision is biased or in violation of stated student rights.

The School reserves the right to temporarily restrict students who have been referred for a comprehensive evaluation process from attending classes, training, or School-sponsored activities, events or programs while under review. This restriction may apply throughout related appeal processes.

#### *Formal Appeal Procedures*

Students who wish to appeal for reasons stated above must present an appeal, in writing, within 10 business days of the initial decision date. The appeal should be directed to the Vice President of Administration and the Vice President of Academic Affairs. Students must submit an appeal clearly stating the grounds for the appeal and any supporting statement or documentation. The Vice President will decide if a meeting with the student is necessary. The Vice President will render a written decision to the student within 10 business days of receipt of the appeal letter. The School reserves the right to extend the decision date depending on the circumstances in order to conduct a full review. This extension will not exceed 30 business days. The Vice President of Administration can, at his/her discretion, convene an appeal review committee to review any appeal. All decisions on appeals are final.

#### **Academic Honesty Policy**

The Adler School of Professional Psychology seeks to establish a climate of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student *must* be documented through required scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The School further considers resubmission of work done partially or entirely by another, as well as resubmission of work done by a student in a previous course or for a different professor, to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment, examination, or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from the school.

In addition, students suspected of academic misconduct, including plagiarism or research misconduct, are subject to a failing grade for the assignment and course, and the potential for immediate dismissal from their program and the Adler School.

For the purposes of this policy, **plagiarism** is the submission, in whole or part, of unoriginal material, represented as original and as the work product of the individual student. **Academic misconduct** refers to any action that involves illicit, unauthorized, fraudulent, or inappropriate behaviors designed to aid in whole or part with the completion of required work at the Adler School of Professional Psychology.

Four types of plagiarism are defined in this policy:

- Resubmission of work done for one course, assignment, or task for another. Defined as **auto-plagiarism**, this form of plagiarism does not typically involve the submission of the work of others, but, instead, consists of representing as new work that has been previously submitted.
- Minimally rephrasing, paraphrasing or revising the work of others without proper citation or credit. Referred to here as **indirect plagiarism**.

- Substantial utilization of the published or unpublished work of others without permission, citation, or credit. Known as “*cut and paste*” or “*patchwriting*,” this form of plagiarism is referred to as **direct plagiarism**.
- Purchasing or otherwise acquiring a work in its entirety and submitting it as one’s own is considered the most extreme and egregious form of plagiarism. Referred to in this policy as **fraudulent plagiarism**.

**Research misconduct** involves the misrepresentation of data or material in research, and is defined as follows:

- **Data fabrication** involves the intentional production of study or research data and representing such data as genuine.
- **Data falsification** involves the intentional alteration of study or research data and representing such data as genuine.
- **Data manipulation** involves the suppression or changing of study data to facilitate a desired outcome.
- **Withholding data or materials** involves the refusal to make available for inspection, raw data and sources for student research.
- **Misrepresentation of how much effort was expended, or the extent of original contribution made to a research project** in which multiple contributors took part.

For the purpose of this policy, acts of academic misconduct are grouped into four (4) categories, enumerated in descending order of perceived severity and perceived seriousness per event.

- I. **Severe Academic Misconduct** consists of fraudulent plagiarism, extensive “cut and paste” plagiarism, data fabrication, and/or data falsification
- II. **Significant Academic Misconduct** consists of direct plagiarism, significant or repeated indirect plagiarism, and/or data manipulation.
- III. **Moderate Academic Misconduct** consists of indirect plagiarism, inadvertent direct plagiarism and/or withholding data or resources in research.
- IV. **Simple Academic Misconduct** consists of auto-plagiarism, inadvertent indirect plagiarism, and misrepresentation of contribution to research.

Violations of these policies will result in referral to the Student Development Committee, and/or the Student Comprehensive Evaluation Committee. Depending on the severity of academic misconduct, the level of training, and circumstances associated with the misconduct, consequences will range from failure on specific assignments or required supplemental education to dismissal from the student’s program and the Adler School.

### **Adler School Copyright Policy**

It is the policy of the Adler School of Professional Psychology to comply with federal copyright law and all related law codified at 17 U.S.C. §101 et seq. All faculty, staff, and students must adhere to School copyright policy and are expected to seek consultation and advice from the Library when using the copyrighted works of others in the course of instruction.

The Adler School is committed to fostering an environment that provides for the fair use of copyrighted works to achieve the goals of teaching, service, and research while remaining in compliance with applicable laws. Adler School users of copyrighted works are accorded the rights and privileges pursuant to 17 U.S.C. §§107 (Fair Use), 108 (Reproduction by Libraries and Archives), 109 (First Sale Doctrine and Transfers), 110 (Teaching Exception), and other

statutory exemptions and limitations to the exclusive rights granted to the owner of a copyright protected work.

It is the policy of the Adler School to inform and educate faculty, students and staff regarding federal copyright law, the rights of copyright owners, the legal obligation of the School to comply with applicable law, and the rights of the School community to use copyrighted works.

Under Adler School Copyright Policy, faculty, staff, and students retain all rights in copyrightable materials they create, except when special circumstances or contractual arrangements prevail, including:

- Work which is “work for hire” under copyright law, or for which the author was commissioned in writing by the School to develop the materials as part of the author’s regularly compensated duties;
- Conditions restricting copyright privileges are contained in grant or contract funding.

### **Professional Communication Skills**

Excellent communication skills are a necessity for today’s practitioners and are foundational to their professional success. In order to ensure that Adler School students will be ready to become tomorrow’s leaders, written and oral communications are evaluated throughout students’ educational and training experiences, from admission to graduation.

The Adler School of Professional Psychology offers all students opportunities to develop their communication skills through academic coursework and support services. The School conducts workshops, individual consultations, and other events on academic and professional communications and students who wish to improve their skills in these areas are encouraged to participate.

### **Statement of Student Responsibilities**

The Adler School of Professional Psychology expects that students will:

1. Adhere to all applicable School policies and procedures.
2. Uphold all rules applicable to conduct in off-campus settings including clinical, field, internship, or in-service activities.
3. Abide by all local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance or participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for the rights of others.
9. Regularly monitor their student accounts.

### **Academic Status**

#### ***Academic Good Standing***

To remain in Academic Good Standing, a student must

1. Maintain consistent enrollment



2. Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the Catalog
3. Meet all academic, comporment, and professional standards as well as applicable program requirements
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale

Note: The Department of Education additionally requires that students keep their accounts current, and successfully complete (“B” grade or better) 70% of attempted coursework in each term, in order to be eligible for federal student financial aid.

### ***Academic Alert***

Students with a minimum cumulative GPA of 3.0 who earn a B- grade for the first time will be placed on *Academic Alert* status for the following semester.

### ***Academic Warning***

Students will be placed on *Academic Warning* when they meet any of the following conditions:

1. Earn a first grade of C with a minimum cumulative GPA of 3.0
2. Earn a second B- with a minimum cumulative GPA of 3.0

This status will be in effect for one semester subsequent to the receipt of the second low grade.

### ***Academic Probation***

1. Students will be placed on *Academic Probation* the first time they meet any of the following conditions:
2. Earn a second grade of C
3. Earn a single D, F, or NC grade without a prior history of low grades (B- or C)
4. Earn three (3) or more grades of B-
5. Fall below a minimum cumulative GPA of 3.0 on a 4.0 scale.

Students on Academic Probation shall have a maximum of two (2) consecutive semesters following the status change in which to address the issue that generated probationary status.

### ***Academic Dismissal***

Students may be subject to *Academic Dismissal* when they meet any of the following conditions:

1. Earn two (2) or more grades of D, F, or NC
2. Earn a third grade of C
3. Fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two (2) semesters
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation “Academic Dismissal.” Students who have been dismissed are ineligible to re-apply to the School.

### **Satisfactory Progress**

To maintain satisfactory progress, students must remain consistently registered until completion of all degree requirements, and take a course load that ensures steady movement toward degree completion within the maximum time limits for the program.

Students who fail to register each term may be administratively withdrawn from the School, and Administrative Withdrawal will be indicated on the transcript.

Masters students should complete a minimum of twelve (12) credit hours every twelve months (12) and must satisfactorily complete all of the requirements for graduation within five (5) years of the date of first registration following admission to the program. For degree programs with

more than 60 total credits, students may need to take up to 14 credits every twelve months in order to complete their degree requirements within five years.

Doctoral students should complete at least eighteen (18) credit hours every twelve months and must satisfactorily complete all requirements for graduation within seven (7) years of the date of first registration following admission to the program. Students enrolled in dissertation or internship are considered to be maintaining minimum credit requirements for satisfactory academic progress.

### **Student Referral Policy**

The Adler School of Professional Psychology requires all students to uphold the highest standards of academic, personal, and professional conduct. The Student Referral Policy applies to all academic and professional training-related conduct, including online, on-campus, and at the training sites. The School reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities, where the Adler School's community interest is affected. This policy is designed to contribute to the personal as well as professional growth of the students and to ensure the welfare of the School and its related communities.

When students breach one or more of the Student Responsibilities, any member of the Adler community may alert the appropriate Student Development Committee by submitting a Student Incident Referral Form (available online).

Referrals will be directed to the Student Development Committee, which will determine the level of severity of the concern in accordance with the criteria, and direct the referral to the student's Faculty Advisor, to review by the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

### **Student Development Committee (SDC)**

The SDC is a standing committee within each academic department that monitors students' Academic Status and compliance with Student Responsibilities. The primary function of the Committee is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards to the appropriate departmental Student Development Committee at the beginning of each term a list of students who have fallen below Academic Good Standing. When students breach one or more of the Student Responsibilities, any member of the Adler community may alert the appropriate Student Development Committee by submitting a Student Incident Referral Form (available online).

The Student Development Committee reviews the grade reports and incident forms, determines the level of severity of the concern, and directs the student to take remedial action. Depending upon the seriousness of the concern, the student will be referred to the Faculty Advisor, to meet with the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

### **Student Comprehensive Evaluation Committee (SCEC)**

Serious or repeated breaches of Academic Good Standing or of the Student Responsibilities policy will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The Committee will evaluate the referral, provide a plan for remediation if appropriate, and deliver a decision on the outcome. This decision may include dismissal or administrative withdrawal.

### **Appeals**

Students may appeal the referral outcomes by following the Student Grievance and Appeal Policy posted online at [www.adler.edu](http://www.adler.edu).

### **Basic Student-Trainee Competencies Policy**

The Adler School of Professional Psychology expects that socially responsible practitioners will demonstrate competence within and across a number of dimensions. Faculty, training staff, supervisors, and administrators have a duty and responsibility to evaluate the competence of students across multiple aspects of performance and functioning. In consequence, ongoing evaluation addresses student progress not only in the academic arena, but also in other areas of professional development related to skills and attitudes.

Students at the Adler School of Professional Psychology must demonstrate a basic set of core interpersonal, personal, and intellectual skills, as well as attitudes and values, representing the baseline competencies of socially responsible practitioners. It is expected that students will further develop these competencies as they progress through the program. These core skills and attitudes include the following:

- a) *Interpersonal skills: The student demonstrates the ability to listen to and to be empathic with others, to form relationships, and to interact respectfully with others in spite of differing experiences, values, backgrounds, or points of view.*
- b) *Expressive skills: The student demonstrates the ability to appropriately communicate ideas and feelings in oral, non-verbal, and written forms.*
- c) *Cognitive skills: The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.*
- d) *Affective skills: The student demonstrates an ability to tolerate and manage internal states, uncertainty, and interpersonal conflict.*
- e) *Reflective skills: The student demonstrates the ability to examine and consider personal motives, attitudes, behaviors, and their effect on others. A reflective skill of special relevance is the ability to be open to and to integrate feedback.*
- f) *Personal skills: The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.*
- g) *Attitudes: The student demonstrates the desire to help and advocate for others, to be open to new ideas, and to act with honesty and concern for ethics.*

It is the responsibility of the faculty to determine the readiness of each student to advance. The Center for Learning and Teaching is available to students who need assistance. Students may be referred to the departmental Student Development Committee for initial remediation. Ongoing concerns are addressed through the Student Comprehensive Evaluation Committee.

### **Annual Student Review Process**

Core Faculty in the Department of Clinical Psychology (PsyD Program) review students annually. The areas of review include academic performance, training, and professional comportment. Students receive written feedback from the Department, noting any needs for improvement, which are addressed with the academic advisor.

### **Leave of Absence**

Students may take a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form including necessary signatures and submitting it to the Registrar's Office. A Leave of Absence may be taken for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and Community Service prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student's transcript for each term until the student returns to school. Time approved for a Leave of Absence does not impact the maximum time allowed for degree completion.

In order for a financial aid recipient to be approved for an LOA, the student must also follow the Adler School's LOA policy as outlined in the *Financial Aid and Student Accounts Handbook*. Because federal regulations state that LOA is only to be granted for a specific set of circumstances, any leave identified as ineligible per Title IV regulations may not be approved by the Director of Financial Aid and must be reported to the National Student Loan Data System as a Withdrawal. Students are required to speak with the Office of Financial Aid before requesting a Leave of Absence (LOA) in order to receive full information regarding the procedure and the results of the LOA.

Students who do not return from a Leave of Absence by the agreed upon term may be administratively withdrawn from the School. In order to be readmitted, administratively withdrawn students must submit a new application for admission no sooner than one year after the date upon which they were dismissed and, if admitted, must follow the program requirements in effect at the time of the new admission.

### **Administrative Withdrawal**

Once enrolled, students are expected to maintain satisfactory progress and register each term until completing the program in which they have been admitted. Students who fail to register for each consecutive term until completion of their degree program may be administratively withdrawn from the School unless they have obtained an approved leave of absence.

Students may be administratively withdrawn as a result of failure to maintain satisfactory academic progress, failure to adhere to School policy and procedures, or failure to maintain professional comportment. *Administrative Withdrawal* will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be re-considered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the School may be eligible to receive up to 24 credits for coursework completed either at the Adler School or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Grievance and Appeal Policy posted online at <http://www.adler.edu/page/campuses/chicago/student-resources/policies-forms>.

In the event a student is administratively withdrawn from the School, the Office of Financial Aid is required by Federal Law to recalculate a student's eligibility for financial aid awards. A calculation is used to determine the amount of "earned" and "unearned" aid based on the effective date of the administrative withdrawal. If a student completes 60% or less of credits taken during a term, the Office of Financial Aid determines the amount of "earned" aid based on the proportion of credits successfully completed within the term. If a student successfully

completes more than 60% of the credits taken in a term, s/he is considered to have earned 100% of the awards disbursed for the term. “Unearned” awards must be returned to the lender. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid funds.

### **Withdrawal in Good Standing**

Students may withdraw from the Adler School in good standing by completing the “Student Withdrawal Form” and submitting it to the Registrar’s Office. To withdraw in good standing, students must be in Academic Good standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, and may not be subject to pending disciplinary or academic inquiries. Withdrawal is noted on the transcript.

Former students who wish to return to the School after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the policies, procedures, and program requirements in effect at the time of the new admission. Students readmitted to the School may be eligible to receive up to 24 credits for coursework completed either at the Adler School or another institution.

### **Grading System**

Traditional letter grades are given for most courses offered. A limited number of courses are evaluated on a credit/no credit basis. The grading system is as follows:

#### **CHICAGO AND ONLINE CAMPUSES**

Grade Point	Description	Grade
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-	Marginal	2.75
C	At Risk	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
AU	Audit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

#### **Grade Scale**

94 – 100%	A
90 – 93%	A-
88 – 89%	B+
84 – 87%	B
80 – 83%	B-
73 – 79%	C
70 – 72%	D
Below 70%	F

**VANCOUVER CAMPUS**

Grade Point	Description	Grade
A+		4.25
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C		2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
NP	No Progress	N/A
AU	Audit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

Only two grades of “C”, and no grades of “D”, “F”, “NC”, “and AU” may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

**In Progress**

A temporary grade of “IP” (In Progress) can be given to students who are engaged in field experiences, thesis, or courses in which completion of work may typically be expected to exceed the end of the term. The “IP” will be removed from the transcript when the final grade has been posted.

**Incomplete**

An “I” (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete grade prior to the due date of the final requirement of the class in question.

For an Incomplete grade to be granted, students must file a completed Incomplete Grade Agreement form with the instructor. The form states specifically what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed upon completion date. The maximum time limit for finishing incomplete work is the end of the following term. The student and instructor must sign the agreement. The instructor must submit the form to the Registrar’s Office.

Receipt of one or more “I” (incomplete) grade may preclude students from enrolling in subsequent terms; may render the student ineligible for federal student aid; and may result in the student being referred to the Student Development Committee (SDC).

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the “Incomplete” grade will be changed to an “F” (Fail) or “NC” (No Credit).

### **Credit/No Credit**

A grade of “CR” (Credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminar, practicum seminars, practicum/internship requirements, qualifying examinations, Master’s Thesis, and the Doctoral Dissertation. A grade of “NC” (No Credit) is assigned upon unsatisfactory performance in practicum or a course offered on a credit/no credit basis. Grades of “CR” are not used in calculating the grade point average; however, grades of “NC” are used in calculating the grade point average and are considered failing grades for the purposes of academic satisfactory progress.

### **Audit**

Students registered to audit a course will receive, upon successful completion of the course, a designation of “AU” on their transcripts which signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Audited courses do not count towards graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time.

### **Grade Corrections and Appeals**

Once a grade has been recorded on the student’s academic record additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students can notify the course instructor. In order for the grade to be changed, the instructor must secure the approval and signature of their immediate supervisor (Program Director or Chair). Grade Change forms should be submitted to the Office of the Registrar.

Students may file a grade appeal by following the procedures of the Grade Appeal Policy, which is posted online at <http://www.adler.edu>. Only grades of “C” or lower can be appealed, and these may be appealed only if a grading standard was not set or not followed by the instructor. PsyD students can appeal PsyD course grades of “B-“ or lower.

In addition, if a student is appealing a grade for a course that is a prerequisite for a subsequent class he or she cannot register for or attend subsequent classes until the grade for the prerequisite has been resolved. Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

### **Class Attendance**

#### **CHICAGO CAMPUS**

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class sessions should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of 5 hours of class time due to late arrival or tardiness, may receive a grade of “F” (Fail) and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade at the discretion of the faculty instructor.

In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class may result in a grade of “F” (Fail). Due to

the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of “NC” (No Credit) and may be referred to the appropriate Student Development Committee for review.

### **VANCOUVER CAMPUS**

Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once/week over a 14-week semester, will receive a grade of “F” (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of “F” (Fail). For courses that meet once every other week (e.g., 7 full-day class meetings) over a 14-week semester, students who miss more than one class in a semester will receive a grade of “F” (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of “No Credit” or “NC” and be referred to the Training Committee for review.

Summer term –Students who miss more than 6 hours of classroom instruction in the summer semester, for courses that meet once/week over a 12-week semester, will receive a grade of “F” (Fail). For courses that meet on a weekend intensive format, which involves three or fewer class meetings in a semester, missing one class will result in a grade of “F” (Fail). For courses that meet once every other week (e.g., 6 full-day class meetings over a 12-week semester), students who miss more than 6 hours of classroom instruction in a semester will receive a grade of “F” (Fail). Students who receive a grade of “F” (Fail) for any course must repeat the course.

### **Application of the Attendance Policy**

The above policies establish the obligations of students to adhere to class attendance standards and the rights of Instructors to give students lower or failing grades for breaches of the policy. The policy is on an honor system where students are expected to be present for all classes and will notify the instructor if absent. Faculty may use their discretion on how to track attendance and recognize the honor system.

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students that are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.



# **PART III: CAMPUS RESOURCES**

## CAMPUS INFORMATION

### **Campus Hours**

The Adler School's Chicago Campus is open from 7 a.m. – 10 p.m., Monday – Friday, and 7 am to 7 pm on Saturday and Sunday, not including holidays.

The Vancouver Campus is open 8:30 am to 9:00 pm Monday through Friday and 8:30 am to 5:00 pm Saturday and Sunday.

An email will be sent to all students in the event that hours are altered.

### **Lost & Found and Theft**

The building in which the School is housed is used by a number of businesses. The School cannot secure its premises fully as the elevators open onto any floor. Students are advised to take reasonable precautions to protect their belongings.

- Students using laptops are advised to use special “laptop locks” to reduce the potential for theft. The School also recommends that students not leave laptops unattended during breaks, particularly meal breaks.
- Purses, testing kits, and other items of value should not be left unattended. Students should be particularly careful to keep track of keys and parking stubs.
- “Found” items can be taken to the receptionist on the 15th floor for safekeeping, if found on weekdays during office hours. On evenings and weekends, found item should be left at the security desk on the 15th floor.
- Items not retrieved from lost and found at the end of each term are disposed of or donated.

### **Student Common Areas**

Common areas are located throughout the campus. All students are welcome to use these areas for study and meetings. The library is available for a quieter study atmosphere.

Because the common areas are for the use of all students, community members are asked to be respectful and help maintain the cleanliness of the space. A microwave is provided for student use in Alfred's Café on the 16<sup>th</sup> floor. Students who use the microwave must clean any messes which may occur.

### **Bulletin Boards**

Bulletin boards are located on the 15<sup>th</sup> and 16<sup>th</sup> floor of the Chicago campus and the 12<sup>th</sup> floor on the Vancouver campus. Here students can find information about campus events, professional opportunities, class location, and student classifieds.

In an attempt to keep our campus environment clean, the Adler School will enforce rules on posting materials on campus. The Adler School may refuse any posting that is not in accordance with the mission of the School, contains explicit material, or is deemed inappropriate.

All postings must contain the organization's name or name of contact, plus a phone number or e-mail address. Postings will not be approved without the above information. All postings, flyers, posters, handbills, or any other form of advertisement, must be approved and stamped at the front desk on the 15th floor. Ideally, event sponsors should bring in the original document for the stamp, and then make copies of the original for posting. The stamping of more than 15 flyers at a time will not be approved.

Posting is allowed only on bulletin boards. Postings are not allowed on doors or windows, or on interior or exterior walls. Any organization or person posting in a prohibited area will have their materials removed. No postings are permitted on tables or chairs. All postings must be removed within three days of the event date.

### **Computer Labs**

Computers for student use can be found on the 15 floor, as well as in the library of the Chicago campus. Computer labs for Vancouver students are located on the 7<sup>th</sup> floor. Laptop computers are also available for student use on campus and can be checked out from the library.

## **ADMINISTRATIVE AND ACADEMIC OFFICES**

Adler School administrative and academic offices are located on the 15<sup>th</sup> and 16<sup>th</sup> floors of the Chicago campus. Students and guests needing to contact a professor or department should go to the reception desk on the 15th floor.

### **The Harold and Birdie Mosak Library**

The Harold and Birdie Mosak Library of the Adler School of Professional Psychology is a dynamic partner in mentoring socially responsible practitioners through learning, research, and individual service. The Library collaborates with faculty, clinicians, and researchers to support students in their progress to achieve the Adler School's institutional learning outcomes.

The Library is staffed by professional librarians, paraprofessional staff members, and student assistants, who help the Adler Community to make the fullest use of academic resources for research and curricular needs. In the service of our mission, we select, organize, present, preserve, and teach the resources that best address the current and anticipated academic needs of our students, faculty, and community affiliates.

The Library is a member of the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. I-Share member libraries agree to share resources, so that the Adler School community has access to a combined collection of over 9 million unique items.

The Library's print collection at the Chicago campus comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials.

The Library also licenses over 50 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 56,000 unique journal titles, over 80,000 electronic books, and several collections of newspapers.

Vancouver Campus students and faculty have access to all electronic resources, including full-text e-book and e-journal content. Interlibrary loan of articles and books is also available.

Library services for Adler students and faculty include:

- Individual instruction in the selection and use of databases
- Interlibrary delivery of books and articles not owned in our collection
- Individual research consultation for papers, theses, or dissertations
- Subject-specific classroom instruction sessions
- Identification of online resources for course enhancement
- Provision of links to online resources for faculty syllabus development
- A reserves collection of required and recommended class materials

Active participation in consortial activities facilitates interlibrary loan delivery of materials not held at the Library. The Library is a member of the Center for Research Libraries (CRL) and of Reaching Across Illinois Library System (RAILS), as well as a governing member of CARLI, the Consortium of Academic and Research Libraries in Illinois. These memberships enable the Libraries to participate in resource sharing and collection development programs on a statewide and a national scale.

For individual assistance or group instruction, please contact the library by e-mail ([library@adler.edu](mailto:library@adler.edu)) or telephone (312-662-4230).

### **Department of Online Education**

The Department of Online Education at the Adler School of Professional Psychology is responsible for ensuring the development of high quality online course and program offerings consistent with the mission, vision, and values of the Adler School. Beyond the development of courses, the Department of Online Education provides education, training, support, and thought leadership in the areas of online learning, online teaching, online course and program development, and educational technology. The Department of Online Education also provides a framework for high quality delivery of online teaching and learning. The Department of Online Education collaborates with other departments and offices, throughout the school, to promote a cohesive, high quality learning environment.

The courses at Adler Online are offered through Moodle, an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is used by educators around the world as a tool for creating online dynamic web sites for their students. Moodle can be accessed through Adler Connect.

### **Adler Community Health Services**

Adler Community Health Services (ACHS), the clinical services division of the Adler School of Professional Psychology, provides psychological services to underserved populations through its clinical training programs. ACHS is comprised of two divisions: Community Services and Juvenile Justice.

Through the Community Services division, ACHS offers a Pre-Doctoral Internship Program in Clinical Psychology which is approved by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship is a fully affiliated program, reserving eight full-time positions for Adler School

students. The Adler internship program participates in the APPIC match process. Additionally, ACHS offers practica (externships) for Adler students in psychotherapy and in diagnostic assessment.

ACHS's Community Services Division has partnerships with a number of community based service agencies. Interns and externs (trainees) offer clinical services at and through community based partnerships. A trainee will be assigned to one or more community site(s) based on his/her interests, training and educational needs, and abilities. In addition to providing direct clinical service, trainees receive individual, group, and peer supervision; may participate in case management and case disposition meetings; and attend didactic workshops and seminars. Through the Juvenile Justice Division, ACHS offers a Pre-Doctoral internship and diagnostic assessment and advanced practica (externships) through a partnership with the Illinois Youth Center – St. Charles. The Adler Juvenile Justice Internship is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Services provided in the community through community partnerships include individual and group psychotherapy; neuropsychological, personality, and cognitive ability assessment; support groups; parenting groups; consultation; and psycho-educational programs.

ACHS programs and services are designed to provide services to underserved and disadvantaged populations. Populations served include currently and formerly incarcerated persons, the homeless, people affected by HIV, students from elementary school through college, families and elders who are struggling with poverty.

### **Center for Learning and Teaching**

The Center for Learning and Teaching (CLT) provides academic and professional resources for students, faculty, and staff. Among the services offered by the CLT are individual consultations, workshops, and groups focused on writing and research, presentation skills and poster preparation, time management, and statistics and research methods. The CLT also offers space to use computers, browse print resources, read, practice presentations, and hold classes and meetings.

The Center for Learning and Teaching offers intensive writing workshops for Adler students. These workshops offer students the opportunity to hone their writing skills, familiarize themselves with available writing resources, and develop strategies for strengthening their writing skills. Students may register by contacting the CLT.

Appointments for individual consultations are available in person as well as by telephone. Anyone wanting more information or wishing to set up an appointment with CLT staff may contact the CLT by email ([CLT@adler.edu](mailto:CLT@adler.edu)) or telephone (312-662-4200).

### **Student Affairs**

The Office of Student Affairs seeks to complement and support the mission of the Adler School by creating opportunities that enrich the academic and professional lives of students. In addition, the OSA is responsible for keeping students updated regarding Adler School services, policies, and procedures.

### *Students with Disabilities*

The Adler School seeks to provide an environment where all people may develop academically and professionally. We are committed to the full inclusion and participation of people with disabilities in all aspects of the community. Students seeking academic accommodations based on a diagnosed disability are encouraged to review the Americans with Disabilities Act Policy and Procedure Guide, found on Adler Connect, to learn how to register with the Office of Student Affairs.

### *International Students*

International students contribute to the diverse community at the Adler School. The Associate Director of Student Affairs serves as the international student advisor and is available to assist international students at every point of their educational program. Specific resources are available on Adler Connect.

### *Student Organizations*

The Adler School is home to more than 25 formal clubs and organizations. Students are encouraged to participate in a student organization in order to meet peers, explore new academic topics, and develop leadership skills. A list of current student organizations and their policies, along with information on starting a new student organization, is found on Adler Connect.

### *Professional Development Scholarships*

The Adler School encourages students to receive supplemental professional education through involvement in conferences, seminars, workshops, or conventions. Students who plan to participate in such events related to their field of study at the Adler School are invited to apply for a professional development scholarship to offset some of their expenses. Please consult Adler Connect for information regarding the application process, qualifying criteria, and deadlines.

### *Health Insurance and Wellness Resources*

The Adler School is committed to personal and communal health which means, in part, making sure that students have access to quality, affordable healthcare when necessary. As such, the School requires all full-time students to have health insurance. Students without coverage are encouraged to check [www.GetCoveredIllinois.gov](http://www.GetCoveredIllinois.gov) for assistance. The Office of Student Affairs also maintains a list of wellness resources and search engines for finding a personal care provider.

### *Ventra UPASS Program*

All full-time students enrolled in an on-campus program at the Adler School are automatically enrolled in and billed for the Chicago Transit Authority's UPASS system, which entitles college and university students to reduced fare transportation in the City of Chicago. Complete information, including instructions on picking up or waiving the UPASS, are available on Adler Connect.

## **The Adler Institutes for Social Change**

The Institutes for Social Change (ISC) are an integral element of educational programming at the Adler School. Their purpose is to advance the School vision of a more just society through research, outreach, and public awareness programming.

Born out of the belief that the field of psychology can make invaluable contributions to the social good by working in close collaboration with other professions, the Institutes are staffed by professionals in the fields of law, social work, urban planning, sociology, and criminology. Students may work with the Institutes as research or teaching assistants. They may also conduct their CSP/CEP at the Institutes. There are two Institutes for Social Change: The Institute on Social Exclusion and the Institute for Public Safety & Social Justice.

### **Institute on Social Exclusion**

The Adler School Institute on Social Exclusion (ISE) works to increase understanding of the ways in which laws, public policies, institutional behaviors and other social structures and systems create unfair social outcomes, and understanding that reconstituting them is required to achieve social justice and equity. Our work aims to ensure that all members of society benefit from quality housing, education and healthcare; fair terms of employment; nutritious food; safety and security; equitable treatment under the law, and all other rights, opportunities and resources necessary for full social inclusion. The ISE is engaged in three overlapping areas of activity: Research, Outreach, and Education and Awareness.

The ISE has two flagship activities in which students may become involved.

- The Social Exclusion Simulation (SES) is a group experiential learning tool for increasing understanding of complex systems and how the structural barriers that comprise them work to block access to key rights, resources and opportunities for some members of society, rendering them “socially excluded”.
- Health Impact Assessment is a process for developing “evidence-based” legislation and public policy to help promote the health and mental health of entire populations of people, especially the most excluded and marginalized. With support from the Chicago Community Trust, ISE-affiliated staff, faculty and students are conducting theoretical and empirical community-based research that helps ensure that legislation and public policy, through a process not employed at any other school of psychology, promotes population mental health by narrowing mental health inequities.

In September 2012, ISE established the Center for the Social Determinants of Mental Health. The first of its kind in the United States, the Center is solely dedicated to identifying, examining, understanding and addressing the impact of social conditions on population or public mental health. The vision of the Center is a world where social conditions support the health and well-being of all. The mission of the Center is to improve health and well-being, and to narrow health inequities by changing social conditions, particularly those that impact the most vulnerable. The Center is the major vehicle through which the ISE conducts its research, outreach, and education and advocacy work. To learn more about the Institute on Social Exclusion and the Center for the Social Determinants of Mental Health and connect with our work, e-mail [ISE@adler.edu](mailto:ISE@adler.edu).

### **Institute on Public Safety and Social Justice**

The purpose of the Institute on Public Safety and Social Justice (IPSSJ) is to meet public safety challenges with socially just solutions. We work with community groups, peer institutions, and systems partners to address public safety challenges. By forging creative collaborations, we can devise empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail. We believe that by working together, bringing all concerned into the mix, we can improve urban safety outcomes by enhancing human potential and community wellness.

Rather than rely completely on safety strategies that isolate and confine, we strive to develop transformative alternatives that restore people, families, and neighborhoods to their optimal functionality. By mobilizing the wisdom and assets of stakeholders at all levels, IPSSJ seeks to shift the tide in public safety thinking and to create momentum for 21<sup>st</sup> century solutions that strengthen communities, protect families, and bring people closer together. We aim to create communities where all people can reach their full potential.

Every time we remove someone from society there are serious long-term consequences. While this is often a necessary step in protecting family and/or community members, our society has become far too reliant on strategies of confinement and control. We must rediscover our capacity for lifting up all members of our society, no matter their needs, challenges, or personal traumas. By focusing on peoples' potential – rather than just their negative behaviors – we can begin to build stronger and safer neighborhoods. We believe that real safety is the result of vibrant communities and systems that promote self-reliance, interdependence, and accountability.

IPSSJ addresses the following objectives through community collaboration, public education, and applied research:

- Working to build public safety systems that heal and address trauma rather than recreate it
- To help organizations plan strategies that promote functionality and wellness
- To support a cultural shift away from punishment and towards positive human and community development



## SECURITY INFORMATION

### **Campus Safety**

The Adler School's annual crime statistics are traditionally low. Students are encouraged to report any and all crime or suspicious persons immediately to Adler personnel. Students who violate local, state, provincial, and/or federal laws will be subject to criminal prosecution and will face disciplinary action at Adler School which may result in their dismissal.

The Adler School of Professional Psychology complies with its reporting obligations pursuant to the Clery Act. Any information regarding Clery Act reports and reporting can be obtained from the Registrar's Office.

Anyone seeking information about registered sex offenders enrolled or employed at the Adler School of Professional Psychology should contact the Associate Vice President of Human Resources.

The Adler School of Professional Psychology complies with the requirements of the Drug Free Schools and Communities Act. The School shall review this policy on a biennial basis to determine its effectiveness and to ensure that the standards of conduct and judicial sanctions have been consistently enforced.

The unlawful possession, use, distribution, sale or manufacture of controlled substances is prohibited on any premises owned or controlled by the Adler School of Professional Psychology. Under no circumstance will the School tolerate unlawful possession, use, distribution, sale or manufacture of controlled substances or the unlawful use of alcohol on campus or at School-sponsored activities.

The use of drugs and alcohol can have a substantial and detrimental effect on health. These effects can be permanent and can lead to severe physical and psychological impairment, disability and premature death. Any student who has a drug or alcohol related problem may call upon the School for assistance. The Associate Vice President of Student Affairs can provide a confidential referral to a drug or alcohol treatment program.

Use of illicit drugs by any person is illegal and under both the state and federal statutes. Use of alcohol by persons under 21 years of age is illegal under state law. Penalties of conviction under state and federal law include incarceration and fines. Property used in connection with illegal drugs may be confiscated. Federal student loans and grants may be denied to those convicted for a violation of a criminal drug statute.

### **Emergency Procedures and Notification**

While the school strives to provide a safe and secure environment, safety is enhanced when students and employees take precautions such as:

- Never leaving valuables (wallets, purses, books, computers, etc.) unattended
- Traveling with a friend or companion rather than walking alone, especially at night
- Avoiding parking or walking in secluded or dimly lit areas

Students, faculty, and staff are encouraged to report all crimes or suspicious persons immediately. Please report all non-emergency incidents to the Facilities Director at x4411 or the Adler Security Guard at x4455. ***In case of an emergency, the Chicago Police Department and Chicago Fire Department can be reached by dialing 911 from any phone.***

### *Emergency Contacts*

Police	911
Fire Department	911
Paramedics	911
Bomb and Arson Hotline	773/533-FIRE
Office of the Building	312/781-2410
Security – 1 N. Dearborn	312/781-2557
Facilities Director	312/662-4411
Adler Security, 15 <sup>th</sup> floor	312/662-4455
Adler Security, 1 <sup>st</sup> floor entrance	x4643
Building Address	17 N. Dearborn, Chicago IL 60602

### General Evacuation Information

If an emergency occurs that threatens the safety of the building occupants and an evacuation is ordered, the primary goal is to help the individuals in danger evacuate safely and quickly. The following evacuation procedures will be followed.

- Building Management will sound the alarm on school floors
- Occupants will be instructed via the building emergency speaker system to proceed to an exit
- Adler's Life Safety Team will help coordinate the evacuation
- All occupants should walk down the right side of the stairwell in a single file line
- The Life Safety Team will check all offices/areas and place a Post-it note on the door once a room is confirmed to be empty
- Those exiting the building must listen to and follow all directions from Fire Department personnel
- Depending on the situation, Adler School's Mass Notification System may also be used to notify of an emergency and/or evacuation

### *General Evacuation Guidelines and Best Practices*

- DO NOT USE THE ELEVATORS.
- DO NOT BRING FOOD OR DRINK IN ANY STAIRWELL.
- DO NOT BREAK WINDOWS.
- DO NOT GO TO THE ROOF. Never go to the roof of any building during an emergency. The door will most likely be locked and emergency personnel cannot quickly get to the roof to rescue individuals.
- STAY TO THE RIGHT WITHIN STAIRWELLS to allow emergency personnel to pass..
- GO DOWN within the stairwell, not up to higher floor (unless directed).

### *Fire Safety*

If you smell smoke or see fire:

- **Call 911.** Calmly relate the nature of the emergency as you observe it. Answer all questions. Do not hang up until instructed to do so by 911 Operator.
- If time permits, call One North Dearborn Security Desk at 312-781-2557. Inform the security officer of the situation and that you have called 911.
- Notify Adler Security Guard at Extension 4455 who will then alert the Life Safety Team

- Close all doors leading to the fire as quickly as possible. This will help confine the fire until the fire department arrives.
- Life Safety Team will begin to lead everyone on your floor to the stairwells – **DO NOT USE THE ELEVATORS!** Members of the Life Safety Team might utilize whistles or other mobile communication devices to assist in alerting others of danger. However, if you do not have a whistle, do not be shy – shout as loudly as you can to alert others.
- Be familiar with the location of ALL stairwells so that if one is blocked, you know where the nearest alternative is located. **There are four stairwells in this building.**
- You will be instructed, via the building emergency speaker system, to proceed to a specific floor and to exit the stairwell onto that floor. The Chicago Fire Department recommends evacuating 2 floors above and 5 floors below the fire/emergency floor in all high rise office buildings. Exiting the stairwells is done to allow emergency personnel to use the stairs without interference.
- Remain in the designated area until further instructions are issued

If your clothes are on fire, immediately:

- STOP wherever you are
- DROP to the floor that is unobstructed
- ROLL repeatedly to extinguish the flames

If you are in a smoke filled area:

- Kneel on the floor
- Take short breaths through the nose
- Stay low (air is clearer near the floor)
- Crawl to the nearest exit
- Feel all doors before opening
  - If the doors are hot **DO NOT OPEN**
  - If doors are cool, open door slowly and stay behind the door.
  - If heat or pressure comes through the door, close the door immediately and tightly.

### Active Shooter Response

Response to an active shooter or violent person is one of the most dynamic situations that anyone will ever face. Prior to the arrival of police personnel, best responses to an active shooter will be dictated by the specific circumstances of the encounter, keeping in mind there could be more than one active shooter involved in the same situation. Anyone who is in an active shooter situation should try to remain as calm as possible and use these suggested actions to help plan a strategy for survival. The entire area is still a crime scene and should be left undisturbed if possible.

*If active shooter person comes into classroom or office:*

- Flee or Shelter in Place - the decision to flee or seek shelter inside the room can only be made by you and is dependent upon the circumstances.
- Try to remain calm; it will aid you in decision making.
- Call 911 if possible, and alert police to the active shooter's location.
  - If you can't speak, leave the line open so the dispatcher can hear what is taking place. Usually the location of a caller can be determined without speaking.
- After all options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered, always wait for "All Clear" signal from recognized authority and follow directions of uniformed police.

If active shooter is inside the building:

- Shelter in Place - secure the room you are in by locking or barricading the door using available material.
- If you cannot secure the room, determine if there is a nearby location that you are able to reach safely and then secure; if you can, safely exit the building.
- Call 911 if possible, and alert police to the active shooter's location.
- DO NOT PULL FIRE ALARM.
- If sheltered, always wait for "All Clear" signal from recognized authority and follow directions of uniformed police.

*If caught outside in the open:*

- Hide behind something and wait for emergency personnel.
- If not in immediate danger, flee the area but do not run in a straight line.
- Call 911 when safely away.
- If you cannot hide or flee, lie on the floor; be still, be quiet, and wait for help.
- After all other options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
- If sheltered or lying still, always wait for "All Clear" signal from recognized authority and follow directions of uniformed police.

*When Police Arrive:*

- Wait for "All Clear" signal from recognized authority and follow directions of uniformed police.
- Put your hands in the air to show you are not a threat.
- If you know where the active shooter is located, tell the officers.
- Do not try to move any injured people; leave them where they are and notify authorities of their location.
- Do as the officers tell you.

### Reporting Concerning Behavior

On college campuses, behaviors of concern sometimes have gone unreported until a tragedy occurs, and then people come forward with bits of information that in retrospect may have signaled a larger issue. This information when viewed collectively may be helpful in preventing tragic events and initiating assistance to an individual. The Adler School of Professional Psychology is committed to a proactive approach and relies on all community members for help. Anyone observing concerning behavior in another should report it as follows:

- Students should report information to the Associate Vice President of Student Affairs.
- Employees should report information to the Director of Human Resources.

### Crime

Security matters such as burglary, vandalism, graffiti, unwanted solicitors, suspicious or intoxicated persons and suspicious activities should be reported to the Security Desk at 312/781-2557, the Adler Security Guard at x4455 and the Facilities Director at x4411. **If the situation is an emergency, immediately call 911.**

*Crime Prevention Tips:*

- Be aware of your surroundings.
- If you see a suspicious person on your floor, immediately contact security at x4455.

- Lock up all personal valuables, even if you'll "be right back."
- Lock your desk drawers, file cabinets and other storage spaces at the end of the day and take your keys with you.
- After hours and on weekends, be sure to check in and out at the Security Desk.

### Severe Weather

When a severe weather watch is issued by the weather service, the Office of the Building will monitor storm conditions in preparation for a potential emergency. If conditions escalate to a warning, the building staff will initiate emergency procedures.

#### *Preparation for severe weather:*

- Close all windows, blinds and curtains.
- Move loose items away from the windows to reduce flying debris if the window should break.

#### *Severe Weather Evacuation*

- Security or the Office of the Building will contact the suite leader to give instructions for evacuation.
- The suite leader will then mobilize the searchers and stairwell monitors and evacuate all employees into the corridors and stairwells. Evacuation into these areas will help prevent injuries from flying glass and debris.
- Doors between outer offices and inner spaces should be closed.
- Turn off and unplug all computers, telecommunications equipment, office equipment and appliances to protect them from power surges.
- Never use the elevators during a weather emergency. If the power goes out, you will be trapped.
- During the evacuation, building security will tour each floor to help supervise and check on tenant needs.
- Stay in your place of shelter until notified it is safe to leave.

### Medical Emergencies

In the event of an injury or accident in the building:

- Evaluate the situation as quickly as possible using all available information. Ask yourself:
  - Is the situation serious?
  - What kind of accident/illness is it?
  - Is the person coherent?
  - Is the person intoxicated?
  - Is the person complaining of chest pains?
  - How many people are injured?
- If the patient is seriously hurt or too sick to assume responsibility for him- or herself:
  - Call 911 for assistance.
  - Try to ensure that someone stays with the patient while you telephone for help.
  - Do not hang up until the dispatcher has all the information he or she needs.
  - Arrange to have someone meet the paramedics at the assigned entrance and direct them to the patient.
  - Calmly reassure the ill or injured person that help is on the way.
  - Notify Security immediately at x4455.
  - Do not attempt to move the ill or injured person or assist them without proper training.
- If the patient is coherent, let him or her decide what to do:

- Rest for a short period
- Call a taxi cab and go home

School Closing Notifications – WGN Emergency Closing Center

Adler School is registered with the Emergency Closing Center, a service provided by Tribune Industries. Through this service, Adler School campus closings or late starts will be broadcasted on the WGN television and radio listings of school closings within the Chicagoland area. This service is available 24/7 and accessible online.