



Student Handbook
2012 - 2013

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WELCOME TO ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY!

The **Adler School Student Handbook** and the **Adler School Catalog** provide students with important information and serves as a reference to guide students through some of the policies and procedures of the Adler School. The most current version of the **School Catalog** and **Student Handbook** can be found online at www.adler.edu. 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 the doctoral clinical qualifying examination, and etc. Students are encouraged to view these essential documents on Moodle, Adler's online learning management system.

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. It is the responsibility of each student to familiarize themselves with all policies and procedures set forth in this handbook..

Adler School's Mission

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 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 preparing 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) offers 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 the 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; and
- Collaborate with others to reform social, political, and other structures and systems that adversely affect well-being.

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 socially 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, and sociology/criminology. Students may work with the Institutes as research or teaching assistants. They may also conduct their Community Service Practica at the Institutes. There are two Institutes for Social Change: The Institute on Social Exclusion; and, the Institute for Public Safety and Social Justice.

Institute on Social Exclusion

A central theme in the work of the Institute on Social Exclusion (ISE) is the idea that structural and systemic features of our society, such as laws, public policies, and institutional behaviors cause unjust social outcomes; and that social justice requires the reconstitution of these structures. To accomplish this goal, the ISE implements a dynamic and progressive research, community outreach, and public awareness agenda.

Recent ISE research activities involve investigations of the mental health implications of a proposed amendment to Chicago's Vacant Buildings Ordinance that holds banks accountable for maintaining and securing houses and other structures on which they foreclose. Another involves investigations of the mental health implications of a proposed revision to the United States Equal Opportunity Employment Commission's Policy Guidance on the use of arrest records in employment decisions. All of the research activities undertaken at the ISE target issues that are of concern in low income communities. In addition to the research, students working on these projects use the research results to write and publish papers as well as present at conferences.

Recent community outreach projects include gun violence prevention programming for youth in a Chicago community plagued by high rates of gun violence; and the development of a community-based advocacy agenda around employment legislation. Our outreach efforts involve work with community based organizations, public officials, and advocacy organizations.

Recent public awareness programming includes a presentation by Professor William Bielby, who provided expert testimony to the Supreme Court in the Wal-mart class action law suit claiming systemic racism and sexism in hiring and promotion practices; and a panel discussion on the wide range of “off radar” issues faced by people of color within the LGBT community.

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”. The Mental Health Impact Assessment tool is a process for developing “evidence-based” legislation and public policy to help promote the mental health and wellbeing of entire populations of people, especially the most excluded and marginalized. With support from the Robert Wood Johnson Foundation and the W.K. Kellogg Foundation, 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, promote population mental health by narrow mental health disparities and enhancing mental health equity. To learn more about the Institute on Social Exclusion and connect with our work, e-mail ISE@adler.edu.

Institute on Public Safety and Social Justice

The purpose of the Adler School’s Institute on Public Safety and Social Justice (IPSSJ) is to highlight the connections between social justice and public safety through research, education, advocacy and community collaboration. We believe the best public safety approaches are those that focus on building stronger communities, with active and engaged citizens. We work with community stakeholders, institutions, and law enforcement to promote innovative justice strategies that improve well-being and empower residents to transform their neighborhoods.

The Institute aims to further the work of Alfred Adler and the discipline of community psychology by addressing safety, which is a primary need for everyone. Building safer, healthier communities is in line with Adler’s vision of what psychology can and *should* do.

We believe that public safety and social justice are *not* mutually exclusive constructs. The work of the Institute applies a social justice lens to the discourse about the critical safety and security issues our communities face. We aim to push the conversation forward – toward effective public policy, community participation in public safety endeavors, and equitable law enforcement practices.

IPSSJ's objectives for creating social change include:

- Community collaboration that addresses community-identified public safety and social justice issues and technical assistance to address those issues;
- Public education and awareness to encourage public dialogue around social justice approaches to public safety and security;
- Applied research that informs public safety policies and practices

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, and is extra-provincially registered under the laws of British Columbia as the Adler School of Professional Psychology.

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. At every level of our organization, we invite and embrace diversity of 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.

General Policies and Procedures

FEDERAL OR NATIONAL POLICIES

The Family Education Rights and Privacy Act

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 Registrar's Office,
- 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 Registrar's Office 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 a FERPA – PIPA release form online at www.adler.edu.

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. Students or graduates, who prefer that their directory information be kept private, can do so by informing the Registrar's Office in writing.

Students, who believe their privacy has been violated, have the right to file a written grievance to the Associate Vice President of Student Affairs.

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 VP of Human Resources for the School. All complaints will be promptly investigated and, where necessary, corrective action, including discipline of those found to be responsible for discrimination, up to and including termination, will be administered. 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.

Personal Information Protection Act (PIPA)

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.

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@oipbc.ca.

The Americans with Disabilities Act

It is the policy of the Adler School of Professional Psychology to offer reasonable accommodations to qualified students with 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

Title IX of the 1972 Amendments to the Higher Education Act of 1965 bans differential treatment in participation or benefits under any program on the basis of gender at any educational institution accepting any federal funds, including student financial aid. While the most visible effect has been extensive new opportunities for participation, proportionate representation, and accommodation for women student-athletes in elementary, secondary and higher education, Title IX also bans gender discrimination in teaching, service and research, and in any condition of employment

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 School.

Recent advances in electronic communications and information technologies present valuable opportunities for the School. These technologies, when properly used, support our activities and enable us to better serve our 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 communications 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, harming 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, laptop and desktop computers;
- Software licensed to the School; and
- All internal and external computer and communications networks (such as Internet browsers, commercial on-line services, e-mail systems) accessible directly or indirectly from the School's computer network.

Usage

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 the 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 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 for specifically approved projects.

As with the telephone, there may be occasion to use these facilities for appropriate personal purposes. Occasional, limited 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.

You have no expectation of privacy in connection with your use of the School's electronic communication tools. By using these tools, you consent to monitoring of your use. 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, 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. Users should not monopolize the School's electronic communication tools to the exclusion of others. Accordingly, activities such as sending mass e-mails or e-mails with large attachments that are not business-related, sending chain e-mails, spending excessive amounts of time on the Internet, engaging in online chat groups, printing multiple copies of documents or otherwise creating unnecessary network traffic are not allowed.
2. Because audio, video and picture files require significant storage space, files of this sort should not be downloaded unless they are business-related.
3. Users should not install any software products on or modify the operating characteristics of any computer system owned or operated by the School without permission of the network administrator.
4. In addition to the other restrictions and conditions discussed in this policy, the School's communication tools shall not be used:
 - To engage in activities for personal financial gain (e.g., day trading, gambling);
 - To solicit others for activities or causes unrelated to the School's business;
 - To disseminate or publish any defamatory, discriminatory or obscene material;
 - To infringe, attempt to infringe or aid in any way in the infringement or attempted infringement on another person's or entity's intellectual property rights (e.g., copyrights);

- To 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 transborder data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality and security);
- To 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 pursuant to 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

Even personal e-mail, Internet visits, and voicemail messages may be accessed by the School's management without notice. 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. 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.

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 discharge.

Etiquette and the School 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 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 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 to users, 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 Policy. Any questions regarding use of the School's communication tools should be directed to HR.

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.

Discrimination and Harassment

The School's designated Title IX Coordinator received, investigates, and supervises resolution processes related to reports or complaints of sex discrimination or harassment. The Title IX Coordinator (Coordinator) is the Associate Vice President for Human Resources. The Coordinator supervises all sex discrimination and harassment complaints and keeps records thereof. The Coordinator is also responsible for training and preventative measures in these areas. Complaints of sex discrimination or harassment should be directed to:

Elinor Hite, Associate Vice President for Human Resources
Adler School of Professional Psychology
17 North Dearborn
Chicago, IL 60602
312-662-4000 ext. 4415
ehite@adler.edu

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, including all academic, required or School-sponsored activities, on or off campus. 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.

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, 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 protected status. To illustrate, faculty may not apply different academic standards to students based on their race, age or other protected category. Similarly, students may not prevent other students from participating in course work or a School-sponsored activity based on their gender, sexual orientation, or other protected category.

The Office of Human Resources (OHR) is responsible for receiving, processing, and investigating complaints of discrimination, harassment, and/or retaliation against School employees, students and persons outside the School community, such as external vendors, and training site personnel. When complaints involve students, the Assistant Vice President of Human Resources will coordinate investigating and resolution processes with the AVP of Student Affairs. All reports will be investigated and documented as complaints, which will initiate the resolution process.

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 the OHR, or to your supervisor, Chair or Dean. The Workplace and Student Complaint Form is available at <http://www.adler.edu/page/campuses/chicago/student-resources/policies-forms> but violations may be reported via other means, including telephone, in person or email. All employees of the Adler School are responsible for reporting incidents of discrimination, harassment, or retaliation that come to their attention to the Associate Vice President of Human Resources at 312-662-4415 or ehite@adler.edu.

Students also may file a complaint with the OHR as long as it concerns the actions of a School faculty or staff employee or if it concerns an unknown person or someone outside the School community. Student complaints about the actions of other students are handled by the Division of Student Affairs in conjunction with the OHR. Students who wish to make such a complaint may contact the Associate Vice President of Student Affairs directly at 312-662-4141 or studentservices@adler.edu.

The Adler School strongly encourages complainants to make a complaint as soon as possible after an alleged violation occurs. The timelier a complaint of discrimination, harassment or retaliation, the better the OHR will be able to investigate the complaint. OHR's ability to investigate a complaint may be limited if the complaint is not made within a reasonable time period after the alleged occurrence(s). The OHR encourages the filing of complaints be filed within 120 days of the alleged occurrence(s), although complaints submitted after 120 days will still be investigated and resolved according to this Policy. 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 the original complaint. Complaints should be directed to:

Elinor Hite, Associate Vice President for Human Resources
Adler School of Professional Psychology
17 North Dearborn
Chicago, IL 60602
312-662-4000 ext. 4415
ehite@adler.edu

Complaints involved students should be directed to either the contact listed above, or:

Greg MacVarish, Associate Vice President for Student Affairs
Adler School of Professional Psychology
17 North Dearborn
Chicago, IL 60602
312-662-4141

This document constitutes general information, and not the complete Non-discrimination and Non-harassment Policy

Children on Campus Policy

Adler does not permit employees or students to bring children to the office or classroom who are under the age of 18. Because of our concern regarding the child(ren)'s safety and the liability to the school, we do not permit unsupervised children on campus. Children are allowed to visit the campus only on an exception basis in rare circumstances and they must be supervised at all times.

Criminal Activity While in Attendance

Criminal activity that occurs while a student is in attendance may result in disciplinary action up to and including dismissal from the program. The student has the obligation to report any criminal charges or convictions that may impact his/her ability to remain enrolled at the school to the Vice President of Academic Affairs and the Associate Vice President of Student Affairs. 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 complete 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 in behavior, by any means, 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. The types of behavior that this policy is designed to cover 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 a 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. A person who brings a dog onto campus must ensure that their dog is at all times under control and supervision. The behavior of any dog and any mess or damage caused by the dog is the responsibility of the owner. The OSA can be contacted at studentservices@adler.edu.

Students may be subject to the 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 behavior) based on known incorrect information, with direct intent to be hurtful or harmful to the School.

Guest Responsibility and Visitation

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. The host students assume full responsibility for their guests' compliance with all proscribed School policies and procedures, including those specific to building hours.

Missing Persons Reporting

The report of a missing person is a serious matter. If you have reason to believe that a person is missing, immediately notify the Office of Student Affairs (OSA). If it is determined by OSA that the person has been missing for more than 24 hours, then, the Adler School will (1) attempt to contact the student using any confidential contact information that the student may have 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 reminded that they are required to maintain emergency contact information and/or personal 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. By registering at, visiting or being employed by the Adler School of Professional Psychology you authorize the use and reproduction by the School,

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

All negatives and positives, photographic prints, and digital photo files shall constitute the 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 their 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/her assigned duties or responsibilities. Failure to follow reasonable directives may result in a referral to the Student Comprehensive Evaluation Committee for appropriate action.

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. Students should consult with the Adler Crime Reporting policy for more information.

At the Adler School of Professional Psychology, a sexual offense is 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 Policy

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 wishing 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 school 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, and if approved, your

solicitation waiver request shall be displayed at all times. This approval grants you 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. Students on the Vancouver campus should work with 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 or Exit from 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 Policy

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. 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. This prohibition applies to all students, employees, independent contractors, and visitors, including those who have a valid permit to carry a concealed weapon

Under 720 Illinois Compiled Statutes 5/21-6 a weapon is defined as including "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 assist you understanding 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.

As a student you have the right to express your own ideas, beliefs and associations. Students can ask questions and appropriately express their opinions without affecting their academic evaluations, as long as such do not interfere with the normal operations of their classes or infringe on the rights of other students in their classes. 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 providing 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 a student's openness to engage in active communication with faculty that will enrich their development as a student and as a professional.

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 satisfactorily resolved, 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 "Written Student Complaint Form" and submits to the Office of Student Affairs at studentservices@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 who is 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 their decision.
- Step 4: If the complaint is not resolved to the student's satisfaction, the student can follow the Grievance procedures to appeal the decision.

The Adler School provides published policies on ***the General Student Grievance and Appeal Procedure, Academic Standards, Student Conduct and Comprehensive Evaluation and the Annual Student Review Process***. These procedures include provisions for formally resolving issues and will **not** be considered as complaints that are to be included in the log of student complaints.

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 date and the final decision regarding the complaint, including referral to outside agencies, and
5. any other external actions initiated by the student to resolve the complaint, if known by the Adler School (e.g. lawsuit, EEOC investigation, etc.)

The information in the log of student complaints, which is maintained by the Office of Student Affairs, is confidential. It will be made available for outside review by the Department of Education, the Higher Learning Commission and etc. 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. establish that the Adler School processes complaints in a timely manner
2. demonstrates fairness and attention to student concerns, and
3. to identify any pattern in the complaints that suggests problems with institutional quality.

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, every reasonable effort must be made by the student 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 first 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 Associate Vice President 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 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 breach (of a substantive nature) of institutional processes or procedures.
2. There is new information, of a substantive nature, that was not available at the time that the decision was made. (New information may require documentation.)

3. The initial decision is biased.

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 was made. The appeal should be directed to the Vice President of Administration. 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 Standards

Students must maintain satisfactory academic progress to maintain good academic standing. To maintain satisfactory progress, students must first remain consistently registered until completion of all degree requirements. Students who fail to maintain active matriculation (i.e. register each term) will be administratively withdrawn from the School, and Administrative Withdrawal will be indicated on the transcript.

Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the maximum time limits for degree completion, and if they are meeting all academic and clinical standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica and internship (doctoral students), to receive financial aid, and to graduate. In addition, students must successfully complete ("B" grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid.

Masters students should complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five 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 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. These requirements constitute the minimum enrollment necessary to be considered in good academic standing. Students who fail to maintain good academic standing are referred to the Student Comprehensive Evaluation Committee for review. The Student

Comprehensive Evaluation Committee may require remediation activities or may render decisions resulting in dismissal of students who are not maintaining satisfactory progress in their degree program.

Students whose overall grade point average falls below a “B” (3.0), or who have received two grades of “C” or “I”, or a single grade of “NC”, “D”, or “F,” are not in good academic standing and will be referred to the Student Comprehensive Evaluation Committee (SCEC) for review. Students who do not meet with the Student Comprehensive Evaluation Committee when requested to do so may face immediate dismissal from the School. In the case of a referral to the Student Comprehensive Evaluation Committee, the Committee will conduct a review of the student’s records which may include a meeting with the student and make recommendations regarding the student’s standing. Such recommendations may include, but are not limited to, a remediation plan or dismissal from the School.

Only two grades of “C” and no grades of “D”, “F”, or “NC” may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, 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.

Students, who receive more than any combination of six (6) credit hours of “C” or who receive a single grade of “NC”, “D”, “F” in any course or program requirement, are subject to immediate dismissal.

Academic Honesty

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 for a different course, 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 plagiarism or academic dishonesty 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, ***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. ***Plagiarism*** is the submission, in whole or part, of unoriginal material, represented as original and as the work product of the individual student.

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 original, work that had 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.

Levels of Academic Misconduct

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 data falsification*

II. Significant Academic Misconduct: Consisting of *direct plagiarism, significant or repeated indirect plagiarism, data manipulation.*

III. Moderate Academic Misconduct: Consisting of *indirect plagiarism, inadvertent direct plagiarism or withholding data or resources in research.*

IV. Simple Academic Misconduct: Consisting of *auto-plagiarism, inadvertent indirect plagiarism and misrepresentation of contribution to research.*

Violations of these policies will result in referral to the SCEC. Consequences, weighing the severity of academic misconduct, the level of training and circumstances associated with the misconduct will range from failure on specific assignments and required supplemental education to dismissal from the student’s program and the Adler School.

A self-guided training tutorial on plagiarism and academic misconduct is available on the CITI (Consortium of Institutional Training Initiatives) website (citiprogram.org). The Adler School of Professional Psychology institutional page can be selected on this website, and the plagiarism/academic dishonesty tutorial is available on that page. Annual completion of this tutorial and self-guided evaluation is required for all students in the Doctoral Program in Clinical Psychology.

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

- The work is a “work for hire” under copyright law, or 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 at the Adler School of Professional Psychology

Excellent communication skills are a necessity for today’s psychologists and counselors-in-training and 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 as well as through workshops 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 in these opportunities.

Students whose communication skills need further development, as determined by faculty or other community members, may be required by the school to fulfill an academic development plan. Such a plan may require satisfactory and timely completion of prescribed developmental activities. Students who do not successfully complete their academic development plan in a timely manner may be referred for review to the Student Comprehensive Evaluation Committee. Students may appeal the academic development plan requirement by meeting with their faculty advisor and submitting the “Professional Communications Petition to Appeal” form, together with any relevant supporting documentation, to their Department Chair.

Student Conduct and Comprehensive Evaluation

The School requires that students demonstrate the highest standards of academic, personal, and professional conduct. The determination of students' performance is not limited to grades or grade point average, but includes all factors involved in students' academic and clinical progress and professional development (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical). Upon entry into the program, all Adler School students are provided with a statement regarding the ethical and moral responsibility of the Adler School to ensure that all students' conduct meets expected professional and ethical standards at all times. This statement is derived from the recommended policy language for the comprehensive evaluation of student-trainee competence in professional psychology programs developed by the Council of Chairs of Training Councils. Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

All students are required to sign a document indicating that they have received and reviewed this statement. This signed document is retained in the student file to indicate his/her acceptance of the comprehensive evaluation policies employed by the School. In light of this policy, in addition to assigning a grade, instructors also may submit a written evaluation of students' performance in any or all of the above areas of development and functioning, including strengths, weaknesses, and recommendations for any additional work that may be needed.

Performance in courses, practica, internship, and qualifying examinations assess a broad range of areas of competency, endorsed by professional organizations such as the American Psychological Association, the Canadian Psychological Association, and the National Council of Schools and Programs in Professional Psychology, expected of students as they progress toward their degrees. To ensure that consistent and structured evaluation of students' performance in these areas of competency occurs throughout their education and training, the Adler School has developed the Student Learning Outcomes Assessment Program. This program is designed to provide multiple measures of students' performance in the areas of cognitive, emotional, psychological, interpersonal, technical and ethical functioning. The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability. Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors and staff members.

Students are expected to fulfill academic and clinical requirements in an ethical and honest manner. This expectation includes proper acknowledgment and appropriate use of the ideas and written works of others, submission of one's own work to fulfill course requirements, and honesty during the completion of in-class and take-home examinations. Failure to comply with the highest standards of academic integrity and conduct, including plagiarism or receiving improper assistance, will result in disciplinary action, and may lead to dismissal from the School.

A student may be subject to disciplinary action or immediate dismissal from the School, when excessive course withdrawals or class absences interfere with fulfillment of course requirements, when the student's behavior has been disruptive or is detrimental to the learning environment, when the student's physical health or emotional stability interferes with course work or clinical training, or when the student's conduct has been judged to be in violation of professional or ethical standards.

Students are expected to refrain from engaging in clinical activities, which are unethical or unlawful, those for which they are not qualified, or those for which they lack the required credentials. Students shall not maintain a private practice nor engage in rendering psychological services on either a fee or not-for-fee basis unless they are legally and professionally qualified to do so. The phrase “psychological services” is broadly defined to include psychometrics, psychotherapy, counseling, guidance, hypnosis, research, or other related activities.

Students engaged in activities which are unlawful or unethical or for which they are not qualified or lack appropriate clinical supervision are subject to dismissal from the School.

Professional psychologists and counselors have a duty of care to the public and to society. This duty makes the assessment of students’ clinical competency and suitability of particular importance. The School reserves the right to take disciplinary action or dismiss a student at any time when a student’s academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct is significantly detrimental to the educational goals and purposes of the institution. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct may be referred for review by the Training Committee or Student Comprehensive Evaluation Committees or face immediate dismissal.

Students with questions as to whether a particular course of action meets the School’s expectations for student conduct may receive guidance from their faculty advisor, Director of Training and Community Service or the Associate Vice President of Student Affairs.

Student Comprehensive Evaluation Committee (SCEC)

Student Comprehensive Evaluation Committee (SCEC) is a process in place to help students through their academic progress. Referral to SCEC can be for various reasons:

- a. academic standing is in jeopardy;
- b. expected performance related to academic integrity, clinical suitability or required compliance with ethical conduct require assessment and potential remediation;
- c. conduct, behavior, clinical performance, or other aspect of student performance and suitability requires review.
- d. poor academic performance or progress

Students who are referred to SCEC must participate in the process. Students who do not take part in the SCEC process or don’t follow the remediation plan required by SCEC will be administratively withdrawn from the Adler School.

The student will be given a meeting date to appear before SCEC in writing by the Associate Vice President of Student Affairs (AVPSA). Exceptions to this date may be made by the AVPSA or by the Chair of SCEC, if extenuating circumstances warrant. In the event the student does not appear on the assigned date, SCEC will make a recommendation to the Program Director based upon the available information which may result in dismissal of the student.

As SCEC meetings do not constitute legal proceedings, no representative of the student is allowed to attend the meeting of SCEC regardless of composition of the committee, question involved, or potential outcome of the proceedings. During the meeting, neither the SCEC nor the student will call any witnesses. No audio or videotaping of the meeting will be allowed. The

student's faculty advisor is invited to attend the SCEC meeting. However, they will be present in the room to observe and discussion will only occur between the student and SCEC.

After the meeting, the AVPSA will inform the student in writing of the decision of the SCEC.

Confidentiality

The confidentiality of the student will be protected in accordance with FERPA, PIPA, and other relevant guidelines. Discussion of the student's appearance before the SCEC, recommendations for action on the part of the School or its representatives, and other information regarding the case will be limited to those with a need to know. Such individuals are generally those responsible for making a decision regarding the recommendations or outcome on the issue, and those faculty members, staff, administrators, supervisors or others with information required by the Committee to carry out an appropriate inquiry or evaluation.

Rights Reserved

1. Where required or allowed by law, the School may report that the student was subject to an SCEC hearing, and the results of that hearing. In addition, the SCEC may gather information relevant to its deliberations regarding a student from faculty, staff and administrators.
2. The Student Comprehensive Evaluation Committee periodically summarizes its activities for the faculty, administration, accrediting bodies and so forth, in order to assist those bodies in the performance of their professional duties, and in particular to assist the faculty in improving teaching and learning. Such summaries generally consist of aggregate data, and in every case, are communicated without identifying individual students.
3. Copies of SCEC reports not related to individual students, such as recommendations regarding School policy and procedure, are kept by the VPAA, and in the SCEC's general file. To the extent allowable by law, and considering that SCEC reports on individual students are placed in the student file, such records are considered the VPAA's working notes.
4. Nothing in these procedures shall hinder the ability of the SCEC, the VPAA, the School and its administration, or individual faculty members, staff, or administrators to carry out the usual and customary business of an institution of higher education.
5. The School reserves the right to alter these procedures where, in the sole judgment of the Chair of the SCEC or the administration of the School, warranted in individual circumstances.
6. The School reserves the right to amend, update, alter, or eliminate these procedures at any time with or without prior notice to students, faculty, staff, or other constituents.

Annual Student Review Process

Students entering all programs at the Adler School are reviewed by the faculty each year. This comprehensive review occurs within departmental faculty team (e.g., MAO, MAC, PsyD, MAT, MAF, MAP, etc.). Fall entering students are reviewed during the spring term and spring entering students are reviewed during the summer term of their first year. In addition, departmental faculty complete a comprehensive review of all students in each respective program on an annual basis during the summer term.

The following steps outline the student review process:

1. Program Directors (PD) collaborate with the Director of Student and Alumni Affairs (DSAA) to schedule dates for Departmental student reviews.

2. The Program Directors can request a list of all students enrolled in their program with the Registrar's Office.
3. Core and adjunct faculty will be asked to provide input to the advisor for each student on the list regarding academic, clinical/counseling/business training, and comportment issues prior to the Departmental Review meeting. It is expected that any concerns about a students' performance will have been discussed with a student by the faculty member prior to sharing information with the advisor. It is not the responsibility of the advisor to convey feedback to a student that has not already been given by the faculty who observed the performance and/or behavior.
4. The AVPSA will provide advisors with any pertinent information about students on the list related to concerns noted on grade sheets and documented concerns about a student filed with the office of Student Affairs prior to the Departmental Review meeting.
5. The Program Director will provide the advisor with any relevant information related to SCEC or Training Committee recommendations.
6. The advisor will review the academic and training file of advisees prior to the Departmental Review meeting.
7. During the Departmental Student Review meeting academic advisors will present any information collected about each student on the list for faculty discussion.
8. Recommendations about student performance and input will be documented by the administrative assistant for Academic Affairs (AA). The AA will draft a form letter to each student reviewed during the meeting and a draft will be sent to each respective advisor for editing and review. Once this feedback is received from the advisor, the AA will print a final letter for the faculty member's signature. The original form letter will be sent will be mailed to the student and cc'd to the student's advisor and the AVPSA. The AVPSA will coordinate with the registrar's office to ensure that a copy of the form is placed in the student's academic file.
9. Following the Departmental Student Review Meeting, each advisor will communicate information about the results of the review to his/her advisee and provide advisement and support to address concerns or recommendations made by the faculty. Students who have documented concerns will need to meet with their advisor during the semester in which the review occurs and faculty will be asked to provide an update during the next faculty student review process.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress to maintain good academic standing. To maintain satisfactory progress, students must first remain consistently registered until completion of all degree requirements. Students who fail to maintain active matriculation (i.e. register each term) will be administratively withdrawn from the School, and Administrative Withdrawal will be indicated on the transcript.

Students are considered to be making satisfactory academic progress if they are taking a course load that ensures steady movement toward degree completion within the maximum time limits for degree completion, and if they are meeting all academic and clinical standards. All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in

good academic standing, to participate in practica and internship (doctoral students), to receive financial aid, and to graduate. In addition, students must successfully complete (“B” grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid.

Masters students should complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five 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 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. These requirements constitute the minimum enrollment necessary to be considered in good academic standing. Students who fail to maintain good academic standing are referred to the Student Comprehensive Evaluation Committee for review. The Student Comprehensive Evaluation Committee may require remediation activities or may render decisions resulting in dismissal of students who are not maintaining satisfactory progress in their degree program.

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 required signatures and submitting it to the Registrar’s Office. A Leave of Absence may be granted 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 approved 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 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 explanation of the procedure and the results of the LOA.

Students, who do not return from a Leave of Absence by the agreed upon term, will 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, will 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 standards of professional conduct. In such cases, students are referred to the Student Comprehensive Evaluation Committee for review.

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 dismissal and, if admitted, must follow the regulations 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. Students who wish to appeal the decision of Administrative Withdrawal can follow the procedures of the Grievance and Appeal Policy posted online at www.adler.edu.

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 lenders. The School and the student share the responsibility of returning "unearned" awards. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid money.

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 good academic standing at the time of withdrawal, have completed all requirements for courses and clinical work for which they are registered, have made full payment of all outstanding tuition and fees, and may not be subject to pending disciplinary, ethical, or academic inquiries. Withdrawal in good standing 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 regulations 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.

Campus Information

Campus Hours

Adler School is open from 7 a.m. – 10 p.m. Monday – Friday and 7 am to 7 pm on Saturday and Sunday not including holidays. If hours are altered an email will be sent to all students to inform them of the change.

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.

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, as the elevators open onto any floor. Students are advised to take reasonable precautions to protect their belongings.

- It is advised that students using laptops 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.
- Similarly, 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. Lost items may be retrieved there, if they have been turned in. On evenings and weekends, take a found item to the security desk on the 15th floor, and tell the security officer where it was found.
- 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. For a quieter study atmosphere students should utilize the library.

The common areas are for the use of all students so please be respectful and help maintain the cleanliness of the space. A microwave is provided for student use in Alfred’s Café on the 16th floor. If you use the microwave, please be considerate and clean any mess which may occur.

Bulletin Boards

Bulletin boards are located on the 16th floor. Bulletin boards are located on the 12th 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: organization name or name of contact and 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. We ask that you bring in the original document for the stamp, and then make copies of the original for posting. More than 15 flyers for stamping at a time will not be approved.

Posting is only allowed on bulletin boards. Postings are not allowed on doors or windows of any kind nor on interior or exterior walls. Any organization or person posting in a prohibited area will have their materials removed. No postings will be 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. Computer labs for Vancouver students are located on the 7th floor. Laptop computers are also available for student use on campus and can be checked out from the library.

Student Health Insurance

The Adler School requires **full-time** students to have health insurance for injury and sickness benefits. Chartis is the provider of the comprehensive insurance program. Students should visit www.studentinsurance.com for all the details.

You will be automatically enrolled in the student health insurance policy through our provider, Chartis. The price for the policy is \$1294 per year, which is billed to your student account as a one time charge. If you have health insurance, perhaps through your family's policy or an employer policy, you may request a waiver of the Chartis health insurance policy.

University Pass (UPASS) Program

What is the UPASS Program?

At the start of the 2007-08 academic year, the Adler School of Professional Psychology began participating in the CTA's University Transit Pass (UPASS) program. The program will save Adler School students approximately 75% on Chicago public transportation including unlimited CTA buses and trains.

Who can participate in the UPASS Program?

Chicago full-time students are eligible to participate in the program only. Vancouver, Fort Wayne students will not be charged for the UPASS.

Who is eligible for the UPASS program and who can be waived from it?

Full-time Adler School students are eligible for the UPASS program. Students are considered full-time status with Adler School if they meet one of the following criteria:

- Psy.D. student registered for 10 credit hours or more
- M.A. student registered for 8 credit hours or more
- Student registered for Full-Time Internship
- Student registered for Dissertation
- Student registered for any Practicum (Community service Practicum included)

Note: If you are enrolled in Doctoral Dissertation Continuation, Dissertation Proposal Continuation or Practicum Continuation, your status is considered **half-time** and you will not be eligible for the UPASS card.

The UPASS fee may be waived if the student meets one of the following criteria:

- Student lives outside of the CTA ridership area.
- Student is registered for full-time internship and internship site location is located outside of the CTA ridership area.
- Student is registered only for practicum and practicum site location is located outside of the CTA ridership area.

CTA ridership area is defined by those locations serviced by "L" trains and CTA buses, not Pace buses. Service area is validated with online tools provided by CTA through Google Maps.

In order for a fee waiver to be considered, the student must email upass@adler.edu by **5 p.m. CST on the last day of the Add/Drop period for each semester**. Please see the academic calendar for this official date.

Waiver requests will be reviewed after the deadline has passed. In order to meet tuition payment deadlines, students with pending waiver requests may pay their tuition balance less the UPASS fee. In the event the waiver request is denied, students will receive a follow up bill.

If you have questions about your student account, please contact:

- Office of Student Finance at (312) 261-5900 extension 201 or Cynthia Cruz - ccruz@adler.edu

Does the UPASS work on Metra?

No! At this time, Metra does not offer student discounts.

What if I drop to part-time status?

If you have been issued a UPASS and you drop your course load to part-time status, your UPASS will be deactivated.

How do I get my UPASS?

Each semester, students will be issued a new UPASS during the first two weeks of the semester on the 15th floor.

What is the deadline to pick up my UPASS?

Students may pick up their UPASS from the Reception Desk in the Student Services Hub on the 15th floor until the eighth week of the semester.

Can I request a new UPASS at any time?

No. Students who were not issued a UPASS at the beginning of the semester may request a

UPASS until the eighth week of the semester. After the eighth week, a student may not request a new UPASS - they must wait until the following semester to request the UPASS.

What does the UPASS look like?

The UPASS card looks like a fare card issued by CTA which will bear student's picture and dates the card is effective. The UPASS is updated and issued each semester with new dates and only works when School is in session.

Can I give my UPASS card to someone else to use?

No! U-Pass cards are not transferable and will be confiscated by CTA and its holder subject to criminal prosecution if it is misused or presented for transportation by any person other than the person to whom it is issued. CTA maintains the right to inspect the U-Pass used by a student and to ask the student for another form of identification to ensure that the pass is being used by the person to whom it is issued. Further, CTA maintains the right to deny a student access to the CTA system at the U-Pass reduced fee if the student does not possess both the U-Pass and a current School I.D.

What do I do if my card is lost or stolen?

Lost or stolen cards should be reported to UPASS office. The card will be deactivated. Students must go to UPASS office to request a new pass. A \$50.00 charge will apply. Only one replacement card is issued in one semester. If students lose their replacement card, they have to wait until the new semester to apply for another UPASS.

What do I do if my card is damaged?

Most students damage their UPASS by touching the magnetic strip of another card such as a credit card. If a card is damaged, it will be replaced for free but students have to go to the UPASS office to request a new card. It will take five days for the replacement card to be ready and students will be given a temporary card to use while they wait for their replacement card. Replacement cards are sent to the School and can be picked up at the Reception Desk in Student Services Hub on 15th floor.

What do I do if my card is captured on a bus?

If a card is captured on a bus, it is considered a student error. Contact the bus driver to get a receipt that the card was captured. Then, students need to take the receipt to the UPASS office to request a new UPASS. It will take five days for the replacement card to be mailed to Adler School but no free passes are given to students while they wait. Replacement cards are sent to the School and can be picked up at the Reception Desk in the Student Services Hub on the 15th floor.

What do I do if my card is captured on a train?

If a card is captured on the train, contact the CTA personnel to write a "Fare Discrepancy Report." The CTA personnel will give the student a free transit card to get to the destination. Students will have to take the report to the UPASS Office to request a new replacement card. Replacement cards are sent to the School and can be picked up at the Reception Desk in the Student Services Hub on the 15th floor.

Where is the UPASS Office?

UPASS Office – Customer Service Center
567 W. Lake Street, 2nd floor

www.transitchicago.com

1-888-your-cta For all other questions, please contact us at studentservices@adler.edu.

Administrative and Academic Offices

Adler School administrative and academic offices are located on the 15th and 16th floors. 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 76 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.

Library services for students and faculty at the Chicago Campus 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

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 book chapters is also available. A librarian liaison provides remote individual and classroom instruction to the Adler Vancouver community.

The Library's print collection comprises approximately 17,000 circulating books, over 100 print journal titles, and more than 500 instructional audiovisual materials. The Library also licenses over 90 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 36,000 unique journal titles, over 17,000 electronic books, and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Science Direct, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, GenderWatch, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.

Students and faculty at the Chicago Campus have on-site access to electronic resources through public computers in and around the Library and Computer Lab, as well as via wireless nodes throughout the campus. The Library maintains a Web presence on the institution's site [<http://www.adler.edu/page/home/global/library>] and an online community within Moodle. Equipment is available in the Library for individual or group audiovisual viewing.

The Library maintains and circulates a supplemental collection of selected psychological testing material for the use of students currently enrolled in training placements. The collection includes current editions of most of the widely used group and individual tests, such as the MMPI, PAI, Rorschach, TAT, WAIS, WIAT, WISC, Woodcock-Johnson, and WRAT.

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 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.

The library houses Adlerian psychology materials, as well as theses, dissertations, internal publications, and archives that document the institution's unique history. This rich collection preserves the collective memory of Alfred Adler's teachings through a wide variety of materials by and about its central figures.

Adler Online

Adler Online provides individuals with another approach to learning through support of a variety of online and hybrid (combined online and face-to-face) programs that build upon abilities and experiences, add knowledge, and develop skills to promote the personal and professional development of our community.

The Adler School offers a selection of online courses and degree programs that are offered with a unique program structure to fit your schedule. As you work to expand your knowledge and skills through our online courses or degree programs, Adler Online can assist you.

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 the Global Login page, or by going to the website directly (<http://adler.mrooms.org>).

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 has two service divisions: community mental health and juvenile justice.

Clinical Training

Through the community mental health division, ACHS offers the Adler 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 seven 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 mental health 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).

Community Services

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

The ACHS's programs and services are designed to assist children, adolescents, adults, couples, families, and groups in dealing with personal issues including marital/family problems, depression, anxiety, stress, school adjustments, family conflict, partner distress, grief/loss, substance abuse, and other emotional/psychological issues. ACHS provides services to underserved and disadvantaged populations. Populations served include currently and formerly incarcerated persons, the homeless, people affected by HIV, and children, families and elders who are struggling with poverty.

ACHS's psychological services are primarily provided by masters, doctoral, and post-doctoral trainees under the supervision of licensed staff clinical psychologists. Additional supervision may be provided by ACHS consultants or individuals holding supervisory responsibility at community partner locations.

Center for Learning and Teaching

The Center for Learning and Teaching (CLT) supports and advances the Adler School's culture of academic excellence. The CLT supports students by providing services that help them take their personal next steps towards scholarly excellence. For faculty, the CLT serves as a place to connect with colleagues, explore new pedagogical approaches, and dialogue on issues in

teaching and learning. Here, faculty-student forums facilitate discussion and learning outside the traditional classroom environment. The CLT supports all members of the school's learning community and challenges them to maximize their personal and professional potential. The CLT is committed to exploring and sharing diverse approaches to learning and professional growth and offers space for private consultation, quiet study, and large group workshops and seminars.

Among the services offered by the Center for Learning and Teaching are personal consultations, workshops, and groups focused on writing and research, presentation skills and poster preparation, stress management and meditation, time management and exam preparation, and statistics and research methods.

Writing Boot Camp

The Center for Learning and Teaching offers Writing Boot Camps for incoming and continuing students. These workshops offer students the opportunity to hone their writing skills, familiarize themselves with on-campus writing resources, and develop strategies for addressing their writing concerns. Students may register and arrange to pay the associated fee by contacting the CLT.

For more information

Appointments are available in person as well as by telephone and videoconference. Individuals wanting more information or wishing to set up an appointment with CLT staff may contact the CLT by email (CLT@adler.edu) or telephone (312-662-4200).

Technology and ID services

These guidelines address the appropriate use of Adler School's electronic "communication tools". These tools include, but are not limited to the following:

- E-mail systems;
- Desktop and laptop computers;
- Software licensed to Adler School;
- Moodle and other social networking/learning management systems; and
- All internal and external computer and communications networks (such as Internet access facilities, browsers, commercial on-line services, social networking sites, blogs sites, e-mail systems) accessible directly or indirectly from Adler School's computer network.

Adler School provides wireless internet access, email accounts, Moodle and/or other social networking/learning management system access, and other computer-based systems for its students, as and when available. Users may utilize Adler School's communication tools for personal matters, provided that such use is consistent with professional conduct. Users who fail to adhere to Adler School's policies in their use of the school's technology offerings will face consequences for such failure, including but not limited to prohibition from future access to Adler School's network and email system.

Adler School's policies prohibiting all forms of harassment, including sexual harassment, are applicable to the use of the School's technology and communication tools. In accordance with such policies, material that is or could reasonably be construed as harassing, embarrassing, sexually explicit, racially offensive, profane, abusive, threatening, intimidating, pornographic,

obscene, defamatory or otherwise inappropriate or unlawful may not be sent or received by, viewed or displayed on, copied to, stored in, accessed from or downloaded to Adler School's communications tools. Adler School requires that its students, in their use of communication tools and technology, as in all other elements of their student experience, demonstrate the highest standards of academic, personal, and professional conduct.

Training and Community Service

The Adler School of Professional Psychology is committed to developing excellent practical training experiences for students. Our focus is on preparing our students to provide ethical, empirically-based, compassionate care to those in need of services. Furthermore, the Department of Training and Community Service is aligned with the School's mission to train students for public service who remain committed to social justice in their respective careers.

The Department of Training and Community Service assists students in completing the two core requirements of their program: community service and clinical training degree requirements. Additionally, it assists students in professional development skills that will increase students' chances of securing employment upon degree completion. More specifically, the Department is responsible for the following:

- Development and maintenance of affiliations with agencies in the Chicago and Vancouver areas, and neighboring states for purposes of training and employment
- Tracking and monitoring students' progress at their training placements
- Advising and supporting students in their training experiences
- Providing clear and consistent policies and procedures about training requirements to faculty, students and affiliated training sites.

Campus Safety and Security Information

Campus Safety

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.

If you would like information regarding registered sex offenders enrolled or employed at the Adler School of Professional Psychology, please 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 and 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 School-sponsored activities

Students who violate these standards of conduct will be subject to review by SCEC which may result in suspension or dismissal, in accordance with SCEC processes. A sanction for such a violation may include an appropriate rehabilitation program.

Any student who has a drug or alcohol related problem may call upon the School for assistance. Anyone needing assistance should contact the Associate Vice President of Student Affairs. The Associate Vice President can provide a confidential referral to a drug or alcohol treatment program.

The use of drugs and alcohol can have a substantial and detrimental effect on health. These effects are can be permanent and can lead to severe physical and psychological impairment, disability and premature death. Information regarding the effects of drugs and alcohol is available in the Office of Student Affairs.

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.

ADLER EMERGENCY PROCEDURES AND NOTIFICATION

In compliance with the Jeanne Clery Act and the Campus Security Statistics Act, the Adler School of Professional Psychology is required to provide a report of all crimes occurring on campus as well as crime statistics reported to local law enforcement for the area surrounding the campus. This report can be obtained from the Registrar's office or on the Adler website.

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

- Never leave valuables (wallets, purses, books, computers, etc.) unattended.
- Avoid walking alone at night. Travel with a friend or companion.
- Avoid 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 th floor	312/662-4455
Adler Security, 1 st 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.

Evacuation Procedures

- Building Management will sound the alarm on our floors
- You will be instructed via the building emergency speaker system to proceed to an exit
- Adler's Life Safety Team will help coordinate the evacuation
- Walk down the stairwell in a single file line – KEEP TO THE RIGHT and do not bring food or drink in any stairwell
- Life Safety Team will check all offices/areas and place a Post-it note on the door once a room is empty
- Listen and follow all directions from Fire Department personnel
- Depending on the situation, Adler School's Mass Notification System will 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 the stairwell to allow emergency personnel to pass.
- Go down within the stairwell – DO NOT go up to higher floor (you would rarely deviate from this).

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.

Threats of Violence and Crime

ACTIVE SHOOTER PROCEDURES

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, how you respond 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. If you find yourself in an active shooter situation, try to remain as calm as possible and use these suggested actions to help you plan a strategy for survival. Keep in mind, the entire area is still a crime scene.

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; or 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 and 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.

Concerning Behavior

On a college campus, sometimes behaviors of concern 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 needs your help. As a member of this community, if you observe any behavior that causes concern, report it as follows:

- Students should report information to the Director 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.

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.

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 himself:
 - 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/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 decide what to do:
 - Rest for a short period
 - Call a taxi cab and go home

Frequently Asked Questions

How do I access my student email/Moodle?

Students will receive their email and Moodle login information before their student orientation.

Email and Moodle can be accessed through the Adler School website.

Why do I need a student ID?

All students will have their picture taken for their student IDs on the day of their orientation. It is mandatory that students carry their ID with them at all times while on campus. Occasionally Adler offers late evening classes and students are required to sign in at the front desk of the building on the first floor. Security will request to view your ID.

In addition your student ID makes you eligible for discounts for parking, movie, and theater tickets.

Students needing a new ID should contact the Adler IT Department.

What kind of things can I get involved in at the Adler campus?

The Adler school and its organizations offer plenty of ways for students to contribute and stay active.

One of the best ways to get involved on campus is to join a student organization. All student organizations are active, professional, and provide a great outlet for students to bond with one another. If you are interested in learning more about a particular student organization, please contact one of the officers of the group. A list of all student organizations can be found on the Adler School website at:

<http://www.adler.edu/services/5111StudentOrganizationList.asp>

For more information on the Vancouver Adler Student Association and to learn more about its upcoming events please send an email to ASAvancouver@adler.edu.

If there is a group you are interested in starting please do not hesitate to contact the Office of Student Affairs!

Do you offer mental health services to students?

Adler School does not provide mental health services to its students via the Adler Community Health Services. In addition, your professors cannot provide you with mental health counseling as this would constitute a dual relationship. A list of recommended providers can be found in the Student Life Information Guide or by requesting the list from the front desk on the 15th floor.

What is the student activity/library fee?

The student activity fee, required by all students at the time of registration, is used to maintain the Adler library, computer labs, and common areas.

What classes do I take and when?

The Adler school works on a year-round three semester instructional format. During the semesters students take classes, complete research, and/or take part in practicum or internships. Each degree at Adler has a recommended course sequence which can be found online. Students are advised to follow this course sequence and to discuss any changes with their Academic Advisor.

Who is my Academic Advisor?

Upon enrolling in the Adler school all students are required to take a course on Professional Development in preparation for the Community Service practicum. Your instructor in Professional Development is your Academic Advisor. Students are expected to meet with the same Professional Development professor during their first year. Students enrolled in practicum must also enroll in a Practicum Seminar. Your Practicum Seminar Instructor is your Academic Advisor. Students working on a Dissertation will have a Dissertation chair which will be the Academic Advisor. All other students not fitting in these categories will be assigned an interim advisor.

Can I change my Academic Advisor?

Requests to change your academic advisor must be made in writing to the Associate Vice President of Student Affairs and are considered on an individual basis.

What is considered full time?

To be considered full-time, Doctoral students must register for a minimum of ten (10) credit hours. 6-9 credit hours is considered half-time. Students taking less than six credits are not eligible for financial aid.

M.A. students must register for a minimum of eight (8) credit hours to be considered full-time. 4-7 credits is considered half-time. Students taking less than four credits are not eligible for financial aid.

Student on practicum are considered full-time. For further information on practicum and internship status please refer to the Adler Catalog.

When do I register?

Registration deadlines are published each term. Schedules are available prior to registration and students may register for courses online via WebAdvisor. Registration is processed according to a priority system based on the student's year of entry. Students with delinquent financial accounts or who do not complete required surveys will be unable to register.

How do I drop/add a class?

Students wishing to drop or withdraw from a class must do so online via WebAdvisor. Students are eligible for tuition refunds of 100% or 50 % based on when the drop is requested. All drop or withdrawals must be approved by your academic advisor. Please note you cannot withdraw or drop classes after they have met for a certain period of time. Refer to the Adler Catalog for further details or contact the Registrar's Office.

Students wishing to add a class can do so anytime during the registration period. Students may also add a class after the registration period and before the class has met. Students may ADD/DROP classes via WebAdvisor online but should have the consent of their advisor before doing so.

I've been waitlisted for a class, what does this mean?

To maintain academic standards here at the Adler school all classes have a enrollment cap. If you have been waitlisted this means that the class was full at the time of your registration, but that if a currently registered student drops or withdraws you may have the option of enrolling. Otherwise most classes are offered in multiple sections. If one section is filled it is likely that another will be open.

What if a class is not offered according to my degree sequence/or if it is full?

Occasionally your academic schedule may vary from the published curriculum sequence. If a class is not offered in one semester it will most likely be offered the following semester. Please note that certain classes are offered multiple times in a semester and again in the following semester. Certain classes however, are only offered one per semester in sequence. Please plan your schedule accordingly if you wish to fulfill additional certificate requirements.