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Student Handbook

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TheChicagoSchool

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SECTION ONE

Introduction

The Student Handbook is designed to orient and guide students through her or his educational experience at The Chicago School of Professional Psychology. It contains information regarding the policies and procedures that govern both administrative and academic matters. Where appropriate, the student may be referred to another document or publication for further information.

Some policies in this handbook are program specific and are so noted. In addition, each program may promulgate certain policies, rules, or procedures to which its students are subject. Students are responsible for adhering to all rules, policies, and procedures of The Chicago School found in this handbook and other institutional documents.

The Chicago School may amend, without prior notice, the policies or procedures as stated in this handbook and other documents. All changes will be duly published whether in electronic or other form. Changes to The Chicago School's policies and procedures affect all students who have not yet graduated. The school reserves the right to modify its academic requirements, policies and procedures at any time. Clarification of matters contained in this handbook can be obtained from the directors of the appropriate administrative departments and offices.

Statement of Vision

The Chicago School strives to be the school of choice in professional psychology and to realize its mission through innovation and quality.

Mission Statement

Integrating theory, professional practice, and innovation, The Chicago School of Professional Psychology provides an excellent education for careers in psychology and related behavioral and health sciences. The school is committed to service and embraces the diverse communities of our society.

Reflecting the systemic integration of our mission, our logo symbolizes:

Education • Innovation • Service • Community



Statement of Values

Reflecting the systemic integration of our mission, our logo symbolizes our values: Education; Innovation; Service; and Community.

Statement of Philosophy

The Chicago School educates professionals whose practices exemplify a commitment to understand and respect individual and cultural differences. The application of humane professional judgment is achieved through the integration of psychological theory, scientific research, and professional practice. The curriculum and training opportunities prepare graduates to deliver outstanding professional services emphasizing the need to understand diversity and the importance of working with underserved populations.

From this statement of purpose, we derive our institutional goals, which are attained through individual programs of study. Our consistent focus on student learning ensures that the institution provides excellent career education. Each program regularly identifies the learning expectations, determines the outcomes of these student-learning expectations across academic programs, and uses assessment results to improve student learning.

Our institutional learning goals for students completing our degree programs are:

Scholarship: By completion of the program, students will be able to use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined.

Diversity: By completion of the program, students will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and disability difference in their professional work.

Professional Behavior: By completion of the program, students will be able to function in a professional and ethical manner in classroom, off-site training, and work-settings.

Professional Practice: By completion of the program, students will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty area of professional psychology.

Statement of Student Focused Learning

To insure an effective and high quality education experience, The Chicago School faculty systematically monitors student learning to inform future planning and to generate creative, responsive initiatives to improve the programs. Data are gathered, analyzed, and presented to the learning community for review. Based on these results, the program revises the student learning assessment plan, the curriculum, and the approach to learning in the classroom. Student learning assessment offers the school a critical opportunity to evaluate the effectiveness of its programs and to develop innovative, student-focused learning environments.

To optimize the learning environment offered by the programs, students are strongly encouraged to be active learners. Active student learners reflect on the conditions and activities that engage their learning style and work independently, with peers and with faculty, to enhance their learning in the classroom.

Statement of Commitment to Diversity

The Chicago School of Professional Psychology is committed to being the school of choice by building an environment of mutual respect and inclusion where all individuals will be valued for who they are and what they can contribute, and in turn, are expected to be participatory members of an active learning community that promotes cultural awareness, competence, and understanding of diversity.

Plan for Assessing Student Learning

The Chicago School of Professional Psychology is committed to a student learning focus in all endeavors. To this end, all constituencies are actively involved in developing, implementing, and refining our approach to academic assessment. We hold ourselves accountable to achieve our mission of providing an excellent education for careers in professional psychology and related behavioral fields. Through our assessment program we examine our performance as an institution and contribute to an increasingly sophisticated understanding of the best practices for preparing professionals for work in their areas of specialization. Accountability is not an end but rather a point of departure for our quest to be the school of choice in professional psychology education.

The Plan for Assessing Student Learning is a competency-based model that is directed toward the agreed-upon academic institutional goals of *Scholarship, Diversity, Professional Behavior, and Professional Practice*. Each part of the plan brings an additional level of teaching and learning into focus. All programs at The Chicago School use this five-part plan. A copy of the Plan for Assessing Student Learning may be obtained from the office of the vice president of academic affairs.

Individual and Cultural Differences

The Chicago School is committed to preparing professionals for practice in a multicultural and diverse society. In keeping with this commitment, the school expects the content of all courses will be informed, where appropriate, by knowledge of individual and cultural differences (e.g., age, ethnicity, gender, physical and mental disability, race, religion, sexual orientation, and socioeconomic status), so that students develop the skills that enable them to provide professional services to individuals of diverse backgrounds. Faculty will convey attitudes respectful of these individual and cultural differences.

Accreditation

The Chicago School of Professional Psychology is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (www.nachlc.org, 312.263.0456).



The Clinical Psychology doctoral program is accredited by the American Psychological Association (750 First Street, NE, Washington, DC 20002-4242; <http://www.apa.org>; 202-336-5500).

The School Psychology program is approved and accredited by the Illinois State Board of Education (100 North First Street, S-306, Springfield, Illinois 62777-0001; 866.262.6663).

Administration

As an independent not-for-profit school, final authority for all matters is vested in the Board of Trustees. The Board delegates to the president responsibility for daily operations of the institution. The president is the chief executive and academic officer of the school. The school's administrative team consists of the president, the vice president of administration and student affairs, the vice president of academic affairs, the vice president of finance, the associate vice president for enrollment services, the associate vice president for engagement and student affairs, the department chairs, and other academic and administrative members.

SECTION TWO

Institutional Policies

Academic Freedom

It is the policy of the school to encourage freedom of inquiry, discourse, teaching, research, and publication and to protect members of the faculty against influences that would restrict the exercise of these academic freedoms in areas of scholarly interest. As such, The Chicago School subscribes to the principles of academic freedom formulated by the American Association of University Professors (AAUP) as summarized below:¹

The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

The teacher is entitled to freedom in the classroom in discussing his/her subject, but he/she should be careful not to introduce into his/her teaching controversial matter that has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

The teacher is a citizen and a member of a learned profession. When he/she speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an institutional community member, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence he/she should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

Notice of Non-Discrimination

The Chicago School of Professional Psychology acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus affirms its policy of compliance with all applicable laws and directives that promulgate non-discrimination and equality of opportunity through affirmative action. In keeping with the spirit and letter of the law, The Chicago School prohibits discrimination against its employees, students, and applicants based on race, gender, religion, age, national origin of ancestry, sexual orientation, disability, marital status, sources of income, military discharge status, or any other impermissible reason. The Chicago School also bars retaliation against an employee, student, or applicant who files a complaint of discrimination.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment (20 USC S. 1232g), affords students certain rights with respect to their education records. For purposes of compliance with FERPA, The Chicago School considers all students independent.

¹ By adopting the AAUP statement regarding academic freedom, The Chicago School does not adopt or endorse AAUP interpretive statements or other policies.

Student Rights

1. The student has the right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Students should submit to the registrar written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the student of next steps for inspecting their records. If the Office of Academic Records does not retain the records, the registrar is to advise the student of the correct official to whom the request should be addressed.
2. The student has the right to request an amendment of her or his education records if the she or he believes the record is inaccurate or misleading. Students may ask the school to amend a record they believe is inaccurate or misleading. To do so, they should write a formal letter to the school official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. The vice president of administration and student affairs will act as the hearing officer regarding all challenges to the accuracy of educational records and the denial of requested changes. The student will be permitted to present information and materials in support of his/her assertion that the record is inaccurate, misleading, or otherwise erroneous. A representative of The Chicago School will be permitted to present information and materials that supports the school's position. Each party will be present during the hearing and may challenge information and materials of the other party. Online students may be offered the opportunity to participate via phone. The vice president will render a decision on the matter generally within five business days after the conclusion of the hearing. FERPA does not provide a process to be used to question substantive judgments, which are correctly recorded. The rights of challenge do not allow students to contest, for example, a grade in a course because they believe a higher grade should have been assigned.
3. The student has the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the school has contracted (such as an attorney, auditor, collection agent, or official of the U.S. Department of Education or other federal agency); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The Chicago School may disclose education records in certain other circumstances:

- to comply with a judicial order or a lawfully issued subpoena
- to appropriate parties in a health or safety emergency
- to officials of another school, upon request, in which a student seeks or intends to enroll
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of The Chicago School
- the results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence may be released to the alleged victim of that crime with respect to that crime

The Chicago School may also disclose the results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence may be released to the alleged victim of that crime with respect to that crime.

4. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by The Chicago School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

5. The right to restrict the release of "directory information" except to school officials with legitimate educational interests and others as indicated above. To restrict the release of directory information, a student must make the request in writing to the registrar. Once filed, this request becomes a permanent part of the student's record until the student instructs The Chicago School, in writing, to remove the request.

The Chicago School designates the following as public or "directory information":

- Student name
- Mailing address(es)
- Email address(es)
- Telephone number(s)
- Major field of study
- Degree sought
- Expected date of completion of degree requirements and graduation
- Degrees and awards received
- Dates of attendance
- Full- or part-time enrollment status
- Previous educational agency or institution attended
- Participation in officially recognized activities
- Photograph(s)

Sexual Harassment

The Chicago School is committed to ensuring an environment for all that is fair, respectful, and that supports and rewards performance on the basis of relevant considerations such as ability and effort. Therefore, The Chicago School prohibits behaviors that inappropriately assert sexuality as relevant, including unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment. Individuals who violate this policy will be subject to discipline, up to and including dismissal or termination of employment.

Sexual harassment is unsolicited, offensive behavior that inappropriately asserts sexuality over status as an employee or student. Sexual harassment can take many different forms. Examples of verbal sexual harassment include sexual innuendo, suggestive comments, insults, humor and jokes about sex or gender-specific traits, sexual propositions, and threats in campus-based classes as well as online environments. Non-verbal harassment includes suggestive or insulting sounds, leering, whistling, and obscene gestures. Physical sexual harassment includes touching, pinching, brushing the body, assault, and coerced sexual contact including, but not limited to, intercourse.

Dealing with Sexual Harassment

If you believe you have been sexually harassed by anyone, including faculty members, employees, site supervisors, visitors or other students, bring the issue to the attention of the director of human resources. A thorough review of the facts and circumstances of each situation will be undertaken to determine whether particular conduct constitutes sexual harassment under this policy. Complaints will be kept confidential to the extent possible. In addition, there will be no retaliation against any individual who, in good faith, makes a complaint regarding sexual harassment. False accusations of sexual harassment will not be tolerated.

In extraordinary circumstances, the president may suspend a member of The Chicago School community from participation in activities where there is a reasonable belief that serious and immediate harm to others will ensue.

Religious Observance

The school respects the right of individuals to observe religious holidays during the academic term. Student should notify the instructor at the beginning of each semester/term if they will be absent from class or other required activities due to religious observances and determine at that time what accommodation, if any, is available. In the event a student needs to arrange a special accommodation (e.g., change of exam date, alternate assignment, etc.) it must be coordinated within the Add/Drop Period for the course. The instructor's determination as to the accommodation, if any, is final.

Campus Security

The school publishes its crime statistics on its website: www.thechicagoschool.edu. Any student, who believes she or he has been the victim of a crime on or around school premises, should report the incident to the director of facilities. The institution publishes an annual security report which includes information on the following:

- Campus policies on reporting criminal actions and other emergencies
- Security and access to campus facilities
- Campus law enforcement
- Crime prevention programs
- Policy on the possession, use, and sale of alcoholic beverages and illegal drugs
- Drug and alcohol abuse programs
- Crime statistics

Health and Immunization

Proof of immunization is requested as part of the enrollment process. If adequate documented proof is not submitted before the registration period for the second semester/term in residence, registration will be prohibited. Failure to comply with this policy will result in a hold being placed on registration and restriction from attending classes.

As indicated by The College Student Immunization Act of the State of Illinois, all students born Jan. 1, 1957 or later must submit proof of immunization for Measles/Rubeola (two doses), Mumps, Rubella, and Tetanus (adult booster within the last ten years). Additionally, students having direct client contact, such as during practicum or internship training, are recommended to be immunized for hepatitis-B virus.

Students enrolled in Executive and Professional Education programs and taking their classes via the Internet can file a written request for exemption from proof of immunization, if at no time he or she will attend any classes on campus

A school-sponsored student health insurance plan is offered to all enrolled students for an additional fee. Information about this plan may be obtained from the Office of Engagement and Student Affairs.

The Americans with Disabilities Act of 1990 / The Rehabilitation Act of 1973, Section 504

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require that reasonable accommodations be provided to all qualified students with disabilities in all programs and activities within the control of the institution, provided such accommodations would not impose an undue burden on the school and/or fundamentally alter the nature of the service, program or activity provided. Determination of reasonable accommodations and compliance with ADA and Rehabilitation Act for students are managed by campus administration. No student shall be retaliated against for seeking accommodation under this policy.

Disability Accommodation

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any school program or activity. A student with a documented disability may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The school reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Smoke-Free Environment

In accordance with local regulations, The Chicago School prohibits smoking on its premises. No smoking is permitted in any area within the building.

Drug-Free Environment

In compliance with the Drug Free University and Communities Act of 1986 as amended in 1989, The Chicago School of Professional Psychology 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.

In addition, the school prohibits the misuse of legal drugs, as well as the consumption of alcohol.

Legal Sanctions Under Federal and State Law

Federal penalties and sanctions for illegal possession of a controlled substance are as follow.

- First conviction: up to one year imprisonment or a fine of at least \$1,000
- After one prior drug conviction: at least 15 days in prison, not to exceed two years, and a fine of at least \$2,500 but not more than \$250,000, or both
- After two or more prior drug convictions: at least 90 days in prison, not to exceed three years, and a fine of at least \$5,000
- Special sentencing provisions for possession of crack cocaine: mandatory sentencing of at least five years in prison, not to exceed 20 years, and a fine of up to \$250,000, or both, if the first conviction and amount of crack possessed exceeds five grams, the second crack conviction and the amount of crack possessed exceeds three grams, third or subsequent crack conviction and the amount of crack possessed exceeds one gram
- Forfeiture of personal property used to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than a one-year imprisonment
- Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance
- Civil penalty of up to \$10,000
- Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, for up to one year for first offense or up to five years for second and subsequent offenses
- Ineligibility to receive or purchase a firearm.
- Revocation of certain federal licenses and benefits, (e.g., pilot licenses, public housing tenancy, etc.) as vested within the authorities of individual federal agencies
- Any person convicted of drug trafficking occurring within 1,000 feet of an academic institution is subject to prison terms and fines twice as high as listed above with a mandatory prison sentence of one year for each offense

General State Laws of Alcohol Possession and Consumption

Individuals younger than 21 years old may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone under 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

Policy on Alcohol Consumption

Beverage alcohol may be served to and consumed by persons of legal drinking age on school premises or practicum and internships sites in conjunction with a specifically authorized function. Individuals consuming alcohol should do in a responsible manner.

Sanctions to Be Imposed on Students Who Violate Policy

As a condition of matriculation by The Chicago School, students agree to abide by the terms of this policy and agree to notify The Chicago School of any criminal drug statute conviction for a violation occurring on campus no later than five days after such conviction. The Chicago School, through the Student Affairs Committee, Training and Engagement Committee, or campus leadership, will take appropriate action (consistent with local, state, and federal law) against a student who violates the standards of conduct contained herein, up to and including termination from academic study and referral for prosecution for violations of the standards of conduct described above.

Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs and Alcohol Abuse

There are health risks associated with the use of illicit drugs and abuse of legal drugs and alcohol including impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system including impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-term effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting AIDS or hepatitis. These health risks may affect one's daily life activities, as well as your familial, social and working relationships.

Drug and alcohol abuse cause physical and emotional dependence where users may develop a craving for a particular substance. Thus, their bodies may respond to the presence of such substances in ways that lead to increased drug and alcohol use.

Certain drugs, such as opiates, barbiturates, alcohol and nicotine create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.

Psychological dependence occurs when taking drugs becomes the center of the user's life. Drugs have an effect on the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They distort experiences and cause loss of self control that can lead users to harm others as well as themselves.

Counseling, Treatment, or Rehabilitation Programs

Any student who fails to abide by the terms of the above policy may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the Chicago metropolitan area. The Office of Clinical Services* can provide a list of referral sources or other rehabilitation agencies such as: Narcotics Anonymous at www.na.org (818) 773-9999; Alcoholics Anonymous at www.alcoholics-anonymous.org or www.chicagoaa.org (312) 346-1475; and National Counsel of Alcoholism (providing referrals) 1-800-NCA-CALL.

** The Office of Clinical Services can be reached at (312) 410-8803.*

Reproduction of Materials

The photocopying or reproduction by other means of copyrighted materials is a right granted under the federal Copyright Act which defines the rights of a copyright holder and how they may be enforced against an infringer. Reproduction of copyrighted material without prior permission of the copyright owner is prohibited except as permitted under the doctrine of "fair use", an exception that must not be abused. All students of The Chicago School are subject to the restrictions imposed by the Copyright Act. The copyright law applies to all forms of photocopying, whether it is undertaken at a commercial copying center, at the school's copying facilities, or at a self-service machine.

The "fair use" doctrine allows, under certain conditions, the reproduction of copyrighted material. Specifically, the Act permits the reproduction of works for "criticism, comment, news reporting, teaching, scholarship, or research". Factors that are considered in determining "fair use" include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
2. The nature of copyrighted work:
 - The amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
 - The effect of the use upon the potential market for or value of the copyrighted work.

In general, it is permissible to make a single copy of any of the following for scholarly research:

- A chapter from a book
- An article from a periodical or newspaper
- A short story, short essay, or short poem, whether or not from a collective work
- A chart, diagram, graph, drawing, cartoon or picture from a book, periodical, or newspaper.

Students must exercise prudent judgment when reproducing the works of others so as to not violate the copyright law. Any concern about a student's reproduction of materials should be brought to the attention of the student's department chair, associate department chair, or the associate vice president for engagement and student affairs.

SECTION THREE

Student Rights and Responsibilities

Compliance with Institutional Policies and Procedures

The school requires the highest standards of professional and personal conduct from all students. Each student must abide by the policies and procedures of the school and comply with its standards. Failure to comply with the standards of conduct may result in disciplinary action and may lead to dismissal from the school.

Adherence to Relevant Ethical Codes and Law

Students are required to conduct themselves in a manner that is suitable for professional study and practice. Violation of this standard includes, but is not limited to, conduct which contravenes the General Principles and Standards set forth in the Ethics Code promulgated by the American Psychological Association. Additionally, academic departments may require compliance with other discipline specific ethical codes (e.g., the American Counseling Association's Ethical Code for Counselors, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts, the National Association of School Psychologists' Principles for Professional Ethics, and the Specialty Guidelines for Forensic Psychologists). Students should consult with their academic departments for clarification of all applicable ethical codes to which they are accountable.

Student Conduct

Additionally, students are prohibited from engaging in conduct that is detrimental to the school, poses a threat to the welfare of the school's employees or students, prohibited by school policies, or illegal. Students may be disciplined for improper or illegal conduct whether it occurs on- or off-campus, and regardless of whether the conduct is specifically tied to a school activity. While it is impossible to list all types of misconduct, the following illustrates the types of activities that will subject students to disciplinary action:

- Dishonesty such as knowingly or recklessly furnishing false information to the school
- Forgery, alteration, or misuse of school documents, records, or identification
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, other Chicago School activities, or the freedom of expression of others
- Disorderly or inappropriate conduct in online environments including abusive language toward instructors and classmates
- Physical abuse including any action that is likely to be detrimental to the health, safety, and/or well-being of another
- Psychological abuse including any action which unreasonably interferes with the psychological well-being of another
- Conduct that threatens or endangers the health, safety, or welfare of any person, including threats of violence toward others
- Theft or conversion of property or services (e.g., computer time) belonging to The Chicago School, members of the school community, or others
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others
- Unauthorized entry into or use of the school's facilities or services
- Disorderly, indecent, or obscene conduct or expression
- Failure to comply with directions of The Chicago School officials acting in the performance of their duties including, but not limited to, a requirement to provide unprivileged testimony at a disciplinary hearing or failure to comply with provisions of academic warning or an academic development plan
- Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
- Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
- Violations of any policy, procedure, or regulation of The Chicago School
- Violation of the school's published technology and computer use guidelines
- Violations of federal, state, and municipal laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of The Chicago School, or which renders a person unfit or unsuitable for practice within the psychology profession

Students may be held independently accountable to both external authorities and to The Chicago School for acts that constitute violation of law and/or school policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed, reduced, or are in process.

Statement of Academic Integrity and Plagiarism

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community and will result in sanctions imposed under the school's disciplinary system. All suspected incidents must be immediately referred to the department chair or associate department chair, advisor, or associate vice president for engagement and student affairs who will then refer the matter to the Student Affairs Committee for investigation, intervention, and/or imposition of sanctions. Possible interventions and sanctions may include, but are not limited to, implementing an Academic Development Plan, placing a student on academic warning/probation or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING – Examples of cheating include, but are not limited to, copying another person's work with or without her or his permission, giving or receiving aid on a test, giving or receiving test materials prior to official distribution, collaborating on assignments or exams without instructor permission, submitting another's work as one's own (including purchased papers), taking credit for group work to which one did not contribute significantly or meet one's obligations, and intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Students may be expected to provide proof of identity prior to exams.

PLAGIARISM – intentionally or unintentionally representing words, ideas, or data from any source as one's own original work. The use or reproduction of another's work without appropriate attribution in the form of complete, accurate, and properly formatted citations constitutes plagiarism. Examples of plagiarism, include but are not limited to, copying the work of another verbatim without using quotation marks, revising the work of another by making only minor word changes without explanation, attribution, and citation, paraphrasing the work of another without the appropriate citation. Students are expected to produce original work in all papers, course work, dissertation, and other academic projects (including case studies from internship or practicum sites) and to follow appropriate rules governing attribution that apply to the work product.

Carelessness, or failure to properly follow appropriate rules governing source attribution (for example, those contained in the *Publication Manual* of the American Psychological Association), can be construed to be plagiarism when multiple mistakes in formatting citations are made in the same paper. Further, a single example of failing to use quotation marks appropriately may be considered plagiarism.

FABRICATION – intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include, but are not limited to, falsifying research or other findings, citing sources not actually used in writing a research paper, submitting work done in previous classes as if it were new and original work, and changing, altering, or being an accessory to the changing and/or altering of any officially recorded grade.

If a student is unsure if their conduct may represent a form of academic dishonesty, she or he should seek out consultation from a course instructor, her or his academic advisor, and/or the Center for Academic Excellence.

Use of Computing Resources

The Department of Information Technology (IT) of The Chicago School provides access to its network for students, faculty and staff. The Chicago School computer network consists of a campus-wide backbone network, wireless network, and many shared computers in addition to personal desktop computers. It provides communication as well as academic and administrative functions. The IT Department works to ensure that constituent interests are appropriately served and that network rights and responsibilities are observed.

Rights

Members of The Chicago School community have certain rights regarding the school's network and its services.

- **Intellectual Freedom:** The school is a free and open forum for the expression of ideas; the school's network is the same. Opinions may not be represented as, nor should they be construed as, the views of The Chicago School.
- **Improper Contact:** While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the attention of the director of information technology. Electronic communications are treated in a similar fashion as are voiced or written communications.
- **Privacy:** Generally, data files and messages traversing the school's network are private. However, a user's privacy is superseded, for example, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of the vice president of administration and student affairs or the director of information

technology. In all cases, the school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during the course of ordinary management of computing and networking services network administrators may inadvertently view user files or messages.

Responsibilities

Network users are expected to comply with the responsibilities delineated below. Students who violate a network responsibility risk suspension of network access. Depending on the seriousness of the violation, students could be referred to the Student Affairs Committee for disciplinary action. Acts that violate federal or state laws will result in referral to the appropriate legal authority as well as subject the user to institutional discipline.

Students are responsible for the use of their own personal network ID ("user ID") and password. Students may not give anyone else access to personal user IDs or computer accounts. Students are prohibited from using a user ID or a Chicago School computer account other than the account assigned to them. Students may not try, in any way, to obtain a password for another user's user ID or computer account. The user ID remains the property of the institution. The following illustrates the types of responsibilities that students will be expected to uphold with regard to network use.

- Students may not misrepresent themselves or their data on the network.
- Students are responsible for the security of their own passwords. This includes changing passwords on a regular basis and making sure no one else knows them.
- Students must not use The Chicago School's network resources to gain or attempt to gain unauthorized access to remote computers.
- Students must not deliberately perform an act that will impair the operation of computers, terminals, peripherals, or the network.
- Students must not run or install on any of The Chicago School's computer systems, or give to another, a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself.
- Students must not attempt to circumvent data protection schemes or exploit security loopholes.
- Students must abide by the terms of all software licensing agreements and copyright laws. Students may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- Students must not be wasteful of computing resources or unfairly monopolize resources to the exclusion of other users. All necessary steps will be taken to protect the overall network from any person who violates this responsibility.
- Students must not attempt to monitor another user's data communications, nor may any student read, copy, change, or delete another user's files or software, without permission of the owner.
- Students whose membership to the campus community has ended (due to withdrawal, graduation, or termination of employment) or otherwise leave The Chicago School, must not use facilities, accounts, access codes, network privileges or information for which they are not authorized in their new circumstances.

Computing and networking resources are provided to support the mission of the school. These resources may not be used for commercial purposes. All Chicago School computing and networking facilities are provided for use by faculty, staff, and students solely for relevant academic, research, or administrative use.

The director of information technology or other appropriate staff should be notified about violations of computer regulations and policies, as well as about potential loopholes in the security of any computer system or network at The Chicago School. Depending on the nature of any violations, the director of information technology may notify the student's department chair and/or associate vice president for engagement and student affairs.

Professionalism

The Chicago School recognizes the importance of personal and professional competencies in addition to traditional academic skills. The school defines professionalism in psychology as: "Adhering to and exhibiting the conduct, qualities, competencies, and ethical standards that mark the profession of psychology." Interpersonal effectiveness, empathy, and compassion are essential for practice in the field of professional psychology. For this reason, the school's faculty and supervisors are invested in and carefully monitor students' interpersonal skills and development. Students will receive advisement and will be alerted to issues and problems in this area in order to support students' development and engage in academic development planning if necessary. Should The Chicago School determine that a student's problems cannot be resolved in a reasonable time period, the school reserves the right to dismiss the student from the program.

The Student Affairs Committee

The Student Affairs Committee is responsible for addressing allegations of misconduct and/or academic problems. The Student Affairs Committee conducts formal proceedings after all other reasonable forms of development have failed and or if the offense is one where a development plan at a lower level would not be effective or warranted.

The Student Affairs Committee is committed to ensuring that students referred receive fair treatment while maintaining the integrity of The Chicago School's mission. In the process of arriving at decisions, the Student Affairs Committee maintains respect for individual and cultural differences. See the section of this handbook titled "Student Rights and Responsibilities" for further information on the Student Affairs Committee.

The Student Affairs Committee takes action on an as needed basis.

Disciplinary Actions

Allegations against a student for academic misconduct may be submitted to the Vice President of Academic Affairs, Department Chairs, or Director of the Office of Placement and Training; allegations of non-academic misconduct may be submitted to the Vice President of Administration. The individual receiving the allegation will either directly attend to the matter or will convene the Student Affairs Committee ("Committee") for additional consideration and action. Disciplinary action may include anything from a verbal warning up to and including dismissal. The Chairperson of the Committee will notify the student in writing within 14 business days of the Committee having been apprised of the referral. Written notice to the student will include the specifics of the allegation and reference to any relevant documents in the possession of the Chairperson or Committee.

The student will have the right to respond to the allegation within 14 days of receipt of the notice from the Chairperson. The response must be directed to the Chairperson and include all relevant information in support of the student's position. Failure or refusal to respond will be deemed an admission of the factual matters contained in the allegation and will leave the Committee free to proceed as it considers appropriate.

The hearing will be held within 30 days of receipt of the student's response or upon the expiration of the deadline for response. Online students may participate via phone. No part of hearings conducted in person or by telephone may be recorded by any party. Those in attendance are permitted to take personal notes that are not considered part of the record. Similarly, committee deliberations may not be recorded or transcribed in any fashion.

A student's response may include a request for postponement and the grounds upon which the request is based. The Committee's decision regarding the issue of postponement is final. If the student accused of misconduct has reason to believe that a given member of the Committee is unable to be impartial, he or she may request that the Chairperson disqualify that member. Only the Committee Chairperson upon the demonstration of sufficient reason will grant such a disqualification; the Chairperson's decision is final. If a member of the Committee is a principal in the matter, he or she will be disqualified automatically.

Ordinarily, the complainant must identify himself or herself to the student. If a complainant refuses to permit his or her identity to be made known to the student, such a refusal may, but need not, serve as a basis for forfeiting the complaint process. The complainant shall provide the committee with information in the form of testimony, documents, additional witnesses or other forms of support for the allegation(s) against the student. The student shall provide the Committee with information in the form of testimony, documents, additional witnesses or other forms of support for his/her position. Each party, as well as the Committee itself, shall have the right to question all individuals and examine other information presented. Complainants concerned with keeping their anonymity may request to make a report anonymously. However, anonymity cannot always be guaranteed. If anonymity cannot be guaranteed, the complainant will be given the option of withdrawing his or her complaint.

Since this procedure is an institutional process, not judicial, the presence of legal counsel for any party to the disciplinary action is prohibited at all meetings or hearings. However, a student may have a member of the school community present to provide advice and support.

All Committee deliberations are confidential. If the Committee concludes, on the basis of the information presented, that the allegation(s) has been substantiated, it will determine the penalty to be imposed up to and including dismissal from the school. The Committee will so notify the student of its disposition in writing.

Appeal of Disciplinary Decisions

The student involved may appeal decisions of the Student Affairs regarding disciplinary matters. A student who wishes to appeal a decision of the Student Affairs must submit a request for reevaluation to the President within two weeks of being notified of the disciplinary decision. This written request must include:

- A specific statement of the decision that the student wishes to appeal;
- The action the student wishes the President to take;
- All information that the student wishes the President to take into account in his/her consideration of the appeal; and
- A statement of the student's views as to how this information justifies the appeal.

The appeals process is not an opportunity for the student to have his or her case reconsidered merely because of dissatisfaction on the part of the student with the decision of Committee. Rather, all appeals must be based on one or more of the following:

- New evidence
- Evidence of improper procedure, or
- New arguments that could not be provided at the time of the original hearing by the Committee.

If, in the opinion of the President, the request for an appeal is clearly without merit or does not meet the requirements set forth above, the President will reject the appeal and the decision of the Committee will stand as the final decision of the school.

If the basis for rejection of the appeal is the student's failure to provide the required information or statements, a written communication will be provided to the student indicating the deficiencies of the appeal. In such a case, the appeal must be resubmitted to the President for consideration within a 7-day period.

If, in the judgment of the President, the appeal is properly constituted, the President will render his/her decision on the substance of the appeal within 10 business days and so notify the student in writing with a copy sent to the Committee Chairperson and the student's academic file.

This policy is not to be used in substitution for the Grade Appeal Process or the Grievance Process where applicable.

Grade Appeal Process

Grades may be appealed only when the grading criteria stated in the syllabus and/or this handbook have not been followed. When a student believes this is the case, the following procedure should be used to appeal the grade.

1. The student should first speak with the instructor and attempt an informal resolution.
2. If no resolution is achieved, the student may contact the department chair or associate department chair, who will consult with the instructor and the student to attempt an informal resolution.
3. If the appeal is not resolved informally, the department chair may appoint a faculty member or committee of faculty of her or his choosing to review the concern and make a recommendation to the department chair to resolve the appeal. The department chair has final decision-making authority.

Grievance Procedure

The school is committed to effective resolution of student problems through an efficient and fair procedure. Students with problems involving academic or non-academic decisions, policies, procedures, or conduct, should make an attempt to resolve the problem through one or more discussions with the person or persons most directly involved. Students may also choose to enlist the assistance of another member of the school community to help mediate the problem.

Generally, a decision rendered by the VP, chair or director of an academic or administrative department is final. However, under the limited criteria set forth below, a student may request a formal grievance hearing of a matter. In the event informal resolution of an academic matter is unsuccessful, students may file a grievance, in writing, with the vice president of academic affairs; or, if informal resolution of a non-academic matter is unsuccessful, with the vice president of administration and student affairs. This policy is not to be used in substitution for the Grade Appeal Process, or the Appeal of Disciplinary Decisions where applicable.

The Criteria

The procedure may be used whenever a student believes he/she has been adversely affected by an action that results from:

- Violation of a duly adopted school policy as described in official school publications;
- Illegal discrimination under any federal, state, local law; or,
- Unethical conduct according to professional standards.

In the absence of any of the criteria set forth above, this procedure may not be used to dispute the legitimate exercise of professional judgment by The Chicago School's faculty, administration or staff, including, but not limited to:

- The substance of any duly adopted policy or procedure;
- The substance that forms the basis for student performance evaluation or grade for a course or practicum/internship or for independent academic work under the supervision of a The Chicago School faculty member or in the form of an Academic Development Plan;
- A decision regarding a student's academic status made by a duly designated administrative officer, or by the school committee charged with reviewing student evaluations/grades; or,
- Any action taken more than one year prior to the grievance.

All grievance procedures and records are confidential in nature and will be treated accordingly. Since this procedure is an institutional process, not judicial, the presence of legal counsel for any party to the grievance at any stage, including meetings or hearings, is prohibited.

The Process

Upon receipt of the written grievance, a determination will be made as to whether the matter is grievable in accordance with the criteria set forth above. If so, the Vice President will investigate the situation by gathering additional information from appropriate members of the campus community.

At any time during the investigation of the grievance, the Vice President may make further attempts to resolve the grievance informally. If the Vice President is unable to resolve the grievance either during or following the investigation process, the Vice President will then appoint an ad hoc committee of two faculty members and one student to evaluate the merits of the complaint and make findings of fact. The Vice President will designate one of the faculty members as chairperson of the ad hoc committee. The chairperson will have the right to vote. A majority vote of the ad hoc committee is required to make an affirmative finding that a grievance has merit.

If the student who has brought the grievance has good cause to believe that a given member of the ad hoc committee is unable to be impartial, the student may request that the Vice President disqualify that member. Such a disqualification shall be granted only upon the demonstration of sufficient reason; the decision of the Vice President is final.

The Hearing

In performing its functions, the ad hoc committee will have the right to call any witnesses and to require the introduction of any relevant data or information. The ad hoc committee will be the final judge of what testimony or data is relevant. While the presence of an attorney is prohibited, a student may have a member of the school community present during the hearing to provide advice and support. All deliberations of the ad hoc committee are confidential.

The decision of the ad hoc committee is the final decision of the school with regard to the grievance. Upon reaching a conclusion, the ad hoc committee will communicate its findings to the student and to the appropriate institutional individual(s) who shall implement the actions, if any, recommended by the ad hoc committee. This policy is not to be used in substitution for the grade appeal or other appeal processes.

SECTION FOUR

Financial Aid & Student Account Policies

Financial Aid

Students at The Chicago School may fund their studies either through self pay or financial aid. Financial aid is any outside resource a student receives to help bridge the gap between a student's resources and the amount needed to pay for the cost of attending the school. Financial aid is based on a semester system. The Office of Financial Aid administers federal aid programs, as well as scholarships, fellowships, and student loans. The Office of Financial Aid's policies and procedures are subject to change based on federal regulations and guidelines or interpretations thereof. Changes will be published; it is the student's responsibility to remain informed of all changes.

Executive and Professional Education (EPE) Tuition Lock-In

Students enrolled in the Executive Career Enhancement and Leadership (ExCEL) tracks or the BCBA or BCABA Respecializations through EPE are subject to have a fixed-rate tuition. The locked rate applies for the completion of the certificate or degree as long as the student remains consecutively enrolled in his or her initial program. Students who fail to maintain continuous enrollment will no longer be eligible for the EPE fixed tuition lock-in and will pay the tuition in effect at the time the re-enter.

Tuition and Fee Payment

Tuition is due in full for all matriculating students before the last day of the first week of the new semester/term. This requirement will be waived if the student intends to use financial aid (including loans) to pay in full his or her tuition and has completed all financial aid paperwork required prior to the start of the semester/term. Students can reduce the amount of tuition due the first week of the semester/term by completing a payment plan agreement with a student account advisor prior to the start of the semester/term.

During any phase of the program, a student whose account is delinquent must make satisfactory arrangements for payment with a student account advisor or the student will be subject to removal from classes and dismissal from the school. Students who have been dismissed for such reasons and who wish to re-enter the program must first pay in full all tuition and fees and then apply for re-admission following all of the school's usual and customary admission policies and procedures. Re-admission is not guaranteed.

Students with delinquent accounts cannot register for a subsequent semester/term, attend classes, begin/attend practicum, begin internship, work with faculty on their dissertation or thesis, defend a dissertation or thesis, or receive an official transcript until all outstanding tuition and fees are paid in full. If a student's practicum/internship is affected by a delinquent account, she or he must immediately notify their site supervisor and meet with the director of placement and training to develop a plan to ensure that all clinical and/or professional responsibilities are identified and addressed.

Military Discounts

Active duty personnel of the U.S. Military or National Guard Reserves and their spouses who are enrolled in the Executive and Career Enhancement and Leadership (ExCEL) tracks may be eligible for a 10% tuition discount. Students must identify membership to one of the aforementioned categories at the time of application. Military discounts are applied to future terms only and are not retro-active for current or prior terms. The applicant must submit a copy of his or her (or spouse's) current military ID and one of the following: a copy of active duty member's most recent earning statement or a pay stub, or a statement from her or his commander/chief on official letterhead. In addition, spouses of military personnel must also submit a copy of their marriage license or a copy of their most recent tax return(s) (separate or joint). Students may be required to resubmit documentation annually.

Tuition Reimbursement Policy

Students eligible for employer based tuition reimbursement are subject to tuition and fee payment policies. Students eligible for employer paid tuition plans are encouraged to participate in the payment plan option at The Chicago School. The Office of Student Accounts assists students with documentation required for employer reimbursement purposes.

Payment Plan

Payment plans, which allow the student to pay their outstanding tuition balance in up to two monthly installments per eight week half- semester, are available through the Office of Student Accounts. There is no service charge for the payment plan option. Students who have not paid their full tuition or signed a payment plan by the end of the first week of classes will be assessed a

late fee and their registration at the school will be suspended until their account is made current. Students who have elected to reduce their student loans to an amount which does not cover their full tuition and fee balance are eligible for payment plans. All payment plans must be pre-approved by the Office of Student Accounts to be valid.

An account is considered to be delinquent if the student has an outstanding balance for tuition or fee payments and is not participating in an approved payment plan. Students who are more than one week late in making payments on the payment plan will be assessed a late fee and their registration at the school will be suspended until their account is paid in full. (See the "Tuition and Fee Payment" section of this document for training related implications of suspended accounts.)

Tuition Payment Benefits

Students who are eligible for tuition payment benefits by a third party source (for example through an employer, Americorps benefits, or Upward Mobility) may be eligible to waive the first payment of tuition in the semester as long as the following criteria are met.

- A written agreement must be received by The Chicago School prior to the start of a term which outlines the amount of benefit to be paid.
- The tuition benefit amount is payable to the school directly.

In addition, The Chicago School will work with organizations to develop direct billing for employees. Please contact the director of the Office of Student Accounts for further details.

Refund Schedule

Fall and Spring Semesters Drop/Withdrawal Refund Schedule (15 weeks)

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal through week 1 (8% completion)	100%	Course removed
Drop/Withdrawal through week 2 (9-13% completion)	75%	Course removed
Drop/Withdrawal through week 3 (14-20% completion)	50%	"W" grade posted
Drop/Withdrawal through week 4 (21-27% completion)	25%	"W" grade posted
Drop/Withdrawal through weeks 5-9 (28-60% completion)	0%	"W" grade posted
Drop/Withdrawal after week 9	0%	"WF" grade posted

Summer Semester Drop/Withdrawal Refund Schedule: (9 weeks)

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal through week 1 (13% completion)	100%	Course removed
Drop/Withdrawal through week 2 (14-25% completion)	50%	"W" grade posted
Drop/Withdrawal through weeks 3-5 (26-60% completion)	0%	"W" grade posted
Drop/Withdrawal after week 5	0%	"WF" grade posted

Half-Semester Drop/Withdrawal Refund Schedule: (8 weeks)

Timeline	Refund Percentage	Transcript Notation
Drop/Withdrawal through week 1 (13% completion)	100%	Course removed
Drop/Withdrawal through week 2 (14-25% completion)	50%	Course removed
Drop/Withdrawal through week 3 (26-38% completion)	25%	"W" grade posted
Drop/Withdrawal through week 5 (38-60% completion)	0%	"W" grade posted
Drop/Withdrawal after week 5	0%	"WF" grade posted

Institutional Withdrawals

The Office of Financial Aid is required to recalculate financial aid eligibility for students who withdraw from the institution, are administratively withdrawn, or are dismissed. Students who wish to withdraw from the institution are required to notify the Office of Academic Records. If a student does not formally withdraw through the Office of Academic Records, and fails to register for the upcoming term she or he will be administratively withdrawn.

Students who receive financial aid funds and completely withdraw from the institution are subject to the Return of Title IV Funds policy. The amount to be returned is based on the percentage of enrollment completed for the semester and the amount of financial assistance considered earned. The school and the student are both responsible to return unearned financial aid assistance to the appropriate Title IV program(s). Refund examples are available in the Financial Aid Office. Students must meet

with the Financial Aid Office prior to withdrawing to determine if they will leave the school with a balance on their student account.

The recalculation of aid is based on the percent of earned aid (the amount of aid a student is eligible to receive) equal to the number of days completed up to the withdrawal date divided by the total days in the term. Unearned federal aid must be returned to the Federal Title IV program. This may result in the student owing a tuition balance to The Chicago School. The Chicago School participates in Title IV programs including Federal Stafford Loans and Federal Work Study.

Determination of Institutional Withdrawal Date

For official withdrawals, a student's withdrawal date is:

- The date the student began the withdrawal process
- The date the student officially notified the school, in writing or orally, of his or her intent to withdraw
- Any earlier or later date which the school documents as the last date of academically related activity by the student

For unofficial withdrawals, a student's withdrawal date is:

- The midpoint of the payment period or period of enrollment, or
- Any earlier or later date which the school documents as the last date of academically related activity by the student.

An academically-related activity includes, but is not limited to, an exam, attending class, submitting a class assignment or attending a formal study group that is arranged by the School.

A student who takes an approved Leave of Absence after the Add/Drop deadline of a semester is considered to have withdrawn in terms of financial aid and Return of Title IV policies. The student's withdrawal date is the date the School determines the student began the Leave of Absence. Students who take a Leave of Absence prior to the Add/Drop deadline may not be subject to Return of Title IV policies.

Determining Amount of Aid

Total financial assistance from all sources cannot exceed the school's cost of attendance for the period in which an eligible student is enrolled. For federal aid, the maximum eligibility for need-based aid, such as a Subsidized Stafford Loan, Federal Work Study, and institutional aid, is determined by the difference between the cost of attendance at The Chicago School and the federally calculated Expected Family Contribution (EFC) obtained from the FAFSA application. Resources such as outside scholarships and certain loan programs such as the GraduatePLUS loan or alternative student loans are forms of non-need-based aid and are calculated in conjunction with federal need-based aid. Non-need-based aid can impact a student's eligibility for need-based aid.

Cost of attendance includes tuition, fees, books and supplies, and an average and reasonable cost of living in the Chicago area. Students with unusual but necessary expenses such as childcare, unusual medical expenses not covered by insurance, etc., are reviewed individually upon the student's written request to the Financial Aid Office. Supporting documentation must accompany these requests. Qualification for a cost of attendance budget increase does not guarantee additional financial aid.

Scholarship and Fellowship Recipients

Scholarship and fellowship recipients must be full time students and must register by the published deadline for each semester. New students using scholarship or fellowship funds must register no later than the published deadline for each semester. Late registration or lack of registration may jeopardize the student's continued status as a recipient.

Disbursement of Aid

Each term, scholarships, fellowships, and assistantships from The Chicago School will be credited to the student's account. Federal Stafford student loan funds are normally transmitted to the school via Electronic Fund Transfer (EFT). Funds transferred via EFT will appear as credits to the student's account. Students receiving loan funds via paper check will be notified of receipt. Students must endorse loan refund check(s) that will be applied to their account. Refunds through direct deposit or checks are made available to students within 10 days of the receipt of the loan funds via EFT or within 10 days of the student's endorsement of a paper loan check. Students not enrolled for the number of credit hours that were indicated on their financial aid application may have their funds delayed due to the need to recalculate their eligibility. Students borrowing Federal Stafford Loans for the first time at The Chicago School are required to complete an entrance counseling session prior to the release of these funds. Loan entrance counseling sessions can be completed online at www.mapping-your-future.org. Refund checks that are not picked up within two weeks of the issue date will be automatically mailed to student at the current address on file. If the check is returned in the mail, the check will be voided and the funds will be returned to the lender.

Financial Aid Eligibility Factors

Minimum Application Requirements

There are several steps in applying for federal financial aid. These requirements must be completed each year, except when noted otherwise, in order for a student to be eligible for financial aid.

- Students must satisfactorily complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Students must be eligible based on the U.S. Department of Education guidelines for federal student aid as outlined in the FAFSA. The Chicago School FAFSA code is B07022.
- Additionally, all students must complete an institutional application to be eligible for their financial aid.
- The first time a student receives federal Stafford loans at The Chicago School, the student must complete Stafford Loan Entrance Counseling. Entrance loan counseling can be completed at www.mapping-your-future.org. (This is a one time requirement.)
- The first time a student receives a Stafford or GraduatePLUS loan at The Chicago School, the student must also complete a promissory note with her or his lender. (This is a one time requirement unless a student changes lenders.)

Enrollment Level

To receive federal student aid or to defer student loan repayment, at least half-time enrollment is required in a degree or certificate granting program. Eligibility for scholarships or fellowships from The Chicago School generally requires full-time enrollment. Enrollment requirements for other assistance programs, such as outside scholarships and private student loans, can vary and are reviewed on an individual basis as applicable. (See the "Full- and Part-Time Enrollment Status" grid in Section 5, Academic Policies and Procedures for additional information.)

Repeated Courses

Repeated courses do not count toward full- or part-time status and are not eligible for financial aid.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress in order to maintain financial aid eligibility. (See the "Satisfactory Academic Progress" section in Section 5, Academic Policies and Procedures for additional information.)

Scholarships

Scholarships offered or administered by The Chicago School are based on merit and/or financial need for full-time students. Scholarships cannot exceed the student's cost of attendance as defined by Title IV regulations. Outside scholarships that are not based on merit or need will be counted as part of the overall financial aid package toward the cost of attendance. This may affect loan amounts, work study, or other financial aid eligibility.

Fellowships

Fellowships offered or administered by The Chicago School are based on merit and/or financial need for full-time students. Fellowships cannot exceed the student's cost of attendance as defined by Title IV regulations. Failure to maintain full-time enrollment or satisfactory academic progress can result in the loss of a fellowship.

Outside fellowships that are not based on merit or need will be counted as part of the overall financial aid package toward the cost of attendance. This may affect loan amounts, work study, or other financial aid eligibility.

Federal Work Study

Students must complete a FAFSA (Free Application for Federal Student Aid – available at www.fafsa.ed.gov) and meet all qualifications set forth in the Federal Student Aid Handbook. A student's financial aid award letter will indicate if he or she is eligible for Federal Work Study. Students must apply for Federal Work Study positions as they are not guaranteed. Information on how to apply for positions is available on The Chicago School website under [Financial Aid](#).

At the beginning of each academic year students applying for, or already employed in, a Federal Work Study position must submit a [Federal Work Study Eligibility form](#) to the Office of Financial Aid for pre-approval (students can obtain an eligibility form on The Chicago School website on the Federal Work Study page of the Financial Aid section). The Federal Work Study Eligibility form, once approved, will confirm eligibility and indicate the specific dollar amount that can be earned within that academic year.

Eligible students applying for Federal Work Study positions must also complete new employee paperwork through the Office of Financial Aid. Please see the Student Employment Handbook for further details regarding Federal Work Study eligibility.

Teaching Assistantships

Students may apply for approved teaching assistant (TA) positions. Students must have completed the course or its equivalent prior to being eligible to apply for a teaching assistant position. Students should work with their academic program's administration to apply for TA positions. Teaching assistants will be paid on an hourly basis for their work. These earnings are subject to appropriate income tax regulations. Teaching assistants must abide by student employee guidelines as published in the Student Employee Handbook. TA's are expected to work no more than 10 hours per week, but that can vary based on the requirements of the course. TA's must coordinate their hours with the supervising faculty member. International students are eligible for TA positions as they are considered on-campus employment. However, international students may not work more than 10 hours per week of on campus employment.

Faculty Assistantships

Faculty assistantships (FA) are appointed to assist faculty members. Expectations on the time of work spent, the quality of work, and supervision will be provided by the assigned faculty member. Faculty assistants must also abide by student employee guidelines as published in the Student Employee Handbook. Incoming students can apply for FA positions online through The Chicago School's website and may submit applications to the Office of Financial Aid. Faculty assistants will be paid on an hourly basis for their work. These earnings are subject to appropriate income tax regulations. Faculty assistants are expected to work no more than 10 hours per week. Please arrange expected hours with the supervising faculty member. International students are eligible for FA positions as they are considered on-campus employment. However, international students may not work more than 10 hours per week in on campus employment.

Financial Aid Professional Code of Conduct

The Office of Financial Aid supports and adheres to the guidelines of ethical conduct developed by the National Association of Student Financial Aid Administrators ([NAFSAA](#)).

SECTION FIVE

Academic Policies and Procedures

Registration

The Chicago School operates on a semester system. There are three semesters per academic year: fall, spring, and summer. The fall semester consists of 15 weeks; the spring semester is 16 weeks (inclusive of spring break week), and the summer semester is 9 weeks.

The Chicago School offers a modified semester system for select programs. These courses are offered every half-semester, or eight week period, and are designated as Term 1 or Term 2 of the semester (i.e. Fall 1, Fall 2).

Each semester, prior to the start of the online registration period for the campus-based students, a schedule of course offerings will be made available to students online. Students are assigned a registration date and time frame based on credit hours completed as of the prior semester. Classes are filled on a first-come, first-served basis.

Students in the campus based programs/tracks at The Chicago School register for courses themselves via the Student ePortal *. It is the responsibility of the student to register online each semester during the designated registration period to avoid a late registration fee or administrative withdrawal due to lack of enrollment. Each semester prior to the distribution of the schedule of courses, students will receive an email indicating their designated registration date and times. Students may register for classes during their Initial Registration Period. Once registered, students may modify (add/delete) their registration online through ePortal during the Open Schedule Modification Period at no additional charge. Once the Open Schedule Modification Period ends, students may no longer register or modify their schedule via ePortal for that semester. The Add/Drop Period begins following the end of the Open Schedule Modification Period. Students may add or drop courses from their schedule by submitting an Add/Drop form. An add/drop fee is charged per form submitted. The Add/Drop Period is open through the add/drop deadline (the first school day following the first week of classes).

Prior to registration, students must clear any holds (unpaid tuition, overdue library materials, etc.) that will prohibit their ability to register. Students are strongly urged to view the ePortal guide (located on The Chicago School's website under "Current Students") prior to registering.

The Academic Calendar is also available on the school's website. The dates of registration for future semesters may be verified at any time using this resource.

* Students enrolled in the ExCEL programs are registered by The Chicago School.

Required Continuous Registration

The Chicago School expects students to remain continuously enrolled during the full academic year (fall, spring, and summer semesters). Students in programs that do not require summer semester enrollment will be considered in good standing if they do not register during the summer semester. Students that are required to maintain their registration throughout the academic year by their program must either be registered or take an approved leave of absence in order to maintain their good standing at the school. A [Petition for Leave of Absence](#) (LOA), signed by the department chair, must be submitted to the registrar in order for the leave to be enacted.

Late Registration Fee for Continuing Students

Following initial matriculation, a late registration fee is assessed for students who fail to register during the designated registration period.

Failure to Register

Failure to register, or attending classes without registering, automatically places a student on Academic Warning, and the student is referred to the department chair for sanctions including possible dismissal from the school. In addition, students who fail to register by the add/drop deadline and who are not on a pre-approved leave of absence will be automatically withdrawn from the institution.

Completion of Registration

Registration is complete only when tuition and other charges for the semester are paid or satisfactory arrangements for payment are made. Registration for subsequent semesters will be denied to students who have an outstanding balance and who have not been cleared by the Office of Student Accounts. Tuition is due in full by the end of the first week of the semester unless students are on an approved payment plan or receiving financial aid.

Cross-Program Course Registration

Depending on availability, students may register for course work offered in another program. Students must receive approval from their department chair to ascertain whether the course will meet the program's graduation requirements. Students must also have approval from the department chair of the program in which the course is being offered (host program) before registering. Students will need to register for a cross-listed section of a course in their own program curriculum that matches the course in the other program. Registration will need to be coordinated between the host program and the registrar.

Auditing Courses

A student who wishes to audit a course must register for the course in the same manner as courses taken for credit (by the add/drop deadline of a semester, students must contact the registrar in writing and identify the course(s) for which they have registered and wish to take as an auditor). Failure to provide this notice during the specified time will result in a course grade and regular tuition charges. After the Add/Drop Period, any course that a student has previously identified as an audit course may not be changed to a credit course. Audit courses are charged at 50% of the standard tuition rate. The course instructor determines the participation requirements for audit students.

Adding/Dropping Courses

During the Add/Drop Period students may register for additional courses or remove courses from their schedule by submitting an [Add/Drop Form](#) to the registrar. After the add/drop deadline, students will not be able to add any additional courses. An add/drop fee applies to all schedule changes and is charged per form submitted.

Adding Courses

- Fall/Spring/Summer Semesters – Adding courses may only be done until the add/drop deadline, which is after the first full week of the semester. (See the academic calendar, located on The Chicago School's website, for term dates.)

Dropping Courses

- Fall/Spring Semesters – A grade of "WF" will be assigned to campus-based courses dropped after the ninth week of the semester. A grade of "WF" will be assigned to half-semester online courses dropped after the fifth week of the term. (See the "Tuition Refunds" section for more details.)
- Summer Semester – A grade of "WF" will be assigned to courses dropped after the fifth week of the semester. A grade of "WF" will be assigned to half-semester online courses dropped after the fifth week of the term. (See the "Tuition Refunds" section for more details.)

If a student receiving financial aid completely withdraws before the 60% point in the term, a Return of Title IV Funds Calculation will be performed to determine how much of the financial aid has been earned. This calculation may result in the need to return funds to the lender and may cause the student to owe a balance to the institution. (Please see "Section Four: Financial Policies and Assistance" of this document for additional information.)

Students-at-Large/Non-Degree Seeking Students

Persons not admitted to a certificate or degree program but who wish to enroll in a course—on a space available basis—may do so by completing the Student-at-Large (SAL) application through the Office of Admission. SALs must satisfy all prerequisites set for the course(s) for which they wish to enroll. Only two courses (maximum of six credit hours) can be completed as an SAL. Credits earned as an SAL will not necessarily apply toward a degree if the student is subsequently admitted to a degree program. SALs are not eligible for financial aid.

Student-at-Large Registration

After acceptance of the application, the approved Student-at-Large Contract—indicating the courses for which the SAL is approved to register—is submitted to the registrar. This form must bear the signature of the department chair.

Transfer of Credit – Degree Programs Only*

Students wishing to petition for transfer credit for previous course work earned at another accredited institution are required to submit a Petition for Transfer/Waiver of Credit to the registrar. After evaluating the courses' eligibility for transfer the registrar will forward the completed request form to the department chair for review and decision. The department chair will forward the outcome of the review to the registrar who will then notify the student of the decision. The decision to accept transfer credit is solely at the discretion of the school. The school reserves the right to require satisfactory performance on an examination before awarding transfer of credit. Satisfactory completion of a competency examination may be required before transfer of credit is awarded when the course in question has been taken more than five years prior to admission.

Approved transfer credit will be posted to the student's transcript after he or she has registered and remained in residence beyond the first week of the semester. Submitted transfer credit paperwork will be held for processing until the first week of the semester has been completed. Approved transfer credit will not be factored into a new student's registration time. All new students register during the same designated period regardless of transfer credit. Transfer credit will affect registration eligibility in subsequent semesters.

Transfer of credit is subject to the following conditions.

- Transferred course credit is restricted to graduate level courses from a recognized, regionally-accredited graduate degree granting institution.
- Transfer of credit is awarded only for required courses.
- Transfer of credit is not granted for practicum or internship.
- Transfer of credit is granted only for courses in which the grade obtained was a "B" or higher. Pass/Fail courses are ineligible.
- No credit will be transferred for course work that is more than 10 years old.
- All course work being submitted for transfer credit evaluation must have been completed prior to matriculation.
- For doctoral programs, a maximum of 21 semester hours may be transferred.
- For Master's programs, a maximum of 12 semester hours of credit for course work completed may be transferred (a maximum of nine semester hours for the M.A. I/O program).
- For ExCEL programs, a maximum of nine semester hours may be transferred.

Students will be charged a transfer of credit fee for each credit hour of transfer credit awarded. Please reference the current schedule of tuition and fees for transfer of credit fee information.

*Certificate programs typically do not allow transfer of course credit.

Waiver of Courses – Degree Programs Only*

Any student with previous graduate course work who has already received the maximum transfer credits may request a waiver of additional course work. Waiver of courses does not reduce the total number of hours of course work to be completed at The Chicago School; it permits students to substitute course work as permitted by the department chair. An international student with undergraduate course work equivalent to a required course, discretionary by the department chair, may apply for a course waiver. Waiver will not apply to undergraduate courses offered by U.S. educational institutions. Waived courses appear on the student's transcript as waived with zero credits.

Students seeking both a waiver and transfer of credit may not exceed the total credit hours designated by the program.

- For doctoral programs, a maximum of 21 semester hours may be waived.
- In doctoral programs, a total of 30 waiver and transfer of credit hours may not be exceeded.
- For Master's programs, a maximum of 12 semester hours may be waived (a maximum of three semester hours may be waived for the M.A. I/O program).
- In Master's programs, a total of 12 waiver and transfer semester hours may not be exceeded (in the M.A. I/O program, waiver and transfer credit cannot exceed a total of nine semester hours).
- For ExCEL programs, a maximum of nine semester hours may be waived

*Certificate programs typically do not allow waiver of course credit.

Leave of Absence

Students who wish to petition for a leave of absence (LOA) must complete and submit a [Petition for Leave of Absence](#) to the registrar. Students considering an LOA should consult with their advisor prior to taking any leave of absence, particularly students enrolled in Executive and Professional Education programs. Due to the lock step nature of the curriculums a leave of absence may delay a student's completion of her or his program. A leave of absence may not exceed three consecutive

semesters, not may a student be on LOA for more than a total of three semesters during his/her course of study. In rare circumstances, a student may petition the Department Chair to request a fourth semester of leave. An LOA generally will not be granted to campus-based or ExCEL students on Academic Warning or Probation.

Student loan recipients who take an approved LOA may exhaust some or all of the grace period during the leave. Financial aid recipients are advised that if they take an LOA exceeding more than 180 days within a 12-month period, their loans may go into loan repayment. Upon return from the LOA, the student is permitted to complete the course of study begun prior to the LOA. Financial aid recipients interested in taking an LOA are strongly encouraged to contact the Financial Aid Office to identify any specific financial aid complications that may result.

All students on leave of absence are reviewed each semester that they are on leave by the Office of Academic Records. Students who fail to comply with the terms and conditions of an approved leave of absence may be subject to dismissal. A student who takes an LOA is considered withdrawn if the student does not return from the leave within the approved timeframe. In these cases, the date of withdrawal is the date the institution determines the student began the LOA. Students returning from an LOA must complete a Leave of Absence Return form and notify the Financial Aid Office so eligibility can be determined and financial aid can be packaged for the student for the upcoming semester.

Full- and Part-Time Enrollment Status

PROGRAMS		CREDIT HOURS PER SEMESTER			
		FULL-TIME Fall and Spring	FULL-TIME Summer	PART-TIME Fall and Spring	PART-TIME Summer
BCBA & BCABA Respecializations		7	7	3	3
M.A. in Clinical Psychology, ABA Specialization		9	5	5	2
M.A. in Clinical Psychology, Counseling Specialization		9	5	5	2
M.A. in Forensic Psychology		9	5	5	2
M.A. in Forensic Psychology, ExCEL Track**		9	9	3.5	3.5
M.A. in Industrial/Organizational Psychology		9	5	5	2
M.A. in Industrial/Organizational Psychology, ExCEL Track**		9	9	3.5	3.5
Ed.S. in School Psychology		9	5	5	2
Psy.D. in Clinical Psychology (Generalist and Child/Adolescent Tracks)		11	5	5	3
Psy.D. in Business Psychology	Pre-M.A. degree (typically years 1-2)	9	9	6	6
	Post-M.A. degree (typically years 3-5)	6	6	3	3

**Students enrolled in ExCEL degree programs follow a modified semester schedule composed of two eight-week terms per semester.

The following courses qualify a student for immediate full-time status for the purpose of determining financial aid and loan deferment eligibility:

- Clinical Psy.D. dissertation courses: PY622-626 and PC/PY631-635
- Clinical Psy.D. proposal development seminar: PY621, PC/PY630
- Clinical Psy.D. internship: PC/PY650-653
- Business Psy.D. internship: PB595 and 596
- Business Psy.D. dissertation development: PB610-612
- School Psychology Ed.S. internship seminars: SP620-622

The following courses qualify a student for immediate half-time status for the purpose of determining financial aid and loan deferment eligibility:

- Applied Behavior Analysis M.A. practicum maintenance: BH997
- Applied Behavior Analysis M.A. thesis maintenance: BH998
- Clinical Psy.D. half-time dissertation courses: PY6221, 6222, PY6241, PY6242
- Clinical Psy.D. half-time internship: PC/PY660-665
- Clinical Psy.D. practicum seminars: PC/PY484-487, PC/PY504-507, PC/PY 604-607
- Clinical Counseling M.A. practicum and internship and seminars: CC497, 499, and 501
- Forensic Psychology M.A. Licensure track - practicum and internship seminars: FO644-646
- Forensic Psychology M.A. Non-Licensure Practice track – practicum and internship seminars: FO661-663
- Forensic Psychology M.A. Thesis track – thesis courses: FO654-657
- Forensic Psychology M.A. Licensure or Non-Licensure Practice track - practicum and internship maintenance: FO997
- Forensic Psychology M.A. Thesis track - thesis maintenance: FO998

Satisfactory Academic Progress

Students are required to maintain satisfactory academic progress toward the completion of their degree program. In addition, federal regulations require that financial aid recipients make satisfactory academic progress toward a degree to remain eligible for financial aid. The charts on the following pages detail academic standing.

DESCRIPTION	
ACADEMIC STANDING: GOOD STANDING	<p>Good Standing Students are considered in good standing if:</p> <ul style="list-style-type: none"> • <i>They have earned a cumulative GPA of 3.00 or above</i> • <i>They are meeting the maximum incremental timeframe requirement</i> • <i>They are not on Academic Warning/Probation</i> <p>Academic Watch A student is placed on Academic Watch for one semester for receiving a grade of "C." Students may also be placed on Academic Watch for failure to achieve their program's expectations for professional behavior, as well as problems identified in off-site training placements. Programs may place students on Academic Watch for additional reasons not outlined here. Additionally, students on Academic Warning/Probation may be placed on Academic Watch status after meeting the initial requirements to be removed from Academic Warning/Probation. <i>Students on Academic Watch are considered to be in good standing.</i></p>
	<p>EVALUATION POINT Students are reviewed at the end of each semester.</p> <p>Please note: The Office of Academic Records is responsible for reviewing students at the end of each term to determine academic status. The Office of Academic Records will notify the student, the student's advisor, and the department chair and/or associate department chair, and the associate vice president for engagement and student affairs if a student is placed on Academic Watch for receiving a grade of "C". The academic program is responsible for determining if a student is placed on Academic Watch for failing to meet the program's expectations for professional behavior or for problems identified in off-site training placements. In these cases, the program will notify the student, the student's advisor, the associate vice president for engagement and student affairs, and the Office of Academic Records.</p>
	<p>FINANCIAL AID IMPACT Students in good standing are eligible for financial aid.</p>
	<p>ACTION Students placed on Academic Watch will be required to meet with their advisor who will coordinate and oversee the implementation of an Academic Development Plan.</p>
	<p>REMOVAL Students placed on Academic Watch because of receipt of a grade of "C" are automatically removed from Academic Watch if they do not receive any grades of "C" or below in the next semester.</p> <p>Students placed on Academic Watch by their program for other reasons (e.g., professional comportment issues) are removed from Academic Watch after they successfully complete the requirements set forth in their Academic Development Plan.</p>
	<p>APPEAL Because students on Academic Watch remain in good standing, there is no appeal process.</p>

DESCRIPTION	
	<p>Academic Warning/Probation Students are placed on Academic Warning/Probation for:</p> <ul style="list-style-type: none"> • Receipt of one grade of "F" or "NP" • Receipt of two grades of "C" or below • Failure to meet the requirements for removal from Academic Watch as detailed in the Academic Development Plan • Failure to meet the minimum cumulative GPA requirement of 3.00 • Failure to meet incremental timeframe requirements of the program in which they are enrolled • Failure to meet other specific requirements outlined by their program • A result of actions taken by the Student Affairs and/or Training and Community Engagement Committee. (See Section Three: Student Rights and Responsibilities for additional information.) <p>Note: Students may be placed on Academic Warning/Probation for reasons other than those stated above. Please see the section of this handbook titled "Student Rights and Responsibilities" for further information.</p>
EVALUATION POINT	<p>Students are reviewed at the end of each semester for grade requirements, cumulative grade point average requirements, and progress on Academic Development Plans. Students are reviewed at the end of each summer term for incremental timeframe requirements. Students may be reviewed at other times on an as-needed basis.</p> <p>Note: The Office of Academic Records is responsible for reviewing students at the end of each semester to determine academic status. The Office of Academic Records will notify the student, the student's advisor, the Office of Financial Aid, and the department chair or associate department chair, and the associate vice president for engagement and student affairs if a student is placed on Academic Warning/Probation. The Office of Academic Records will consult, as necessary, with the program and committees to ascertain this information.</p>
FINANCIAL AID IMPACT	<p>Students on Academic Warning/Probation are eligible for financial aid for one term. If a student fails to be removed from Academic Warning after one term, the student becomes ineligible for financial aid until he or she is removed from Academic Warning/Probation.</p> <p>Note: The Office of Financial Aid will notify students of their financial aid eligibility.</p>
ACTION	<p>Students placed on Academic Warning/Probation are required to meet with their advisor and/or department chair who will develop an Academic Development Plan.</p> <p>Students placed on Academic Warning/Probation are also required to meet with a financial aid advisor to review financial aid implications.</p>
REMOVAL	<p>Students are removed from Academic Warning if:</p> <ul style="list-style-type: none"> • They do not receive any grades of C or below in the semester during which they are on Academic Warning/Probation. • They successfully meet the requirements of their Academic Development Plan. • Their cumulative GPA is raised to 3.00 or above. • They meet incremental timeframe requirements.
APPEAL	<p>Students who have been placed on Academic Warning/Probation may appeal the decision. In addition, students who have had eligibility for financial aid suspended may submit a written appeal to have the aid eligibility restored.</p> <p>In both cases, students must submit the appeal in writing to both the Office of Financial Aid and the department chair. The letter must be submitted within 14 days of the date of notification, and the appeal must be based upon extenuating circumstances (such as illness, death in the family, etc., extreme emotional stress, etc.)</p> <p>The Office of Financial Aid and department chair will render a joint decision within 30 days of receipt of the student's letter.</p> <p>Note: This policy does not relate to the appeal of grades. See the grade appeal process described in the Academic Policies and Procedures Section of this handbook.</p>

ACADEMIC STANDING: DISMISSAL	DESCRIPTION	
		<p>Dismissal Students are dismissed for:</p> <ul style="list-style-type: none"> • Receipt of two grades of "F" or "NP" in a single semester or cumulatively • Receipt of three grades of "C" or below in a single semester or cumulatively • Failure to make appropriate progress on Academic Development Plan • A result of actions taken by the Student Affairs and/or Training and Community Engagement Committee. (See Section Three: Student Rights and Responsibilities for additional information.) <p>Note: Students may be dismissed for reasons other than those stated above. Please see the section of this handbook titled "Student Rights and Responsibilities" for further information.</p>
	EVALUATION POINT	Students are reviewed at the end of each semester or on an as-needed basis.
	FINANCIAL AID IMPACT	Students dismissed from the institution are ineligible for financial aid. In-school loan deferment status ends as of the dismissal date. According to U.S. Department of Education regulations, financial aid previously received by dismissed students may be returned to the lender by the institution depending on the date of dismissal. In such cases, the student may owe the institution for aid returned or outstanding charges.
	REMOVAL	Students may only be removed from dismissal status upon successful appeal of the dismissal.
APPEAL	<p>Students who have been dismissed from the institution may submit a letter of appeal to the president within 30 days of the date of notification. The appeal must be based upon extenuating circumstances (such as illness, death in the family, etc., extreme emotional stress, etc.)</p> <p>Note: This policy does not relate to the appeal of grades. See the grade appeal process described in the Academic Records Policies and Procedures section of this handbook.</p>	

Timeframe Requirements

The Chicago School is required to monitor students' progress toward completion of a degree on both a maximum and incremental timeframe basis for the purposes of determining eligibility for financial aid. In addition, academic programs require that students complete their programs within a specified time period using an approved study plan. This may include requirements for full-time study, for example, or that students complete their course work in a particular sequence. Students have the responsibility to ensure they are meeting the requirements of their program as well as the timeframe requirements detailed below.

Maximum Timeframe Requirements

DEGREE PROGRAM	LENGTH OF PROGRAM (Full-Time)	MAXIMUM TIME FOR COMPLETION
BCABA Respecialization <i>Certificate with practicum</i>	2 years	3 years
BCBA Respecialization <i>Certificate with practicum</i>	2 years	3 years
M.A. Applied Behavior Analysis	2 years	5 years
M.A. Clinical Counseling	2 years	5 years
M.A. Forensic Psychology	2 years	5 years
M.A. Forensic Psychology, ExCEL track	2 years	3 years
M.A. I/O Psychology	2 years	5 years
M.A. I/O Psychology, ExCEL track	2 years	3 years
Ed.S. School Psychology	3 years	7 years
Psy.D. Clinical Psychology	5 years	7 years
Psy.D. Business Psychology	5 years	7 years

Students are required to complete their degree within the maximum timeframe allotted for their program. A student who fails to graduate within the maximum timeframe is ineligible to receive financial aid. A student may submit an appeal letter explaining the extenuating circumstances that resulted in the inability to complete the program within the

maximum timeframe. The student will also be required to outline a plan for completion. This plan must be approved by the department chair, the student's advisor, and the Office of Financial Aid. The academic program may approve the plan; however, the decision to extend financial aid eligibility beyond the maximum timeframe is made by the Office of Financial Aid.

Incremental Maximum Timeframe Requirements

In order to meet maximum timeframe requirements, students are required to have completed at least the following number of total credit hours at the end of each year. Incremental maximum timeframe requirements are evaluated annually at the end of the summer semester.

PROGRAM	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
BCABA Certificate with practicum	6	12	17				
BCBA Certificate with practicum	9	18	27				
M.A. Applied Behavior Analysis	10	20	30	40	48		
M.A. Clinical Counseling	10	20	30	40	48		
M.A. Forensic Psychology	10	20	30	40	50		
M.A. Forensic Psychology, ExCEL Track	12	24	35				
M.A. I/O Psychology	10	20	30	40	46		
M.A. I/O Psychology, ExCEL Track	12	24	35				
Ed.S. School Psychology	11	22	33	44	55	66	77
Psy.D. Clinical Psychology	13	33	46	61	89	106	106*
Psy.D. Business Psychology	12	24	39	54	69	84	97

* Students finish the clinical internship by the end of year seven. The clinical internship counts toward the completion of training hours, not credit hours.

Note: These are the minimum base number of credits that a student must cumulatively earn in order to meet the maximum incremental timeframe requirements. Programs generally require significantly more credit hours to be completed. Please consult directly with your program or advisor.

Additional Factors Affecting Satisfactory Academic Progress

Dropping Course work

Dropping course work may impact students' ability to meet incremental maximum timeframe requirements.

Repeating Courses

A student who receives a grade of "C" or below in a required course for her or his program must repeat and pass that course. Failing grades will be included on the student's transcript. Only the most recent grade will be included in the grade point average. The credits for both the failed course and the passed course will be counted in the credits attempted for the purpose of determining financial aid eligibility. Grades of "F" and "C" are not counted toward graduation requirements.

In addition,

- The course must be successfully completed within one academic year in order for the student to receive course credit and to graduate. Executive and Professional Education students must repeat the course when next available.
- When the course is successfully completed, the second grade will be computed in the cumulative grade point average; the quality points for the first grade ("F" or "C") will no longer be computed in the student's GPA.
- The original grade ("F" or "C") will remain on the student's transcript.

Incomplete Courses

An incomplete ("I") grade may be issued by instructors to students who do not complete course requirements by the end of the semester. Students must complete the course requirements outlined in the Contract for Issuance of Incomplete document by the required deadlines in order to earn a grade for the course. The incomplete course will count in the credits attempted for the purpose of determining financial aid eligibility. Only the final grade will be included in the cumulative grade point average. Deadlines for completion of incomplete grades are explained in the Academic Policies and Procedures section of this handbook.

Student Review Meetings

At Student Review Meetings, advisors generally present their advisees and solicit feedback from the faculty regarding students' progress in the program. After having reviewed the students' academic and professional performance, work samples, practicum, thesis, or internship feedback and evaluations, etc., the faculty forward written feedback to each student reviewed. First-year students are generally reviewed at the end of fall, spring, and summer semesters although individual programs may vary. More advanced students are reviewed a minimum of once per year. Permission to apply/attend practicum and internship is normally granted during Student Review Meetings.

Grade Changes

A change to a posted grade may be approved by an instructor, department chair, or faculty committee appointed by a department chair. A Grade Change Request form must be submitted to the registrar in order to enact a change to a grade. All grade appeals must be submitted to the course instructor within the first three weeks of the next semester immediately following the semester in which the grade was earned. If the instructor that originally gave the grade is not available, the grade appeal should be submitted to the Department Chair.

Grade Point Classification

All academic work in courses, seminars, independent studies, and practicum/internship is evaluated by the instructor and is noted on the student's transcript. Instructors award one of the following grades.

GRADE	POINTS	DESCRIPTION
A	4.00	Superior
A-	3.67	Excellent
B+	3.33	Very Satisfactory
B	3.00	Satisfactory
B-	2.67	Marginally Satisfactory
C	2.00	Below Expectations
F	0.00	Unacceptable
P	0.00	Pass (not calculated into GPA)
NP	0.00	No Pass
CR	0.00	Credit (for dissertation)
NC	0.00	No Credit (for dissertation)
IP	0.00	In Progress (temporary grade used only for practica and internship)
W*	0.00	Withdrawal
WF*	0.00	Withdrawal after 60% of semester
AU*	0.00	Audit
I	0.00	Incomplete
XX	0.00	Denotes continuous enrollment

* Grade awarded by administrative staff in accordance with institutional grading policies.

Academic Grading Criteria

The design, goals, and expectations instructors set forth in the syllabus for individual courses will determine the criteria by which a student is evaluated. Generally, in awarding academic grades, instructors may assess any or all of the following aspects of a student's performance.

- Understanding of the course material at a competent level
- Ability to critically assess and synthesize research findings
- Ability to critically analyze theoretical materials
- Ability to apply conceptual models to problems in practice
- Engaging in discussion and debate, and presents a clearly articulated and defensible position on the issues

- Displaying intellectual curiosity and a desire to learn
- Writing in a clear and direct manner
- Demonstrating critical thinking and scientific inquiry
- Performing at competent levels on professional tasks

In-Progress Grade Policy

The grade of "in progress" (IP) is assigned to students who have not fulfilled their training requirements for a given semester by the conclusion of that semester. If the student does not resolve the "IP" grade by the add/drop deadline of the subsequent semester, the course grade will revert to an "Incomplete" (I) grade and is subject to the Incomplete Grade Policy. The student will have six weeks from the subsequent semester start date to resolve the incomplete grade. Should the student fail to resolve the incomplete grade by the deadline, the "I" grade will revert to an "F." It is the student's responsibility to resolve any "IP" grades on her or his record by the appropriate deadlines.

Incomplete Grade Policy

Students may request an incomplete (I) grade from an instructor if, due to compelling circumstances beyond her or his control, the student has been prevented from completing an element of the course that is required to determine a final grade (e.g., take final exam). A student cannot request an incomplete grade after the last day of course instruction. Incomplete grades are not granted as a means of extending the standard amount of time given to students in a course to successfully complete the required course work. ***A grade of "I" will be automatically changed to a grade of "F" unless the requirements set forth below are met.*** Incomplete grades are also issued in the event that an "in progress" training grade is not resolved by the "IP" grade deadline (see the "In Progress Grade Policy" section for more information).

Students may be granted an incomplete (I) grade under the following circumstances:

- The student must be passing the course at the time the incomplete is requested and granted.
- The student, or the student's advisor or department chair if the student is incapacitated, must initiate the request for the incomplete.
- The student must be able to cite extraordinary circumstances and provide documentation of circumstances, when requested, to justify the incomplete.
- The instructor determines what work is required to remove the incomplete grade. The student will receive the instructor's directions for completion of the "I" grade in writing via a "Contract for Issuance of Incomplete" form. Dates of required completion must meet institutional requirements and allow the instructor time to grade the remaining material and forward a grade to the registrar by the due date. The instructor has one week to submit a final grade to the registrar.
- A student receiving an "I" grade may proceed with the next level of courses for the following semester. However, if the course for which the "I" grade was received is a pre-requisite for a course(s) the subsequent semester, the student will be prevented from registration for that course until the "I" grade is replaced.
- Any student taking a leave of absence (LOA) with an "I" grade on the transcript may not submit work to replace the "I" grade while on LOA. Additionally, separate from the request for an LOA, the student must petition the department chair for permission to extend the completion of the "I" grade to the semester in which they return from leave.

The student has a maximum of six weeks after the semester end date in which the grade was issued to complete the required course work; instructors may set an earlier deadline, communicated to the registrar in writing.

Should the student experience extenuating circumstances that prevent completion of the course work within the prescribed time period, he or she must petition the department chair to extend the deadline. Requests should be made in writing after obtaining approval of the advisor and should include a specific date for completion of the course work.

All grades of "I" must be resolved prior to the start of a training experience. Students with a cumulative GPA of less than 3.0 may be restricted from applying to and/or attending practicum or internship training.

Academic Advisement

On-Campus Programs

Advising is an integral part of the programs of The Chicago School. Program faculty serve as advisors; each student is assigned an advisor at the time of first enrollment. A student may request a new advisor. The student must complete the Advisor Change form, including obtaining the approval signatures of the former and new advisors, and submit it to the Department Chair or designee for approval. If approved by the Department Chair or designee, the form will be subsequently submitted to the Office of Academic Records for entry into the student's academic record.

The student is responsible for selecting a new advisor as circumstances may require. The department chair or designee is available to assist enrolled students in the selection of an advisor. At no time are students to be without an advisor. Students must contact their advisors regularly to review their professional development as well as their academic and practical training.

Executive and Professional Education Programs

Students in the Executive and Professional Education degree and certificate programs will be advised by the department chair or designee.

Advising Expectations

The school expects the following of the advising relationship.

- Returning students should consult with their advisor prior to registration.
- Students should meet with their advisor at least twice a year to review academic and professional performance.
- Students should consult with their advisor before a problem or concern becomes serious.
- Advisors are responsible for coordinating their student's progress each academic year at the faculty-student review meetings.

Advising Relationship

The faculty advisor provides a proactive review of a student's progress through the program and the development of an academic development plan to address any areas of deficiency or weakness. The advisement relationship offered to students will include:

- Review of past course work and advice concerning course choices for the coming semester
- Review and discussion of career planning in relation to past experiences, present needs, and future professional goals
- Review of all grades, evaluations, and additional narratives commenting on performance in previous semesters
- Participation in the development and oversight of Academic Development Plans as required by the department chair, associate department chair, associate vice president of engagement & student Affairs, the Student Affairs Committee, or Training and Engagement Committee.
- Availability for discussion of personal concerns that affect academic and professional progress
- Referral for additional help at the request of the student when necessary and appropriate

Residency Requirement

It is expected that students will fulfill all degree requirements through courses offered at The Chicago School. Under unusual circumstances, and subject to the approval of the department chair, a student may be permitted to complete certain course requirements at another institution. Requests to fulfill degree requirements at another institution must be made in writing to the department chair.

Clinical Psy.D. Students: In accordance with American Psychological Association (APA) and Illinois state licensure requirements, Psy.D. program students must comply with one of the following requirements.

- Completion of two consecutive semesters of full-time study at The Chicago School
- Completion of 30 credit hours within one twelve-month period at The Chicago School

Graduation and Commencement

Students are required to submit a [Petition for Program Completion form](#) online to the Office of Academic Records and submit the graduation fee to the Office of Student Accounts within the published deadlines in order to be eligible to participate in commencement and/or ensure timely degree conferral. The petition is a request to conduct a degree audit in order to determine eligibility for the degree. Students who meet the requirements to receive a degree are eligible to participate in the next scheduled commencement if she or he wishes to do so.

Students will not have their degree conferred, receive transcripts, a diploma, or other official school documentation until all library books are returned and any outstanding tuition and fees or other indebtedness to the institution are paid.

Academic Completion Requirements

A student will be deemed to have academically completed all degree requirements as follows:

- Satisfactory completion of all required credit hours
- Satisfactory completion of all training requirements
- Cumulative grade point average of 3.00 or higher
- Satisfactory completion of all competency exams

- Successful completion of a dissertation (Psy.D. students) or thesis (M.A. students, if applicable)
- No outstanding student account balance
- Submission of Petition for Program Completion

Participation in Commencement

Participation in commencement is open to all students who will earn a Master's or doctoral degree. All graduates and students deemed academically complete since the previous ceremony are invited to participate in the next scheduled commencement ceremony. Students who have substantially completed all degree requirements (but are not yet academically complete) and who wish to participate in commencement must submit a Petition for Program Completion to the Office of Academic Records. Students who wish to participate in the commencement ceremony, but are not yet academically complete, must be deemed substantially complete by the department chair and meet eligibility requirements set by the Office of Academic Records before permission to participate will be granted. Students who wish to be deemed substantially complete should contact their department chair. If approved, notification of substantial completion must be given in writing to the registrar within the deadline for submitting the Petition for Program Completion. Participation in commencement does not confer a degree or release the student from his or her obligation to satisfactorily complete curricular or other requirements.

Degree Conferral

A degree is not officially considered earned until the degree conferral date is posted to the student's transcript. Degrees are typically conferred on the end date of the academic term in which the student completes the degree requirements. When a thesis, dissertation, practicum, or internship is required for degree completion, the length of time required for completion may extend beyond the end date of the last semester of enrollment. If the requirement can be completed prior to the add/drop deadline of the next semester, the student's degree conferral date will be the add/drop deadline date of the next semester. If the requirement is not completed by the add/drop deadline the student will be required to register for the next semester and the date of degree conferral will be the end date of the student's final semester of enrollment.

Diplomas

Diplomas are produced for graduates after the end of each semester. All diplomas are mailed to graduates at the address indicated on the [Petition for Program Completion form](#), generally eight weeks after the end of the semester in which the graduate petitioned for and earned the degree.

Certificates

Students who are participating in a Chicago School certificate program will receive a certificate at the end of the final term. All certificates are mailed to graduates at the address the school maintains on file, generally eight weeks after the end of the semester in which the graduate earned the degree.

SECTION SIX

Student Life

Email Accounts

Each enrolled student is provided a school-sponsored email account. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the school. The school will not direct electronic correspondence from official school email accounts to personal email addresses; students are expected to utilize the institutional email addresses for *all* electronic communication about school matters. Student email accounts are deactivated three months after graduation. Accounts of students who withdraw from the institution or are dismissed are cancelled immediately.

Student Identification Cards

The Office of Student Services issues an identification card to each enrolled student. Online students also have the option of visiting campus and obtaining an identification card. This card permits student access into the building and allows for the use of materials and services in the library. The student identification card may also be used as a debit card for purchasing photocopies and vending items. Cards are distributed with zero value. Funds may be added to the card at the Cash to Card dispenser located in the fifth floor student lounge. This card must be carried at all times.

Students must report all lost, stolen, damaged or misplaced cards to the Office of Student Services immediately. A replacement fee applies to all reissued cards. Debit balances on lost or stolen cards will not be reimbursed to students.

Address Change

Students are responsible to maintain updated contact information on file with the school at all times to ensure appropriate delivery of school correspondence and the school's ability to contact the student regarding school matters. Address changes must be initiated by the student online through the [Student ePortal](#) (which may also be accessed through the [Global Login Portal](#) on The Chicago School website). In order to protect the privacy of student records information, changes will not be accepted by telephone.

Name Change

Students are responsible for keeping the school updated as to their correct legal name at all times. Students must submit official proof of legal name changes in the form of a driver's license or state ID, marriage license, or court document. A photocopy of the documentation submitted as proof of the name change must be attached to the Name Change Request form and submitted to the Office of Student Services. Please note: the student's school email address will be changed to reflect their new name.

Student Association

The Chicago School Student Association (CSSA) exists to meet the needs and serve the interests of all students at The Chicago School. The CSSA strives to fulfill its mission by addressing various aspects of student life, including personal/professional development, information resources, social outlets, and a voice for student concerns. Cooperation, collaboration, and communication form the foundation of the CSSA, encouraging and supporting an open student environment. Recognizing that students' needs and interests go beyond the academic environment, the CSSA hopes to enhance the student experience by providing opportunities for personal and professional development and social interaction.

Structure and Purposes

The structure devised by the student body provides for the election of the student-staffed cabinet in April of each year. The term of office is one year. Representatives' formal roles and responsibilities are to:

- Provide a forum through which students may establish policies concerning student governance at the school
- Establish policies and methods of disbursing student activity fees in a just and equitable manner
- Supervise the election and appointment of student representatives
- Disseminate information to students concerning the status of the school and the student association
- Recommend student representatives to appropriate academic and administrative committees of the school and to the Board of Trustees
- Represent the student body as a member of the National Student Organization of Professional Schools of Psychology

- Facilitate a dialogue between the faculty, administration, and students and act as advocates for student concerns to faculty and administration. Members of the student association meet regularly with a representative from the Office of Community Partnerships to communicate student concerns and suggestions, and to seek resolution to student problems.

The director of community partnerships serves as the liaison between the administration of The Chicago School and the student association and oversees its budget. Regular communication between students and administration may also occur several times a year at open-forum meetings to discuss major issues, recent policy changes, or other matters of interest; all attendees are free to raise issues for discussion.

Representation on Committees of the Faculty

Students have voting representation on certain committees of the faculty. Department chairs, in collaboration with CSSA, appoint students to serve on committees. Information regarding the work of the committees is available from the department chairs.

Other Student Organizations

From time to time, Chicago School students identify the need and desire for organizations devoted to specific interests and activities. Students wishing to establish such groups should consult with a cabinet member of the CSSA for more information. Groups wishing to become funded and officially recognized on campus are required to register with the CSSA and contact the director of community partnerships.

Center for International Services

The Center for International Services assists all international students studying on an F-1 student visa. Any questions regarding status, travel, employment (on-campus or off-campus), Curricular Practical Training and Optional Practical Training should be directed to the center's director.

Student Mental Health Services

The Chicago School's Mental Health Services Referral program provides all Chicago School students with access to reduced cost services. Each student is entitled to an initial evaluation with a licensed clinical psychologist or an initial medication evaluation with a board certified psychiatrist. These services are available in the Chicago area only. Each student also has access to a psychologist matching service. After providing information such as problem area(s), theoretical orientation, location, and cultural background preferred, the service matches the student with a licensed clinical psychologist who agrees to see students at a reduced fee for the entire length of the student's therapy. These services are provided to students in a confidential manner. Please contact the Office of Clinical Services or more information.

Instructional Technology

Projectors, laptops, video recorders, cameras, and other equipment are available for use by students and faculty on-site. Please direct all equipment checkout requests to helpdesk@thechicagoschool.edu. A request in email form specifying the desired equipment is required. A minimum of two weeks notice is preferred for all equipment requests. Any requests coming in with less than two weeks notice will be filled on a best effort basis. Students are responsible for any lost or damaged equipment.

Study Areas and Project Rooms

In addition to the library, students may study or meet in any classroom or project room that is not otherwise in use. Classroom schedules displaying regularly scheduled courses are posted outside all classrooms. In addition, meetings and other events are scheduled in classrooms, conference rooms, and project rooms. Reservations must be made for use of rooms. Please contact the Facilities Department to reserve room use.

Student Mailboxes

The school provides each active student with a mailbox in the fifth floor student lounge. This mailbox is provided to facilitate communication between the school and the student and should not be used for receipt of personal mail or material unrelated to the student's education. The school will not store or be responsible for such materials. Mail received at the school, as well as memos and other official communications from the school, will be placed in the student's mailbox. Materials containing grade information are not to be delivered to students via their student mailbox due to compliance with the Family Educational Rights and Privacy Act (FERPA), which regulates the protection of student record privacy and security. Mailbox questions should be directed to the Facilities Department. Students enrolled in the Executive and Professional Education program will not receive a mailbox.

Student Lockers

Student lockers are located near the student lounge on the fifth floor. Student lockers are issued to students by request based on availability. Students must provide their own lock. The use of the locker will be valid for one academic year

(fall, spring, and summer). At the end of the summer semester notification will be given to have locks and items removed from the lockers. All items remaining in lockers after the date for removal will be thrown away. Students enrolled in Executive and Professional Education programs will not be eligible to request lockers.

Phone Messages

The Office of Student Services will accept emergency phone messages for campus-based students. Every effort will be made to locate the student immediately. If this is not possible, a message will be sent to the student's school email account. Students may make outgoing local emergency calls; please visit to the Office of Student Services for an available phone.

Faculty/Staff Mailboxes

The school maintains mailboxes in the main copy room on the fourth floor for all faculty and staff members. Mail may be left at the reception desk on the fourth floor for distribution or placed in an individual's mailbox.

The Chicago School Library

Overview

The Chicago School Library provides physical and intellectual access to the information and materials that support the teaching, research, and public service programs of the school. The library supports these programs by acquiring, organizing, managing, and preserving scholarly information specifically related to the theory, teaching, and practice of professional psychology in its own collections, providing access to information only available elsewhere, offering a variety of supportive reference and instruction services to the learning community, and sharing information resources reciprocally with other libraries and institutions around the world.

Research, Reference, and Distance Outreach

The library offers both on-site and remote access to web-based research, reference, and document delivery services. Its website provides one-click connection to some of the world's foremost psychology-related resources, including full-text electronic journals, and also serves as the library's platform for distance outreach to program, practicum, internship, and dissertation students worldwide.

Professional Assistance

Staff members are available to assist students by performing in-depth literature reviews for course work, projects, dissertations, institutional research, and professional publications. Research consultation services are also provided on-site and remotely by phone, fax, and email.

Interlibrary Loan

The library supplements its permanent holdings by sharing resources reciprocally with other libraries and information centers locally, nationally, and internationally. Students are charged for materials obtained through interlibrary loan only if the lending library charges the school.

Circulating Collections

Books and dissertations circulate for three weeks. Videotapes circulate for one week. Materials may be renewed for an additional circulation period but are subject to recall if needed by others. *Fines accrue if materials are not returned when they are due. Students with overdue materials will be placed on hold and will be prevented from registering for courses until the hold is resolved.*

Reserve Materials

Books and articles on reserve are shelved at the Circulation Desk and are loaned for one hour (except in special circumstances) or are available through the Electronic Reserves System (ERS). *Fines accrue if circulating materials are not returned when they are due.*

Reference Materials and Periodicals

Reference materials and periodicals are for use in the library only.

Psychological Test Materials

The library maintains a variety of psychological and educational testing materials in support of the school's programs. APA ethical and professional guidelines limit their availability and use and, similarly, test publishers require library staff to limit test access to qualified individuals.

The following procedures apply to the use of testing materials held by the library:

- The Test Collection is shelved on reserve. Borrowers may obtain collection materials from the staff member on duty at the Circulation Desk.
- Tests may not be taken out of the library except by prior arrangement with library staff.
- Special permission to take tests off-site will be granted for educational purposes only (i.e., demonstration, practice, or presentation as part of a class or practicum), not for the purpose of administering the test as part of a private practice or for profit. Tests circulate off-site on a same-day or overnight basis at the discretion of the library director.
- Borrowers may reserve test materials in advance by prior arrangement with library staff.
- Borrowers are responsible for returning test materials in the same condition as when received and will be billed for replacement of lost or damaged materials.
- Borrowers may not duplicate test material for any purpose, as this is a violation of copyright law.

Questions concerning the use of test materials should be directed to the Office of Placement and Training staff. *Fines accrue if materials are not returned when they are due.*

Library Hours and Contact Information

Library hours can be located on The Chicago School website. Hours during academic breaks and summer sessions will be posted and available on the library's voicemail at (312) 329.6630. Questions may be emailed to library@thechicagoschool.edu.