Academic Catalog and Student Handbook

Effective August 24, 2026

Telephone: 800.721.8072
400 South Jefferson Street, Chicago, IL 60607 • 707 Wilshire Boulevard, Suite 600, Los Angeles, CA 90017
2400 East Katella Avenue, Floor 12, Anaheim, CA 92806 • 1101 K Street NW, Suite 150, Washington DC 20005
401 W. A Street at 1 Columbia Place, San Diego, CA 92101 • 6275 W. Plano Parkway, Suite 130, Plano, TX 75093

EDUCATION • INNOVATION • IMPACT • COMMUNITY

Table of Contents

Effective August 24, 2026 1
Institutional Statements 21
Accreditation, Approvals, and State Authorization 22
Affiliations and Recognitions 27
Commitment to Diversity 27
Faculty, Administration, and Governing Board Information 28
Institutional Learning Outcomes 28
Student Consumer Information 28
Student-Focused Learning 28
Academic Calendar 30
Academic Honors 31
Admission Requirements 32
Attendance 42
Class Cancellation 45
Commencement 45
Credit Hour 47
Degree Completion 47
Enrollment Change 50
Good Standing 52
Grading Policies 53
Undergraduate Late Assignment Policy 64
Leave of Absence (LOA) 65
Manuscript Preparation 66
Posthumous Degree 67
Registration 67
Returning Students 72
Satisfactory Academic Progress 75
Service Learning 78
Student Classification 79
Training Courses 80
Transfer and Nontraditional Credit Hours 81
Other Sources of Acceptable Nontraditional Credit Hours 85
Withdrawal 90
Academic Freedom 93
Course Evaluations 97
Criminal Background Check 98
Intellectual Property Policy 103

Policy Exception 104
Professional Licensure or Certification 105
Remediation 106
Students Affected by Declared Disaster or Emergency 106
Student Complaints 107
Student Learning Assessment 115
Student Conduct 115
Student Profile 120
Technology 122
Tobacco, Drug, and Alcohol Regulations 128
University Community Norms and Standards 130
Financial Good Standing 141
Financial Aid 141
Institutional Aid 143
Institutional Withdrawal 143
Payment Plans and Tuition Reimbursements 144
Refund Policies 145
Student Employment 152
Student Reimbursement 154
Career Services 156
Health and Wellness 158
Posting of Printed Materials on Campus 161
School Safety 163
Student Advising 166
Student Identification Cards 167
Student Organizations 167
Student Training 169
Study Areas and Project Rooms 170
Transit Programs 170
University Library 171
Visitors on Campus 172
Published and Effective July 10, 2020 174
True and Correct Statement 174
Faculty, Staff, and Board of Trustees 174
ADN and VN Advisory Board 174
Facilities 174
Campus and Program Operating Hours 175
Academic Calendar 175

Attendance Policy 175
Absence, Tardy, and Leaving Early 175
Cancellation Policy 175
Financial Aid Payment Periods and Disbursement Procedure (Clock Hour) 176
Make-Up Work 176
Satisfactory Academic Progress: Rate of Progress Tiers for VN Certificate Program 176
Student to Faculty Ratio 177
Tuition and Fee Schedule 177
Introduction 178
Academic Performance and Promotion Committee (APPC) 178
Clinical Education Structure 178
Clinical Hours of Duty 179
Clinical Rotation Contingency Plan 180
Exposure to Infectious Disease and Environmental Hazards Policy 180
Faculty Recusal Policy 180
Fatigue Mitigation Policy 181
National Licensing Examination (COMLEX) Policy 181
Student Health Services 181
Student Mental Health and Wellness Support 181
Student Patient Care Supervision Policy 182
Student Promotion, Retention, and Graduation Policy 182
Student Research and Scholarly Activities Policy 184
The Chicago School 184
Distance Learning 184
Program Overview 184
Learning Outcomes 185
Admission Requirements 185
Policies 186
Distance Learning 187
Program Information - Illinois Prescriptive Authority Track 187
Program Information - Louisiana, New Mexico, Armed Forces, and Indian Health Service Prescriptive Authority Track 187
Admissions Requirements - Illinois Prescriptive Authority Track 187
Admissions Requirements - Louisiana, New Mexico, Armed Forces, and Indian Health Service Prescriptive Authority Track 188
Certificate Completion Requirements 189
Licensure 189
Credit for Prior Learning 189
Distance Learning 190

Program Overview 190
Learning Outcomes 191
Admission Requirements 191
Policies 192
Distance Learning 193
Overview 193
Learning Outcomes 193
Admission Requirements 193
Articulation Protocols 194
Policies 194
Distance Learning 195
Overview 195
Learning Goals and Outcomes 195
Admission Requirements 196
Policies 197
Distance Learning 198
Program Overview 198
Learning Outcomes 198
Admission Requirements 199
Policies 199
Distance Learning - Anaheim - Los Angeles - Washington, DC 200
Overview 200
Learning Outcomes 200
Admission Requirements 200
Policies 201
Distance Learning 201
Overview 201
Learning Outcomes 202
Admission Requirements 202
Policies 203
Chicago - Distance Learning 203
Program Overview 203
Program Learning Outcomes 204
Licensure 204
Admission Requirements 204
Policies 205
Distance Learning - Anaheim - Chicago - Dallas - Los Angeles - Washington D.C. 206
Program Overview 206

Learning Outcomes 206
Licensure 206
Admissions Requirements 206
Policies 207
Philosophy 207
Ethics and Professional Behavior 208
Distance Learning 208
Program Overview 208
Learning Outcomes 209
Admission Requirements 209
Policies 210
Distance Learning 210
Program Overview 210
Program Philosophy 211
Program Learning Outcomes 211
Licensure Disclosures 212
Admission Requirements 212
Articulation Protocols 213
Degree Completion Requirements 213
Policies 213
Criminology Major Capstone 214
Ethical Guidelines 214
Overview 217
General Education Capstone 218
General Education Required Core (44 Credit Hours) 219
Chicago - Distance Learning* 222
Program Overview 223
Program Philosophy 223
Program Learning Outcomes 223
Licensure 224
Admission Requirements 224
Articulation Protocols 225
Degree Completion Requirements - Standard Track 226
Degree Completion Requirements - Focused Path (Reduced Credit Track) 226
Policies 226
Psychology Major Capstone Projects 226
Ethical Guidelines 227
Overview 231

General Education Capstone 232
General Education Required Core (44 Credit Hours) 232
Distance Learning 236
Program Overview 236
Program Learning Outcomes 237
Ethical Guidelines 237
Admission Requirements 237
Degree Completion Requirements 238
Policies 239
Overview 241
General Education Capstone 242
General Education Required Core (44 Credit Hours) 242
Distance Learning 246
Program Overview 246
Program Philosophy 246
Program Learning Outcomes 246
Admission Requirements 247
Internal Articulation Protocols 248
Degree Completion Requirements 249
Policies 249
Ethical Guidelines 249
Student Professional Evaluation and Student Review Process 249
Academic Advisor Assignment 249
Distance Learning 251
Program Overview 251
Program Mission 251
Program Learning Outcomes 252
Admission Requirements 252
Articulation Protocols 253
Degree Completion Requirements 254
Policies 254
Ethical Guidelines 254
Distance Learning 259
Program Description 259
Program Philosophy 259
Program Learning Outcomes 260
Admission Requirements 260
Articulation Protocols 261

Degree Completion Requirements 261
Policies 261
Ethical Guidelines 262
Residencies 262
Applied Research Project 262
Chicago 265
Program Overview 265
Program Mission 266
Program Philosophy 266
Program Learning Outcomes 266
Licensure 267
Admission Requirements 267
Degree Completion Requirements 268
Progression Requirement - Internship 268
Policies 268
Ethical Guidelines 268
Practicum and Internship 269
Program Overview 272
Mission 272
Program Philosophy 272
Program Learning Outcomes 273
Licensure 273
Admission Requirements 273
Degree Completion Requirements 274
Progression Requirement - Internship 275
Policies 275
Ethical Guidelines 275
Practicum and Internship 275
Program Overview 278
Program Mission 278
Program Philosophy 279
Program Learning Outcomes 279
Licensure 279
Admission Requirements 280
Degree Completion Requirements 281
Progression Requirement - Practicum 281
Progression Requirement - Internship 281
Policies 281

Ethical Guidelines 281
Fieldwork 281
Residency 282
Program Overview 285
Program Mission 285
Program Philosophy 286
Program Learning Outcomes 286
Licensure 286
Admission Requirements 287
Degree Completion Requirements 288
Progression Requirement - Internship 288
Policies 288
Ethical Guidelines 288
Practicum and Internship 288
Chicago 291
Program Overview 292
Program Philosophy 292
Program Learning Outcomes 292
Licensure 293
Admission Requirements 293
Articulation Protocols 294
Degree Completion Requirements 294
Progression Requirement - Practicum and Internship 295
Policies 295
Anaheim, Chicago, Distance Learning, Los Angeles, and Washington DC 300
Program Overview 301
Program Philosophy 301
Program Learning Outcomes 301
Licensure 302
Admission Requirements 302
Articulation Protocols 304
Degree Completion Requirements 304
Progression Requirement - Practicum and Internship 304
Policies 304
Ethical Guidelines 304
Student Professional Evaluation and Student Review Process 305
Professional Development Group and Academic Advisor Assignment 305
Practicum and Internship 305

Forensic Competency Examination (FCE) 306
Counselor Preparation Comprehensive Examination (CPCE) 306
Anaheim - Chicago - Los Angeles - Washington DC - Distance Learning 310
Program Overview 310
Program Philosophy 311
Program Learning Outcomes 311
Admission Requirements 312
Policies 314
Degree Completion Requirements 314
Track Requirement 314
Internship/Thesis Track (On-Ground) 314
Applied Research Project Track (Online Only) 314
Ethical Guidelines 315
Human Resources Concentration Option (Chicago Campus only, Internship Track Only, Total Program Credits with HR Concentration: 46 Credit) 315
Distance Learning 322
Program Overview 322
Program Philosophy 322
Program Learning Outcomes 323
Admission Requirements 323
Articulation Protocols 324
Field Experience Requirements 324
Degree Completion Requirements 324
Policies 324
Academic Partnership with the Peace Corps 325
Earning a Certificate in Crisis-Informed Care for a Diverse, Globalized World 325
Ethical Guidelines 326
Capstone Project and Field Experience 326
Los Angeles - Anaheim - Distance Learning 327
Program Overview 327
Program Philosophy 328
Program Mission 328
Program Learning Outcomes 328
Licensure 329
Admission Requirements 329
Articulation Protocols 330
Professional Performance Evaluation (PPE) Requirements 331
Degree Completion Requirements 331
Progression Requirement - Practicum 331

Policies 331
Student Professional Evaluation and Student Review Process 331
Ethical Guidelines 332
Practicum 332
Clinical Competency Evaluation (CCE) 332
Written Comprehensive Examination (WCE) 333
Residency (Distance Learning Program Version) 333
Distance Learning 335
Program Overview 336
Program Philosophy 336
Program Learning Outcomes 336
Admission Requirements 337
Degree Completion Requirements 337
Policies 337
Ethical Guidelines 338
Capstone Project 338
Distance Learning 340
Program Description 340
Program Learning Outcomes 340
Admission Requirements 340
Degree Completion Requirements 341
Policies 341
Distance Learning 342
Program Overview 342
Program Learning Outcomes 343
Admission Requirements 343
Degree Completion Requirements 344
Policies 344
Articulation Protocol 344
Applied Practice Experience Requirements 344
Anaheim - Chicago - Dallas - Los Angeles - Distance Learning - Washington DC 346
Program Overview 346
Program Philosophy 346
Program Learning Outcomes 347
Licensure 347
Admission Requirements 347
Degree Completion Requirements: 348
Policies 349

Articulation Protocols 349
Ethical Guidelines 349
Advanced Research Project OR Advanced Applied Project 349
Training 349
Distance Learning 353
Program Overview 353
Program Learning Outcomes 353
Admission Requirements 354
Articulation Protocols 355
Policies 355
Degree Completion Requirements 355
Distance Learning 357
Program Overview 357
Program Learning Outcomes 357
Admission Requirements 358
Concurrent Enrollment Protocols 358
Degree Completion Requirements 359
Policies 359
Licensure for Prescriptive Authority 359
Concurrent Enrollment 359
Chicago 360
Program Overview 360
Program Philosophy 360
Program Mission 361
Program Learning Outcomes 361
Licensure 361
Admission Requirements 362
Degree Completion Requirements 363
Progression Requirement - Practicum 363
Progression Requirement - Internship 363
Policies 363
Ethical Guidelines 364
Practicum and Internship 364
School Psychology Exit Criteria 364
Online 368
Program Overview 368
Program Learning Outcomes 368
Admission Requirements 369

Degree Completion Requirements 370
Policies 370
Ethical Guidelines 370
Competency Examination 370
Doctoral Capstone Project 370
Chicago - Dallas - Los Angeles - Washington D.C. - Distance Learning 374
Program Overview 374
Program Philosophy 374
Program Learning Outcomes 375
Licensure 375
Admission Requirements 376
Degree Completion Requirements 377
Policies 377
Ethical Guidelines 377
Professional Development Group 377
Comprehensive Examination 378
Dissertation 378
Chicago - Los Angeles - Distance Learning - Washington D.C. 381
Program Overview 382
Program Philosophy 382
Program Learning Outcomes 382
Admissions Requirements 383
Degree Completion Requirements 384
Policies 384
Residency Requirements 384
Ethical Guidelines 384
Comprehensive Examination (CE) 385
Dissertation 385
Los Angeles - Chicago - Washington D.C. - Distance Learning 389
Program Overview 389
Program Philosophy 389
Program Learning Outcomes 389
Admissions Requirements 390
Policies 391
Degree Completion Requirements 391
Internship (Foundational Master's Level Internship/Thesis Track) 392
Applied Research Project (Foundational Master's Level Applied Research Project Track) 392
Comprehensive Examination (CE) 392

Dissertation 392
Distance Learning 399
Program Overview 399
Program Mission 399
Program Philosophy 399
Program Learning Outcomes 400
Admission Requirements 401
Degree Completion Requirements 402
Progression Requirement - Internship 402
Progression Requirement - Residencies 402
Policies 402
Dissertation 402
Residency 402
Fieldwork 403
Program Mission 403
Distance Learning and Washington D.C. 406
Program Overview 406
Program Philosophy 406
Program Learning Outcomes 407
Admission Requirements 407
Degree Completion Requirements 409
Policies 410
Residency Requirements (Online Students Only) 410
Ethical Guidelines 410
Field Experience Requirements 410
Comprehensive Examination 411
Dissertation 412
Anaheim - Chicago - Los Angeles - Washington D.C. - Distance Learning 416
Program Overview 416
Program Philosophy 416
Program Learning Outcomes 416
Admission Requirements 417
Articulation Agreements 418
Degree Completion Requirements 418
Policies 418
Residency Requirements (Online Students Only) 418
Field Experience Requirements 419
Ethical Guidelines 419

Competency Examination 419
Dissertation 419
Anaheim - Los Angeles - Distance Learning 423
Program Overview 423
Program Philosophy 423
Program Learning Outcomes 424
Licensure 425
Residency 425
Progression Requirement - Practicum 425
Progression Requirement - Internship 425
Admission Requirements 426
Degree Completion Requirements 426
Policies 427
Ethical Guidelines 427
Independent Practice 428
Self Disclosure of Personal Information 428
Practicum 428
Comprehensive Exam 429
Dissertation 429
Internship 429
Los Angeles - Anaheim 434
Program Overview 434
Program Philosophy 434
Program Learning Outcomes 435
Licensure 435
Admission Requirements 435
Articulation Protocols 437
Degree Completion Requirements 437
Progression Requirement - Practicum 437
Progression Requirement - Internship 437
Policies 438
Ethical Guidelines 438
Independent Practice 438
Practicum 439
Clinical Forensic Competency Examinations (CFCE) 439
Dissertation 440
Internship 440
Program Overview 445

Accreditation 446
Licensure 446
Admission Requirements 446
Residency Requirement 448
Progression Requirement - Practicum 448
Progression Requirement - Internship 448
Policies 449
Clinical Training Overview 451
Foundation Courses 451
Enrollment Requirement 451
Additional Requirements for Academic Progress 451
Degree Completion Requirements - PsyD Clinical Psychology 452
Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track 452
Program Requirements 453
Professionalization Group Requirements 453
Practicum and Practicum Seminar Requirements 453
Clinical Competency Examination Requirements 456
Comprehensive Examinations Requirements 456
Dissertation Requirements 457
Internship Requirements 457
Chicago 467
Program Overview 467
Program Accreditation 467
Vision 467
Mission 467
Aim 467
Program Competencies: 468
Licensure 468
Admission Requirements 469
Degree Completion Requirements - PsyD Clinical Psychology 470
Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track 470
Residency Requirement 471
Progression Requirement - Practicum 471
Progression Requirement - Internship 471
Policies 471
Ethical Guidelines 472
Independent Practice 472
Professional Development Group and Academic Advisor Assignment 473

Student Disclosure of Personal Information 473
Practicum and Practicum Readiness 473
Clinical Competency Evaluation (CCE) 474
Statistics 474
Dissertation 474
Internship 474
The Curriculum 475
Dallas 485
Program Overview 485
Program Accreditation 486
Program Philosophy 486
Program Mission 486
Program Aim 486
Program Learning Outcomes 486
Licensure 487
Admission Requirements 487
Degree Completion Requirements - PsyD Clinical Psychology 488
Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track 489
Residency Requirement 489
Progression Requirement - Practicum 490
Progression Requirement - Internship 490
Policies 490
Ethical and Professional Behavior 490
Professional Performance Evaluation (PPE) Requirements 491
Professional Development Group and Academic Advisor Assignment 492
Student Disclosure of Personal Information 492
Practicum 492
Examinations 493
Dissertation 493
Internship 493
Los Angeles 501
Program Overview 502
Program Accreditation 502
Program Philosophy 502
Program Mission 502
Program Aim 502
Program Learning Outcomes 503
Licensure 503

Admission Requirements 503
Degree Completion Requirements - PsyD Clinical Psychology 505
Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track 505
Residency Requirement 506
Progression Requirement - Practicum 506
Progression Requirement - Internship 506
Policies 506
Ethical and Professional Behavior 507
Professional Performance Evaluation (PPE) Requirements 508
Professional Development Group and Academic Advisor Assignment 508
Student Disclosure of Personal Information 508
Practicum 509
Comprehensive Examination (CE) 509
Dissertation 509
Internship 509
Washington, DC 519
Program Overview 519
Program Accreditation 519
Philosophy 520
Aim 520
Program Learning Outcomes 520
Licensure 521
Admission Requirements 521
Degree Completion Requirements - PsyD Clinical Psychology 523
Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track 523
Residency Requirement 523
Progression Requirement - Practicum 524
Progression Requirement - Internship 524
Policies 524
Ethical Guidelines 524
Independent Practice 525
Professional Development Group and Academic Advisor Assignment 526
Student Disclosure of Personal Information 526
Practicum 526
Competency Presentation Exams (CPEs) and Clinical Competency Evaluation (CCE) 526
Dissertation 527
Internship 527
Los Angeles - Anaheim 535

Program Overview 535
Program Philosophy 535
Program Learning Outcomes 536
Licensure 536
Admission Requirements 537
Policies 538
Professional Performance Evaluation (PPE) Requirements 538
Degree Completion Requirements 538
Ethical Guidelines 538
Student Disclosure of Personal Information 539
Dissertation 540
Comprehensive Examination 540
Chicago 542
Program Overview 542
Program Accreditation 542
Program Learning Outcomes 542
Licensure 543
Admission Requirements 543
Articulation Protocols 545
Degree Completion Requirements - PsyD School Psychology 545
Degree Completion Requirements - PsyD School Psychology Supplemental Practicum Track 546
Residency Requirement 546
Progression Requirement - Practicum 547
Progression Requirement - Internship 547
Policies 547
Concurrent Enrollment 547
Ethical Guidelines 547
Practicum 548
Internship 548
Dissertation 548
Comprehensive Exam 548
Chicago 554
Program Overview 554
Program Accreditation 555
Program Mission 555
Program Learning Outcomes 555
Licensure 556
Admission Requirements 556

Progression Requirements..... 558
Degree Completion Requirements..... 558
Residency Requirement..... 558
Policies..... 558

Introduction

- Institutional Statements
    - Vision
    - Mission
    - History
    - Philosophy
    - Values
- Accreditation, Approvals, and State Authorization
    - Accredited Programs
    - Approved Programs
    - State Authorizations
    - Transferability of Credit
- Affiliations and Recognitions
- Commitment to Diversity
- Faculty, Administration, and Governing Board Information
- Institutional Learning Outcomes
- Student Consumer Information
- Student-Focused Learning

The Chicago School Academic Catalog and Student Handbook contains course offerings, policies, procedures, and other matters and is true and correct at the time of its publication. The Academic Catalog and Student Handbook contains information regarding the policies and procedures that govern both administrative and academic matters. Policies and procedures that are academic department or campus specific are so noted in this document. In addition, each academic department may promulgate policies and procedures to which a student enrolled in its programs are subject. Where appropriate, the student may be referred to another document or publication for further information. A student is responsible for adhering to all policies and procedures found in the Academic Catalog and Student Handbook and other institutional documents.

The provisions of the Academic Catalog and Student Handbook are intended to serve as an informative guide to the programs offered by The Chicago School. The Catalog neither constitutes a contract, either expressed or implied, between the school or any of its affiliates and any applicant, student, or faculty member of the school, nor does it provide any contractual rights to the courses or benefits stated herein. The Chicago School reserves the right to make modifications or exceptions to its academic requirements, course offerings, policies, procedures, tuition, fees, and other matters contained herein at any time and without prior notification. The Chicago School will make reasonable attempts to notify students promptly of any changes affecting them through communication methods deemed appropriate by Chicago School officials. All modifications or exceptions will be duly published in electronic or other form and will apply to students enrolled at The Chicago School at the time of notification or publication, whichever is earlier. Clarification of matters contained in this Academic Catalog and Student Handbook may be obtained from the directors of the appropriate academic and administrative departments and offices.

Michele Nealon, PsyD

President

Institutional Statements

Vision

The Chicago School seeks to be a global leader in increasing accessibility to expert, integrated, culturally competent care within all communities and organizations.

Mission

The Chicago School educates the next generation of change-makers in innovative theory and culturally competent practice to strengthen the integrated health of individuals, organizations, and communities.

History

The Chicago School was founded in 1979 by a group of psychologists and educators committed to advancing the field and providing professional training in a nonprofit setting. The Clinical Psychology PsyD program in Chicago was awarded Provisional Accreditation by APA in 1987 and Full Accreditation by APA in 1992, a status that it retains. In 1985, The Chicago School was made a Full Member of the National Council of Schools and Programs of Professional Psychology (NCSPP).

By the mid-1990s, The Chicago School was earning a national reputation for its emphasis on diversity and multiculturalism in the psychology profession. It has twice been recognized by NCSPP for significant contributions, first in the area of diversity, and most recently for outstanding advocacy for the field of psychology.

By 2004, the institution grew through the addition of programs in applied fields including Applied Behavior Analysis, Counseling, Forensic Psychology, Industrial/Organizational Psychology, and School Psychology. Expanding the school's mission to new communities continued in 2006 with the addition of online programs and certificates.

The Chicago School in Los Angeles opened in summer 2008, and two more campuses in Southern California followed - one in Westwood and one in Irvine. In fall 2010, a Washington, D.C. campus was opened. In 2014, the school launched a PsyD in Clinical Psychology at Xavier University of Louisiana in New Orleans. The Chicago School closed its Westwood campus at the end of 2014 and turned its attention south to open a San Diego, California location in 2017. The Chicago School in Dallas opened in 2018. In 2021, The Chicago School relocated its Irvine-based academic programs to Anaheim, California.

Today, students study in more than 40 degree and certificate programs.

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, the institution derives its institutional goals which are attained through individual programs of study. The university's consistent focus on student learning ensures that it provides excellent career preparation. Each program regularly identifies learning expectations, determines the outcomes of these student-learning expectations across degree programs, and uses assessment results to improve student learning.

Values

Reflecting the systemic integration of our mission, our logo symbolizes our four core elements comprising our values:

Education•Innovation•Impact•Community

Accreditation, Approvals, and State Authorization

Institutional Accreditation

The Chicago School is accredited by the Western Association of Schools and Colleges Senior College and University Commission.(WSCUC). Click here to view our Statement of Accreditation Status.

WASC Senior College and University Commission

1080 Marina Village Parkway, Suite 500

Alameda, CA 94501

Phone: 510.748.9001

Fax: 510.748.9797

https://www.wscuc.org

Accredited Programs

Some of The Chicago School's degree programs are accredited by entities specific to their professions. These program-specific accreditations are typically associated with a particular degree program at a specific campus.

The institution's accredited programs are listed below. Where a campus is not referenced, program-specific accreditation has not been attained. To view the status of all Chicago School accreditation activity click here.

American Psychological Association (APA)

Office of Program Consultation and Accreditation

750 First Street, NE

Washington, DC 20002-4242

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Accreditation Website: https://accreditation.apa.org

The Doctor of Psychology (PsyD) in Clinical Psychology program at Chicago, IL is accredited by the APA effective October 6, 1987.

The Doctor of Psychology (PsyD) in Clinical Psychology program at Washington, D.C. is accredited by the APA effective December 3, 2015.

The Doctor of Psychology (PsyD) in Clinical Psychology program at Los Angeles, CA is accredited by the APA effective July 22, 2018.

The Doctor of Psychology (PsyD) in Clinical Psychology program at XULA is accredited, inactive by the APA effective July 21, 2019.

The Doctor of Psychology (PsyD) in School Psychology program at Chicago, IL is accredited by the APA effective August 7, 2020.

The Doctor of Psychology (PsyD) in Clinical Psychology program at Anaheim, CA is accredited by the APA effective April 11, 2021.

The Doctor of Psychology (PsyD) in Clinical Psychology program at Plano, TX is accredited, on contingency by the APA effective November 8, 2024.

Association for Behavior Analysis - International (ABAI)

550 W. Centre Avenue

Portage, MI 49024

Phone: (269) 492-9310

Accreditation Website: https://www.abainternational.org/welcome.aspx

The Master of Science (MS) in Applied Behavior Analysis program at Chicago, IL is accredited by the ABAI Accreditation Board effective November 20, 2019.

The Master of Science (MS) in Applied Behavior Analysis program Distance Learning (Online) is accredited by the ABAI Accreditation Board effective July 22, 2022.

The Master of Science (MS) in Applied Behavior Analysis program at Dallas, TX (Plano) is accredited by the ABAI Accreditation Board effective July 2, 2025.

Commission on Osteopathic College Accreditation (COCA)

142 E. Ontario St.

Chicago, IL 60611-2864

Phone: (312) 202-8124 / Email: **predoc@osteopathic.org**

Accreditation Website: https://osteopathic.org/accreditation/

The Doctor of Osteopathic Medicine program (DO) at the Illinois College of Medicine at The Chicago School at Chicago, IL received pre-accreditation status on April 22, 2025.

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

500 Mongomery Street, Suite 350

Alexandria, VA 22314

Phone: (703) 535-5990

Accreditation Website: https://www.cacrep.org

The Master of Arts (MA) in Clinical Mental Health Counseling program in the Online Campus is accredited by CACREP effective January 19, 2018.

The Master of Arts (MA) in Clinical Mental Health Counseling program at Washington, D.C. is accredited by CACREP effective July 20, 2018.

The Master of Arts (MA) in Clinical Mental Health Counseling program at Chicago is accredited by CACREP effective February 7, 2020.

The Master of Arts (MA) in Clinical Mental Health Counseling program at Dallas is accredited by CACREP effective August 6, 2022.

The Doctor of Philosopy (PhD) in Counselor Education and Supervision in the Online Campus is accredited by CACREP effective July 11, 2022.

Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)

277 S. Washington Street, Suite 210

Alexandria, VA 22314

Phone: (703) 253-0448

Accreditation Website: https://www.coamfte.org

The Master of Arts in Marriage, Couples, and Family Therapy program at Los Angeles, Anaheim, San Diego, and Online is accredited by COAMFTE effective November 1, 2022.

Council on Education for Public Health (CEPH)

800 I Street NW, Suite 4008

Washington, DC 20001

Phone: (202) 789-1050

Accreditation Website: www.ceph.org

The Master of Public Health (MPH) program is accredited by CEPH effective September 7, 2021. Click to access the full 2023 Final CEPH Site Team Report.

Masters in Psychology and Counseling Accreditation Council (MPCAC)

595 New Loudon Road #265

Latham, NY 12110

Phone: (518) 764-7581

Accreditation Website: http://mpcacaccreditation.org/

The Master of Arts (MA) in Counseling Psychology program at Chicago, IL is accredited by MPCAC effective December 2018.

National Association of School Psychologists (NASP)

4340 East West Highway, Suite 402

Bethesda, MD 20814

Phone: (301) 657-0270

Approval Website: www.nasponline.org

The EdS School Psychology program at Chicago, IL is accredited by NASP effective 2023.

The PsyD School Psychology program at the Chicago Campus is accredited by NASP effective 2025.

Approved Programs

Some of The Chicago School's degree programs, or course sequences within a degree program, have been approved by organizations that certify professionals in a particular field. These approvals are associated with a particular degree program at a specific campus.

The institution's approved programs are listed below. Where a campus is not referenced, program-specific approval has not been attained.

American Psychological Association (APA)

Office of Program Consultation and Accreditation

750 First Street, NE

Washington, DC 20002-4242

Phone (202) 336-5979 / Email: apaaccred@apa.org

Accreditation Website: https://accreditation.apa.org/

The Master of Science (MS) in Clinical Psychopharmacology program Online was granted program designation for a five-year period with APA/CoA effective December 12, 2023.

California Consortium of Addictions Programs and Professionals (CCAPP)

P.O. Box 214127

2400 Marconi Avenue, Suite C

Sacramento, CA 95821

Phone: (800) 564-5927

Approval Website: ccapp.us

The Bachelor of Arts (BA) in Psychology, Substance Abuse Minor program at Los Angeles, CA is approved by CCAPP effective 2018.

Visit this website for current information on where The Chicago School is authorized, licensed, registered, exempt or not subject to approval.

Transferability of Credit

The transferability of credits earned at The Chicago School is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at The Chicago School will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at The Chicago School to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at The Chicago School will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Affiliations and Recognitions

The Chicago School is an affiliate of the non-profit The Community Solution Education System. The Community Solution Education System is a nonprofit system of colleges advancing student success and community impact. Other system schools include Pacific Oaks College and Children's School, The Colleges of Law, Saybrook University, Kansas Health Science Center, and University of Western States. Learn more at www.tcsedsystem.edu.

The Chicago School is an active member of the National Council of School and Programs of Professional Psychology (NCSPP), which has recognized the school for its distinguished service and outstanding contributions to cultural diversity.

Commitment to Diversity

The Chicago School is committed to be a learning community that fosters an environment of mutual respect and inclusion where diversity and human rights are valued and where the learning environment is enhanced by each community member. Using an intersectional lens, The Chicago School recognizes that members of our learning community hold memberships in various cultures and other diverse aspects of the human experience (e.g., race, gender, gender identity, age, religion, spirituality, sexual/affectional orientation, ability, class, socioeconomic status, and immigration status) which enhances our understanding of contexts and promotes cultural competency.

As such, all members of the learning community are asked to embrace the school's Oath of Affirmation and Diversity:

"I hereby affirm that I shall discharge the responsibilities of my profession in a manner consistent with respect for the dignity and worth of individuals and communities and that I shall strive for the preservation and protection of fundamental human rights;

That I shall seek to increase knowledge of human behavior, cultures, and experiences to increase self-understanding and understanding of others, and that I shall use such knowledge for the promotion of dignity and human rights;

That I shall seek to embrace the profession's commitment to understand and respect individual, social, contextual, and cultural differences

That I shall diligently protect the human rights of those who seek my services, and that I shall use my skills only in the furtherance of human rights and the integrity of the individual;

That I shall strive to acknowledge and remove systemic barriers that prevent the ability of groups, individuals, and organizations to access services that promote the well-being of all;

And that I shall well and truly recognize the traditions, ethics, and boundaries of my profession, and that I shall subscribe to these traditions and ethics freely and upon my honor.

As a representative of The Chicago School Community, I hereby affirm to actively participate in this learning and professional community by embracing its commitment to understand and respect individual, social, contextual, and

cultural differences. As such, I will seek to gain knowledge of human difference that I may increase my understanding of self and others, and I will seek to build an environment of mutual respect and inclusion where all are valued."

Faculty, Administration, and Governing Board Information

As an independent non-profit school, final authority for all matters is vested in the Board of Trustees. Dr. Michele Nealon is the President and CEO of the school. The board delegates to the President responsibility for daily operations of the institution. A list of the school's senior leadership is found on The Chicago School website. Members of the Board of Trustees is found on The Chicago School website. A list of faculty is found on The Chicago School website.

Institutional Learning Outcomes

The institutional learning outcomes for students completing degree programs are:

Professional Practice: Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

Diversity: Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

Professional Behavior: Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

Scholarship: Graduates will be able to integrate scientific research and theory, as broadly defined, to enhance their scholarly and professional endeavors.

Student Consumer Information

A list of consumer disclosures is posted on The Chicago School website.

Student-Focused Learning

To ensure an effective education experience, The Chicago School faculty members systematically monitor student learning to inform future planning and to generate creative, responsive initiatives to improve degree programs. Data is gathered, analyzed, and presented to the learning community for review. Based on these results, a degree program revises its student learning assessment plan, curriculum, and 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, a student is strongly encouraged to be an active learner. An active learner reflects on the conditions and activities that engage their learning style and works independently and collaboratively, with peers and with faculty, to enhance their learning.

Definitions

- "IllinoisCOM" is the Illinois College of Osteopathic Medicine at The Chicago School.
- "Academic Program Lead" is the individual who leads an academic program or department. This individual in this role may be the Division Chair, Department Chair, Program Chair, or Program Director."Policies" are

defined as the written regulations of the institution as found in, but not limited to, the Academic Catalog and Student Handbook and on official school websites."The Chicago School", "Chicago School", "the school", "the university", or "institution" refers to The Chicago School, including its main campus, branch campuses, additional sites, and delivery modalities.

- "The Chicago School@XULA" or "XULA" refers to The Chicago School at Xavier University of Louisiana.
- "School premises" includes all buildings and/or grounds owned, leased, operated, controlled, or supervised by the institution (including adjacent streets and sidewalks).
- "Student" includes all persons taking courses from The Chicago School, both full-time and part-time. Persons who are not officially enrolled for a particular term/semester but who have a continuing relationship with the school are considered "students" under this definition.
    - "Active" is used to define a student who is in Academic and Financial Aid Good Standing, Academic and Financial Aid Warning, Academic and Financial Aid Probation, Pending Probation, or Pending Graduate status.
    - "Semester-based" describes a student enrolled in a course(s) that runs 15-weeks in the fall and spring semester and courses that run within two 8 week terms in a 15 week summer semester.
    - "Term-based" describes a student enrolled in a course(s) that runs 8-weeks in the fall, spring, and summer semesters.
- "School Official" is any administrator, faculty member, staff member, or other authorized individual of the school.

Academic Program Types

An academic program is categorized based on the number of credit hours delivered via a specific modality. Academic program types are Distance Learning, On-Ground/Blended, and Hybrid.

- Distance Learning Program. A "Distance Learning Program" is a credit bearing academic degree or certificate that is offered more than 50 percent and up to 100 percent remotely through an electronically mediated learning management system, which may include synchronous remote instruction using a video conferencing application (such as Zoom). Such a program may include a requirement for students to complete on-campus or residential periods ("residencies") of 90 days or less.
- On-Ground/Blended. An on-ground/blended program is one that delivers 50% or more of its credit hours in a physical classroom with all students gathered in the same room in person.
- Hybrid. A hybrid program is one that delivers 67% or more of courses in an on-ground/blended (OGB) course type and at least 33% of courses in a remote (REM) course type.

Course Types and Section Codes

- Remote (REM). A remote course is a course that delivers 100% of instruction using distance learning technology.
- Executive (EXE). An executive course is a course that delivers 50% to 99% of instruction using distance learning technology.
- On-Ground/Blended (OGB). An on-ground/blended course is a course that delivers at least 51% of instruction in a physical classroom.

- Hybrid Flex (HYFL). A hybrid flex course is a course in which a student is permitted to regularly attend class through electronic mediation (e.g., Zoom.). Hybrid flex is a delivery modality option that may be available to students in an OGB program type.

- Hybrid Flex Proctored (HYFL-P). A hybrid flex proctored course is a course in which a student is permitted to regularly attend class through electronic mediation (e.g., Zoom) from a Chicago School Campus Participating Location with an on-site, live proctor. Hybrid flex proctored is a delivery modality option that may be available to students in an OGB program type.

    - Student Requirements: A student at the Campus Participating Location must attend every class session in person on campus. A student will participate in the class using classroom or personal technology which must be equipped with a camera and sufficient sound equipment to allow for high-fidelity exchange.

    - Teaching Assistant Requirements: The Teaching Assistant at the Campus Participating Location is responsible for taking attendance and ensuring that the classroom technology is functional.

    - Instructor Requirements: The instructor will appear on camera and ensure that whiteboard or slide presentations are viewable by a student at the Campus Participating Location. The course instructor must be able to identify each student visually and see when they are raising their hand or participating in an activity. The instructor must engage all students in all exercises and discussions that occur during class time. Necessary materials for participation in exercises will be provided in the Canvas course shell.

    - Campus Director Requirements: The Campus Director or designee at the Campus Participating Location is responsible for ensuring that the classroom is properly equipped, and that IT support is available for each class meeting throughout the term/semester.

Course Section Code Suffixes

- Service Learning (-SL). A course with the suffix "-SL" contains elements of learning outside of the classroom and in the community. Service Learning is coordinated by Community Partnerships.

- Study Abroad (-SA). A course with the suffix "-SA" is a study abroad course offered within an academic department. Study Abroad is coordinated by the Office of Global Engagement.

Academic Policies and Procedures

Academic Calendar

The Chicago School's Academic Calendar is built on a semester framework. The academic year includes two types of academic periods - the term and the semester. An academic year can consist of 15-week semesters (fall and spring), 8-week terms (fall I, fall II, spring I, spring II, summer I, and summer II), or a combination of academic periods. A student is required to maintain continuous enrollment during the academic year per the Continuous Enrollment policy.

Definitions

- First Day of Instruction: Instructional activities officially begin on this day.

- Term: The "term" academic period and its corresponding courses are eight weeks in duration.

    - *Official End of Term*: The day on which the academic term closes.

- Semester: The "semester" academic period is 15 weeks in duration. Semester courses offered in the fall and spring are 15 weeks in duration.
    - *Official End of Semester*: The day on which the academic semester closes.

IllinoisCOM

A student enrolled in the Doctor of Osteopathic Medicine program attends courses per a program-specific Academic Calendar. Details on academic period dates appear in the IllinoisCOM Academic Calendar document.

Academic Honors

Undergraduate Programs

The Chicago School encourages students to challenge themselves intellectually, professionally, academically and personally. Academic honors acknowledge outstanding undergraduate students for academic excellence and scholastic achievement.

Term Honors

Dean's Honor List

An undergraduate student will be named to the Dean's Honor List if all of the following conditions are met:

- Enrolled at least half time
- Earns a term/semester grade point average (GPA) of 3.5 to 3.79
- Maintains Satisfactory Academic Progress (SAP)
- Does not earn any of the following grades: W, WF, IP, F, I
- Has all grades posted at the time term/semester evaluation is conducted

The Dean's Honor List will be noted on the student's transcript for the term/semester in which the honor is received.

President's Honor List

An undergraduate student will be named to the President's Honor List if all of the following conditions are met:

- Enrolled at least half time
- Earns a term/semester grade point average (GPA) of 3.80 to 4.00
- Maintains Satisfactory Academic Progress (SAP)
- Does not earn any of the following grades: W, WF, IP, F, I
- Has all grades posted at the time term/semester evaluation is conducted

The President's Honor List will be noted to the student's transcript for the term/semester in which the honor is received.

Degree Honors

An undergraduate student who earns a cumulative grade point average (CGPA) of 3.50 or higher will be recognized with degree honors. The honors will be awarded upon degree conferral and will be noted on the transcript and the diploma.

- Cum Laude: Student must earn a CGPA between 3.50 and 3.69
- Magna Cum Laude: Student must earn a CGPA between 3.70 and 3.85
- Summa Cum Laude: Student must earn a CGPA between 3.86 and 4.00

To be eligible for degree honors, an undergraduate student must meet the ethical, legal, and professional standards defined in this Academic Catalog and Student Handbook.

Graduate Programs

The Chicago School encourages students to challenge themselves intellectually, professionally, academically, and personally. Academic honors acknowledge outstanding academic excellence and scholastic achievement.

Honors are awarded upon degree conferral only to a degree-seeking graduate student who:

- Earns a CGPA of 4.00.
- Meets the ethical, legal, and professional standards defined in this Academic Catalog and Student Handbook.
- Has been in compliance with institutional policies and procedures.

Degree Honors will be noted on the student transcript.

Admission Requirements

Undergraduate Admission

This policy addresses the admission requirements for an applicant to undergraduate degree programs at The Chicago School. The school accepts international students into select ground campus-based degree programs.

An applicant to an undergraduate degree program is required to submit a completed application, application fee, and proof of qualifying conferral. Information on admission requirements by degree program is available in the Programs of Study descriptions in this Catalog.

Once admission has been offered, an applicant must pay the tuition deposit to reserve a spot in their program. The tuition deposit is nonrefundable.

Qualifying Conferral for Undergraduate Admission

The qualifying conferral is defined as the conferral that qualifies an applicant for admission to an undergraduate-level academic program. The qualifying conferral must occur on a date prior to the Add/Drop deadline of the term/semester of entry. A student must submit proof of the qualifying conferral (see options below) by day 9 of the term/semester of entry. Proof of qualifying conferral must be provided in one of the following ways:

Transcripts

- Official or unofficial high school transcript showing an earned high school diploma and date of graduation.
- Official or unofficial Associate degree transcript from a instiutionally-accredited institution showing degree earned and date conferred.
- Official or unofficial post-high school/post-secondary transcript from a institutionally-accredited institution showing education completed.
- Official or unofficial college transcript from a institutionally-accredited institution that contains the high school name and date of graduation.
- Official or unofficial transcript of a state-approved home school program showing the date of graduation.

High School Equivalency Test

- Official or unofficial General Educational Development (GED) document, High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC) document.
- Official or unofficial documentation showing a passing score on a state-authorized exam that the state recognizes as equivalent to high school graduation.

Other Document Types

- Letter showing the date of graduation written on institutional letterhead, signed by a school administrator with an academic title, and sent directly to The Chicago School Registrar's Office from the awarding school. If the graduation date is in the future, the letter must clearly indicate the student has completed all requirements necessary for conferral and the next available conferral date student is eligible for. Letters will only be accepted from public or private high schools and charter schools. Homeschool or online institutions providing a letter will not be accepted. The letter will serve as *unofficial proof of qualifying conferral*, the student will still be required to provide official proof of qualifying conferral to have their admissions contingency removed and be eligible to apply for financial aid.
- Military Form DD214 showing the high school date of graduation. The DD214 will serve as *official proof of qualifying conferral*.

International Documents

- A copy of an international high school diploma or equivalent.
- Official or unofficial evaluation of an international post-secondary transcript. The evaluation must be completed by either a National Association of Credential Evaluations Services (NACES) or Association of International Credential Evaluators, Inc. (AICE)-approved service and include the conferral date, program level, and type of diploma, degree, or equivalency conferred. The evaluation must indicate U.S. degree equivalency. Additionally, an applicant may choose International Education Evaluations (IEE) to receive a preferred rate.

A student who fails to submit proof of qualifying conferral as outlined above by the day 9 of the term/semester will be placed in either Withdrawal or No Show status. The student will be placed in Withdrawal status if they posted attendance in any course, or the student will be placed in No Show status if they did not post attendance. In both cases, the student does not qualify for financial aid disbursement. Refer to Financial Aid and Student Account Policies for information.

Official Proof of Qualifying Conferral

A student who submits unofficial proof of qualifying conferral must submit official proof of qualifying conferral prior to the Add/Drop deadline of the second semester/third term of enrollment. A student who fails to submit official proof of qualifying conferral prior to the applicable Add/Drop deadline will be withdrawn.

Unofficial proof of qualifying conferral may qualify a student for financial aid. See Financial Aid and Student Account Policies for information.

Proof of Qualifying Conferral Extension for Undergraduate Admission

A student facing extenuating circumstances may be eligible for additional time to submit their official proof of qualifying conferral. A term-based student may be eligible for a two-term extension, and a semester-based student may be eligible for a one-semester extension. To request an extension, a student must submit a Proof of Qualifying Conferral Extension request to the College Dean or designee.

A student with an approved extension will have a hold placed on their account preventing disbursement of financial aid funding, where applicable. The hold will be removed and financial aid disbursed to a qualified student once an approved form of qualifying conferral is received and verified.

Failure to meet this extension deadline will result in administrative withdrawal from the institution, and the withdrawn student does not qualify for financial aid disbursement. Refer to the Financial Aid and Student Account Policies section for information.

International Post-Secondary Transcript Requirements for Undergraduate Admission

An applicant holding an international post-secondary transcript they wish to use as proof of qualifying conferral must have it evaluated by a NACES or AICE-approved service as part of the admissions process. A course-by-course evaluation of the official transcript from the international institution where the qualifying conferral was obtained may be required. Any NACES or AICE-approved service can perform credential evaluations. An applicant may choose International Education Evaluations (IEE) to receive a preferred rate.

The evaluation must indicate the equivalent U.S. credential and grade point average (GPA).

Language Requirement for Undergraduate Admission

An applicant to an undergraduate program who indicates English is not their primary language must submit official English proficiency test scores (see list of acceptable proficiency exams and corresponding required scores below). Scores are valid for two years after the test date. This requirement does not apply to applicants whose qualifying conferral is completed in a program from a U.S. institutionally accredited institution that uses English as the language of instruction and/or to citizens of countries designating English as the official or national language, and/or students applying with a freshman composition course with a C+ or better from a U.S. institutionally accredited institution. For students transferring from an institution outside the U.S., proof of English proficiency may be waived if the language of instruction is listed as English in the course-by-course evaluation report. Undergraduate transfers from institutions outside the U.S. must submit a course-by-course evaluation report. The evaluation report must be from an organization approved by NACES or AICE. International Education Evaluations (IEE) is one such organization and offers a preferred rate to The Chicago School's applicants.

Undergraduate (UG) and Graduate (G) English Proficiency Requirement (EPR)

- ACT 23 or higher: UG
- Score of 550 or higher for SAT Evidence-Based Writing: UG
- Score of 3, 4 or 5 on AP Examination in English Language and Composition, or English Literature: UG
- Score of 6 or 7 on the IB Standard Level examination in English (Language A only): UG
- Score of 5, 6, or 7 on the IB Higher Level examination in English (Language A only): UG
- Duolingo Scores: UG 105, G120.
- TOEFL Scores (Institution Code: 7161), UG 79, G 89
- IELTS Scores: UG 6.0, G 6.5
- PTE Scores: UG 50, G 56
- CEFR (Common European Framework of Reference): UG and G B2
- WASSCE/WAEC: English Language: UG B3

- Edexcel O/Ls or A/Ls: English Language: UG B
- Cambridge English Level B2 UG 165, G 175
- Completion of English Language Programs accredited by the Commission of English Language Program Accreditation (CEA) at any U.S. and/or overseas institution
- Completion of the required level at a partner ESL institution (please inquire).

International Transcript or Equivalent Requirements

An applicant holding official secondary school transcripts, mark sheets, and diplomas/certificates must have them evaluated as part of the admissions process. Official academic credentials must be submitted in the original language(s) of issue and with an official English translation. The Chicago School will convert grade point averages to the U.S. equivalency. Undergraduate transfers from institutions outside the U.S. are required to submit a course-by-course evaluation report. The evaluation report must be from an organization approved by NACES or AICE. The Chicago School's preferred vendor is International Education Evaluations (IEE).

Undergraduate Admission Contingencies

For admission contingencies other than proof of qualifying conferral, all documents must be submitted prior to the Add/Drop deadline of the following semester for a semester-based student and by the Add/Drop deadline of the third term for a term-based student. Such items may include but are not limited to a letter of recommendation and Criminal Background Check. A student facing extenuating circumstances may request an extension using the policy exception process.

If documents are missing after a student begins classes, the student's record will be placed on hold, prohibiting future course registration. If unresolved, the semester-based student will be withdrawn on the Add/Drop deadline of the second semester of enrollment, and the term-based student will be withdrawn on the Add/Drop deadline of the third term of enrollment.

Graduate Admission

This policy addresses the admission requirements for an applicant to a graduate program at The Chicago School. An international applicant who requires sponsorship for a student visa should refer to the International Admission policy below.

An applicant who has earned a qualifying degree from an institutionally accredited institution or who holds an equivalent international degree and who meets other admission requirements as required by the desired degree program may be considered for admission. Information on admission requirements by degree program is available in the Programs of Study descriptions in this Catalog.

An applicant to a graduate program at The Chicago School is required to submit a completed application, application fee, and proof of qualifying degree conferral.

Once admission has been offered, an applicant must pay the tuition deposit to reserve a spot in their program. The tuition deposit is nonrefundable.

Qualifying Degree for Graduate Admission

The qualifying degree is defined as the degree that qualifies an applicant for admission to a graduate-level academic program. The qualifying degree must be conferred on a date prior to the Add/Drop deadline of the term/semester of entry. A student must provide proof of qualifying degree conferral by day 9 of the term/semester of entry.

Proof must be provided in one of the following ways:

1. Official transcript showing qualifying degree. An official transcript is printed on official transcript paper and bears the embossed or raised college seal, date, and the Registrar's signature. An official transcript is delivered in a sealed envelope with the Registrar's signature stamped across the seal. An official transcript can also be sent electronically directly from a transcript vendor. See the International Transcript Requirements policy for international transcripts.

2. Unofficial transcript showing qualifying degree. An unofficial transcript is printed on plain paper and does not bear a college seal or registrar's signature or is an opened transcript submitted by a student, marked as a student copy or stamped unofficial. An unofficial transcript must document: student name, institution name, courses completed with grades earned, specific degree conferred, and the conferral date.

3. Letter showing the date of graduation written on institutional letterhead, signed by a school administrator with an academic title, and sent directly to The Chicago School Registrar's Office from the awarding school. If the student's graduation date is in the future, the letter must clearly indicate that the student has completed all requirements necessary for conferral and the next available conferral date for which the student is eligible.

4. An official evaluation of by a NACES or AICE-approved service of an international degree that includes the conferral date, degree level, and name of degree conferred, along with U.S. equivalency. See the International Transcript Requirements policy for international transcripts. Any NACES or AICE-approved service can perform credential evaluations. An applicant may choose International Education Evaluations (IEE) to receive a preferred rate.

If an applicant has earned a graduate degree from an institutionally accredited institution, an exception to the qualifying degree requirement may be considered. An exception must be approved by the Academic Program Lead and documented in the student's record.

Unless granted an extension under the Proof of Qualifying Degree Extension for Graduate Admission section below, a student who fails to submit proof of qualifying degree by day 9 will be placed in either Withdrawal or No Show status. The student will be placed in Withdrawal status if they posted attendance in any course, or the student will be placed in No Show status if they did not post attendance. In both cases, the student does not qualify for financial aid disbursement. Refer to the Financial Aid and Student Account Policies section for information.

Official Proof of Qualifying Degree

A student who submits unofficial proof of qualifying degree must submit official proof of qualifying degree prior to the Add/Drop deadline of the second semester/third term of enrollment. A student who fails to submit official proof of qualifying degree prior to the applicable Add/Drop deadline will be withdrawn.

Unofficial proof of qualifying degree may qualify a student for financial aid. See Financial Aid and Student Account Policies for information.

Proof of Qualifying Degree Extension for Graduate Admission

A student facing extenuating circumstances may be eligible for additional time to submit their proof of qualifying degree. A term-based student may be eligible for a two-term extension, and a semester-based student may be eligible for a one-semester extension. To request an extension, a student must submit a Proof of Qualifying Degree Extension request to the College Dean or designee.

A student with an approved extension will have a hold placed on their account preventing disbursement of financial aid funding, where applicable. The hold will be removed and financial aid disbursed to a qualified student once an approved form of qualifying degree is received and verified.

Failure to meet this extension deadline will result in administrative withdrawal from the institution, and the withdrawn student does not qualify for financial aid disbursement. Refer to the Financial Aid and Student Account Policies section for information.

International Transcript Requirements for Graduate Admission

An applicant with transcripts from an international degree-granting institution (bachelors, masters or doctoral) must have their credentials evaluated by a credential evaluation service recognized by the US Department of Education. A course-by-course evaluation of the official transcript from the international institution where the qualifying degree was earned may be required. The evaluation must include a general evaluation showing U.S. degree equivalency and grade point average (GPA).

Any NACES or AICE-approved service can perform credential evaluations. An applicant may choose International Education Evaluations (IEE) to receive a preferred rate.

Transcript evaluations are not required from U.S. universities operating internationally, provided the institution is recognized by a U.S. institutional accrediting body and with grades reported on a U.S. 4-point scale.

Language Requirement for Graduate Admission

An applicant to a graduate program who indicates English is not their primary language must submit official English proficiency test scores (see list of acceptable proficiency exams and corresponding required scores below). Scores are valid for two years after the test date. This requirement does not apply to applicants whose qualifying conferral is completed in a program from a U.S. institutionally accredited institution that uses English as the language of instruction and/or to citizens of official English-speaking countries. Proof of English proficiency may be waived if the language of instruction is listed as English in the course-by-course evaluation report. Graduate transfers from institutions outside the US are required to submit a course-by-course evaluation report. The evaluation report must be from an organization approved by NACES or AICE. International Education Evaluations (IEE) is one such organization and offers a preferred rate to The Chicago School's applicants.

Undergraduate (UG) and Graduate (G) English Proficiency Requirement (EPR)

- ACT 23 or higher: UG
- Score of 550 or higher for SAT Evidence-Based Writing: UG
- Score of 3,4 and 5 on AP Examination in English Language and Composition, or English Literature: UG
- Score of 6 or 7 on the IB Standard Level examination in English (Language A only): UG
- Score of 5, 6, or 7 on the IB Higher Level examination in English (Language A only): UG
- Duolingo Scores: UG 105, G120.
- TOEFL Scores (Institution Code: 7161), UG 79, G 89
- IELTS Scores: UG 6.0, G 6.5
- PTE Scores: UG 50, G 56

- CEFR (Common European Framework of Reference): UG and G B2
- WASSCE/WAEC: English Language: UG B3
- Edexcel O/Ls or A/Ls: English Language: UG B
- Cambridge English Level B2 UG 165, G 175
- Completion of English Language Programs accredited by the Commission of English Language Program Accreditation (CEA) at any U.S. and/or overseas institution
- Completion of the required level at a partner ESL institution (please inquire).

Evaluation of Other Degree Types for Graduate Admission

A student holding a qualifying conferral (undergraduate) or qualifying degree (graduate) from an international institution must have all course work, degree(s) and diploma(s) evaluated as part of the admissions process. Students will need to submit a course-by-course evaluation report. The evaluation must indicate the equivalent U.S. credential and grade-point average (GPA) and the total number of credits completed. The evaluation report must be from an organization approved by NACES or AICE. The Chicago School's preferred vendor is International Education Evaluations (IEE). Final decisions regarding exceptions to this policy will be made by the Vice President of Academic Affairs.

Graduate Admission Contingencies

For admission contingencies other than proof of the qualifying degree, all documents must be submitted prior to the Add/Drop deadline of the following semester for a semester-based student and prior to the Add/Drop deadline of the third term for a term-based student. Such items may include but are not limited to letters of recommendation, Criminal Background Check, or GRE scores. A student facing extenuating circumstances may request an extension using the policy exception process.

If documents are missing after a student begins classes, the student's record will be placed on hold, prohibiting future course registration. If unresolved, the semester-based student will be withdrawn on the Add/Drop deadline of the second semester of enrollment, and the term-based student will be withdrawn on the Add/Drop deadline of the third term of enrollment.

Preparatory Coursework for Graduate Admission

Preparatory coursework refers to course(s) an applicant is required to take in order to enroll in an eligible graduate degree program. Preparatory courses are required for admission to the intended graduate program and do not count toward the requirements for the intended degree program.

An otherwise eligible applicant who must successfully complete preparatory coursework required for admission to a specific graduate program may attend The Chicago School in a Preparatory Student classification.

An applicant who takes preparatory coursework for admission into a graduate program may apply to receive federal Direct Loans for one 12-consecutive month period. The student must be enrolled at least half-time to be eligible for loans. The student must complete the standard financial aid application process and meet all federal eligibility requirements. Only the courses listed in the applicable Programs of Study Admission Requirements section may be used for calculation of loan eligibility. Preparatory coursework that exceeds the 12-consecutive month period will not be eligible for financial aid.

An applicant may review the individual Programs of Study Admission Requirements to view the specific courses required for admission to the intended graduate program. Once all preparatory coursework is successfully completed, the student may be admitted to the intended degree program.

Graduate Progression Requirements

Progression requirements are academic requirements that a student must successfully complete to remain enrolled in the degree program. An applicant may review their Program of Study to view the specific courses required. Failure to successfully complete a progression requirement will result in administrative withdrawal from the degree program.

Courses are available to students admitted to programs that have progression requirements. Courses Available for Preparatory and Progression Requirements are non-credit bearing, non-transferable, and not eligible for financial aid.

International Admission

This policy addresses the admission requirements for an international applicant to a degree program or certificate on a Chicago School ground campus located in the United States. An international applicant to a graduate degree program or certificate who has earned a qualifying degree from an institutionally accredited institution or who holds an equivalent international degree and who meets other admission requirements as required by the desired degree program or certificate may be considered for admission. An international applicant to an undergraduate program who holds a qualifying conferral and who meets other admission requirements as required by the desired degree program may be considered for admission. Information on admission requirements by degree program and certificate is available in the Programs of Study descriptions in this Catalog.

An international applicant is required to submit a completed application, application fee, and official evaluation of qualifying degree (graduate) or qualifying conferral (undergraduate).

An international student who desires to study in a ground campus degree program or certificate in the United States must be enrolled full time to be eligible for a student visa. A student in a non-immigrant status is not eligible for federal financial aid but may be eligible for institutional aid. Contact International Admissions for more information.

Upon acceptance, an international applicant requesting sponsorship for a student visa must submit a New Student Information Form and supporting documentation before a Certificate of Eligibility for Non-Immigrant Students (I-20) can be issued. For current information on minimum financial requirements and obtaining the I-20, please visit the International Student Services website.

Once admission has been offered, an applicant must pay the tuition deposit to reserve a spot in their program. The tuition deposit is nonrefundable.

Qualifying Conferral or Degree for International Admission

The qualifying conferral is defined as the conferral that qualifies an applicant for admission to an undergraduate-level academic program, and the qualifying degree is defined as the degree that qualifies an applicant for admission to a graduate-level academic program. The qualifying degree (graduate) or qualifying conferral (undergraduate) must be conferred on a date prior to the Add/Drop deadline of the term/semester of entry. An international student must provide an official evaluation of the qualifying degree (graduate) or qualifying conferral (undergraduate) by day 9 of the first term/semester of enrollment. Failure to meet this requirement will result in removal from all courses and withdrawal from the institution. Proof must be provided as detailed in the Undergraduate Admission and Graduate Admission polices above.

Proof of Qualifying Degree (Graduate) or Qualifying Conferral (Undergraduate) Extension for International Admission

An international student facing extenuating circumstances may be eligible for a one-semester extension to submit their proof of qualifying degree (graduate) or qualifying conferral (undergraduate). To request an extension, a student must submit a Proof of Qualifying Degree (graduate) or Qualifying Conferral (undergraduate) Extension request to the College Dean or designee.

An international student with an approved extension will have a hold placed on their account. The hold will be removed once required documentation is received and verified. Failure to meet the extension deadline will result in administrative withdrawal from the institution.

Undergraduate Programs

Undergraduate: International Transcript or Equivalent Requirements

An applicant holding an international transcript or international high school equivalency must have it evaluated as part of the admissions process. The evaluation must indicate the equivalent U.S. credential and grade point average (GPA).

Undergraduate: Admission Contingencies

For admission contingencies other than proof of qualifying conferral, all documents must be submitted prior to the Add/Drop deadline of the following semester. Such items may include but are not limited to a letter of recommendation and Criminal Background Check. A student facing extenuating circumstances may request an extension using the policy exception process.

If documents are missing after a student begins classes, the student's record will be placed on hold, prohibiting future course registration. If unresolved, the student will be withdrawn on the Add/Drop deadline of the second semester of enrollment.

Undergraduate: Language Requirement

An international applicant to an undergraduate program who indicates that English is not their primary language must submit official scores from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), Pearson Test of English (PTE), Duolingo English Test, or at a partner ESL institution. This requirement does not apply to applicants whose qualifying conferral is completed in a program that uses English as the language of instruction. The minimum scores are: TOEFL - 79; PTE - 50; IELTS - 6.0; Duolingo - 105. Valid scores are required. TOEFL, PTE, IELTS, and Duolingo scores are valid for two years after the test date.

Graduate Programs

Graduate: Evaluation of Other Degree Types for International Admission

A degree type that differs from a standard U.S. bachelor or master's degree will be evaluated on a case-by-case basis. The following conditions will be considered:

1. The degree is recognized by a country's Ministry of Education

2. The NACES or AICE-evaluation shows the degree as equivalent to the U.S. qualifying degree required by the degree program

Final decisions regarding exceptions to this policy will be made by the Chief Academic Officer.

Graduate: Admission Contingencies

For admission contingencies other than proof of the qualifying degree, all documents must be submitted prior to the Add/Drop deadline of the following semester for a semester-based student and prior to the Add/Drop deadline of the third term for a term-based student. Such items may include but are not limited to letters of recommendation, Criminal Background Check, or GRE scores. A student facing extenuating circumstances may request an extension using the policy exception process.

If documents are missing after a student begins classes, the student's record will be placed on hold, prohibiting future course registration. If unresolved, the semester-based student will be withdrawn on the Add/Drop deadline of the second semester of enrollment, and the term-based student will be withdrawn on the Add/Drop deadline of the third term of enrollment.

Graduate: Language Requirement

An international applicant to a graduate program or certificate who indicates that English is not their primary language must submit official scores from the Test of English as a Foreign Language (TOEFL), Pearson Test of English (PTE), International English Language Testing System (IELTS), Duolingo English Test, or at a partner ESL institution. This requirement does not apply to an applicant who either earned an undergraduate or graduate degree or who earned at least 60 credit hours from a university in which the language of instruction was English. The minimum scores are: TOEFL - 89; PTE - 56; IELTS - 6.5; Duolingo - 120. Valid scores are required. TOEFL, PTE, IELTS, and Duolingo scores are valid for two years after the test date.

Graduate: Preparatory Coursework for International Admission

Preparatory coursework refers to course(s) an applicant is required to take in order to enroll in an eligible graduate degree program. Preparatory courses are required for admission to the intended graduate program and do not count toward the requirements for the intended degree program.

An otherwise eligible applicant who must successfully complete preparatory coursework required for admission to a specific graduate program may attend the school in a Preparatory Student classification.

An applicant may review the individual Programs of Study Admission Requirements to view the specific courses required for admission to the intended graduate program. Once all preparatory coursework is successfully completed, the student may be admitted to the intended degree program.

Graduate: Progression Requirements

Progression requirements are an academic requirement that a student must successfully complete to remain enrolled in the degree program. An applicant may review the individual Programs of Study to view the specific courses required. Failure to successfully complete a progression requirement will result in administrative withdrawal from the degree program.

Minimum Requirements are defined as the minimum standards for admission into IllinoisCOM. All applications to IllinoisCOM must be submitted electronically through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Applicants that fail to submit required supplemental materials will not be further considered for admissions to IllinoisCOM. A candidate that receives an initial offer of admission to the IllinoisCOM

must fulfill the conditions set forth in the Matriculation Agreement in order to successfully matriculate into the program.

Student Technical Standards

A candidate for admission to the Illinois College of Osteopathic Medicine (IllinoisCOM) Doctor of Osteopathic Medicine (DO) program must possess, or be able to achieve through reasonable accommodation, the technical standards and personal competencies set forth in this policy, that would enable the individual to carry out the activities described on the Program of Study page in the Academic Catalog.

Reasonable accommodations will be provided in accordance with the Americans with Disabilities Act and any other applicable laws. An accommodation will not be provided if it would result in the fundamental alteration of IllinoisCOM's programs, services or activities, or if it would impose undue financial burden on IllinoisCOM.

Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, all technical standards and personal competencies outlined on the Program of Study page in the Academic Catalog throughout their progression in the program.

A current student must complete all degree requirements and have the degree conferred to be eligible to start another degree program. Degree conferral must occur either on or prior to the Add/Drop deadline of the first term/semester in the new degree program. Concurrent enrollment may be permitted only if an internal articulation agreement ("protocol") has been approved and is on file with both programs (and designated locations as required by programmatic accreditation where applicable).

Attendance

All students are expected to attend and participate in their courses. All students in all delivery modalities (on-ground, online, and blended such as executive style or weekend programs) are recorded as either present or absent for each course during the first week of the term/semester based on participation in an online assigned academic activity. Assigned academic activities include posting an introduction, posting in a discussion forum, or submitting a quiz or assignment. A student cannot post attendance in any course prior to the start of any term/semester.

In addition to completing the online assigned academic activity, a ground campus-based student must attend face-to-face class meetings. Failure to attend face-to-face class meetings will have academic consequences as defined in the course syllabus.

A student who does not submit the assigned academic activity in an individual course during the first week of the term/semester will be administratively withdrawn from the course. A student who does not submit assigned academic activities during the first week of the term/semester in all courses will be administratively withdrawn from the institution.

Excused Absence

Should a student experience extenuating circumstances that necessitate absence from class during the first week of the term/semester, the student must notify the instructor of record for the course in advance. It is within the instructor of record for the course's discretion to determine whether an absence is excused or unexcused. Reasons for granting an excused absence may include but are not limited to:

a) Student illness or injury;

b) Death, injury, or serious illness of an immediate family member;

c) Religious observance;

d) Jury duty or other government obligation.

The instructor of record for the course must notify the Student Support Counselor in writing when granting an excused absence. Attendance must be posted for the student upon return to the course. A student is required to provide written documentation substantiating an excused absence. Acceptable forms of documentation include medical documentation, copy of a jury summons, or a copy of a memorial service program. Documentation must be submitted to the Student Support Counselor.

Also, a student must inform the instructor of record for the course(s) in writing of the intent to stay enrolled in the course. The student is responsible for making arrangements to complete coursework missed due to an excused absence. An excused absence does not meet attendance requirements. However, a student's request for an excused absence indicates the intent to remain enrolled in the course and at the institution.

Failure to attend 60% of the term/semester may result in a prorated refund of financial aid. Any refund of tuition due to the student will be based on the applicable Refund Policies.

Questions about disability accommodations for short-term impairments that limit a student's ability to attend class must be directed to the Student Support.

IllinoisCOM Attendance

General Attendance

- Unless otherwise specified, attendance at scheduled classes and other curricular events is encouraged, while attendance at laboratories, assessments, clinical rotations and other experience-based sessions is mandatory.
- Course specific attendance requirements will be communicated through the appropriate channels (e.g., Canvas, course syllabi, IllinoisCOM curricular calendar, and/or appropriate handbook/manual).
- Students may be required to attend some or all in-person curricular activities or other events as directed by early intervention process.
- Attendance at student orientations (i.e., OMS-I, OMS-II, Clinical Site), as well as program-level events (i.e., White Coat Ceremony, Commencement) is required for all students.
- Exceptions are only granted with documented extenuating circumstances after receipt of the Absence and Scheduling Request form.
- Tardiness to a required activity may be considered an unexcused absence and result in refusal to be admitted to a curricular activity at the discretion of the faculty or staff in charge of the event in alignment with expectations outlined in the course syllabus.
- Tardiness may result in a referral for the lapse in professionalism.
- IllinoisCOM supports absences related to religious observations in accordance with state and federal laws and regulations and policy outlined by The Chicago School. Students who need to miss a curricular event or other program requirement due to a religious observance or practice must submit an Absence and Scheduling Request form. They may also be required to submit a Religious Reasonable Accommodation Request form.

Absences and Scheduling Requests

- Any absence requires submission of an Absence and Scheduling Request form and relevant documentation.

- Students must submit an Absence and Scheduling Request form when missing a required curricular event (instructions regarding the submission process will be provided on syllabi, Canvas announcements and/or email instructions).

- Absence and Scheduling Requests for anticipated absences must be submitted at least seven working days prior to the absence, while requests for unanticipated absences should be submitted within 24 hours of the absence.

- Failure to submit a timely request may result in denial of request and assessment of an unexcused absence.

Unexcused absences

- There are no exceptions to this policy and failure to follow the processes will result in the assessment of an unexcused absence.

- Unexcused absences may result in:

    - forfeiture of the ability to make-up, reschedule, or complete associated assignments or assessments,

    - forfeiture of coursework points associated with the missed required activity,

    - the grade of zero (0) for exams and assessments

    - referral to the Assistant Dean of Student Affairs for a lapse in professionalism.

Preclinical Attendance

- Preclinical students with more than one unsubmitted, unapproved missed required activities will be referred to the Office of Student Success. First unsubmitted will use the students' Wellness Day.

- Preclinical students will be afforded one "Wellness Day" per semester to use with the following stipulations:

- Wellness days may not be used on scheduled exam or assessment days or on days with required service-learning activities (i.e. early clinical exposures). Required activities missed due to a Wellness Day will not be provided a make-up.

- Students must submit an Absence and Scheduling Request form as described above indicating the use of a Wellness Day.

Clinical Attendance

- Clinical students are required to attend all clinical rotation activities, including but not limited to orientation, patient encounters, telemedicine visits, site didactics, and assessments.

- The Office of Clinical Affairs reserves the right to issue a failing clinical course grade for attendance issues, which will require remediation.

- Failure to notify the Preceptor, Clinical Coordinator and appropriate clinical site staff of any absence, regardless of reason or duration of absence, may result in a referral to the Senior Associate Dean of Clinical Affairs for review and to address the lapse in professionalism.

- Clinical students are subject to the holiday schedules of the site(s) at which they are rotating and as such should expect to report for duty on most holidays without exception.

Class Cancellation

If an individual class session must be cancelled, a student will be notified as soon as possible. Information on class cancellation will be sent via Chicago School email. Information on making up the missed class session will be available from the academic department.

Commencement

Commencement is a ceremony. Participation in the commencement ceremony is voluntary, and neither confers a degree nor releases a student from the obligation to satisfactorily complete curricular or other degree program requirements. Degree conferral will occur upon completion of all program requirements, and diploma issuance is contingent upon meeting all other obligations to the institution. See the Degree Completion policy for more information.

All bachelor, master, education specialist, and doctoral-level students are invited to participate in a commencement ceremony. A student completing a certificate program may not participate in commencement.

A student is eligible to attend one commencement ceremony per earned degree.

To be considered for participation, a student must submit the Intent to Participate in Commencement form available on the Commencement website by the due date.

IllinoisCOM

An IllinoisCOM student is required to attend commencement given the nature of the ceremony signifying the transition into professional practice. A student facing extenuating circumstances may request an exception using the policy exception process.

Participation Requirements

The Chicago School holds commencement ceremonies at these locations:

- California
- Chicago
- Dallas
- Washington, D.C.

A student must select a specific ceremony location when completing the Intent to Participate in Commencement form available on the Commencement website.

Undergraduate Students

A bachelor student may be eligible to participate in a commencement ceremony if **one** of the following conditions is met:

1. All program requirements are completed.
2. All degree requirements will be completed no later than the semester (or two terms) immediately after the one in which the ceremony occurs, as confirmed by the academic department.

Graduate Students

A master, education specialist, or doctoral student may be eligible to participate in a commencement ceremony if **one** of the following conditions is met:

1. All degree requirements are completed.
2. For programs that require a research project (e.g., thesis, applied research project, advanced applied project, dissertation), the project must be successfully defended/passed and documented 30 days before the commencement date as confirmed by the Division/Department Chair.
3. For programs that do not require a research project (e.g., thesis, applied research project, advanced applied project, dissertation), all requirements will be completed no later than the semester (or two terms) immediately after the one in which the ceremony occurs as confirmed by the Division/Department Chair.

If the timeframe or above requirements impacts a student, they may consider submitting a Policy Exception request to participate in the commencement ceremony.

Doctor of Osteopathic Medicine Students

An IllinoisCOM student may be eligible to participate in a commencement ceremony if **all** the following conditions are met:

1. Successful completion of all required coursework, assessments, and administrative elements.
2. Passing required national licensing exams.
3. Maintaining professional and ethical good standing.

Regalia Requirements

A student must purchase and wear regalia from The Chicago School's approved vendor. The College Dean must approve any program-specific regalia requests.

Standard Regalia

- Undergraduate Participant
  - Black gown
  - Mortarboard cap with tassel
- Master or Education Specialist Participant
  - Black gown with full-length square sleeves
  - Hood with coloring specific to academic discipline
  - Mortarboard cap with discipline-specific tassel
- Doctorate Participant
  - Black gown with full rounded sleeves, velvet facing, and velvet sleeve bars
  - Hood with colors specific to academic discipline and degree type
  - Tam cap

A student participating in Commencement must wear regalia that corresponds to the degree for which they are participating, even if they hold a higher-level degree. The deadline to order regalia is determined by the official vendor and cannot be changed.

Personalized Regalia

A student can decorate their mortarboard cap. A mortarboard cap may only be decorated on top and may not include any offensive content, as defined by Student Life & Events.

A student may wear other regalia to celebrate their personal identities and heritages if the regalia adheres to the University Community Norms and Standards.

Student Life & Events reserves the right to offer special regalia (e.g., honor cords), when available.

Violations

If a student's regalia does not comply with this policy, they will be asked to remove the prohibited regalia prior to the start of the ceremony. Should the student refuse to remove the prohibited regalia, they will not be permitted to participate in Commencement.

Credit Hour

All courses offered at The Chicago School, irrespective of varying credits, durations, and modalities, define one credit hour as:

- One hour of in-class instructional time and a minimum of out-of-class student preparation time for 15 weeks for one semester, or the equivalent amount of work over a different amount of time. Out-of-class student preparation time increases with each degree level: Two hours for undergraduate level courses, three hours for master level courses, and three hours plus additional dissertation preparation time for doctoral level courses.
- The amount of learning required to progress toward completion of learning outcomes as defined by the rigor, complexity, and content of the degree level and the expectations of the profession. Student learning is verified by evidence in student achievement.
- For courses offered in alternative time frames or modalities, credit hour assignment shall be the equivalent of in-class instructional time per week combined with the appropriate out-of-class student preparation time.

A credit hour is a minimum of a 53-minute period. For courses offered in alternative time frames or modalities, credit hour assignment shall be the equivalent of the in-class instructional time per week combined with the appropriate out-of-class student preparation time. Information on expected student work is included in the course syllabus. The course syllabus indicates course credit hours and the amount of work required to earn those credit hours.

Degree Completion

Degree Credit Hours

Each degree program defines the number of credit hours required for degree completion. Where a student needs time beyond the coursework required to complete the degree program, they may be required to enroll in an extension course as defined in their Program of Study. An extension course is counted as part of a student's degree program and may be eligible for financial aid. Tuition and fees may apply. A student who successfully completes their degree program requirements within the published program of study is not required to enroll in extension courses.

Concentration, Area of Focus/Study, Track, or Minor

Some graduate degree programs require a student to complete a concentration, area of focus/study, or track to meet degree requirements. Some undergraduate degree programs offer optional minors. A concentration is a specific area of emphasis within the student's chosen degree program, an area of focus/study is the emphasis on a conceptual area within the degree program, and a track is a designated set of courses that lead to a specialized outcome. A minor is a secondary area of study comprised of a set of specialized courses. See the Program of Study pages for more information.

To change a concentration, area of study/focus, track, or minor, a student must submit the Enrollment Change Request form. See the Enrollment Change policy for details.

Credit Hour Residency Requirement

The Credit Hour Residency Requirement is defined as the minimum number of credit hours a degree-seeking student must complete at The Chicago School in order to graduate. It is required that a matriculated student fulfill all degree

requirements through courses offered at the institution. Degree programs with external approving or accrediting agencies must align credit hour residency requirements with the guidelines of those bodies.

A student who enters a degree program via an articulation agreement will be held to the requirements stated in the agreement.

- Undergraduate Programs
  A student entering an undergraduate degree program is permitted transfer up to 65% of the required credit hours for the program. A student is required to complete a minimum of 35% of required credit hours at The Chicago School. Refer to the Transfer and Nontraditional Credit Hours policy for details including information on exceptions.

- Graduate Programs
  Credit Hour Residency Requirements for each degree program are defined in the Transfer and Nontraditional Credit Hours policy. A student is required to complete the remaining credit hours at The Chicago School.

  Exceptions to this requirement must be clearly defined in specific agreements or degree programs, i.e., articulation agreements or dual degree/enrollment programs, approved by the institution. As a guideline, transfer credits should not exceed 25% of the graduate degree. In no case will the number of allowed transfer credits under an agreement or degree program exceed 50% of the graduate degree except as detailed in the Exception to Transfer and Nontraditional Credit Hour Limits. Existing articulation agreements for graduate-level programs that exceed the 50% transfer credits limit and that were in effect prior to the implementation of this policy will be honored. Restrictions on transfer credit placed by insituitional or programmatic accreditors, where they exist, will take precedence over this policy.

  Requests for transfer credit (and course waiver when initiated by the academic department) must be submitted prior to the end of the first semester of enrollment for a semester-based student or second term of enrollment for a term-based student. Refer to the Transfer and Nontraditional Credit Hours policy for details.

Additional Requirements

Once a degree is conferred, a student must meet the requirements below to be eligible to receive a diploma:

- Resolve all financial debts to the institution,
- Return all library books, test kits, or other school-owned materials, and
- Complete financial aid exit counseling.

Degree Conferral

A student declares their intent to graduate by submitting the online Petition for Degree Conferral within the deadlines published on the Office of the Registrar website. A degree conferral fee is assessed to degree-seeking students either at the time of petition or upon conferral if the student fails to petition.

Rigor

To qualify for degree conferral, a student must:

- Be in Academic and Financial Aid Good Standing,
- Be in University Good Standing,
- Have final grades posted in all courses as defined by the degree program, and

- Complete all degree program components including training requirements, competency exam(s), residencies, and the capstone project, thesis, or dissertation as defined by the degree program.
- Be reviewed and approved for graduation by the faculty and administration where required by the degree program.

The Chicago School reserves the right to withhold a student's degree conferral if the student has an active Student Community Standards (SCS) referral or if the student is being investigated under the Anti-Discrimination, Anti-Harassment, and Title IX Policy, inclusive of the appeal period.

A degree is considered earned once the degree conferral date is posted on a student's transcript. The degree conferral date will appear on the student's record no more than 15 business days after the eligible conferral date. The Chicago School confers degrees on the following days (see the Academic Calendar for specific dates):

- Official end of term/semester
- September 15

The Chicago School reserves the right to confer a degree and/or certificate for a student who meets completion requirements but fails to submit a Petition for Degree Conferral.

Applying for a Certificate or Master's Degree "Along the Way"

A student enrolled in a program that contains an embedded certificate or master's degree may be eligible to apply for conferral of the credential. Certificate or master's degree requirements are published in the Program of Study. A student should refer to the Academic Catalog year under which they enrolled to review credential requirements.

The student must submit a Petition for Degree Conferral at the beginning of the term/semester in which they expect to be eligible for the certificate or master's degree. An audit to determine eligibility will be conducted, and the credential will be conferred, if earned.

The petition must be submitted within one year of completing the final certificate or master's degree requirements. A student who files a Petition for Degree Conferral for an "along the way" master's degree is charged a fee. There is no fee for certificates.

A student who earns a master's degree "along the way" may be eligible to participate in Commencement. Additional information is available on The Chicago School website.

Manuscript Preparation Requirements for Degree Conferral

A student engaged in manuscript preparation of their thesis or dissertation while enrolled in a corresponding extension course will have their degree conferred when manuscript preparation is completed, even if during an active term/semester. Once manuscript preparation is completed, the Office of the Registrar will be notified, the corresponding course grade will be posted, and the degree will be conferred per the schedule above.

Institutional fees apply regardless of the duration of a student's enrollment in the corresponding extension course. A student enrolled in any thesis or dissertation course who does not make timely progress as defined by the thesis or dissertation chair will be referred to Student Community Standards for disciplinary action.

IllinoisCOM Requirements for Degree Conferral

A student of the IllinoisCOM is eligible for degree conferral upon successful completion of all required coursework, passing all required national licensing exams, achieving passing standards on all assessments, maintaining professional and ethical good standing, completing all program requirements within six calendar years from matriculation, and completion of all required administrative elements. Final approval for degree conferral will be granted by the Dean of the College of Osteopathic Medicine.

Accumulating Postdoctoral Hours

Information on accumulating postdoctoral hours is available from local, state, or regional licensing agencies.

Diplomas and Certificate Awards

Diplomas and certificates will be available six to eight weeks after all degree requirements have been verified by the Office of the Registrar. Expedited requests cannot be honored.

All diplomas and certificates are issued in the student's name of record with the school, and all diplomas and certificates are mailed to a student's address of record with the institution. The student is responsible for the diploma or certificate replacement cost if it carries an incorrect name or if mailed to the incorrect address. To change the name of record with The Chicago School, the student must submit a Student Personal Information Change Request form.

Diploma and Certificate Replacement

A lost or damaged diploma or certificate may be replaced for a fee. The replacement diploma or certificate will bear the signatures of current school officials but carry the original degree awarded date and degree title. The diploma or certificate will indicate that the document has been reissued. Graduates may request a diploma and/or certificate replacement directly from Parchment. A replacement fee is assessed at the time of the order.

Enrollment Change

Degree Program or Campus Location Transfer

A student who desires to transfer to a different degree program or campus location may do so using the procedure outlined in this policy. Degree program or location transfer options are:

- Campus Location Transfer (Same Degree Program): A student who wishes to transfer to another Chicago School campus location while remaining in the same degree program.
- Degree Program Transfer (Same Degree Level): A student who wishes to transfer to a different degree program at the same degree level on the same campus.
- Degree Program and Campus Location Transfer: A student who wishes to transfer to a different degree program at the same degree level AND transfer to another campus location.
- Dual Enrollment Degree Program Transfer (Same Degree Level): A student who wishes to transfer from a Dual Enrollment Program to a non-Dual Enrollment program at the same degree level.
- Dual Degree Program Transfer (Same Degree Level): A student who wishes to transfer from a Dual Degree Program to non-Dual Degree program at the same degree level.

To qualify for degree program or campus location transfer, a student must meet all of the following requirements both at the time of the request and upon enrollment into the new degree program and/or campus location:

- Be in good Academic and Financial Aid Good Standing under SAP requirements if requesting to change programs.
- Be in Financial Good Standing.
- Meet the admission requirements of the new degree program and any affiliated campus location requirements, if transferring to a different campus location.

To initiate a degree program or campus location transfer, a student must:

- Consult with their Student Support Counselor to determine next steps based on desired program selection.

- Discuss their intent to transfer with their current Academic Program Lead and the Academic Program Lead of the desired program, if applicable.
- Contact the Office of Financial Aid to determine financial aid implications including program change timing considerations.
- Submit an Enrollment Change Request Form to their Student Support Counselor.

Degree programs may have different degree completion requirements, depending on campus location. A student may be required to take additional courses to satisfy the new degree program requirements. Coursework from the original degree program that applies to the new degree program will be associated, where possible. Associated coursework will be calculated into SAP. All transfer credit accepted during a student's enrollment cannot be removed from the student's permanent record, even where the transfer credit does not meet degree program requirements.

A student seeking entry into a degree program that leads to licensure or certification or a degree program that has or is seeking programmatic accreditation or specialized approval must apply through the Office of Admissions.

An International student must obtain their Designated School Official (DSO) approval to transfer degree programs or campus locations prior to submitting the Enrollment Change Request Form.

Graduate Programs: Declaring and/or Changing an Area of Focus/Study, Track, or Concentration

Some graduate programs require a student to select an area of focus/study, track, or concentration. In those programs, a student declares their area of focus/study, track, or concentration at the point of application. A student who chooses undeclared at the point of application must use the Enrollment Change Request Form when they are ready to declare their area of focus/study, track, or concentration.

A student who wishes to change their area of focus/study, track, or concentration must complete the Enrollment Change Request Form and submit it to their Student Support Counselor. Changing an area of focus/study, track, or concentration is subject to Academic Program Lead approval and availability of courses, and it may extend the student's time to completion and increase program cost. See the Programs of Study pages for details.

Undergraduate Programs: Declaring and/or Changing a Minor

Some undergraduate programs offer optional minors. In those programs, a student may declare their minor at the point of application. A student who wishes to declare and/or change their minor after enrollment must complete the Enrollment Change Request Form and submit it to their Student Support Counselor. Changing a minor is subject to Academic Program Lead approval and availability of courses, and it may extend the student's time to completion and increase program cost. See the Programs of Study pages for details.

Enrollment in a New Degree Level

A student who wishes to enroll in a degree program at a different degree level (e.g., Associate to Bachelor, Bachelor to Master, Master to Bachelor, Certificate to Master, Master to Doctoral, or Doctoral to Master) must apply through the Office of Admissions.

To qualify for enrollment in a new degree level, a student must meet all of the following requirements both at the time of the request and upon enrollment into the new degree program:

- Be in Financial Good Standing.
- Meet the admission requirements of the new degree program.

Transcripts from prior schools remain on file and need not be resubmitted, but a Chicago School transcript and other admissions documentation must be submitted as required. Documentation requirements may vary under an articulation agreement.

Once awarded, transfer credit remains on a student's permanent record and cannot be removed from the academic transcript.

Good Standing

The Chicago School defines Good Standing along three dimensions - Academic and Financial Aid Good Standing, Programmatic Good Standing, and University Good Standing.

Academic and Financial Aid Good Standing

Academic and Financial Aid Good Standing is the minimum and necessary level of academic performance required of all students at The Chicago School.

a. A graduate student is considered in good academic and financial aid standing if the student has earned a cumulative GPA of 3.0 or above. An undergraduate student is considered in good academic and financial aid standing if the student has earned a cumulative GPA of 2.0 or above.
    i. The student must maintain the minimum cumulative grade point average to remain in this status.
    ii. The cumulative GPA is reviewed at the end of every term/semester.
b. A student is meeting the Rate of Progress (ROP) requirement for their program.
    i. A student must progress to ensure degree program completion within the maximum time frame.
    ii. ROP is measured at the end of every term/semester.
    iii. ROP is calculated as a period of time during which a student attempts 1.5 times the number of credit hours required to complete the program.
    iv. For instance, if the published length of a program is 60 credit hours, then the student must complete their program by the time the student reaches 90 attempted credit hours (60 credit hours X 150% = 90 credit hours). Therefore, in order for a student to complete their program within the maximum time frame, a student must complete a minimum of 66.67% of all credit hours attempted (60 credit hours ÷ 90 credit hours = 66.67%).
    v. All credit hours attempted or transferred in from another college are considered, even for periods in which the student did not receive financial aid.
c. A student is not on Academic and Financial Aid Warning or Academic and Financial Aid Probation.

Programmatic Good Standing

A degree program may set forth academic, ethical, and performance requirements due to licensure and accreditation standards and professional responsibility in individual disciplines. These programs may create a standard of performance referred to as Programmatic Good Standing.

a. Programmatic Good Standing must include the above standard for Academic and Financial Aid Good Standing as the minimum for academic performance but may exceed this standard. Programmatic Good Standing may also include other metrics of performance.
b. Programmatic Good Standing must be published by the academic department and must be clearly explained to the students in a timely and appropriate manner. All standards must be fully accessible by students, faculty, and staff.
c. In the absence of a formal and published policy of Programmatic Good Standing, Academic and Financial Aid Good Standing shall serve as the default definition of standing for all Chicago School students.

A student who is subject to Student Community Standards (SCS) action or who is a responding party to a Title IX investigation is not in University Good Standing. This is inclusive of the appeal period defined by the applicable policy. The Chicago School reserves the right to withhold a student's degree conferral if the student has an active SCS referral or is being investigated under the Title IX Policy.

Grading Policies

A student must make Satisfactory Academic Progress (SAP) toward a degree by maintaining a cumulative grade point average of 2.0 for undergraduate programs or 3.0 for graduate programs. Final grades for a term/semester in which a student has an outstanding financial balance will be withheld until the financial balance for the term/semester is paid.

All academic grades are assigned by an Instructor of Record for the Course and are noted on the student's permanent record.

Academic Grades

Academic Grades for Undergraduate Courses				
Assigned by Instructor of Record for the Course				
Grade	**Percentage**	**Quality Points**	**Credit Earned**	**Classification**
A	94 - 100%	4.00	Full Course Credits Earned	Superior
A-	90 - 93%	3.67	Full Course Credits Earned	Outstanding
B+	87 - 89%	3.33	Full Course Credits Earned	Very Excellent
B	83 - 86%	3.00	Full Course Credits Earned	Excellent
B-	80 - 82%	2.67	Full Course Credits Earned	Marginally Excellent
C+	77 - 79%	2.33	Full Course Credits Earned	Very Satisfactory
C	73 - 76%	2.00	Full Course Credits Earned	Satisfactory
C-	70 - 72%	1.67	Full Course Credits Earned	Marginally Satisfactory
D+	67 - 69%	1.33	Full Course Credits Earned	Acceptable
D	60 - 66%	1.00	Full Course Credits Earned	Marginally Acceptable
F	59 and below	0.00	0 Credits Earned, Does Not Count Toward Degree Requirements	Unacceptable, Failing Grade
AU	Not Applicable	Not Applicable	Not Applicable	Audit
I	Not Applicable	Not Applicable	Not Applicable	Incomplete, Temporary Grade
IP	Not Applicable	Not Applicable	Not Applicable	In Progress, Temporary Grade
CR	Not Applicable	Not Applicable	Full Course Credits Earned	Credit, Passing Grade

NC	Not Applicable	Not Applicable	0 Credits Earned, Does Not Count Toward Degree Requirements	No Credit, Failing Grade

**SEM100 (Pathways to Success) course requires grade of C- or higher to successfully complete. A grade of D or below will require student to retake course.

Definitions

Full Course Credits Earned: This indication means that the course credits will count toward both the Earned Credits and Attempted Credits Rate of Progress Calculation. At the course level, this will equate to a 100% completion rate. See SAP policy for more information.

0 Credits Earned: This indication means that 0 credits will be counted toward the Earned Credits in the Rate of Progress Calculation, while the course credits will count toward the Attempted Credits in the Rate of Progress Calculation. At the course level, this will equate to a 0% completion rate. See SAP policy for more information.

Audit (AU): The AU grade is assigned to a student who audits a course. This grade is not calculated into the GPA or rate of progress.

Incomplete (I): The I grade is a temporary grade assigned when a student has an authorized incomplete. See Incomplete Grade policy for more information. This grade is assigned by the instructor of record for the course and recorded by the Registrar.

In Progress (IP): The IP grade is a temporary grade assigned in a course that extends beyond the end of a term/semester. See In Progress Grade policy for more information.

Academic Grades for Graduate Courses				
Assigned by Instructor of Record for the Course				
Grade	**Percentage**	**Quality Points**	**Credit Earned**	**Classification**
A	94 - 100%	4.00	Full Course Credits Earned	Superior
A-	90 - 93%	3.67	Full Course Credits Earned	Excellent
B+	88 - 89%	3.33	Full Course Credits Earned	Very Satisfactory
B	83 - 87%	3.00	Full Course Credits Earned	Satisfactory
B-	80 - 82%	2.67	Full Course Credits Earned	Marginally Satisfactory
C	70 - 79%	2.00	Full Course Credits Earned, Does Not Count Toward Degree Requirements	Unacceptable, Failing Grade
F	69 and below	0.00	0 Credits Earned, Does Not Count Toward Degree Requirements	Unacceptable, Failing Grade
CR	Not Applicable	Not Applicable	Full Course Credits Earned	Credit, Passing Grade

NC	Not Applicable	Not Applicable	0 Credits Earned, Does Not Count Toward Degree Requirements	No Credit, Failing Grade
AU	Not Applicable	Not Applicable	Not Applicable	Audit
I	Not Applicable	Not Applicable	Not Applicable	Incomplete, Temporary Grade
IP	Not Applicable	Not Applicable	Not Applicable	In Progress, Temporary Grade

Definitions

Full Course Credits Earned: This indication means that the course credits will count toward both the Earned Credits and Attempted Credits Rate of Progress Calculation. At the course level, this will equate to a 100% completion rate. A course grade of C and below does not count toward degree requirements. Courses in which a grade of C and below is earned must be repeated or replaced. See SAP policy for more information.

0 Credits Earned: This indication means that 0 credits will be counted toward the Earned Credits in the Rate of Progress Calculation, while the course credits will count toward the Attempted Credits in the Rate of Progress Calculation. At the course level, this will equate to a 0% completion rate. See SAP policy for more information.

Audit (AU): The AU grade is assigned to a student who audits a course. This grade is not calculated into the GPA or rate of progress.

Credit (CR): The CR grade is assigned to a student who performs at a level that is marginally satisfactory (equivalent to a B- or higher grade) or has successfully completed a 0 credit course (e.g. Competency Exam, Dissertation Extension). This grade is not calculated into the GPA. It is included in the rate of progress calculation.

In Progress (IP): The IP grade is a temporary grade assigned in a course that extends beyond the end of a term/semester. See In Progress Grade policy for more information.

Incomplete (I): The I grade is a temporary grade assigned when a student has an authorized incomplete. See the Incomplete Grade policy for more information. This grade is assigned by the instructor of record for the course and recorded by the Registrar.

No Credit (NC): The NC is assigned to a student who performs at a level below marginally satisfactory (equivalent to C and below) or who does not meet the deliverables required in a course description. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Academic Grades for IllinoisCOM - DO Program				
Assigned by Instructor of Record for the Course				
Grade	**Percentage**	**Quality Points**	**Credit Earned**	**Classification**
P	70 - 100%	Not Applicable	Full Course Credits Earned	Pass
F	< 70.0%	0.00	0 Credits Earned	Fail
H	Top 10%	Not Applicable	Full Course Credits Earned	Honors

P* (PR)	70.0%	Not Applicable	Full Course Credits Earned	Pass with Remediation
I	Not Applicable	Not Applicable	Not Applicable	Incomplete, Temporary Grade

Definitions

Full Course Credits Earned: This indication means that the course credits will count toward both the Earned Credits and Attempted Credits Rate of Progress Calculation. At the course level, this will equate to a 100% completion rate. See SAP policy for more information.

0 Credits Earned: This indication means that 0 credits will be counted toward the Earned Credits in the Rate of Progress Calculation, while the course credits will count toward the Attempted Credits in the Rate of Progress Calculation. At the course level, this will equate to a 0% completion rate. See SAP policy for more information.

Pass (P): The P grade will be awarded to students who earn at least 70% of available course points and satisfy all course requirements outlined in the syllabus. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Honors (H): The H grade will be awarded to the top 10% of students in each cohort based on the percentage of earned course points in pre-clinical courses (OMSI and OMSII). For core rotations in OMSIII and OMSIV, Honors (H) will be awarded to the top 10% of students in each cohort based on the first attempt COMAT score. Students must pass the Clinical Competency Assessment on the first attempt in order to qualify for Honors. In addition, students must satisfy all course requirements to receive Honors. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Pass with Remediation (PR): The PR grade will be awarded to students who successfully meet minimum course requirements after required remediation. Students that Pass a course with Remediation will be awarded exactly 70% for determination of Earned Percentage Grade.This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Incomplete (I): The I grade is a temporary grade assigned when a student has an authorized incomplete. See the Incomplete Grade policy for more information. This grade is assigned by the instructor of record for the course and recorded by the Registrar.

Administrative Grades

Administrative grades are issued by the Office of the Registrar. Administrative grades cannot be issued by faculty.

Administrative Grades for Undergraduate Courses			
Grade	**Quality Points**	**Credit Earned**	**Classification**
CE	Not Applicable	Full Course Credits Earned	Credit by Examination
N/A	Not Applicable	0 Credits Earned	Not Applicable
TR	Not Applicable	Full Course Credits Earned	Transfer Credit
W*	Not Applicable	0 Credits Earned	Withdrawal
WF*	0.00	0 Credits Earned, Does Not Count Toward Degree Requirements	Withdrawal

* Deadlines may vary. See the relevant Academic Calendar for details.

Definitions

Credit by Examination (CE): At the discretion of the department faculty and with the approval of the Academic Program Lead, credit by examination may be awarded for designated courses within a bachelor's program under certain circumstances. Credits earned by examination will be recorded as CE on the student's permanent record and will be counted toward the total number of credits required for the degree program. The CE grade will not impact GPA or a student's enrollment status but it will count as credit earned and positively impact rate of progress.

Not Applicable (N/A): The N/A grade is issued when a student who has posted attendance in a course drops the course during the Add/Drop period. The grade is assigned only to preserve the record of attendance and does not impact SAP. This grade does not appear on a student's official transcript.

Transfer Credit (TR): The TR grade is issued to a student who receives transfer credit from an external institution. The TR grade is issued to an AAS-N or VN student who earns credit through CLEP or who is considered advanced placement. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Withdrawal (W): The W grade is issued when a student drops or is administratively withdrawn from a course before the deadline as listed in the Drop/Withdrawal Schedule. This grade is not calculated into the GPA. It is included in the rate of progress calculation as credits attempted, but not earned.

Withdrawal Fail (WF): The WF grade is issued when a student drops or is administratively withdrawn from a course after the deadline as listed in the Drop/Withdrawal Schedule. This grade is calculated into the GPA and rate of progress.

Administrative Grades for Graduate Courses			
Grade	**Quality Points**	**Credit Earned**	**Classification**
CE	Not Applicable	Full Course Credits Earned	Credit by Examination
N/A	Not Applicable	0 Credits Earned	Not Applicable
TR	Not Applicable	Full Course Credits Earned	Transfer Credit
WA	Not Applicable	0 Credits Earned	Course Waiver
W*	Not Applicable	0 Credits Earned	Withdrawal
WF*	0.00	0 Credits Earned, Does Not Count Toward Degree Requirements	Withdrawal
WNC*	Not Applicable	0 Credits Earned, Does Not Count Toward Degree Requirements	Withdrawal

* Deadlines may vary by instructional delivery modalities. See the Academic Calendar for details.

Definitions

Credit by Examination (CE): At the discretion of the department faculty and the approval of the Academic Program Lead, credit by examination may be awarded for designated courses within a master's program under certain

circumstances. Credits earned by examination will be recorded as CE on the student's permanent record and will be counted toward the total number of credits required for the degree program. The CE grade will not impact GPA or a student's enrollment status but it will count as credit earned and positively impact rate of progress.

Not Applicable (N/A): The N/A grade is issued when a student who has posted attendance in a course drops that course during the Add/Drop period. The grade is assigned only to preserve the record of attendance and does not impact SAP. This grade does not appear on a student's official transcript.

Transfer Credit (TR): The TR grade is issued to a student who receives transfer credit from an external institution. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Withdrawal (W): The W grade is issued when a student drops or is administratively withdrawn from a course before the deadline as listed in the Drop/Withdrawal Schedule. This grade is not calculated into the GPA. It is included in the rate of progress calculation as credits attempted, but not earned.

Waiver (WA): The WA grade is issued to a student who receives a waiver of a program requirement at the request of the academic department. Course waiver does not meet the credit hour requirement for any course; a student must take other courses to earn the number of credit hours required for the degree.

Withdrawal Fail (WF): The WF grade is issued when a student drops or is administratively withdrawn from a course after the deadline as listed in the Drop/Withdrawal Schedule. This grade is calculated into the GPA and rate of progress.

Withdrawal No Credit (WNC): The WNC grade is issued when a student drops or is administratively withdrawal from a Credit/No Credit course after the deadline as listed in the Drop/Withdrawal Schedule. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Administrative Grades for IllinoisCOM - DO Program				
Assigned by University Registrar				
Grade	**Percentage**	**Quality Points**	**Credit Earned**	**Classification**
W	Not Applicable	Not Applicable	0 Credits Earned	Withdrawal

Definitions

Withdrawal (W): The W grade is issued when a student drops or is administratively withdrawn from a course before the deadline as listed in the Drop/Withdrawal Schedule. This grade is not calculated into the GPA. It is included in the rate of progress calculation as credits attempted, but not earned. A student should consult with the Associate Dean of Student Affairs to understand how withdrawal will impact their standing and progression in the DO program.

Drop/Withdrawal Schedule

15-week Semester

Drop/Withdrawal	Transcript Notation
Before Start of Semester	No record of enrollment
Week 1 of Semester	No record of enrollment

Week 2 through Week 10	"W" grade posted
Week 11 through End of Semester	"WF/WNC" grade posted

12-week Semester

Drop/Withdrawal	Transcript Notation
Before Start of Semester	No record of enrollment
Week 1 of Semester	No record of enrollment
Week 2 through Week 8	"W" grade posted
Week 9 through End of Semester	"WF/WNC" grade posted

8-week Semester (Summer Only)

Drop/Withdrawal	Transcript Notation
Before Start of Semester	No record of enrollment
Week 1 of Semester	No record of enrollment
Week 2 through Week 5	"W" grade posted
Week 6 through End of Semester	"WF/WNC" grade posted

8-week Term

Drop/Withdrawal	Transcript Notation
Before Start of Term	No record of enrollment
Week 1 of Term	No record of enrollment
Week 2 through Week 5	"W" grade posted
Week 6 through End of Term	"WF/WNC" grade posted

See the Academic Calendar for specific dates.

The Chicago School has two temporary grades - In Progress (IP) and Incomplete (I). The IP grade is a temporary grade assigned in a specific type of course that extends beyond the end of a term/semester. The I grade is a temporary grade assigned to allow a student more time to complete final course requirements in any course if the student is facing an unforeseeable and unexpected circumstance that prohibits them from being able to complete course requirements.

Additional restrictions are detailed in the policy below. If either the IP grade or the I grade are not resolved by the stated deadlines, a failing grade will be assigned.

Under the SAP policy, In Progress and Incomplete grades are calculated as credits attempted, but not earned during a given term/semester. This means that these grades will count against a student's rate of progress for the purpose of determining academic progress and financial aid eligibility.

In Progress (IP) Grade

A course is not considered complete until all course requirements have been met and the final course grade has been assigned. The IP grade may be used only in practicum, internship, clinical clerkships, field experience, comprehensive exam, and study abroad courses.

A student who has completed their final term/semester in their academic program must have all IP grade(s) resolved within 30 calendar days of the official end of the term/semester as published on the Academic Calendar or be enrolled in a corresponding extension course in order to remain in Active status. A student who does not meet those requirements will be withdrawn from the institution. This rule supersedes the 12-week time frame for practicum and internship courses described below.

Practicum and Internship Courses

A student is required to complete the following steps in order to receive a grade for practicum and/or internship:

1. Turn in a completed and signed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the term/semester.
2. Submit an hour log signed by the primary supervisor by the end of each term/semester.
3. Submit a site supervisor evaluation.
4. Submit a seminar leader evaluation.
5. Complete a site evaluation by the end of the term/semester.
6. Complete a consolidated report in the OPT database.
7. Submit any additional documentation required by academic department policy and/or state or governing board forms.

A student who fails to complete any of the above steps will be assigned an IP grade in the practicum and/or internship course. Following the 16 weeks (two terms) of the IP grade, the grade will be changed to No Credit (NC) or Fail (F), and the student may be required to repeat the practicum or internship placement and seminar course.

A student who needs to complete practicum or internship hours to satisfy degree requirements and who will be actively engaged in training on site after the add/drop date of the subsequent term/semester must be enrolled in an extension course.

Study Abroad and Field Experience Courses

For study abroad, and field experience courses, an IP grade will be changed to a failing grade four weeks after the end of the term/semester in which the grade was assigned if the student does not submit the required course deliverables. If the student successfully completes course requirements, the instructor of record for the course must submit a grade change to the Office of the Registrar. If the student does not successfully complete course requirements, a failing grade will be assigned.

Comprehensive Exam Courses

For comprehensive exam courses, an IP grade will be changed to a failing grade four weeks after the end of the term/semester in which the grade was assigned if the student does not submit the required course deliverables. If the student successfully completes comprehensive exam requirements, the instructor of record for the course must submit a grade change to the Office of the Registrar. If the student does not successfully pass the comprehensive exam, or fails to complete the comprehensive exam, a failing grade will be assigned.

Incomplete (I) Grade

It is expected that a student will complete all coursework by the end of the term/semester in which a course is taken. In cases where a student faces an unforeseeable and unexpected circumstance that prohibits them from being able to complete final course requirements, they may request an Incomplete grade. An Incomplete grade cannot be granted as a means of extending the standard amount of time given to complete a course.

An Incomplete grade request may be initiated by a student, the instructor of record for the course, a faculty advisor, or an Academic Program Lead. In all cases, the student must be passing the course at the time of request, and the request must be made prior to the Grades Due date for the term/semester as published on the Academic Calendar. Where initiated by the instructor of record for the course, faculty advisor, or Academic Program Lead, the student must agree to the Incomplete grade in writing prior to the grade being awarded.

An instructor of record for the course is not required to grant a request for an Incomplete grade. In considering the request, an instructor of record for the course determines what work will be required to resolve the Incomplete grade. Alternative assignments may be required in lieu of final group projects or peer-dependent activities.

If approved, an Incomplete Grade Request form must be submitted to the Office of the Registrar by the Grades Due date as published on the Academic Calendar. Note that this date occurs before the Official End of Term/Semester. The Incomplete grade is recorded by the Office of the Registrar.

The student will receive written instructions for completing final course requirements from the instructor of record/Academic Program Lead for the course. For semester-based courses, the deadline for completion of all outstanding coursework must be seven or more calendar days before the Add/Drop deadline of the subsequent semester. For term-based courses, the deadline for completion of all outstanding coursework may not extend beyond the Wednesday of Week 1 of the subsequent term.

Once final coursework is evaluated, the instructor of record for the course must submit a Grade Change Request to the Office of the Registrar by the Add/Drop deadline of the subsequent term/semester. A failing grade will be assigned in the course if either the student fails to complete all final course requirements or the instructor of record for the course fails to submit the Grade Change Request by the deadline.

A student carrying an Incomplete grade into a subsequent term/semester may proceed with taking courses. However, if the course for which the Incomplete grade was issued is a prerequisite for a subsequent course(s), the requisite course cannot be taken until the Incomplete grade is resolved. A student in the College of Osteopathic Medicine is required to have all coursework successfully completed prior to advancing into the next academic year.

A student that is called into active duty by the U.S. Military or National Guard or who is experiencing economic hardship as a result of war, military operation, state or national emergency should consult the Military Temporary Withdrawal Policy for guidance on coursework.

IllinoisCOM

An Incomplete grade request must be processed by the operational instructor of record using the Incomplete Grade Request form to document outstanding course requirements. The student must sign the request form to acknowledge and agree to the course completion conditions prior to the assignment of the Incomplete grade. The completed Incomplete Grade Request form must be submitted to the Office of the Registrar by the Grades Due date as published on the Academic Calendar. The Incomplete grade is recorded by the Registrar.

For all courses, the deadline for completion of all outstanding coursework must be prior to the start date of the next academic year.

The operational instructor of record for the course must submit a Grade Change Request to the Office of the Registrar. A student carrying an Incomplete grade into a subsequent semester within the same program

year may continue to take courses. A student may carry an Incomplete grade into a subsequent academic year only with an approved Petition for Policy Exception.

Course Final Grade Appeal

A student who desires to appeal a course final grade must do so by the deadlines stated in this policy. A course final grade may be appealed only when the grading criteria stated in the course syllabus and/or this Catalog have not been followed. A student must be able to present clear evidence of the misapplication of published grading criteria to have a course final grade appeal considered.

A change to a course final grade may be approved only by the instructor of record for the course who assigned the grade, a student's Academic Program Lead, or a College Dean or designee.

Informal Appeal

The student is required to appeal to the instructor of record for the course prior to submitting a formal appeal. A student is advised to initiate the course final grade appeal process as soon as the grade is posted. If a resolution cannot be reached through informal appeal, the student must complete the formal appeal process below.

Formal Appeal

The student is required to submit a completed Grade Appeal Request form by the deadlines below.

1. Course Final Grade: To formally appeal a course final grade, a student must complete and submit a Grade Appeal Request form as soon as possible and no later than Monday of Week 1 of the term/semester immediately following the one in which the grade in question was earned. A formal appeal received after Monday of Week 1 will not be considered.
2. Course Final Grade earned via resolution of an Incomplete (I) Grade:
    a. Semester-Based Student: A semester-based student must submit a completed Grade Appeal Request form as soon as possible and no later than Friday of Week 1 of the semester immediately following the one in which the grade in question was earned.
    b. Term-Based Student: A term-based student must submit a completed Grade Appeal Request form as soon as possible and no later than Monday of Week 2 of the term immediately following the one in which the grade in question was earned.
3. Course Final Grade earned via resolution of an In Progress (IP) Grade: A student must submit a completed Grade Appeal Request form by the end of the term/semester immediately following the one in which the course was taken.

Procedure: The Academic Program Lead will make a decision on a formal appeal within four business days. They will attempt to resolve the appeal by consulting with the instructor of record for the course who assigned the course final grade and with the appealing student. If the Academic Program Lead is the instructor of record for the course or if the Academic Program Lead requires consultation on the appeal, they must work with the College Dean or their designee prior to rendering a decision on the appeal.

Notification: Once a decision is made, the Academic Program Lead will inform the instructor of record for the course and the student of the appeal outcome and return the finalized Grade Appeal Request form to the Office of the Registrar. The decision is final and cannot be appealed.

Grade Change

A change to a posted course final grade assigned by a faculty member may be approved by the instructor of record for the course, Academic Program Lead, or faculty committee appointed by an Academic Program Lead. A posted course final grade may be considered for change under the following conditions:

- To correct an administrative error.

- To correct a calculation error.
- To change a temporary grade to a final grade.

A grade change form must be submitted by the Add/Drop deadline one semester for semester-based courses or two terms for term-based courses after the original course final grade was posted. For example, if a course final grade is awarded at the end of the fall semester/fall II term, a grade change form will be accepted until the Add/Drop deadline of the subsequent summer semester for semester-based courses or summer I term for term-based courses.

The Grade Change timeline does not apply to comprehensive exam courses, training courses (practicum and internship), and research project courses.

Grade Point Average (GPA)

The GPA is determined by dividing the total number of quality points earned by the total number of credit hours attempted. All quality points earned are counted equally on a 4.0 scale.

Calculating the GPA

1. Multiply the point value of the letter grade by the number of credit hours. The result is the quality points earned.
2. Total the credit hours for the term/semester. Total the quality points for the term/semester.
3. Divide the total quality points by the total credit hours.

Repeating a Course

Failed Courses

A student who earns a failing grade in a course is required to repeat or replace the course as failing grades do not meet degree requirements.

- Undergraduate Courses: Courses in which grades of F, W, and WF are earned must be repeated or replaced.
- Graduate Courses: Courses in which grades of C, F, NC, W, WF and WNC are earned must be repeated or replaced.

The repeated failed course should be attempted when the next course offering is available. When the course is successfully completed, the new course grade will be computed in the CGPA; the quality points for the original grade will no longer be computed in the CGPA but will count toward credits attempted thereby affecting SAP. All final grades remain in the student's record and appear on the official transcript.

See the Financial Aid Eligibility for Repeated Courses policy for financial aid information.

IllinoisCOM

A course in which a grade of F or W is earned must be remediated and replaced with a passing grade. Based on the nature of the DO program, this may require repeating a semester or repeating an academic year.

Passed Courses

A student who earns a passing grade in a course may repeat the course one time with Academic Program Lead approval and in one of the following circumstances:

- Improve a Course Final Grade: A student may be eligible to repeat a passed course if a higher grade is needed to meet degree conferral requirements, i.e. meeting Satisfactory Academic Progress standards.

- Satisfy Licensure Requirements: A student may be eligible to repeat a course needed for licensure in which a higher grade is required by the licensing agency or entity.
- Advance a Research Project: A student may be eligible to repeat a passed research extension course. Research extension courses include dissertation, thesis, or a thesis-like project such as an applied research project.
- Complete a Training Experience: A student may be eligible to repeat a required training course if necessary to complete a training experience.

The repeated passed course counts toward half-time or full time enrollment status only once. The new course grade will be computed in the CGPA; the quality points for the original grade will no longer be computed in the CGPA but will count toward credits attempted thereby affecting SAP. All final grades remain in the student's record and appear on the official transcript.

See the Financial Aid Eligibility for Repeated Courses policy for financial aid information.

Undergraduate Late Assignment Policy

An undergraduate student who does not submit an assignment (other than discussion forum posts) on time is allowed a three (3) calendar day grace period (excluding official school holidays) from the original due date to make up the work and submit the assignment without penalty. An assignment submitted later than three (3) calendar days will receive a 10% reduction in the grade if submitted within five (5) calendar days of the original due date. An assignment submitted after five (5) calendar days will receive a grade of zero.

There are four exceptions to the above late policy:

Discussion Forums

- Discussion forums foster engagement during the applicable module/unit week. Students are expected to submit initial and peer reply discussion posts on time. The rubric and due dates listed within the course and syllabus provide the schedule and grading scheme for timely and late submissions of posts.
- In all cases, students who submit the initial discussion post past the last day of the unit (Sunday 11:59 pm Central Time) will receive a grade of zero for the initial post. Peer reply posts submitted more than three (3) calendar days* after the peer reply posts are due will not receive points for their responses.
- In some cases, instructors may have make-up assignments available to all students for missing the submission due dates for discussion forum assignments. Check with your instructor and the course requirements for information about make-up assignments for discussion forums. The late assignment policy above will apply to make-up assignments.

Live, In-Class Activities

- Instructors may offer graded activities that occur live (in-person or online) where a student's physical or virtual attendance is required. These activities may include field trips, guest speakers, pop quizzes, exit tickets, in-class discussions, speeches, group presentations, labs, etc.
- Any points associated with live, in-class activities, as designated by the instructor, cannot be made up.
- Instructors may provide alternative assignments for live, in-class activities that a student cannot make-up.

Special Circumstances

- Because unavoidable life situations can prevent a student from submitting an assignment within the grace period, such as a death in the family, significant personal health issues, hospitalization, military service, etc., special circumstances for an extension beyond the late policy framework will be considered case-by-case by the instructor, department chair, college dean, or designated faculty member.
- Students must contact their instructor by Chicago School email or via Canvas as soon as possible requesting an extension due to special circumstances. The instructor will review the request and provide new assignment due dates if approved. The new due dates will be subject to the late policy above.

Late Assignments and Grades Due Date

- This policy cannot cause instructors to miss the published due date for final grade submission. The only exception to this is for students who have a documented disability. For students who have approved accommodation that allows them extra time on assignments, this will be added to the timeline above.

Leave of Absence (LOA)

A student is required to maintain continuous enrollment as defined in the Continuous Enrollment policy. A student who experiences an unforeseeable and unexpected circumstance that necessitates a break in enrollment may consider either LOA or withdrawal from the institution.

Should study be interrupted between terms/semesters or before the Add/Drop deadline of a term/semester, LOA may be considered. LOA allows a student to return to the same degree program under the requirements in effect when LOA began. LOA is granted only between terms/semesters or before the Add/Drop deadline of any term/semester. A LOA will not be granted after the Add/Drop deadline of an active term/semester.

An unforeseeable and unexpected circumstance is defined as a significant change in the student's health (severe illness or injury), financial situation, employment, or urgent personal matter. Course unavailability does not constitute an unforeseeable and unexpected circumstance so does not qualify a student for LOA. See the Withdrawal policy for information on a temporary withdrawal related to course unavailability.

The duration of LOA may not exceed 180 calendar days in any 12-month period. For this reason, students are limited to taking two terms/one semester of LOA in any 12-month period. A term-based student who desires an additional term of LOA must contact their Student Support Counselor for eligibility. A student is eligible for a maximum of six terms/three semesters of LOA over the duration of a degree program assuming all conditions set forth in this policy are met.

Failure to return to active status at the conclusion of LOA will result in administrative withdrawal from the school. Upon withdrawal, the grace period for a federal student loan recipient will begin with the last date of attendance recorded at the school prior to LOA.

Should study be interrupted during an active term/semester after the Add/Drop deadline, withdrawal from the institution may be requested. A withdrawn student may return to the institution following the guidelines in the Returning Students policy.

Eligibility for LOA

A student must work with their Student Support Counselor to determine their eligibility for LOA. A student must:

- Experience an unforeseeable and unexpected circumstance that leads to a significant change as described above;
- Expect to return from LOA for a subsequent term/semester that falls within the time frame outlined above;
- Be in Academic and Financial Aid Good Standing per the Satisfactory Academic Progress (SAP) policy. A student who is not meeting SAP is not eligible for LOA;
- Be in Programmatic Good Standing per the Good Standing policy, if applicable;
- Meet with the Office of Financial Aid regarding financial impact;
- Clear any financial account hold, if applicable. A student with a financial account hold is not eligible for LOA;
- Be cleared of any disciplinary action, if applicable. A student with pending Student Community Standards (SCS) action is not eligible for LOA;
- Have earned credit hours toward a degree requirement in at least two terms or one semester.

Requesting LOA

Before petitioning, a student considering LOA is strongly encouraged to consult with their Academic Program Lead or faculty advisor to understand any programmatic impact. An international student in F-1 or J-1 status must consult with the Designated School Official (DSO) to understand the impact of a LOA on immigration status. A student engaged in practicum or internship is strongly advised to confer with the practicum or internship coordinator to understand any training implications.

To request LOA, a student must:

- Work with their SSC to complete the Leave of Absence Request in full, including obtaining all required signatures;
- Clearly state the unforeseeable and unexpected circumstance(s) for LOA and provide documentation that substantiates circumstance(s). The school may request additional information prior to evaluating a student's request;
- Specify the expected term/semester of return;
- Submit the completed document to the Office of the Registrar prior to the Add/Drop deadline of the requested term/semester.

Retroactive LOA is not permitted. Upon approval of LOA, the Office of the Registrar will unregister the student from all scheduled courses, if applicable. Submission of an Add/Drop form is not required.

A student on LOA is bound by The Chicago School's Code of Conduct and must adhere to the same professional standards as an active student. LOA does not extend the seven academic year degree completion time frame for a PsyD in Clinical Psychology student.

Manuscript Preparation

A student who is required to write a thesis or dissertation must complete manuscript preparation (formerly copy editing). Documents are reviewed for APA format and grammar only. Thesis or dissertation contents are not reviewed.

Completion and approval of a dissertation by dissertation committee members is a requirement for graduation and receipt of the doctoral degree. Completion and approval of a thesis is a requirement for receipt of selected master's degrees. Before beginning manuscript preparation, a student must ensure that their manuscript contains all required components and revisions.

A student must remain continuously enrolled in their degree program throughout the manuscript preparation process, which may include approved breaks in enrollment. The manuscript preparation process takes on average 60 days. The duration of the process is dependent on the timeliness of student response to feedback.

To initiate the manuscript preparation process, an academic department representative submits the Manuscript Preparation Tracking Form to Maxient. Once the tracking form is received, a student must submit their document to ProQuest.

A student will be enrolled in a manuscript preparation course if both of the following conditions are met:

1. They do not complete manuscript preparation and submit their final document to ProQuest while enrolled in a dissertation course.

2. They are not enrolled in any other course(s).

A student enrolled in a manuscript preparation course must upload their manuscript to ProQuest and upload the confirmation email to Canvas during the add/drop period to post attendance in the MP course. A student who fails to upload their initial dissertation/thesis to ProQuest during the add/drop period to begin the copyediting process will be administratively withdrawn by the University.

During week 6 of the term/week 12 of the semester, the student must upload a PDF of their most recent email exchange with their copy editor to document progress.

A student's grade in the manuscript preparation course is assigned by the Manuscript Preparation Office. A student will be assigned a Credit (CR) grade if their finalized document is submitted to ProQuest for publication by the end of the term/semester. If the document is not submitted to ProQuest for publication by the end of the term/semester, the student will be assigned a No Credit (NC) grade in the manuscript preparation course. A student who does not complete the copy-editing process within 6 terms/3 semesters will not be registered for future terms, resulting in administrative withdrawal for non-registration. Students will need to complete a Reentry Petition (if less than 365 days since the time of the withdrawal/NSLDS date) which will need to be supported by the academic department to return to Manuscript Preparation. Students will be given 2 terms/1 semester to complete, otherwise, they will again be subject to administrative withdrawal for non-registration.

A student who earns an NC grade will be required to enroll in a manuscript preparation course in the subsequent term/semester. A student who submits their final document to ProQuest for publication prior to the Add/Drop deadline of the subsequent term/semester will have their most recent manuscript preparation course grade changed from NC to CR and will not be required to complete a subsequent manuscript preparation course. The Manuscript Preparation Office manages grade changes for students who complete the manuscript preparation process prior to the Add/Drop deadline of the subsequent term/semester.

Additional information is available on the Dissertation & Thesis Website.

Posthumous Degree

The Chicago School may grant a degree posthumously to recognize the achievement of a deceased student. A request for a posthumously-awarded degree must originate with the deceased's Academic Program Lead and be submitted in writing to the Office of the Vice President of Academic Affairs.

The request should describe the deceased's academic standing and progress in the program at the time of passing. To be considered for a posthumous degree, the deceased student must have been:

- In the final stage of the degree program (e.g. completing the thesis or dissertation, practicum or internship, a final program capstone, or in the final term/semester of study as determined by the academic department);
- Expected to successfully complete all degree requirements;
- In good academic, disciplinary, and programmatic standing; and
- Enrolled at time of passing or on an approved leave of absence.

The Vice President of Academic Affairs will be responsible for evaluating the request against the criteria above in consultation with the Office of the Registrar. If the request is granted, the Office of the Registrar will be notified.

Registration

Continuous Enrollment

Continuous enrollment is defined as registration during each term or semester until the degree is attained or the student is withdrawn. A student is considered continuously enrolled when they are enrolled in a current course or when they are enrolled in a course that is scheduled to start in the subsequent academic period. If a student fails to commence the scheduled course by the Add/Drop deadline, they are no longer considered continuously enrolled and will be administratively withdrawn. If a student is not continuously enrolled, the student's status will be Withdrawn, and this status will be reported to external agencies as mandated by federal, state, or other regulatory bodies.

A student must be registered to attend classes. This includes a student with a registration hold for items including but not limited to a student account balance, admission contingencies, and library fines. All holds must be cleared prior to course registration.

A student may enroll at either their home campus (the location at which they are regularly enrolled) or a host campus (another Chicago School location or an institution with which Chicago School has an approved Dual Degree program). A student who is enrolled in a Dual Degree program must maintain continuous enrollment in at least one of the two academic programs in an academic period. A student taking courses in at least one of the Dual Degree programs is considered Active in both programs.

A student whose final degree program requirement is completion of practicum or internship must be enrolled in a corresponding course while actively engaged in training. A student whose final degree program requirement is a research project must be enrolled in a corresponding course.

Summer course schedules may vary by academic program. See the Academic Calendar for details.

IllinoisCOM

Continuous enrollment for an IllinoisCOM student will be fulfilled by fall and spring semester enrollment until summer clinical experiences begin at the end of OMSII.

Registration Procedure

Ground Programs: A student enrolled at a ground campus must self-register for courses during the designated registration period published on the Academic Calendar. Failure to do so may result in a late registration fee or administrative withdrawal. Courses are available on a first-come, first-served basis. Wait lists for closed courses are not maintained.

A student will be notified of their designated registration date(s) and times. A student may register for courses or modify their course schedule during the registration period. The registration period ends on the Sunday before the academic period begins at which time the Add/Drop period begins. See below for information on Add/Drop.

Information on registration for a new student is contained in the degree program Welcome Letter. The new student must register for courses in the Student Gateway. A new student admitted during the Add/Drop period may work with Admissions to obtain the approval of the Academic Program Lead to register for courses.

Distance Learning Programs: A student enrolled in a distance learning program is registered by the institution. The student is registered multiple terms in advance, and the course schedule is available in the Student Gateway. A new student who is admitted during the Add/Drop period may need approval from the Academic Program Lead or designee for registration.

IllinoisCOM

An IllinoisCOM student will be registered as part of their cohort each semester for OMSI and OMSII, the first two years of study. An OMSIII and OMSIV student must complete all registration and enrollment materials prior to participating in clinical rotations.

Add/Drop

The Add/Drop period begins on the first day of the academic period and ends on the first Sunday of the academic period at 11:59pm local time. For a new student, the Add/Drop period is the cancellation period. For IllinoisCOM, a student must request course drops prior to the first day of the semester.

During the Add/Drop period, a student may add or remove courses from the course schedule. Academic Program Lead or designee approval is required to add courses during the Add/Drop period. A student may request to add or drop a course by completing and submitting the Add/Drop Form prior to the Add/Drop deadline. An Add/Drop fee may apply. After the Add/Drop deadline, courses may not be added to the course schedule.

After the Add/Drop deadline, a student who wishes to drop a course must complete and submit the Add/Drop Form. A student who drops a course after the Add/Drop deadline will receive a grade per the Administrative Grade policy. Dropping a course after the Add/Drop deadline may result in a prorated refund of tuition and may have financial aid implications. Contact Financial Aid for information prior to dropping a course after the Add/Drop deadline.

When a student withdraws, takes an approved Leave of Absence (LOA), or is dismissed from the school, the Office of the Registrar will remove the student from their course(s) and assign administrative grades per the Drop/Withdrawal Schedule, where applicable. When a student withdraws, takes an approved LOA, or is dismissed, they are not required to submit an Add/Drop Form. If the student is a financial aid recipient, being withdrawn or dismissed from the institution before 60% of the academic period has expired will result in a Return of Title IV funds calculation. This calculation will determine the percentage of the financial aid award earned and may result in returning funds to the student's lender. Such action may cause the student to owe a balance to the institution.

While every effort is made to ensure courses are offered frequently, course availability varies. Deviation from the standard progression of a program such as dropping a course, repeating a course, taking LOA, or reducing enrollment credit hours may result in an academic period when a needed course is not available. In such cases, a student will be required to follow the Temporary Withdrawal policy. This may delay a student's graduation and impact their financial aid eligibility.

A student who drops all courses will be administratively withdrawn from the institution. If the student is a financial aid recipient, being withdrawn from the institution before 60% of the term/semester has expired will result in a Return of Title IV funds calculation. This calculation will determine the percentage of the financial aid award earned and may result in returning funds to the student's lender. Such action may cause the student to owe a balance to the institution.

Course Auditing

To audit a course, a student registers for the course as if taken for credit. After registering, the student must request to audit using the Add/Drop Form, being certain to identify the course(s) to be taken as an auditor. The student must obtain the approval of the Academic Program Lead and submit the form by the Add/Drop deadline. Failure to follow this procedure will result in earning a grade in the course.

The faculty determines participation requirements for a course auditor. Any course that a student has previously identified as an audit course may not be changed to a credit bearing course after the Add/Drop deadline. Any course identified as a credit-bearing course may not be changed as an audit course after the Add/Drop deadline.

No credit hours are earned from an audited course, and audited courses are not computed in the grade point average. Students who successfully complete an audited course are assigned the "AU" grade notation. An audited course does not count toward continuous enrollment and is not eligible for financial aid. A student enrolled in a certificate program may not audit courses. Study abroad courses are not eligible for auditing. Information on audit fees is available on The Chicago School website.

Cross Registration

Cross Campus or Modality

A student may take a degree-required course on a different campus or in a different modality on a space available basis. To request approval for cross-campus or modality registration, the student must consult with their Academic Program Lead. If the Academic Program Lead supports the student's request, the student will work with their Student Support Counselor to complete and submit the Cross Campus Registration form prior to the Add/Drop deadline. A student enrolled at a California campus need not submit a Cross Campus Registration form to take a course at a different California location.

If the course meets a degree program requirement, it may be eligible for financial aid. If it does not meet a degree program requirement, it will not be eligible for financial aid.

Cross Program

A student may take a course in a different degree program on a space available basis. To request approval for cross-program registration, the student must consult with their Academic Program Lead. If the Academic Program Lead supports the student's request, the student will work with their Student Support Counselor to complete and submit the Course Substitution Petition prior to the Add/Drop deadline.

If the course meets a degree program requirement, it may be eligible for financial aid. If it does not meet a degree program requirement, it will not be eligible for financial aid.

Course Substitution

Course substitution may be available to a student who desires to take a course outside of the published program of study. A student works with their Faculty Advisor to select courses and to complete the Course Substitution Petition. If the course meets a degree program requirement, it may be eligible for financial aid. If it does not meet a degree program requirement, it will not be eligible for use in a student's financial aid award calculation. Academic Program Lead approval is required before registration is permitted.

Course Waiver

Course waiver provides an opportunity for a student in selected graduate degree-granting programs to have a selected course waived based on department acceptance of course content mastery. Course waiver may be available to a student in selected programs who provides documented evidence of specific competency attainment gained outside of traditional coursework such as through employment, specialized training, or licensure. Course waiver is not granted for training or research project courses. A student who believes they may be eligible for course waiver must make the request for waiver to their academic department.

The decision to grant waiver rests solely with the academic department. A waived course will be posted to the student's transcript after the student remains enrolled past the Add/Drop deadline. Should an approved course waiver result in a schedule change after the Add/Drop deadline, the student will be held to the refund schedule.

Course waiver does not reduce the overall number of credit hours required for degree completion. A student who waives a course must replace the credit hours with other Chicago School courses either within or outside of the enrolled program of study. A student may request to take courses in another Chicago School degree program via the Course Substitution Petition.

Study Abroad

A study abroad course may be used to meet a degree requirement if it is listed in the enrolled degree program, fulfills an elective requirement, or is approved as a substitution for a required course in the enrolled degree program. If it is determined that the study abroad course meets a degree requirement, it may be eligible for financial aid. If the study abroad course does not meet a degree requirement, it will not be eligible for financial aid.

To register for a study abroad course, the student must complete the Course Substitution Petition, obtain the Academic Program Lead's approval, and submit the form to the Student Support Counselor. Upon approval, the student will be registered in the Study Abroad course, and the student's record will reflect the approved substitution.

Approval of a course substitution does not confirm a student's eligibility or enrollment in the course. A student must apply through the Global Portal to be considered for and enrolled in a study abroad course.

Late Registration Fee for Continuing Students

A late registration fee may be charged to a student whose initial registration activity occurs during the Add/Drop Period.

Alternative Registration (SAL)

Student-at-Large (SAL)

A SAL is a visiting student enrolled in courses outside of a certificate or degree program enrollment. A SAL is subject to department approval. Information on SAL enrollment is available from the Office of Admissions at 800.721.8072.

A SAL is required to provide an unofficial transcript documenting degree(s) earned and date(s) conferred to prove that they meet prerequisite requirements for the course(s) in which they desire to enroll. A SAL may complete a maximum of six credit hours of study with The Chicago School (maximum three credit hours per term/six credit hours per semester). A SAL who wishes to enroll in more than three credit hours per term/six credit hours per semester must have written approval from the Academic Program Lead.

A SAL enrollment does not qualify for any enrollment status. A SAL is not eligible to audit courses. A SAL is not eligible for financial aid.

Student-at-Large - Preparatory (SAL-Prep)

A SAL-Prep is a student who must complete coursework prior to enrollment in their selected certificate or degree program as specified by their program's admission requirements. Information on SAL-Prep enrollment is available from the Office of Admissions at 800.721.8072.

A student may work on research project course deliverables when they are actively enrolled (not on Leave of Absence or Withdrawn) regardless of the type of course in which they are enrolled.

Research Project Milestone Courses (Milestone Courses)

Milestone courses are required dissertation, thesis, applied research project, and advanced applied project courses (e.g., Dissertation I, Thesis II, Advanced Applied Project I, Advanced Research Project II).

Milestone courses may be taken only once and may not be repeated. A student who earns a failing grade in a milestone course and subsequently remediates that grade will receive a grade change for the course. The academic department must submit a Grade Change Request to the Office of the Registrar to update the grade in the milestone course. In this circumstance, the two terms/one semester grade change deadline is not applicable.

Research Project Extension Courses (RPX Courses)

A research project extension course is identified by the prefix "RPX." A student may be enrolled in a RPX course only for one of the following purposes:

- To provide an opportunity for a student to prepare academically before enrolling in a required research project milestone course as deemed necessary by the academic department.
- To allow a student to successfully complete course requirements after one failed attempt of a research project milestone course.

There are a finite number of RPX courses available to meet requirements for a research project. Enrolling in RPX courses will extend a student's time to degree completion by a maximum of six semesters or twelve terms (equivalent to

two calendar years), increase cost of attendance, and may be used only when necessary for the purposes described in this policy. A RPX course is used to maintain continuous enrollment and may be taken only when the student has no other courses to take.

A student who has not completed degree requirements after completing the additional six semesters or twelve terms will be dismissed from The Chicago School. A student may petition the academic department for up to an additional three semesters or six terms (the equivalent of one calendar year) to complete the research project. To qualify for an extension, the student must be deemed to have been making satisfactory progress to the point of the request for extension. Satisfactory progress for dissertations and theses is generally indicated by the student having passed the proposal defense; for research projects without a proposal defense, a student must have a defined research question and a literature review that meets academic department standards for a complete draft. A student who does not complete all degree requirements by the end of the extension period will be dismissed from The Chicago School.

A student enrolled in a RPX course must work with their research project chair or instructor to complete a Work Agreement for the course. If the student completes the deliverables listed in the Work Agreement, they will receive a CR grade in the RPX course. If the student does not complete the deliverables listed in the Work Agreement, they will receive a NC grade in the RPX course.

Exemptions

A dissertation student who is conducting research in collaboration with another institution or outside of the United States requiring separate IRB approvals and who has successfully defended their dissertation proposal may petition to enroll in one additional semester or two terms of RPX for the purpose of completing external IRB requirements.

A student in a program accredited by the American Psychological Association is subject to a separate time to completion policy.

Returning Students

Readmission

A former student who aims to return to The Chicago School 365 or more days after the date of withdrawal must reapply to the university. The former student must indicate a past academic history on the admission application. If readmitted, the student will return in the same Satisfactory Academic Progress status that was in effect on the date of withdrawal. Readmission is not guaranteed.

A former student must meet all admission, Academic Catalog, and degree requirements in effect at the time of re-application. The former student must reapply through the Office of Admissions. This policy applies to all degree programs in all instructional delivery modalities. All holds must be resolved prior to registering for courses. All holds must be resolved prior to registering for courses. See the Registration policy for more information.

A former student who returns to the school 364 or fewer days after the date of withdrawal is governed by the Reentry policy.

Readmission of Dismissed Students

A former student in dismissal status may not return to The Chicago School until 365 or more days after the date of dismissal have passed. This applies to a former student dismissed due to not meeting all Satisfactory Academic Progress standards or due to a disciplinary action. The former student must indicate a past academic history on the admission application. Readmission is not guaranteed.

As part of the re-application process, a former student in dismissal status must submit supporting documentation that includes:

1. An explanation for previous unsatisfactory academic performance including any mitigating circumstances;
2. Evidence of the ability to succeed academically including new professional experience(s) or changed personal circumstances, and
3. Official documentation of any coursework completed while in dismissal status.

This documentation and the past academic history will be reviewed in considering the application for readmission. The passage of time alone does not substantiate eligibility for readmission or appeal for readmission. A former student in dismissal status is not eligible for auto admission.

If the former student is accepted by the admission committee of the desired department, the Academic Program Lead will have the opportunity to review the admission file and render an independent decision. An offer of admission may be rescinded should it be discovered that a former student provided fraudulent information on the admission application.

Upon approval for readmission to the school, the student must work with the Academic Program Lead and the Office of the Registrar to create a SAP Plan that will ensure the timely return to Good Standing, if followed. A former student who returns from a Student Community Standards (SCS) dismissal must work with the Academic Program Lead to create an Academic Development Plan (ADP) to ensure academic success in the program.

A former student who was previously in Academic and Financial Aid Dismissal or Academic and Financial Aid Probation status who is re-admitted to the school will be placed on Academic and Financial Aid Probation and must follow the SAP Plan. If the student fails to meet the SAP Plan or SAP standards at the end of the Academic and Financial Aid Probation period, the student will be dismissed.

A former student dismissed from The Chicago School due to exceeding the Maximum Time frame (MTF) for the enrolled program may not return to the same degree program.

Readmission of Military Service Members

In compliance with criteria established by the Higher Education Opportunity Act of 2008, a student whose absence from school is necessitated by reason of service in the uniformed services shall be entitled to readmission at the same academic status attained prior to such service provided the student (or an appropriate officer of the Armed Forces) gives advance notice of such service to the Office of the Registrar and the cumulative length of the absence and of all previous absences by reason of service in the uniformed services does not exceed five (5) years.

However, no advance notice is required if the giving of such notice is precluded by military necessity such as a mission, operation, exercise, or requirement that is classified; or a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge.

These readmission requirements apply to a student who performs service in the uniformed services, whether voluntary or involuntary, in the Armed Forces, including service as a member of the National Guard or Reserve, on active duty, active duty for training, or full time National Guard duty under Federal authority (but not State authority), for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days.

In order for a service member to qualify for these benefits by reason of service, a student must submit appropriate documentation to the school. Documents that might establish service member eligibility include but are not limited to:

- DD214 Certificate of Release or Discharge from Active Duty.
- Copy of duty orders prepared by the facility where the orders were fulfilled carrying an endorsement indicating completion of the described service.
- Letter from the commanding officer of a Personnel Support Activity or someone of comparable authority.
- Certificate of completion from military training school.

- Discharge certificate showing character of service.
- Copy of extracts from payroll documents showing periods of service.
- Letter from National Disaster Medical System (NDMS) Team Leader or Administrative Officer verifying dates and times of NDMS training or Federal activation.

If the student is readmitted to the same degree program, the student will be assessed for the first academic year only the same tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the institution.

If the student is admitted to a different degree program and for subsequent academic years for a student admitted to the same program, the student will be assessed no more than the tuition and fee charges that other students in the program are assessed for that academic year.

Reentry

A reentry student is an individual who returns to their original Chicago School degree program 364 or fewer days after the date of withdrawal. Reentry is not guaranteed.

A reentry student must meet admission requirements that were in effect for the degree program in the Academic Catalog under which they were originally admitted. The reentry student will be required to complete all degree program requirements in effect at the time of withdrawal. A former student may request reentry through the Student Support Counselor.

A former student who returns to the school 365 or more days after the date of withdrawal or who aims to return but in a different degree program should refer to the Readmission policy.

A reentry student must submit the Reentry Petition, including the Reentry Letter of Intent. The Academic Program Lead will review the Reentry Petition and Reentry Letter of Intent and consider previous performance in the degree program to make a decision on the request.

A student in temporary withdrawal status due to course unavailability will be reentered automatically. A student in temporary withdrawal status due to a significant change in their life should contact their Student Support Counselor regarding return.

If approved, the student will return to the same Satisfactory Academic Progress status in effect on the date of withdrawal. This policy applies to all degree programs in all instructional delivery modalities. All holds must be resolved prior to registering for courses. See the Registration policy for more information.

California Graduate Institute of The Chicago School

The Chicago School acquired the assets of the California Graduate Institute in 2008 and acts as the custodian of all CGI Westwood and CGI Irvine student records for any student who received a degree or became inactive prior to October 7, 2008.

Effective June 1, 2011, a former student of CGI who has not been actively enrolled at The Chicago School is eligible to apply only to programs being offered to new students. Details on current program offerings are available through the Office of Admissions.

Should a currently active CGI of TCS student be withdrawn from The Chicago School for any reason, the student may apply to reenter the enrolled degree program at the time of withdrawal once following the procedure outlined under Reentry above. If approved for reentry, stipulations will be placed upon the resumed enrollment which may include but are not limited to assignment of an Academic Development Plan, a mandatory completion time frame, and the requirement of maintaining continuous enrollment through degree completion while remaining in academic and programmatic good standing.

Failure to meet any stipulation determined at the point of reentry will result in dismissal from the institution. This policy may not be excepted.

International Students

Students who fail to maintain their F-1 or J-1 immigration status may be eligible to apply for reinstatement under limited circumstances, subject to applicable U.S. immigration regulations. Eligibility, timelines, and procedures vary depending on the student's visa classification and the nature of the status violation. Students should consult their Designated School Official (DSO) or Responsible Officer (RO) as soon as possible after any status violation, as well as qualified immigration counsel if appropriate.

A former international student who wishes to return to The Chicago School must reapply through the Office of International Admissions.

A former international student who wishes to return to The Chicago School must meet all admission and Academic Catalog requirements in effect at the time of reapplication. If accepted, the international student must complete all degree requirements in effect at the time of readmission. All holds must be resolved prior to registering for courses. See the Registration policy for more information.

Note that returning to study in a new enrollment may delay an international student's eligibility for work authorization (CPT or OPT).

Satisfactory Academic Progress

A student is required to maintain Satisfactory Academic Progress (SAP) toward the completion of a degree or certificate. It is measured to ensure that a student is making satisfactory academic progress toward program completion. A student who meets SAP is considered to be in Academic and Financial Aid Good Standing.

A student enrolled in a Dual Degree program will be subject to the Satisfactory Academic Progress requirements for terms/semesters attended.

This SAP policy meets federal and accrediting agency regulations governing student eligibility for financial aid. This requirement applies to all students regardless of method of payment or enrollment status. Failure to meet SAP standards may result in the loss of financial aid eligibility.

SAP is measured qualitatively (grade-based) and quantitatively (time-based). The qualitative measure is cumulative grade point average. The quantitative measure is the percentage of attempted credit hours that are successfully completed which is rate of progress (ROP). A student must complete the required credit hours for the program of study within the maximum allowable credit hours attempted (150% of the required credit hours), referred to as the maximum time frame (MTF).

SAP Standards

Qualitative Standards

Cumulative Grade Point Average (CGPA)

The CGPA, the qualitative standard, includes all undergraduate and graduate level coursework attempted at The Chicago School except grades of Audit (AU), Credit (CR), Credit by Exam (CE), Course Waiver (WA), In Progress (IP), Incomplete (I), No Credit (NC), Transfer Credit (TR), Withdrawal (W), and Withdrawal No Credit (WNC), where applicable per the Grading Policies. Only the latter grade is counted in the CGPA for any repeated course.

- An undergraduate student must maintain a CGPA of 2.00 or above.

- A graduate student must maintain a CGPA of 3.00 or above.

Quantitative Standards

Rate of Progress (ROP)

ROP is the minimum percentage of attempted credit hours a student must successfully complete to remain in Academic & Financial Aid Good Standing. A student successfully completes a course and earns the credit hours attempted when the student's performance merits a passing grade. ROP is calculated by dividing the number of credit hours earned by the number of credit hours attempted.

Rate of Progress = Cumulative number of credit hours successfully completed / Cumulative number of credit hours attempted

Attempted credit hours is defined as all courses attempted at The Chicago School and recorded in the student's record including course repeats, withdrawals, and incompletes. Credits accepted and applied in transfer count as both credit hours attempted and credit hours completed in the ROP calculation. Grades that negatively impact ROP are Fail (F), In Progress (IP), Incomplete (I), No Credit (NC), Withdrawal (W), Withdrawal Fail (WF), and Withdrawal No Credit (WNC). Repeated courses negatively impact ROP since the original and repeated credit hours are counted as attempted credit hours. Grades included in the ROP calculation appear in the Grading Policies.

All undergraduate, graduate, and certificate students must maintain a minimum of 66.67% ROP for all attempted credit hours.

Maximum Time Frame (MTF)

MTF requires the successful completion of all program requirements within 150% of the published program length as measured in credit hours attempted for the program of study. Credit hours accepted and applied in transfer toward a current enrollment are included as attempted and earned credit hours in determining the MTF. A student's progress must ensure program completion within the MTF.

The number of credit hours required for program completion appears in the programs of study descriptions.

- Program length is measured based on required credit hours; therefore, a student may not attempt more than 150% of the number of required credit hours in the degree program.
    - For example, a degree program that requires 60 credit hours for completion may not extend beyond 90 attempted credit hours (60 credit hours X 150% = 90 credit hours). For the degree program to be completed within the MTF, the student must complete a minimum of 66.67% of all credit hours attempted (60 credit hours ÷ 90 credit hours = 66.67%).

A student who exceeds the 150% MTF for a program of study or who cannot mathematically complete the program within the MTF will be dismissed from the institution.

<u>SAP Evaluation Period</u>

SAP is evaluated at the end of the payment period after all final grades are posted. A payment period is defined as one semester for semester-based students and two consecutive terms for term-based students. After evaluation, a student who does not meet SAP standards will be notified in writing by the Office of the Registrar. It is important for a student to check their school email frequently to respond to any communication regarding SAP status.

A student who wishes to transfer to a new program must be in Academic and Financial Aid Good Standing. A degree program change may impact the SAP evaluation period. The SAP review will include only Chicago School coursework that is applicable to the new degree program.

Veteran Affairs (VA) benefit recipients are responsible for complying with the SAP requirements established by the U.S. Department of Veteran Affairs for benefit eligibility. When a recipient is placed on Academic and Financial Aid Probation, the school will report this status to the VA.

A student must meet SAP to be eligible for degree conferral.

Academic and Financial Aid Warning: SAP Not Met

A student who does not meet SAP will be placed in Academic and Financial Aid Warning. A student in this status has two terms or one semester to meet SAP. A student is eligible for financial aid while in Academic and Financial Aid Warning.

A student in Academic and Financial Aid Warning must:

1. Meet with their faculty advisor and/or Academic Program Lead to discuss academic implications.
2. Repeat as soon as possible the course(s) in which a grade of "C" and below for graduate students or "F" for undergraduate students was earned.

At the conclusion of the Academic and Financial Aid Warning period, a student who meets SAP will be returned to Academic and Financial Aid Good Standing. A student who does not meet SAP will lose their financial aid eligibility and must petition to have it reinstated and to remain enrolled on Academic and Financial Aid Probation.

Academic and Financial Aid Probation: SAP Not Met 2

To be placed on Academic and Financial Aid Probation, a student must have their reinstatement appeal approved by their academic department. To appeal, a student must submit a Reinstatement Petition including supporting documentation indicating the circumstances that led to the student's academic difficulty to the Office of the Registrar immediately following email notification. A student who fails to submit the Reinstatement Petition will be dismissed from the school by the Add/Drop deadline.

Once received, the Reinstatement Petition will be reviewed by the student's Academic Program Lead or designee within 3 business days. The petition will either be approved or denied by the reviewer. The Office of the Registrar will notify the student of the Academic Program Lead or designee's decision.

Petition Approval

A student whose Reinstatement Petition is approved will be placed on Academic and Financial Aid Probation for a maximum of six terms or three semesters, depending on delivery modality. Should a student need additional time to meet SAP, the student's Academic Program Lead can grant a student a maximum of two terms or one semester on Academic and Financial Aid Probation. The Academic Program Lead must outline this extension on the student's SAP Plan.

If the petition is approved, the student will be placed on Academic and Financial Aid Probation and will be required to:

1. Adhere strictly to requirements set forth in their SAP Plan. The academic department may also institute additional Academic Development Plan requirements that the student must meet.
2. Meet regularly with their faculty advisor regarding their SAP status.
3. Repeat as soon as possible the course(s) in which a grade of "C" and below for graduate students or "F" for undergraduate students was earned.

Failure to adhere to the SAP Plan will result in dismissal from The Chicago School. The SAP Plan cannot be revised during the terms/semesters stipulated in the plan.

At the conclusion of the Academic and Financial Aid Probation period, a student who meets SAP will be returned to Academic and Financial Aid Good Standing. A student who does not meet SAP will be dismissed from the institution as detailed in the Academic and Financial Aid Dismissal section below.

Petition Denial

A student whose Reinstatement Petition is denied will be dismissed from The Chicago School.

Academic and Financial Aid Dismissal: Dismissal

A student is academically dismissed if the student fails to meet the conditions of the SAP Plan or SAP standards at the end of an Academic and Financial Aid Probation period. Dismissal supersedes any other enrollment status. The dismissal will be noted permanently on the student's official transcript.

A student who has been awarded financial aid or Veterans' education benefits for the subsequent term/semester is advised that academic dismissal carries with it the cancellation of any financial aid or benefits. In-school loan deferment status ends as of the dismissal date. Financial aid previously received by a dismissed student 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.

A student who is re-admitted may be reconsidered for financial aid at that time. However, reinstatement does not necessarily mean that financial aid will be available for that term/semester or any future term/semester. A student who loses financial aid eligibility may be readmitted by improving their academic standing to meet the minimum standards of the SAP policy. Refer to the Re-admission Policy and Financial Aid and Student Account Policies for more information.

Ilinois COM SAP Standards

Quantitative Standards

For a student to progress through the program to graduate within the maximum time frame, all Illinois COM students must complete 67 percent of credit hours attempted for federal student aid purposes. In determining pace progression, Illinois COM calculates a completion rate for each student. The completion rate is the total number of credit hours successfully completed divided by the total number of credit hours attempted. Pass/Fail courses are considered in attempted credits. Credit hours cannot be rounded up to meet the minimum SAP standards.

Attempted hours not earned include any grade of Fail (F), Incomplete (I), Withdrawal (W), Administrative Withdrawal (AW), or Administrative Drop (AD).

Qualitative Standards

A student enrolled at Illinois COM is graded on an Honors/Pass/Fail system. For federal student aid purposes, a grade of Honors or Pass is the equivalent of receiving a 70 percent or higher (passing grade) in measuring SAP. A 70 percent is equivalent to the letter grade of C.

A student must pass all courses to be considered making Satisfactory Academic Progress for federal financial aid.

Service Learning

Service learning is a teaching methodology which promotes learning outside of the classroom and in the community. Local non-profit organizations and schools serve as co-educators and provide real world learning situations for students

that meet a community need. Service learning activities inform, clarify, illustrate, and stimulate additional thought about academic topics covered in the classroom, as well as encourage students to develop or strengthen a habit of service and social responsibility to the community.

Student Classification

A student enrolled in a doctoral (PhD, PsyD, EdD, DO), master or specialist (MA, MS, EdS) or graduate certificate programs is classified as a graduate-level student. A student enrolled in a bachelor (BA, BS) degree program is considered an undergraduate-level student.

Dual Degree and Dual Enrollment

When a student enrolls in Dual Degree Programs, they are admitted to two separate degree programs at two collaborating academic institutions. The Dual Degree Programs at the collaborating institutions will share some coursework, through previously agreed upon transfer credit, so that a student may pursue both degrees simultaneously and in an expeditious manner. Upon successful completion of each program, a student will be awarded separate degrees from the participating institutions. See the Programs of Study pages for active Dual Degree Programs.

When a student enrolls in Dual Enrollment Programs, they are admitted to two separate degree programs in two different academic departments at The Chicago School. Similar to the Dual Degree Programs, Dual Enrollment Programs will share some coursework, so that a student may pursue both degrees simultaneously and in an expeditious manner. Upon successful completion of each program, a student will be awarded two distinct degrees. See the Programs of Study pages for active Dual Enrollment Programs.

Undergraduate Grade Level

An undergraduate student is classified based on the number of semester credit hours earned, as follows:

Semester Credit Hours Earned	Grade
1 - 23 Credit Hours	Freshman
24 - 47 Credit Hours	Sophomore
48 - 71 Credit Hours	Junior
72+ Credit Hours	Senior

Enrollment Status

The Chicago School has established minimum credit hour thresholds for determining less than half-time (LHT), half-time (HT), 3/4 time (QT), and full time (FT) enrollment status per semester for the purposes of determining in-school loan deferment eligibility and providing enrollment verification.

Degree or Certificate Level	LHT/Semester	HT/Semester	QT/Semester	FT/Semester

Undergraduate	Less than 6 credit hours	6 credit hours	9 credit hours	12 credit hours
Graduate	Less than 3 credit hours	3 credit hours	NA	5 credit hours

These enrollment standards are used for the following purposes:

- To provide enrollment verification
- For the National Student Clearinghouse to determine in-school loan deferment eligibility

Courses denoted as "course work equivalent to 5 credit hours" on the program of study page qualifies a student for full time status for the purpose of determining in-school loan deferment eligibility and enrollment verification. Applicable only to graduate degree/certificate programs. Courses denoted as "course work equivalent to 3 credit hours" on the program of study page qualifies a student for half-time status for the purpose of determining in-school loan deferment eligibility and enrollment verification. Applicable only to graduate degree/certificate programs.

The minimum credit hour threshold does not supersede degree program requirements regarding the pace at which a student must move through a degree program. A degree program may require a student to take more credit hours per term/semester in order to maintain adequate progress toward degree completion.

International students in F-1 or J-1 status must be enrolled full time each semester per immigration requirements, unless otherwise authorized.

Reporting Enrollment Status

The Chicago School has authorized the National Student Clearinghouse to provide enrollment and degree verification for students and alumni. A current student may obtain enrollment verification through Student Self Service. A third party may obtain verification from the National Student Clearinghouse website or by writing:

National Student Clearinghouse
2300 Dulles Station Boulevard, Suite 300
Herndon, VA 20171

The services provided by the National Student Clearinghouse are in full compliance with all applicable privacy laws including the Family Educational Rights and Privacy Act of 1974 (FERPA). A student who is enrolled in a Dual Degree program will be reported to the National Student Clearinghouse based on their enrollment in both programs and institutions, where applicable.

The school does not provide degree or enrollment verification by email, telephone, or fax without with written consent of the student.

Training Courses

A student participating in practicum, internship, or fieldwork (hereafter referred to as training) must be enrolled in an associated training course, where applicable. A student trainee must receive a passing evaluation from the training placement supervisor and must pass the associated seminar to progress on to the next training experience. Training hours accumulated during a term or semester are counted toward a student trainee's total training hour requirement only if the student passes the associated training course.

Repeating a Training Course

Should a student trainee fail any component of the training experience (training placement supervisor evaluation, seminar leader evaluation, and/or training course grade), they will be required to repeat either a portion of or the

entire training experience depending on program requirements. This may include repeating training course(s) and/or training hours. A student is not permitted to count accrued training hours from a failed training experience unless extenuating circumstances are present as determined via policy exception.

Reasons that a student trainee may be required to repeat a training experience include, but are not limited to:

- Dismissal from a training site after unsuccessful remediation;
- Dismissal from a training site due to a serious, irremediable infraction;
- Lack of expected training competency including professional judgment;
- Transfer from another graduate program;
- Failure of the student trainee to submit required training documentation;
- Failure of the student trainee to successfully complete all requirements of the training seminar course sequence; and/or
- Leaving a training site without permission from the Director of Clinical Training.

A student who is displaced from training and must subsequently repeat a passed training course may be eligible to petition for policy exception related to tuition expense. Displacement is defined as being forced to cease training due to circumstances beyond the student's control. Dismissal from training does not qualify as displacement.

A student who must repeat a passed training course for a reason other than displacement will be responsible for repeating the training experience including retaking the training course and paying associated course costs.

A student may extend their time in practicum or internship, to meet program or licensure requirements, by a maximum of two semesters or four terms. To engage in a training course extension, students' request must be approved by their Director of Clinical Training, Department Chair and College Director of Training. Students are eligible to request the extension if they have accrued 75% of programmatically required hours, including both their indirect and direct training hours, calculated separately, for the training experience that is to be extended. Total training hours depend on a student's program of study and applicable state licensure regulations. Students who do not meet the 75% threshold may submit a petition to the University Committee on Policy Exception, to be considered for a training course extension.

Students must meet all the requirements for the preceding training seminar course to successfully complete the extension.

A student who has not successfully completed the training requirements of the program, after completing these additional two semesters or four terms of an extension course(s), will receive a No Credit (NC) and may be required to repeat the training sequence in its entirety, repeat the associated course work, and pay the associated course costs.

A student may petition the University Committee on Policy Exception for one additional semester or two additional terms. To qualify for an extension, the student must be deemed to have been making satisfactory progress to the point of the request for extension. A student who does not complete practicum or internship requirements by the end of the additional extension course, will receive a No Credit (NC) and may be required to repeat the entire training sequence, repeat the associated course work, and pay the associated course costs.

Where a program has both practicum and internship, this policy applies separately for each type of training requirement (e.g., a student may extend two semesters or four terms to complete a practicum sequence before a petition is required but remain eligible for an extension to the internship sequence).

Transfer and Nontraditional Credit Hours

Articulation Agreements

An internal articulation agreement (also termed "protocol") allows a qualified student to begin study at a level above the enrolled degree program such as taking courses toward a master's degree while completing a bachelor's degree. An external articulation agreement identifies specific coursework completed at a collaborating institution that may be recognized as equivalent to Chicago School coursework. Visit The Chicago School website for a list of entities with which the school has established articulation agreements.

All transfer credit will be based on an individual evaluation of a student's official transcripts and syllabi. Courses may vary depending upon the degree programs and how credits are applied toward degree completion. A student who enters a degree program via an articulation agreement will be held to the requirements stated in the agreement. Typically, a student who enrolls in a program under the terms and conditions of any articulation agreement is subject to the requirements outlined by the articulation agreement and all policies in the Academic Catalog & Student Handbook. In some cases, an articulation agreement may waive or amend the application of certain Chicago School admission policies or procedures.

For an internal articulation agreement, a student must consult with the home Academic Program Lead four terms/two semesters prior to the completion of the enrolled degree program.

Course Association

Course association occurs when credit hours earned in one Chicago School enrollment are applied to a different Chicago School enrollment. Typically, this occurs when a student transfers from one academic program to another at the same degree level. Credit hours applied to the conferral of a previous degree may not be counted toward a subsequent enrollment unless the programs have an articulation agreement (or "protocol") or dual credit for master's level courses described below. Credit hours applied to the awarding of a graduate certificate may not be counted toward the completion of subsequent certificates. Departments may approve course waivers for any previously completed certificate courses, and the student may replace that course with another department approved option.

A student who transfers to the same degree program at another Chicago School campus will have all applicable courses associated. A student who transfers to a new degree program within the school before completion of their current enrollment will have all applicable courses associated. The Academic Program Lead of the new program determines courses to be associated.

Courses associated are subject to the following conditions:

1. Course is at or above the equivalent degree level. For doctoral programs that offer a nested master's degree, master-level courses as published in the Program of Study may be considered for course association.
2. Credit hours earned must be equivalent or higher.
3. Credit hours that duplicate an equivalent course/exam or similar course cannot be associated and those earned via an equivalent course or exam will not be accepted.
4. Course association may be subject to time limits depending on the course content and accreditation requirements

Courses associated to fulfill the requirements of the new degree program will count toward rate of progress as both credits attempted and credits earned. Course grades will be calculated into the student's cumulative grade point average when evaluating Satisfactory Academic Progress. The Academic Program Lead will consult with the Office of the Registrar to determine impact on the student's academic standing.

Master's degree courses taken by a student enrolled in a bachelor's degree program that includes master's level courses as part of their curriculum may count toward the graduation requirements of both programs (bachelor's and master's) provided the grade received for the master's level course is a B- or higher (as required by the Academic Grade Policy for graduate courses) and provided that the course counts towards their degree specific course requirements (depending on a program's track and state licensure requirement, degree requirements may vary). A student who earns a grade below B- on a master's degree course that meets the school requirements of the Academic Grade Policy for a passing

grade in an undergraduate course will have the course counted toward the bachelor's degree. For courses with a grade lower than B-, the student will be required to retake the course for master's degree level credit once enrolled in the master's degree program. Master's degree courses are graded according to the graduate-level grading policy.

Students completing a bachelor's degree within which master's level coursework is offered and who meet the master's degree admission requirements (including additional background check, if indicated by policy) may matriculate into the master's degree with no additional application fee or tuition deposit and may qualify for the Alumni Tuition Rate for the graduate program.

Exceptions to Transfer and Nontraditional Credit Hour Limits

The Chicago School may allow an exception to the Transfer and Nontraditional Credit Hour Limits for students negatively impacted by:

1. Loss of institutional accreditation status at the previous institution.
2. Campus closure provided the previous institution was institutionally accredited at the time of closing.

All credit hours to be transferred are subject to the conditions outlined in this policy. A student may be eligible to transfer up to 75% of the total credit hours required for the degree program. The decision to impose a credit hour limit below the 75% institutional threshold lies with the Academic Program Lead and must be documented with the Office of the Chief Academic Officer and archived appropriately. This limit must be applied consistently across locations and modalities.

Certificate programs and programs actively seeking or holding accreditation by the APA will not permit exceptions to the Transfer and Nontraditional Credit Hour Limits above. Applicants to the Clinical Mental Health Counseling or Counselor Education and Supervision programs must come from a CACREP-accredited program for the credit hour limit exception to apply. Additionally, the Clinical Mental Health Counseling and Counselor Education and Supervision programs will not accept practicum and internship courses as transfer credit.

A student with transcripts from an international degree-granting institution (bachelors, masters or doctoral) who is seeking to apply for transfer credit must have their credentials officially evaluated by a NACES or AICE-approved service recognized by the US Department of Education. The evaluation must include the degree level, name of degree, conferral date (if applicable), and U.S. equivalency. A course-by-course evaluation of the official transcript may be required. Any NACES or AICE-approved service can perform credential evaluations; however, an applicant may choose International Education Evaluations (IEE) to receive a preferred rate.

Undergraduate Programs

An undergraduate student may request to transfer in credit hours earned at another institution and may earn nontraditional credit hours through completion of a national testing program, military training, a national credit recommendation program, or credit by examination.

Transfer Credit

Transfer Credit is defined as the application of credit hours earned at an institutionally accredited institution other than The Chicago School that are counted toward Chicago School degree program requirements. Credit hours earned from an institution that is not institutionally accredited are not eligible for transfer.

Credit hours may be awarded for college-level courses either in progress or completed prior to matriculation into The Chicago School. Transfer credit will be calculated into rate of progress as both credit hours attempted and earned but will not be calculated into The Chicago School cumulative grade point average. All requests for transfer credit must be submitted prior to the start of the first term/semester of enrollment.

The student is responsible for ensuring that all transfer credit requests and required documentation including official transcripts are submitted for evaluation prior to the end of the second term/first semester of enrollment unless using the Post-Matriculation Transfer Credit procedure detailed below. An unofficial transcript may be used for review of transfer credit prior to matriculation. However, for transfer credit to be processed, an official transcript must be received. An official transcript is delivered in a sealed envelope with the Registrar's signature stamped across the seal. An official transcript can also be sent electronically directly from a transcript vendor. Requests for transfer credit are evaluated by the Office of the Registrar and the academic department, and the decision to accept transfer credit rests solely with the academic department. Transfer credit will be posted to the student's record upon final approval from the academic department.

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 may affect registration eligibility in subsequent terms.

Transfer credit is subject to the following conditions:

1. Course is at the undergraduate level, degree applicable and not designated as developmental or remedial. Graduate-level credit hours cannot be applied to an undergraduate degree, and remedial or developmental credit hours are not transferable.
2. Credit hours must be earned from an institutionally accredited institution or from an international institution that is fully accredited by a country's Ministry of Education or by the United States Department of Education. International transcripts must be evaluated by a NACES or AICE-approved transcript evaluation agency. An applicant may choose International Education Evaluations (IEE) to receive a preferred rate. See the International Transcript Requirements policy.
3. Credit hours that duplicate those earned via an equivalent course or exam will not be accepted. Credit hours will not be accepted for selected courses that must be completed at The Chicago School. The student is fully responsible for all charges incurred for duplicate coursework taken at The Chicago School.
4. Upper-division courses will not be considered equivalent or duplicative of lower-division courses.
5. Course content is substantially equivalent to the requested course. General education course transfer credit will be evaluated based on groupings (i.e., humanities, sciences, math, etc.) not by specific course content. See program of study pages for more information.
6. Course grade is "C" or higher. Pass/Fail courses are eligible only if the pass grade is equivalent to a "C" or higher. Satisfactory/Unsatisfactory and Credit/No Credit grades are not eligible.*
7. Number of semester credit hours earned matches or exceeds the number of semester credit hours for the requested course. Two or more courses may be combined to meet the credit hour requirement if the combined course content is substantially equivalent to the requested course.

*COVID-19 Transfer Credit Exception: In response to COVID-19, courses in which a student earned a Pass, Satisfactory, Credit, or equivalent grade in the spring and summer 2020 academic periods may be considered for transfer. A grade of Pass, Satisfactory, Credit, or equivalent meets the grade threshold for transfer credit in spring and summer 2020 only. All other transfer credit requirements listed above must be met for a course to be considered for transfer. This policy will not apply to courses that require a specific letter grade for licensure/certification or accreditation purposes.

Post-Matriculation Transfer Credit

A student may be permitted to transfer in general education credit hours completed after matriculation at Chicago School with the written permission of their Academic Program Lead or designee. A student must submit the Undergraduate Transfer Credit Petition, general education course description, and general education course syllabus, if available, to their Academic Program Lead for review and approval PRIOR to enrolling in a course outside of The Chicago School. If the request is approved and the student successfully completes the course, they must arrange to send an official transcript to the school. Transfer credit will not be posted to a student's record without an official transcript on file.

A request for transfer credit for a course taken AFTER matriculation at Chicago School is subject to the following conditions:

1. Only one course attempt per approved request is permitted. If the student fails to successfully complete the approved course, they will be required to retake the course at The Chicago School.
2. Only applied to general education courses.

Nontraditional Credit Hours

Nontraditional Credit Hours are credit hours earned by means other than through traditional coursework. These means include testing programs, military credit, and others outlined below.

National Testing Programs

Some undergraduate programs may award nontraditional credit hours for successful completion of national testing programs. An official score report must be submitted for evaluation. A score lower than the American Council on Education (ACE) recommendation will not be considered for transfer credit. National testing program scores are not factored into the Chicago School cumulative grade point average.

- **AP Exams:** A student who earned a score of 3 or higher on an Advanced Placement (AP) exam may have that score considered for college-level credit.
- **CLEP Exams**: A student who successfully passed a College-Level Examination Program (CLEP) exam may have that score considered for college-level credit. Information specific to the AAS-N Program appears below.
- **DSST/DANTES Credit**: A student who has successfully passed the DSST (DANTES Subject Standardized Tests) exam may have that score considered for college-level credit.
- **IB Exams**: A student who earned a score of 5 or higher on the International Baccalaureate (IB) exams may have that score considered for college-level credit.

Military

A student who has completed military credits may request to have their military transcript reviewed for transfer. Official military transcripts can be obtained via the Joint Service Transcript (JST) website and must be submitted to the Office of Admissions. Coursework recommended for nontraditional credit hours at the lower or upper division level by ACE will be considered if the coursework is applicable to the student's program of study.

Other Sources of Acceptable Nontraditional Credit Hours

Propero, SOPHIA, or Straighterline Courses: For general education or lower division elective credit hours, a student must successfully complete an ACE-recommended course and then submit an official transcript to The Chicago School. A student who wishes to pursue this option should contact Admissions.

Credit by Examination: The Chicago School awards credit by examination for selected bachelor's-level courses. Examinations for credit are created and administered by faculty at the direction of Academic Program Lead. An examination for credit is comprehensive and measures all course learning outcomes. Credit by examination is not available if a student has either attempted or completed the requested course at The Chicago School.

To be eligible to request credit by examination, a student:

1. Must be an active, degree-seeking student
2. Must be in Academic and Financial Aid Good Standing per SAP
3. Must not have previously audited, attempted, or completed the course for credit

To request credit by examination, a student must complete a Credit by Examination form and attach evidence of knowledge of the course learning outcomes, e.g., relevant work experience, to support the request and submit the completed form and supporting documentation to the Academic Program Lead.

If the request is approved, the student must pay the associated fee. The fee is charged per credit hour. Refer to the Tuition and Fees Schedule for fee information. A denied Credit by Examination request cannot be appealed.

Credit by Examination Score Requirement

Degree Level	Minimum Score
Bachelor	75

The student cannot appeal a non-passing examination grade. Credit earned by examination will be recorded as CE on the student's permanent record and will be counted toward the total number of credit hours required for degree completion. The CE grade will not impact the student's GPA or enrollment status but will count as credit hours earned and positively impact rate of progress.

Combining credit by examination with other forms of nontraditional credit and transfer credit cannot exceed 65% of the total credit hours required by the degree program.

Portfolio Based Assessment: A student may earn up to 12 semester credit hours per portfolio completed and submitted through the Prior Learning Portfolio Development Course available as an elective course in a bachelor degree program.

Maximum Total Transfer and Nontraditional Credit Hours for Undergraduate Programs

Maximum Total Transfer and Nontraditional Credit Hours are the combination of credit hours accepted in traditional and nontraditional credit hours. A student may not exceed the Maximum Total Transfer and Nontraditional Credit Hours listed below.

Programs	Total Required Credit Hours for Degree	Maximum Nontraditional Credit Hours	Maximum Total Transfer and Nontraditional Credit Hours
Bachelor of Arts, Psychology, Reduced Credit Track	90	22.5, or 25% of total credit hours	60, or 66.7% of total credit hours
Bachelor of Arts • Criminology • Psychology	120	30, or 25% of total credit hours	78, or 65% of total credit hours
Bachelor of Science • Business Psychology	120	30, or 25% of total credit hours	78, or 65% of total credit hours

For all programs, a maximum of 25% of the total credit hours for the degree program may be earned in nontraditional credit hours.

A BA Psychology student may earn a limited number of transfer credit hours toward their minor. A student minoring in health science, ABA, or addiction studies may earn a maximum of 6 transfer credit hours toward the minor.

Graduate Programs

A graduate student may request to transfer in credit hours earned at another institution and may earn nontraditional credit hours through credit by examination for selected master's-level courses.

Transfer Credit

Transfer Credit is defined as the application of credit hours earned at an institutionally accredited institution other than The Chicago School that are counted toward Chicago School degree program requirements. To be eligible for transfer, credit hours must have been earned prior to matriculation into the Chicago School degree program. Credit hours earned from an institution that is not institutionally accredited are not eligible for transfer of credit.

A Graduate Transfer Credit Petition per course must be submitted by the end of the first semester of enrollment (semester-based students) or second term of enrollment (term-based students). This petition must include the course details along with a course syllabus and official transcript documenting the grade earned in the course. The student is responsible for ensuring that all required documentation noted on the petition is submitted.

The Office of the Registrar evaluates each transfer credit request for eligibility using the criteria in this policy. If the transfer credit request meets all eligibility criteria, it is sent to the academic department for review. The academic department holds sole authority for accepting or denying transfer credit. An unofficial transcript may be used for review of transfer credit prior to matriculation. However, for transfer credit to be processed, an official transcript must be received. An official transcript is delivered in a sealed envelope with the Registrar's signature stamped across the seal. An official transcript can also be sent electronically directly from a transcript vendor.

The institution reserves the right to require satisfactory performance on an examination before granting transfer credit. Credit hours accepted in transfer will be calculated into rate of progress as both credit hours attempted and earned but will not be calculated into the Chicago School cumulative grade point average.

A student enrolled in Dual Degree Programs may transfer in coursework from the collaborating institution after they have matriculated, but only up to the credit limit articulated in the agreement between The Chicago School and the collaborating institution. A student enrolled in Dual Degree Programs need not submit a Graduate Transfer Credit/Course Waiver Petition as transfer credit is pre-determined by the articulation agreement between The Chicago School and the collaborating institution. See the Programs of Study listings for transfer credit hour limits. Certificate programs do not permit transfer credit except where indicated in the Program of Study.

Transfer credit and associated fees will be posted to the student's record upon final approval from the academic department. A student who is granted transfer credit after the Add/Drop deadline due to late submittal that results in a schedule modification will be held to the refund schedule. The student will be charged a fee for each transfer credit hour awarded. The transfer credit fee is not charged for articulated courses in Dual Degree Programs. Please refer to the tuition and fees schedule for information.

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 may affect registration eligibility in subsequent terms.

Transfer credit is subject to the following conditions:

1. Course is at or above the equivalent degree level. For doctoral programs that offer a nested master's degree, master-level courses as published in the Program of Study may be considered for transfer credit.
2. Credit hours must be earned from an institutionally accredited institution or from an international institution that is fully accredited by a country's Ministry of Education or by the U. S. Department of Education.

International transcripts must be evaluated by a NACES or AICE-approved transcript evaluation agency. See the International Transcript Requirements policy.

3. Credit hours that duplicate those earned via an equivalent course or exam will not be accepted. Credit hours will not be accepted for selected courses that must be completed at The Chicago School. The student is fully responsible for all charges incurred for duplicate coursework taken at the school.
4. No regression. A student may not earn transfer credit for a course that represents a regression from previously completed coursework. In other words, a student may not transfer in or take Chicago School courses in an area in which they have already completed a course that is more advanced in content.
5. Course content is substantially equivalent to the requested course. This is generally defined as greater than 80 percent equivalent. To be considered for transfer into programs that hold programmatic accreditation or recognition, the course must meet the accreditation guidelines as determined by the academic department. For licensure programs with or without programmatic accreditation, the transfer course (and/or letter grade) must meet or exceed requirements to apply for licensure.
6. Course grade is a "B-" or higher. Courses which carry Pass/Fail, Satisfactory/Unsatisfactory, or Credit/No Credit grades are not eligible.*
7. Credit not granted for practicum, internship, thesis, or dissertation courses.
8. Number of semester credit hours earned matches or exceeds the number of semester credit hours for the requested course. Two or more courses may be combined to meet the Chicago School credit hour requirement if the combined course content is substantially equivalent to the requested course.
9. No credit hours will be transferred for coursework that is more than 7 calendar years old. The PsyD in School Psychology program at Chicago and the PsyD in Clinical Psychology programs at Chicago, Anaheim, Dallas, Los Angeles, New Orleans, and Washington, D.C. do not permit transfer credit for coursework that is more than 5 calendar years old.

A Chicago School study abroad course may be used to satisfy a degree requirement if listed in the published program of study OR if approved for inclusion by the Academic Program Lead. To ensure that a study abroad course will satisfy a degree requirement, a student must obtain written approval from the Academic Program Lead *prior* to registration in the course. The student must submit the approved Course Substitution Petition to the Student Support Counselor.

*COVID-19 Transfer Credit Exception: In response to COVID-19, courses in which a student earned a Pass, Satisfactory, Credit, or equivalent grade in the spring and summer 2020 academic periods may be considered for transfer. A grade of Pass, Satisfactory, Credit, or equivalent meets the grade threshold for transfer credit in spring and summer 2020 only. All other transfer credit requirements listed above must be met for the course to be considered for transfer. This policy will not apply to courses that require a specific letter grade for licensure/certification or accreditation purposes.

Nontraditional Credit Hours

Credit by Examination: The Chicago School awards credit by examination for selected master's-level courses. Examinations for credit are created and administered by faculty at the direction of the Academic Program Lead.

Examinations for credit are comprehensive and measure all course learning outcomes. In cases where credit by examination is not compatible with the standards of accreditation for any program seeking or holding programmatic accreditation (e.g., APA, CACREP), the standards of the accrediting agency prevail.

To be eligible to request credit by examination, a student must:

1. Must be an active, degree-seeking student
2. Must be in Academic and Financial Aid Good Standing per SAP
3. Must not have previously audited, attempted, or completed the course for credit

To request credit by examination, a student must complete a Credit by Examination form and attach evidence of knowledge of the course learning outcomes, e.g., relevant work experience, to support the request and submit the completed form and supporting documentation to the Academic Program Lead.

If the request is approved, the student must pay the associated fee. The fee is charged per credit hour. Refer to the Tuition and Fees Schedule for fee information. A denied Credit by Examination request cannot be appealed.

Credit by Examination Score Requirements

Degree Level	Minimum Score
Master	80

The student cannot appeal a non-passing examination grade. Credit hours earned by examination will be recorded as CE on the student's permanent record and will be counted toward the total number of credit hours required for degree completion. The CE grade will not impact the student's GPA or enrollment status but will count as credit hours earned and positively impact rate of progress.

Transfer and Nontraditional Credit Hour Limits

A student may not exceed the Transfer and Nontraditional Credit Hour Limits listed below.

Programs	Transfer and Nontraditional Credit Hour Limits
Doctor of Osteopathic Medicine	0
EdD Educational Psychology and Technology	15
EdS School Psychology	12
MA Applied Behavior Analysis	9
MA Behavioral Economics	12
MA Clinical Mental Health Counseling	12
MA Clinical Psychopharmacology	9
MA Counseling Psychology	12
MA Forensic Psychology	12
MA Industrial/Organizational Psychology	12
MA International Psychology	12
MA Marriage, Couples, and Family Therapy	12
MA Organizational Leadership	12
MA Applied Psychology	12
MS Applied Behavior Analysis	12
MS Clinical Psychopharmacology	9

MS Biomedical Sciences	9
Master of Health Services Administration	9
Master of Public Health	9
PhD Applied Behavior Analysis	15
PhD Behavior Analysis	15
PhD Business Psychology, Consulting Track	12
PhD Business Psychology, I/O Track	12
PhD Counselor Education and Supervision	12
PhD International Psychology	12
PhD Organizational Leadership	12
PhD Psychology, Behavior Analysis Specialization	15
PsyD Applied Clinical Psychology	15
PsyD Clinical Forensic Psychology	21
PsyD Clinical Psychology - Anaheim	21
PsyD Clinical Psychology - Chicago	21
Psy.D Clinical Psychology - Dallas	21
PsyD Clinical Psychology - Los Angeles	21
PsyD Clinical Psychology - New Orleans	21
PsyD Clinical Psychology - Washington, D.C.	21
PsyD Marital and Family Therapy	15
PsyD School Psychology	21
PsyD School Psychology, Post-Specialist Entry Point	0

Withdrawal

A student is required to maintain continuous enrollment as defined in the Continuous Enrollment policy. Withdrawal from The Chicago School during any period of enrollment has financial consequences and may necessitate the return of financial aid. All withdrawals are subject to the Refund Policies.

A student should refer to the Grading policies to understand the impact a withdrawal will have on their grades. Prior to submitting an official request, a student is strongly encouraged to take the following steps:

- Consult with the Academic Program Lead or Faculty Advisor
- Consult with the Office of Placement and Training (OPT) and the practicum or internship site, if applicable
- Consult with the Office of Financial Aid and complete the exit interview
- Consult with Student Accounts regarding any financial obligations

An international student must consult with the Designated School Official (DSO) prior to making a withdrawal request as a change in enrollment status will impact immigration status. A student who wishes to return to school after withdrawal should refer to the Returning Students policy.

When a student withdraws, the Office of the Registrar will remove the student from their course(s) and assign appropriate administrative grades per the Drop/Withdrawal Schedule. After grades are assigned, SAP is evaluated. If the student is placed in SAP Dismissal status, their enrollment status will be changed to dismissal. Dismissal supersedes any other enrollment status. See the Refund Policies for information on tuition and fees.

A student must submit a Withdrawal Request to their Student Support Counselor or make a request via the student portal to officially withdrawal from The Chicago School. A student's withdrawal date will be:

1. The date on which the Withdrawal Request form or student portal activity is submitted; or
2. Any earlier or later date that the institution documents as the last date of academic-related activity.

A student will be unofficially withdrawn from the school if the following conditions are not met by the Add/Drop deadline:

- A student does not resolve a registration hold;
- A student does not register for courses and/or attend classes; or
- A student does not return from an approved Leave of Absence as scheduled.

A student's withdrawal date will be:

1. The last day of the last term/semester attended; or
2. Any earlier or later date that the institution documents as the last date of academic-related activity.

A temporary withdrawal may be considered if one of the following conditions is met:

- A student faces an unforeseeable and unexpected circumstance (significant change in their health, financial situation, employment, or an urgent personal matter); or
- A student does not have a course to take as determined by the institution.

In addition to meeting one of the above conditions, the student must have an expected date of return. A student is limited to two terms/one semester of temporary withdrawal in any 12-month period. A term-based student who desires an additional term of temporary withdrawal must contact the Student Support Counselor for eligibility. A student in Pending Probation status who wishes to apply for temporary withdrawal must have their Reinstatement Petition approved by the Academic Program Lead first. Once the approved petition is on file, the student will be returned to Academic & Financial Aid Probation status before having their temporary withdrawal request processed.

A student granted temporary withdrawal is not required to petition to return to school. Rather, they will be advanced through the reentry process automatically. See the Returning Students policy for details. A student who faces an unforeseeable and unexpected circumstance that leads to a significant change in their life and subsequent withdrawal from the school after the Add/Drop deadline may appeal for financial relief using the institutional policy exception process. See Policy Exception for details.

IllinoisCOM

Due to the structured, lockstep nature of the IllinoisCOM curriculum, a student wishing to take a temporary withdrawal must contact the Associate Dean of Student Affairs for more information.

The Illinois Hardship Withdrawal policy may be applied when a student seeks to withdraw based on one of the hardship reasons listed below and when the student's withdrawal occurs after the 100% tuition refund date has passed.

A student who lives in Illinois or who attends an academic program on-ground in Illinois who faces a severe financial or physical hardship may be considered for hardship withdrawal. Types of hardship are:

- serious injury or illness of the student;
- chronic illness of the student;
- a serious medical issue of a family member (spouse or partner, child, parent or guardian, grandparent, or sibling) for which the student is a part-time or full-time caretaker of that family member;
- a mental health condition of the student;
- a sudden or consistent lack of transportation that prohibits student presence in class; and
- a significant, non-elective cost of living increase for the student.

A student who believes they may qualify for hardship withdrawal must contact their Student Support Counselor. Relevant, detailed supporting documentation proving the severe financial or physical hardship must be presented.

A student who withdraws pursuant to this policy should contact their Student Support Counselor regarding how the school may be able to assist if the student chooses to return to school. This policy does not address the impact of a hardship withdrawal on the student's academic record or ability to complete their degree program.

Military Policies

A student who lives in Iowa who is a member of the Iowa National Guard or reserve forces of the United States who is ordered to National Guard duty or federal active duty may be eligible for Iowa Military Withdrawal. A student who lives in Iowa who is the spouse of a member with whom they have a dependent child may also be covered.

Upon verification of orders by Student Support, a qualified student may:

1. Withdraw from the entire registration and receive a full refund of tuition and fees. The student will be assigned a Withdrawal (W) grade in all courses.
2. Arrange for temporary or final grades in all courses. In this case, the student's schedule of classes for the impacted term/semester will remain unchanged, and tuition and fees will be assessed. For courses in which a temporary grade is assigned, it will remain until the course is completed.
3. Arrange for temporary or final grades in select courses. In this case, dropped courses will be assigned a W grade, and the student will be refunded tuition and fees for dropped courses. For courses in which a temporary grade is assigned, it will remain until the course is completed.

These rules comply with Iowa Code § 256.183(1)(g).

Military Temporary Withdrawal

Military Temporary Withdrawal (MTW) provides a no-penalty, time-unrestricted period of temporary withdrawal for affected individuals and their spouses and dependents. MTW provides relief of student charges based upon deployment notification and financial aid sources.

Affected individuals including spouses and dependents are:

- Active-duty military personnel serving during a war, military operation, or state or national emergency.
- Members of the National Guard performing a qualifying duty (e.g., called to active service by the Governor, President, or Secretary of Defense for a period of more than 30 consecutive days) during a war, military operation, or state or national emergency).
- Service Members who suffer economic hardship as a result of a war, military operation, or state or national emergency.

A student who is called to active military duty should promptly notify Student Support in writing via the Withdrawal form, including submitting the military orders with departure date. If military orders are classified and cannot be

shared, a letter from the commanding officer regarding the date of deployment and confidentiality status will be accepted. MTW does not count against the program's time to completion; however, repayment of federal financial aid may be required after 180 days have expired. MTW is available to a student who is deployed regardless of the student's SAP status.

A student or a student's spouse or dependent who meets one or more of the criteria below may be eligible to withdrawal under this policy:

- Active-duty military personnel serving during a war, military operation, or state or national emergency.
- Members of the National Guard performing a qualifying duty (e.g., called to active service by the Governor, President, or Secretary of Defense for a period of more than 30 consecutive days during a war, military operation, or state or national emergency).
- Service Members who suffer economic hardship as a result of a war, military operation, or state or national emergency.

A qualified student who withdraws from current courses on or before week five of an eight-week term or on or before week 10 of a 15-week semester will receive a full refund of tuition and fees and will be removed from all courses in progress, thereby removing the courses from the student's record. If the student withdraws from current courses on or after week six of an eight-week term or on or after week 11 of a 15-week semester, the student will receive full credit with grades earned at the time of withdrawal. If a course relies on a final project and/or examination to determine satisfactory performance, no credit will be granted until all required work is completed.

A student taking online courses may remain enrolled in those courses, if possible. A student wanting to complete their courses via independent study may do so with the consent of the instructor of record for the course(s).

Student Rights and Responsibilities

The Chicago 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 remediation and/or disciplinary action up to and including dismissal from the school.

Academic Freedom

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

1. Teachers[2] are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their 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.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge the profession and the institution by their utterances. Hence they 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 they are not speaking for the institution.

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

[2] *Teachers includes all categories of faculty members including but not limited to program faculty, clinical training directors, instructors, applied project instructors, and visting lecturers.*

The Chicago School provides reasonable accommodations to qualified students under applicable laws and regulations. The process through which accommodation requests are made varies and is dependent on the reason for the request for accommodation.

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School is committed to providing all students with equal access to academic courses, programs, and school activities. Disability accommodation is managed by the Office for Student Accessibility. Additional information is available on the Student Gateway.

As a general matter, The Chicago School will not provide disability accommodations that fundamentally alter academic or admissions standards or requirements essential to an academic program, activity, technical standard, or professional or licensing requirement; constitute an undue hardship; or create a direct threat to health and safety.

A student seeking disability accommodations must complete and submit the electronic confidential Accessibility Accommodations Request Form. The student must provide documentation of the disability, condition, and/or symptom profile in the form of a letter or evaluation completed by a treating professional. The absence of accommodations history should not prevent a student from making a request for accommodations.

Accommodations are created through an interactive process that includes the student, staff members in the Office for Student Accessibility, the appropriate faculty, and the student's treating professional(s) working together to discuss options, limitations, and opportunities during the period when accommodation have been requested and to facilitate the student meeting course objectives. Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. Among other criteria, the reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their coursework with the accommodation.

Ultimately, the decision as to what accommodations, if any, will be provided lies with the school. Reasonable accommodations may include adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. Such aids and services are determined on a case-by-case basis.

Accommodations are not retroactive. A student is responsible for providing their accommodations letter directly to their faculty members each term/semester.

Any accommodation granted by The Chicago School may not extend to a training site (practicum, internship, or fieldwork). A student with a training requirement is encouraged to work with the Office for Student Accessibility and their Director of Clinical Training.

Accommodation for Temporary Conditions

The Chicago School recognizes that a student with a temporary, restrictive condition(s) that is the result of injury, surgery, or short-term illness may require additional support. Temporary conditions are defined as conditions lasting between one day and less than 6 months that usually do not meet the definition of disability under the Americans with Disabilities Act. However, the Office for Student Accessibility may provide support for temporary conditions as a courtesy and when feasible.

A student with a temporary condition must follow the same request process required of all students seeking accommodations. The student must complete the Accessibility Accommodations Request Form and submit documentation of the temporary condition in the form of a letter or evaluation completed by a treating professional. The documentation must specify any restrictions for the student (such as lifting), and the date the student will be eligible to return without restrictions.

Temporary accommodations are not retroactive.

Instructional Technology Accessibility

The Chicago School is committed to providing instructional technology, including but not limited to digital academic resources, distance learning systems, and digital library materials, that has been designed, developed, or procured to be accessible to people with disabilities, including those who use assistive technologies. The Chicago School strives to ensure that people with disabilities have access to the same services and content available to people without disabilities. An accessible instructional technology environment enhances usability for everyone.

To implement this policy, the school will offer training and resources to faculty, subject matter experts, and all others in the community who design courses for students to provide guidance in how to make instructional technology accessible. In addition, the school will consider accessibility needs, issues, and functionality in its procurement of new instructional technology that will be used by students, faculty, and others.

Service Animals

The Chicago School allows service animals as a reasonable accommodation for a student with a disability. The student must be able to articulate whether the animal is a service animal and what function it serves in accommodating their disability.

Although not required, the school recommends that the student take the following steps when bringing a service animal on campus so that Campus Operations can best accommodate them: 1) register the service animal and/or provide signage to designate its status, and 2) contact the Office for Student Accessibility to request an accommodation letter. The service animal must be continuously accompanied by the student and must not present a threat to other members of the community.

An emotional support animal is not considered a service animal and, therefore, is not permitted.

The Chicago School is committed to diversity and nondiscrimination in accordance with state and federal laws and regulations, and the institution supports all students in their religious affiliation or non-affiliation. As such, the school will reasonably accommodate a student's religious observance or practice unless such accommodation fundamentally alters the nature of a course or academic program or is deemed unreasonable.

A student who needs to miss a class meeting, examination, or other course or program requirement due to religious observance or practice must request an accommodation by the Add/Drop deadline of the impacted term/semester using the Religious Accommodations Request Form. The Office for Student Accessibility reviews and manages the request and, if approved, issues a formal accommodations letter. A student is responsible for providing the accommodations letter directly to their faculty.

Upon receiving an accommodations letter, the instructor of record for the course will work with the student to apply approved accommodations that would allow an opportunity to make up any missed work, without penalty, unless granting such an opportunity would fundamentally alter the nature of the course or academic program and/or

create undue hardship for the institution or another student. An approved absence from a class meeting, examination, or other requirement under this policy will not count against any mandatory attendance requirement. However, absence does not relieve a student of responsibility for making up the missed course requirements.

Approved accommodations must be documented on the request form. A student who fails to engage in this process may not be accommodated.

The text below is a summary of The Chicago School's Student Policy on Pregnancy and Related Conditions. Click here for the full Student Policy on Pregnancy and Related Conditions. For additional resources, visit The Chicago School website.

The Chicago School does not discriminate in its education programs or activities on the basis of current, potential, or past pregnancy and related conditions as mandated by Title IX of the Education Amendments of 1972 (Title IX). Additionally, The Chicago School complies with the PUMP for Nursing Mothers Act, the Pregnant Workers Fairness Act, and related state laws and prohibits members of the school community from adopting or implementing any policy, practice, or procedure, or taking an employment action, on the basis of sex concerning the current, potential, or past parental, family, or marital status, which treats people differently. This policy and its pregnancy-related protections apply to all pregnant students.

Pregnancy or related conditions means "pregnancy, childbirth, termination of pregnancy, and lactation", medical conditions related to pregnancy, childbirth, termination of pregnancy, and lactation, or recovery therefrom. This policy covers only the student experiencing pregnancy or related conditions and does not cover non-birth-parent(s), the resulting child(ren), or childcare.

Under this policy, a qualified student may be provided with appropriate accommodations including but not limited to: allowing a student to eat and drink during class, to sit or stand during class as needed, and to take breaks from class to use the restroom; making changes to the physical classroom environment such as providing access to a different chair; extending time for coursework and rescheduling of tests and examinations; making changes in a course schedule or sequence; providing access to virtual learning options when medically necessary; excusing intermittent absences to attend medical appointments; changing a course schedule without incurring any academic or financial penalty; allowing time off from school under The Chicago School's leave policies and providing a means for completion of a course(s) or a portion of a course(s); or allowing a breastfeeding student time and space to express breast milk in a private, clean, and reasonably accessible location. The Title IX Coordinator or designee has the authority to determine that such modifications are necessary and appropriate and to inform faculty members of the need to adjust academic parameters and/or facilities accordingly.

The text below is a summary of The Chicago School's Anti-Hazing Policy. The complete Anti-Hazing Policy is available here.

The purpose of the Anti-Hazing Policy is to prohibit hazing in all forms, ensure compliance with the Stop Campus Hazing Act (SCHA) Amendments to the Clery Act, and promote a safe and respectful campus environment. Hazing undermines the integrity of student life, endangers individuals, and is inconsistent with the mission, vision, and values of The Chicago School. The Anti-Hazing Policy applies to students, faculty, staff, administrators, trustees, recognized organizations/groups and established groups, and third parties on or off campus (including online) including visitors, alumni, guests, and the agents, representatives, and employees of suppliers and vendors of The Chicago School. An employee alleged to be engaged in a hazing process against students will be referred to Human Resources policies and procedures.

The Chicago School defines hazing as any act, whether physical, emotional, or psychological, required or expected of a person seeking to join or maintain membership in a group, that:

- Is abusive, dangerous, degrading, or disruptive
- Has no legitimate educational or professional purpose
- Violates institutional policy or applicable local, state, or federal laws
- Is intended to or is reasonably likely to cause physical or emotional harm

- Involves coercion, intimidation, or compelled participation in activities unrelated to group goals

The Chicago School's prohibition on hazing extends to all aspects of its educational programs and activities, including, but not limited to, admissions, employment, academics, and student services. Hazing includes both active and passive involvement (e.g., witnessing or failing to intervene) and applies to conduct involving prospective, new, current, or returning members of a student group, team, or organization.

The Office of the Dean for Student Success serves as the responsible authority for the Anti-Hazing Policy. Obligations in this policy assigned to a specific position may be designated by The Chicago
School as appropriate, including to external professionals.

A student who believes they have been subject to hazing should submit the Student Complaint of Hazing Intake Form or contact the Office of the Dean for Student Success.

The purpose of the Biometric Information Privacy Act Policy is to establish the guidelines, procedures, and requirements for storing, using, collecting, safeguarding, disclosing, and destroying student Biometric Information in accordance with the Illinois Biometric Privacy Act, 740 ILCS 14/1 et seq., as well as other governing laws and regulations. This policy applies to any Chicago School student or individual whose Biometric Information has been shared with, stored, converted, and/or captured in accordance with The Act by The Chicago School or its authorized agent(s). The Biometric Information Privacy Act Policy is posted online.

Course Evaluations

The Chicago School offers a student the opportunity to participate in course evaluations each term/semester. These evaluations are intended to assist instructors in improving student learning on an ongoing basis. Evaluations are conducted online through an external vendor, and a student's responses are anonymous. Course evaluation items/content are under the purview of the appropriate faculty council committees, and edits are coordinated between the National Academic Standards and Effectiveness Review Committee (NASERC) of the National Faculty Council and the Office of Institutional Research (OIR) by the Director of Educational Effectiveness. The course evaluation process is administered by the OIR.

Course evaluations are the student's primary means of providing anonymous feedback on the quality of courses. Evaluations are used by instructors to improve courses for future students, to make courses more relevant, and to improve instructor effectiveness as a teacher. In addition, the Faculty Development and Promotion committee and Academic Program Leads use the course evaluation results as one of the many data points for consideration during annual reviews and promotion hearings. An Academic Program Lead also reviews their department's results looking for ways to improve individual courses and the programs offered by their departments. Since base evaluation questions are the same for all courses, course evaluations allow the OIR to compare courses delivered within and across departments (when the results are statistically significant).

All results appear in aggregate form based only on submitted course evaluations. Results do not take into consideration the number of incomplete course evaluations.

<u>Course Evaluation Eligibility</u>

The following types of courses qualify as atypical student experiences and are not administered course evaluations:

- Courses enrolling 3 or fewer students (to maintain student anonymity)
- Maintenance Courses
- Extension Courses
- Comprehensive Exam or Competency Exam Courses

<u>Basic Evaluation Information</u>

A student is notified through their school email at the beginning of each evaluation period. Each email includes instructions regarding how to complete the course evaluation process. A student will use their assigned Chicago School email and Canvas password to login to the evaluation system. Questions about login information should be directed to the IT Service Desk at 800.787.8367 or 312.467.8600.

Midterm Course Evaluations

Midterm evaluations are administered to eligible courses (all 15 week courses that are not atypical) approximately the fifth week of the fall and spring semesters (summer terms and term-based courses are not provided with midterm evaluations due to their length). Once launched, midterm course evaluations remain open for two weeks.

Final Course Evaluations

Final course evaluations are administered during the final two weeks of each term/semester for all eligible courses (all 7-week or 15-week courses that are not atypical) with the exception of study abroad and field experience courses.

Study Abroad and Field Experience Courses

Final course evaluations for all study abroad and field experience courses must be completed within the first two weeks of the term/semester following the course experience. A student will have two weeks to complete the course evaluation which will begin on the first day of instruction of the following term/semester.

Student Questions

If an evaluation form is filled out incorrectly, and the evaluation period is still open, a student may email the OIR to have the form reset. Course code, course number, and course section must be included in the email message when making a form reset request.

A student should contact the OIR in the event of an incorrect course name or instructor listing for appropriate changes to be made. Course evaluations may not be completed once the evaluation period has ended and once closed, evaluations cannot be reopened.

Questions regarding the use of course evaluation results should be directed to the Academic Program Lead.

Instructor Information

An instructor is notified through school email a week prior to each evaluation period. At that time, an instructor should log in to evaluation system to check that all courses are represented accurately. An instructor may add custom questions to their evaluations at this time. If an instructor believes that not all of their courses are in the system, they should contact the OIR immediately and include the course code, course number, and course section in their email.

Results

Evaluation results are released by the OIR after grades are due. Results are available through the evaluation system.

Criminal Background Check

The Chicago School requires **all** degree-seeking students and all students enrolled in the Post-Bachelor's Certificate in Applied Behavior Analysis, Post-Master's Certificate in Applied Behavior Analysis, Certificate in Forensic Psychology

- M.A. Non-Licensure Track to Licensure Bridge to complete a Criminal Background Check (CBC). There are four reasons for this requirement:

1. Protection of Public Safety: Individuals working in the professions served by The Chicago School are entrusted with the health, safety, and welfare of those with whom they work, have access to confidential and sensitive information, and operate in settings that require the exercise of ethical judgment and professional behavior. Thus, assuring the absence of serious criminal convictions in a student's background is imperative to promote the highest level of safety.
2. Compliance with Training & Community-Engaged Scholarship Partners: Applied learning experiences are essential elements of Chicago School degree programs. A student who cannot participate in such experiences due to serious criminal convictions may not be able to fulfill the requirements of the degree program. Therefore, it is in both the student's and school's interest to identify such restrictions upon entry.
3. Early Identification of Licensure or Certification Ineligibility: Similarly, serious criminal convictions may prevent a graduate's ability to attain a professional license or certification in their chosen field of study. Both the student and the school should quickly identify such limitations.
4. Campus Safety: All members of the school community are entitled to work and study in a safe environment. Identification of violent backgrounds through CBCs reduces the possibility of criminal acts on or around campus.

For Texas students: An individual who has been convicted of an offense may be ineligible for issuance of an occupational license upon completion of the educational program.

- Behavior Analysts are licensed by the Texas Department of Licensing and Regulation (TDLR) and the current guidelines requiring successful completion of a state-approved criminal background check are available in the Behavior Analysts Law Section 506.252 and Administrative Rules Section 121.20. An individual may request a criminal history evaluation letter from TDLR regarding the person's eligibility for a license if the person: (1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and (2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense. The request must state the basis for the person's potential ineligibility.

Completion of the CBC is required by the add/drop deadline of the second semester of enrollment for a semester-based student or the third term for a term-based student. A student will be placed on a registration hold during their first term/semester until the requirement is complete. Failure to complete the CBC by the designated deadline may result in a student being administratively withdrawn from their program.

The results of the CBC will generally be honored for the student's entire length of study so long as the student does not have a break in enrollment for more than 364 days.

The Chicago School reserves the right to require an additional CBC during the student's course of study, on a discretionary basis and at the student's expense. A student moving to a new degree program that leads to licensure or another professional credential will be required to complete an additional CBC if their results from a previous background check are 365 or more days old.

If a student is convicted of criminal activity while enrolled, the student is responsible for informing their Student Support Counselor. A conviction that is not reported by the student but becomes known to the institution may result in disciplinary action up to and including dismissal.

Permission to remain enrolled may be rescinded if CBC results are incompatible with eligibility to meet relevant degree, licensure, or certification requirements or if they increase risk to the school and its inhabitants and/or partner agencies and the people with whom they work. A student may submit a written statement explaining the circumstances of their CBC findings, if desired. School officials retain the right to refer questionable CBC findings to the student's academic department for review, hearings, deliberation, and issuance of supportive or disciplinary actions per existing policy, e.g. participating in an Academic Development Plan. A student who wishes to file an appeal or complaint for any actions taken as a result of the CBC report may do so under existing school policy.

Illinois COM Criminal Background Check

All applicants conditionally accepted for admission to Illinois COM at The Chicago School must have a criminal background check performed prior to matriculation. The background check will be performed at the sole expense of the applicant by a certifying organization retained by Illinois COM. The certifying organization will report to Illinois COM any convictions and conviction-equivalent adjudications for both felonies and misdemeanors. The purposes of conducting the background check are as follows:

- To identify, prior to admission, an applicant whose criminal history may interfere with their ability to participate in clinical clerkships and/or to obtain professional licensure.

- To help satisfy Illinois COM's obligation to the health, welfare, and safety of its faculty, staff, and students as well as that of the staff and patients at the clinical facilities where Illinois COM students will perform shadowing or clinical clerkships.

Any discrepancy between felony and misdemeanor information self-reported by the applicant during the secondary application or any new information discovered during any subsequent background check may subject the individual to disciplinary action, including without limitation a rescinded offer of admission, probation, suspension, or dismissal. Furthermore, a student may be subject to subsequent background checks prior to participating in shadowing or clinical clerkships. The scope of such a background check and the criteria used to determine the admissibility of a student are made within the sole discretion of the facilities hosting the shadowing and/or clinical clerkships. Any such background checks will be performed at the student's expense and will be conducted in accordance with federal and state laws.

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. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the university and attends any portion of a course. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the institution.

For purposes of compliance with FERPA, The Chicago School considers all students independent. Questions about FERPA and education records may be directed to the Office of the Registrar.

Education Records

Education records contains information that personally identifies a student including the student's name, student identification number/social security number, student address, parent/family member names, and a list of personal characteristics. Education records are official and confidential. Education records include a range of information that is maintained in any recorded way such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Education records include but are not limited to:

- Parent(s) and/or guardian addresses, and parent(s)/guardian contact information;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned;
- Personal information such as a student's identification code, social security number, picture, or other information that would make it easy to identify or locate a student.

Personal notes made by school officials not shared with others are not considered part of the education records. Admissions documents become part of the education records once the student attends courses. Education records are

permanently maintained and stored in the Office of the Registrar both electronically with a secure backup file and/or in secure fire-resistant file cabinets.

The Chicago School is the custodian of education records for the California Graduate Institute (CGI), Santa Barbara Graduate Institute (SBGI), and Dallas Nursing Institute (DNI). This includes all education records for individuals who either earned a degree from or became an inactive student of CGI (prior to October 7, 2008), or SBGI (prior to August 2010), or DNI (prior to January 2019). Information on records for all institutions is available from the Office of the Registrar.

Student Rights

Right to Inspect and Review

A student has the right to inspect and review their education records within forty-five (45) business days after the school receives a written request for access using the Request to Review/Amend Education Records form. The form must identify the education records to be inspected and must be submitted by the student to the Office of the Registrar. The University Registrar or designee will make arrangements for access and notify the student of next steps for inspecting the record. If the Office of the Registrar does not retain the record requested, the student will be advised of the correct official to whom the request should be addressed.

The Chicago School will not issue a printed copy of the education records unless extenuating circumstances prevent viewing it in person. This determination will be made on a case-by-case basis.

Right to Request Amendments

A student has the right to request an amendment of education records if the student believes the record is inaccurate or misleading. To request an amendment, the student must submit the Request to Review/Amend Education Records and a formal letter clearly identifying the part of the record to be changed and specifying why the record is inaccurate or misleading.

Right to Request a Hearing

The institution has the right to decide whether to amend the education records as requested by the student. 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 the right to a hearing regarding the request for amendment. To request a hearing, the student submits a Request to Review/Amend Education Records form. The University Registrar will refer the request to the Chief Academic Officer who will either act as the hearing officer or appoint a designee to conduct a formal hearing according to the following procedures:

- The student will be permitted to present information and materials in support of the assertion that the education records are inaccurate, misleading, or otherwise erroneous.
- A representative of the school will be permitted to present information and materials that support the school's position.
- Each party will be present during the hearing and may challenge information and materials of the other party.
- If a student is unable to attend the hearing in person due to distance, the student may be offered the opportunity to participate via a phone conference or online meeting.
- The hearing officer will render a decision on the matter generally within five (5) 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. For example, the rights of challenge do not allow a student to contest a grade in a course because the student believes a higher grade should have been assigned.

Right to Consent to Disclosures

A student has the right to consent to disclosures of personally identifiable information contained in the 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 tasks. A school official has a legitimate educational interest if the official needs to review the education records in order to fulfill 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 and for purposes related to the student's enrollment, where a student seeks or intends to enroll or is already enrolled
- 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 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

Additionally, The Chicago School must, upon written request, disclose to the alleged victim of any crime of violence or a non-forcible sex offense, the results of any disciplinary proceeding conducted by the school against a student who is the alleged perpetrator of such crime or offense.

Alleged victims and perpetrators in sexual misconduct and sexual harassment incidents have a right to be informed of the outcome and sanctions of the hearing, in writing, without condition or limitation, and to be kept apprised of the status of investigations.

If the alleged victim is deceased as a result of the crime or offense, the information shall be provided, upon written request, to the next of kin of the alleged victim.

Right to File a Complaint

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the 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, 20202-5920.

Right to Restrict Directory Information

A student has 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 Office of the Registrar. Once filed, this request becomes a permanent part of the student's record until the student instructs the school, in writing, to remove the request.

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

- Student name
- Address(es)

- Email address(es)
- Telephone number(s)
- Date and place of birth
- Major field of study
- Photograph(s)
- Degree sought
- Expected date of completion of degree requirements and graduation
- Grade Level
- Degrees and awards received
- Dates of attendance
- Enrollment status (e.g., undergraduate or graduate, full-time or part-time)
- Previous educational agency or institution attended
- Participation in officially recognized activities
- Class rosters within the classroom

Release of a Deceased's Education Record

The Chicago School will release a deceased's record within one year of passing to the following individuals:

- The individual(s) named on a signed FERPA - Student Authorization Release Form, if on file with the institution.
- The deceased's next of kin. The request must be accompanied by official documentation.
- The individual designated as the representative of the deceased's estate. The request must be accompanied by official documentation.
- In response to a subpoena or court order.
- To any other individual, if determined by the institution to be in the best interest of the deceased or the institution.

After one year has elapsed following the death of a student or alumni, the school may release the education record of the deceased at its discretion.

Intellectual Property Policy

The purpose of the Intellectual Property Policy is to provide the necessary incentives and protections to encourage the discovery and development of new knowledge, and its application and transfer for public benefit and to the benefit of The Chicago School. This policy applies to all students of The Chicago School and to all persons participating in a sponsored project and/or making significant use of Chicago School resources and/or participating in teaching, research, or service projects. The Intellectual Property Policy is posted online.

Copyright Law

The photocopying or reproduction by other means of copyrighted materials is a right granted under the federal Copyright Act that defines the rights of a copyright holder and how they may be enforced against an infringer. The unauthorized reproduction and distribution of copyrighted material is strictly prohibited. Students identified as having violated this policy may be subject to disciplinary action, up to and including but not limited to dismissal from the institution, or legal action as appropriate, or both.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

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.

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. The "fair use" doctrine allows, under certain conditions, the reproduction of copyrighted material for purposes such as criticism, comment, news reporting, teaching, scholarship, or research.

A student 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 leadership or College Dean.

For more information, please visit U.S. Copyright Office website, especially their FAQ.

Acceptable Use of Online Services

The Chicago School provides students with access to online services such as the Internet. The school expects that students will use these services in a responsible way for education-related purposes. The Chicago School does not allow inappropriate use such as accessing, downloading from, or contributing to sites that contain gross, indecent, or sexually-oriented content, gambling activities and the like.

Digital Millennium Copyright Act (DMCA) Notification and Response Plan

In compliance with additional requirements of the Higher Education Opportunity Act (HEOA) of 2008 and the Digital Millennium Copyright Act (DMCA), the school prohibits unlawful file sharing of copyright materials. In particular, the school's plan requires students, employees and visitors using school networks or computers to comply with pertinent U.S. and international copyright laws. Failure to comply with the policies in the DMCA plan may result in disciplinary action as well as civil and criminal penalties.

Policy Exception

Exceptions to selected Chicago School policies may be granted on a discretionary basis after review by the Committee on Policy Exception. Should a current or former student (hereafter referred to as petitioner) face an extenuating circumstance that necessitates a request for exception to selected institutional policies, the petitioner may present a case for their desired exception using the Petition for Policy Exception. An extenuating circumstance is defined as a **documented** serious medical issue of the petitioner or an individual in the petitioner's care; a **documented** death of a primary family member defined as spouse or partner, child, parent or guardian, grandparent, or sibling; or other similar specified reason. Examples of extenuating circumstances include but are not limited to:

- an immediate loss (e.g., primary family member, home, job, transportation)
- an automobile accident
- a significant medical diagnosis

Submitting a petition does not guarantee that a policy exception will be granted. The petitioner will receive written notification from the committee whether the petition is approved or denied. All decisions made by the committee are

final and cannot be overturned, appealed, or petitioned again. The policy exception procedure is institutional not judicial, so there is no role for legal counsel.

Limitations

Policy Exception cannot be used to appeal a disciplinary decision, appeal a course final grade, change a curriculum or timeframe of a degree program, or request an exception to academic department policy. The petition may not be used to request disability accommodations. A student requiring accommodations under the Americans with Disabilities Act must follow the process outlined in the ADA Accommodations section of this Catalog.

Submitting a Petition

A petitioner is encouraged to seek supporting signatures from their Course Instructor of Record, Faculty Advisor, Research Project Chair, Training Director, and/or Department/Program Chair for all requests. Signatures are required for specific types of requests. The petition must be signed by the Student Support Counselor who assisted the petitioner with their request. Signatures must be applied to the petition before it is submitted.

A petition must be completed by the petitioner as instructed on the petition form. A petition submitted by another party will not be accepted except in cases where the petitioner is incapacitated. In such cases, the petitioner's Student Support Counselor must consult with the Office of the Dean for Student Success regarding how to submit the petition. A petition must be submitted no later than six months after the extenuating circumstance occurred.

Outcomes sought via policy exception may include but are not limited to assignment of a "N/A" or "W" grade, late course registration or add/drop, or tuition or student account balance forgiveness. The study abroad program fee, international field experience fee, and CTA U-Pass fee (Chicago only) may be petitioned. The Student Institutional Service fee may be petitioned only if tantamount to a tuition charge (e.g., when no credit hours are being charged for the term/semester). No other fees may be petitioned. Tuition forgiveness may result in funds being returned to a lender or in a credit applied to the petitioner's student account. A petitioner should consult with Financial Aid, where applicable, prior to submitting a petition to determine which outcome is preferred.

A petition that fails to comply with this policy may be rejected. The petitioner will receive written notification of this action. Additional information and the petition form are available from Student Support Services.

Research Project Extension (RPX)

A student who requires additional time to complete their research project after exhausting all attempts of RPX courses and who is facing dismissal under the Research Project Courses policy may be eligible to appeal for additional time. An eligible student may appeal for additional RPX time only once to the RPX subcommittee of the Committee on Policy Exception. An RPX appeal must include specific supporting documentation including, but not limited to, a detailed plan for completion including a timeline and a new expected graduation date signed by the student's research project chair and department/program chair. An RPX appeal should be submitted no later than eight weeks prior to the end of the final term/semester to prevent a potential break in enrollment. Additional time granted under this policy will be awarded with a finite number of term-based courses bearing the prefix RPXP (RPXP 581-598) and which will be specified in the Committee's decision letter.

Professional Licensure or Certification

A student who is licensed or certified is expected to follow the professional expectations and mandated reporting requirements set forth by their credentialing entity.

A student who has voluntarily surrendered or had a professional license or certification suspended or revoked for any reason must disclose this information at the time of application to the institution. A regularly-enrolled student who has

a license or certification suspended or revoked or who surrenders a license or certification must disclose this information to the Academic Program Lead within 10 business days of the event occurring.

A student who fails to disclose revocation of a license or certification whether it occurred prior to or during their enrollment may be referred to Student Community Standards for consideration of disciplinary action up to and including dismissal from the school.

Remediation

The Chicago School is committed to supporting student success. An Academic Development Plan may be used to provide individualized support for remediating a behavioral or academic concern.

Academic Development Plan (ADP)

An ADP is used to help a student successfully complete their degree program. A student who is experiencing academic or professional behavior difficulties or who is failing to progress according to academic or training standards, expectations, or competencies may be placed on an ADP as deemed necessary by the Faculty Advisor, the Academic Program Lead or designee, and/or Student Community Standards. ADPs do not constitute disciplinary action; as such, they do not affect academic standing and cannot be appealed.

In the creation of an ADP, information may be solicited from any Chicago School employee, training site supervisor or other community partner, supervisor of school-required workplace activity, and/or any other party involved in the student's education and training. In conversations with outside education and training partners, the school may inform supervisors about the student's ADP to assess the extent to which the concerns in question have affected the student's performance and to ensure continuity of training and education between a partner site and the school.

The development of an ADP requires involvement of the student, their Faculty Advisor, and the Academic Department Lead or designee. Other school officials may be involved as deemed necessary and appropriate. The student is expected to actively participate in the development of the plan. Refusal to participate in creating an ADP or to complete required tasks may result in a referral to Student Community Standards for consideration of disciplinary action.

An ADP must clearly identify the concern(s) in question and the steps necessary to resolve those concerns within a specified timeframe. The ADP must identify who is charged with overseeing the plan and when and how feedback will be delivered to all parties involved. Finally, the plan must clarify the consequences if the terms of the ADP are not fulfilled.

Depending upon the situation, the school may require a student to take immediate steps to address identified concerns before an ADP has been finalized. Based on the student's progress in meeting the requirements set forth, an ADP may be modified, including adding additional requirements or removing existing requirements. Such changes must be made in writing. The ADP is emailed to the student, and a copy is kept in the student's education record.

Should a student on an ADP transfer to a new degree program, the ADP will be forwarded to the new department's ADP Manager by the previous department's ADP Manager. As the ADP may contain program-specific requirements, the new academic department may opt to either discontinue the ADP or to revise it to account for program requirements and expectations. Components of the ADP that resulted from a SCS decision should be retained by the new academic department. Revision of the ADP will be managed by the new department's ADP Manager in consultation with the previous department's ADP Manager, where practicable.

Students Affected by Declared Disaster or Emergency

A student who resides in an area located with the United States that is declared a major disaster or emergency area as defined by the Federal Emergency Management Agency (FEMA) of the U.S. Department of Homeland Security may be eligible for accommodations. A major disaster or emergency is defined by FEMA as:

Major disaster: Any natural catastrophe (including hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, snowstorm, or drought) or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the Robert T. Stafford Disaster Relief and Emergency Assistance Act. 42 U.S.C. 5121 et seq., to supplement the efforts and available resources of states, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Emergency: Any occasion or instance for which, in the determination of the President of the United States, federal assistance is needed to supplement state and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

A student affected by a declared disaster or emergency as defined above must contact their faculty advisor, Student Support Counselor, or Academic Department Lead within 10 business days (term-based programs) or 20 business days (semester-based programs) to discuss circumstances and determine whether it is possible to continue with studies during that term/semester. The department representative will engage Student Support Counseling to determine how to best protect the student from potential academic or financial penalties, when possible.

Student Complaints

The Chicago School is committed to mutual respect and the effective resolution of student complaints through an efficient and fair procedure. The school seeks to maintain an environment that encourages community members to work together to address complaints using informal resolution. When informal resolution is not possible, the school is committed to a fair and reasonable resolution of issues through the formal complaint procedure articulated in this policy.

A student who believes they have been subject to unlawful discrimination or harassment based on protected category should direct their concern to the appropriate school official as articulated in the Student Policy on Anti-Discrimination, Anti-Harassment, and Anti-Retaliation (Student DHR Policy).

IllinoisCOM

Complaints related to IllinoisCOM, including those concerning compliance with accreditation standards, may be submitted by a student through the institution's designated complaint reporting system, consistent with the institutional Student Complaints process outlined in this policy. Complaints identified as related to accreditation standards will be reviewed by the IllinoisCOM Dean/Chief Academic Officer or designee in accordance with the Student Complaints process. The Chicago School prohibits retaliation against any individual who, in good faith, submits a complaint or participates in a complaint review process.

What is a Student Complaint?

A complaint is an allegation of unfair treatment made by a current student (hereafter Complainant) in which they experience adverse effects caused by decisions, actions, or inactions made by employees or agents of the school (hereafter Respondent). The Complainant must be the alleged victim of unfair treatment. A complaint may not be filed by one party on behalf of another party.

Issues Eligible for Review: Issues eligible for review include the implementation of policies and procedures, and issues concerning transcripts, financial aid, classroom concerns, course scheduling, personal hardship matters, student accounts, military benefits matters, disability accommodation-related matters, and advising.

Issues Ineligible for Review: Issues ineligible for review include the substance of any duly adopted policy or procedure, the substance that forms the basis for student performance evaluation, academic performance, grade appeals, transfer credits, course content, decisions regarding a student's academic status (including SAP), content or quality of services that do not arise from a specific act or incident and/or where a student cannot show disadvantage or unfair treatment;

comments about the general content or provision of a course or program, and general allegations of misconduct or inappropriate behavior by students.

Time Limits

A formal complaint must be received by the College Dean no later than 45 business days after the Complainant first became aware of the facts which gave rise to the complaint. The complaint must be submitted via the online Student Complaint Intake Form. The time limit may be extended by the College Dean if the Complainant requests an extension within the 45-business day period for good cause shown, e.g., an active effort at informal resolution.

Informal Complaint Resolution

Prior to invoking the formal complaint resolution procedure, the Complainant is strongly encouraged to make active efforts to resolve matters through professional and direct communication with the Respondent. These efforts should take place as soon as the Complainant becomes aware of the act or condition that is the basis of the complaint. If unsure of how to proceed, the Complainant may enlist the assistance of another member of the school community, e.g., Faculty Advisor or Academic Department Lead, to help identify a proper course of action or to mediate problems, if necessary. The Complainant has the right to end the informal complaint resolution process at any time.

Formal Complaint Resolution

The student complaint procedure is an institutional process not a judicial one, so the presence of legal counsel, whether in person or virtual, is prohibited for any party to the complaint. This policy cannot be substituted for other appeal processes.

Filing a Formal Complaint

The submission of the Student Complaint Intake Form and supporting documentation is used to invoke a review of a formal complaint. The complaint filing must include a completed intake form and:

- Be in writing;
- State how the decision, action, or inaction is unfair and harmful to the Complainant;
- List the school policies or state or federal laws that have been violated, if known;
- Name the Respondent;
- State how the Respondent is responsible for the decision, action, or inaction; and
- State the requested remedy.

The Complainant must provide all complaint materials when submitting the Student Complaint Intake Form. No additional documentation may be added to the complaint after the Intake Form has been submitted.

The formal complaint procedure is managed by the Complainant's College Dean or their Associate or Assistant Dean (hereafter designee). If the Complainant has good cause to believe that the College Dean or their designee is unable to be impartial, they may request that the Dean for Student Success reassign the complaint to another College Dean.

The College Deans responsible for complaints as of the date of publication of this Academic Catalog and Student Handbook are:

- College of Graduate and Professional Studies: Dr. Alisha DeWalt, adewalt@thechicagoschool.edu, 312-488-6012
- College of Osteopathic Medicine: Dr. John Lucas, jlucas@thechicagoschool.edu, 312-467-2393
- College of Professional Psychology: Dr. Lance Garrison, lgarrison@thechicagoschool.edu, 469-941-8360

- College of Undergraduate Studies: Dr. Jonathan Dodrill, jdodrill@thechicagoschool.edu, 312-467-2540

Current College Dean information can be found online. Should an attorney file a complaint with the school on behalf of a Complainant, it will be referred to Legal Affairs.

Processing a Formal Complaint

The College Dean or their designee must initiate the formal complaint resolution procedure within 10 business days of receipt of the formal complaint.

The College Dean or their designee will determine whether the complaint may be reviewed in accordance with the criteria articulated in this policy. If the matter is deemed not eligible for review, it will be dismissed, and a letter will be sent to the Complainant stating the same. If the matter is deemed reviewable, the College Dean or their designee will appoint an ad hoc committee that will review the complaint.

Selecting the Ad Hoc Committee

The ad hoc committee is comprised of two faculty members and one student. The College Dean or their designee will designate one of the faculty members to serve as ad hoc committee chairperson. At any time during the formal complaint review, the College Dean or their designee and the ad hoc committee may attempt to resolve the complaint informally.

If the Complainant has good cause to believe that a member of the ad hoc committee is unable to be impartial, they may request that the College Dean or their designee disqualify that member. Such a disqualification shall be granted only upon the demonstration of a conflict of interest. The decision to alter or preserve the composition of the ad hoc committee rests solely with the College Dean or their designee, and the decision is final.

Ad Hoc Committee Procedures

All proceedings of the ad hoc committee are confidential. Within five business days of being appointed, the ad hoc committee chairperson will write an opening letter to the Complainant and to the Respondent to notify them of the opening of the review, communicate the live/synchronous hearing date and time, and distribute the complaint documents.

1. Complainant: The Complainant has five business days to respond to the ad hoc committee chairperson with the following information:
    a. Confirmation of their attendance at the hearing.
    b. The names of witnesses, if any, and a summary of the relevant facts witness(es) are expected to provide as well as a rationale for their inclusion in the hearing.
    c. The name of their support person. The Complainant has the right to include one Chicago School faculty member or staff member as a support person during the live hearing. This person may not may not speak on behalf of the Complainant and may not act as a witness.
2. Respondent: The Respondent has five business days to return a written response to the chairperson with the following information:
    a. Confirmation of their attendance at the hearing.
    b. The names of witnesses, if any, and a summary of the relevant facts witness(es) are expected to provide as well as a rationale for their inclusion in the hearing.
    c. The name of their support person. The Respondent has the right to include one Chicago School faculty member or staff member as a support person during the live hearing. This person may not speak on behalf of the Respondent and may not act as a witness.
    d. A written response to the allegations set forth in the complaint and any exhibits they wish to introduce as evidence.

The chairperson may extend the deadline upon a showing of good cause.

Upon receiving responses from the parties or the passing of the response due date (whichever comes first), the chairperson will distribute all complaint documents to the Complainant, the Respondent, and the committee members.

If witnesses are named by either party, the chairperson will determine whether each witness will provide a written statement, testify at the live hearing, or both provide a written statement and testify at the live hearing. The chairperson will notify the witness(es) via email of their expected participation.

Ad Hoc Committee Live/Synchronous Hearing

The complaint will be heard at a live/synchronous hearing that will be held within 45 business days of the date on which the complaint file was sent to the College Dean or their designee. The hearing will include the Complainant, the Respondent, any support persons, and any witnesses (as determined by the ad hoc committee chairperson). During the live/synchronous hearing, each party will be permitted to hear responses to questions asked of the other party and witnesses and will be permitted an opportunity to respond.

1. The hearing will be conducted using online meeting technology. All participants must appear on web camera for the duration of the hearing. If a participant does not attend the hearing, it will proceed without them, and a decision will be made.

2. The hearing will be scheduled for one hour. Neither recording nor transcription of any part of the hearing is permitted. All participants must be present for the duration of the hearing. Once the hearing begins, additional written material may not be distributed. The chairperson has the right to dismiss individuals from the hearing as necessary.

Ad Hoc Committee Deliberation and Decision

The ad hoc committee will be the final judge of what testimony or data is relevant. The committee will deliberate to evaluate the merits of the complaint and make findings of fact. Deliberations will be restricted to members of the ad hoc committee.

The committee's decision will be based solely on material presented in the review including written materials provided prior to the hearing and information presented during the hearing. A majority vote of the ad hoc committee will be required to make an affirmative decision on the complaint. The chairperson will have the right to vote.

Upon reaching a decision, the ad hoc committee will communicate its findings in writing to the Complainant, the Respondent, the College Dean or their designee. If the committee makes an affirmative decision on the complaint, the chairperson will write to the appropriate institutional representative(s) who shall implement any actions recommended within 30 business days after the close of the committee proceedings.

Appeal Procedures

Complainant

The Complainant may appeal the committee's decision to the Vice President of Academic Affairs (VPAA). The VPAA as of the date of publication of this Academic Catalog and Student Handbook is Dr. Ted Scholz, tscholz@thechicagoschool.edu.

The appeal must:

- be in writing and submitted via email,
- state the grounds for appeal including a list of alleged error(s) in the decision-making process,

- state the requested remedy, and
- include a copy of the decision being appealed.

An appeal received more than 10 business days after the ad hoc committee's decision was rendered will not be considered. The VPAA will notify the Respondent of the appeal within two business days of its receipt.

The VPAA will communicate their decision on the appeal in writing within 10 business days of its receipt. The written decision will include the reason(s) for the decision, and it shall direct a remedy for the Complainant, if applicable. The decision on the appeal is final.

Neither the decision on the appeal nor the original committee decision can be appealed further.

Respondent

The Respondent may appeal the committee's decision to the Vice President of Academic Affairs (VPAA). If the Respondent is a direct report of the VPAA, the appeal will be directed to the Director of Human Resources.

The appeal must:

- be in writing and submitted via email,
- state the grounds for appeal including a list of alleged error(s) in the decision-making process,
- state the requested remedy, and
- include a copy of the decision being appealed.

An appeal received more than 10 business days after the ad hoc committee's decision was rendered will not be considered. The VPAA or Director will notify the Complainant of the appeal within two business days of its receipt.

The VPAA or Director will communicate their decision on the appeal in writing within 10 business days of its receipt. The written decision will include the reason(s) for the decision, and it shall direct a remedy for the Respondent, if applicable. The decision on the appeal is final.

Neither the decision on the appeal nor the original committee decision can be appealed further.

Recordkeeping

The official complaint record is held by the Office of the Dean for Student Success. The ad hoc committee chairperson is responsible for ensuring that the case file is complete. Complaint cases are retained for 10 calendar years following the year in which the complaint was resolved.

Complaints to External Agencies

A student is expected to follow the school's internal procedures before making a report to an external agency. A student who exhausts all internal complaint procedures may wish to raise the issue with the relevant state agency under which the institution operates.

State*	**Agency Name & Contact Information**
Alabama	Alabama Commission on Higher Education https://www.accs.edu/about-accs/private-school-licensure/complaints/
Alaska	Alaska Commission on Postsecondary Education

	https://acpe.alaska.gov/ConsumerProtection.
Arkansas	Arkansas Institutional Certification Advisory Committee, icac@adhe.edu https://adhe.edu/institutions/ADHE-Grievance-Form
California	An individual may contact the Bureau for Private Postsecondary Education (BPPE) for review of a complaint. The bureau may be contacted at 1747 N. Market Street, Suite 225, Sacramento, CA 98534. Telephone (916) 574-8900 Fax: (916) 263-1897 https://www.bppe.ca.gov/enforcement/complaint.shtml
Connecticut	Connecticut Office of Higher Education Emily Bjornberg Senior Consultant Academic Affairs Connecticut Office of Higher Education 450 Columbus Blvd, Suite 707 Hartford, CT 06103 Emily.Bjornberg@ct.gov www.ohe.ct.gov https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkv
Georgia	Georgia Nonpublic Postsecondary Education Commission 2082 E. Exchange Place Tucker, GA 30084 US (770) 414-3300 https://gnpec.georgia.gov/student-resources/complaints-against-institution/gnpec-complaint-form
Illinois	Illinois Board of Higher Education https://complaints.ibhe.org/
Indiana	Indiana Board for Proprietary Education https://www.in.gov/che/2744.htm
Iowa	Iowa Department of Education - Bureau of Iowa College Aid 400 E. 14th Street

	Des Moines, IA 50319 (877) 272-4456 https://educate.iowa.gov/higher-ed/student-complaints
Kansas	Kansas Board of Regents 1000 SW Jackson, Suite 520 Topeka, KS 66612-1368 (785)-430-4240 http://www.kansasregents.gov/academic_affairs/private_out_of_state/complaint_process
Louisiana	Louisiana Board of Regents https://regents.la.gov/about/proprietary-schools/ https://www.laregents.edu/resources-3/
Maryland	Maryland Higher Education Commission http://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx
Minnesota	Minnesota Office of Higher Education https://ohe.mn.gov/student-resources/other-resources/file-complaint
Montana	Montana Department of Justice, Office of Consumer Protection https://www.mus.edu/MUS-statement-of-complaint-process.asp
New Mexico	New Mexico Higher Education Department https://hed.nm.gov/students-parents/student-complaints
North Carolina	North Carolina Post-Secondary Education Complaints The University of North Carolina System Offices Student Complaints 910 Raleigh Road, Chapel Hill, NC 27515-2688 (919) 962-4558 studentcomplaints@northcarolina.edu; https://www.northcarolina.edu/post-secondary-education-complaints/
Ohio	Ohio Department of Higher Education https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints
Oklahoma	The Oklahoma State Regents for Higher Education (OSRHE)

	https://okhighered.org/current-college-students/complaints/.
Oregon	Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the HECC, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page: https://www.oregon.gov/highered/access/pages/student-complaints.aspx
Pennsylvania	Pennsylvania Department of Education - Postsecondary and Adult Education https://www.pa.gov/agencies/education/programs-and-services/instruction/postsecondary-and-adult-education/students-complaints
Texas	Texas Workforce Commission https://twc.texas.gov/jobseekers/career-schools-colleges-students#howToSubmitAComplaintAgainstASchool Texas Higher Education Coordinating Board https://www.highered.texas.gov/student-complaints/
Utah	Utah Department of Commerce, Division of Consumer Protection https://db.dcp.utah.gov/complaints.html
Washington, D.C.	District of Columbia Higher Education Licensure Commission https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints
Washington (state)	The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.
West Virginia	West Virginia Higher Education Policy Commission http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf
Wisconsin	Wisconsin Department of Safety and Professional Services, Educational Approval Program https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx
Wyoming	Wyoming Department of Education https://edu.wyoming.gov/wp-content/uploads/2021/10/Student-Complaint-Process.pdf

*The Complainant is advised to find the state of residence. If the state of residence is not listed, the state in which the home campus is located should be selected.

An external complaint may be directed to the Western Association of Colleges and Schools, Senior College and University Commission (WSCUC). WSCUC requires that a Complainant attempts to resolve an issue with the institution prior to filing a complaint. The Commission's complaint procedures are for the purpose of addressing

significant non-compliance with the Standards of Accreditation and Commission policies. Thus, WSCUC will not interpose itself as an adjudicatory or complaint-resolving body in individual matters including admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, or collective bargaining, faculty or staff appointments, promotion, tenure, contractual rights and obligations, and dismissals or similar matters.

The Commission's staff will investigate a complaint in order to determine whether it appears that a standard or policy was violated and, if such is the case, it will take appropriate action within the range of options that are available to it under Commission Standards and Policies. The WSCUC complaint form and process can be found under "Resource Library" at www.wscuc.org. Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission, 1080 Marina Village Parkway, Suite 500, Alameda, CA 94501, Phone: (510) 748-9001.

IllinoisCOM

Individuals or institutions may submit complaints concerning IllinoisCOM's compliance with accreditation standards confidentially and directly to the American Osteopathic Association's Commission on Osteopathic College Accreditation (COCA) at:

Vice President, Accreditation

American Osteopathic Association 142 East Ontario Street Chicago, IL 60611

Phone: (800) 621-1773; (312) 202-8097 Fax: (312) 202 8397

Email: predoc@osteopathic.org

Student Learning Assessment

The Chicago School is committed to offering the highest quality academic programs in applied professional disciplines. To meet the school's standard for academic quality, program learning outcomes are aligned with course learning outcomes and guide assessment. Data collected from the results of student assessment and the aggregation of these data will inform how students are progressing towards achieving program outcomes.

All degree programs report annual assessments (and periodic self-studies) of student learning and other indicators of program effectiveness as part of the Academic Program Review process.

Student Conduct

The student conduct policy detailed below cannot be used as a substitution for the Course Final Grade Appeal policy, the Student Complaint policy, the Student DHR Policy, or the Title IX Policy. Information on Student Community Standards is available on the Student Gateway.

Student Community Standards (SCS) is The Chicago School's student conduct process. SCS is a university-level function that adjudicates referrals for a student who allegedly:

- Violated the University Community Norms and Standards policies (Code of Conduct, Academic Ethics, Integrity, and Responsibility, and Professional Behavior).
- Failed to meet academic program expectations and standards including progress toward degree.

All SCS proceedings are protected in accordance with FERPA. A student is required to comply with professional behavior standards throughout the conduct process. Failure to do so could result in dismissal from the school.

Course Final Grade Appeals, Student Complaints, or complaints made pursuant to the Anti-Discrimination, Anti-Harassment, and Title IX Policy fall outside of the scope of SCS and are addressed in accordance with the applicable policy.

A student referred to SCS who withdraws from The Chicago School before the case is adjudicated will have their case heard upon return to school, if applicable. The school reserves the right to withhold a student's degree conferral if the student has an active SCS referral, inclusive of the appeal period.

Referral

A referral must be submitted by the Academic Program Lead, hereafter called referring party. For IllinoisCOM, designated college personnel serve as the referring party. The referring party must notify the student of their referral before submitting it to SCS. The referral must be submitted during the term/semester in which the referring party either becomes aware of the reason(s) for referral, or the event precipitating the referral occurs, absent extenuating circumstances.

A referral must be presented in writing and must include:

1. A referral letter including the reason(s) for referral, the date of student notification, the department's desired pathway and desired outcome.
2. An unofficial transcript.
3. Supporting documentation.

All SCS referrals are evaluated by the Dean for Student Success, and the Dean determines how the referral will be adjudicated within the following pathways:

1. Non-Hearing
2. Hearing

The Dean for Student Success may consult with the referring party regarding how a referral will be adjudicated, if necessary.

Non-Hearing

The SCS Non-Hearing pathway may be used to adjudicate a referral when the desired outcome is ADP. Upon receipt of a referral, SCS will send it to the referred student to invite them to respond in writing. The student has the right to send a written response to SCS which must be received within five business days of the date of the referral.

The Dean for Student Success is responsible for reviewing all submitted materials and has the discretion to determine whether SCS Faculty Lead involvement is necessary to determine the outcome of the case.

If the outcome is ADP, the Dean will communicate the required ADP components to the referring party and the referred student, and the referring party will direct the creation and administration the ADP. If the outcome is that a hearing is required, SCS will advance the referral to hearing.

Hearing

A SCS Hearing occurs when one of the following conditions is present:

1. A department's desired pathway is hearing.
2. A department's desired outcome is dismissal.

Hearing Preparation

If a hearing is indicated, the student is sent a hearing notice (hereafter referred to as "notice") at their school email address. The notice will include the hearing date, time, online meeting details or campus location/room, and a link to the referral materials.

The referred student is responsible for addressing the action items listed below prior to the hearing. The items must be submitted to SCS by the due date stated in the notice.

1. Hearing Accommodations: A referred student who requires disability accommodation to participate in their hearing must submit a written request.
2. Hearing Postponement: A referred student may request postponement of their hearing. The referred student must submit a written, detailed rationale for postponement. SCS has sole discretion to grant or deny a request for postponement and, if granted, to determine a new hearing date and time. The SCS decision on postponement is final.
3. Recusal: A referred student may request the removal of a faculty panel member whom they believe cannot be impartial. For this request to be considered, the student must submit in writing the reasons why they believe the faculty panel member may be biased against them. Department representatives, including the referring party, are not eligible for recusal. The hearing lead will review and decide on the recusal request.
4. Support Person: A referred student may include one Chicago School faculty member or one Chicago School non-student staff member in their hearing to provide advice and support. The student should provide the support person's name and position title in writing.
5. Written Response: A referred student has the right to present a written response to the referral that explicitly addresses the reason for the referral and its contents. If the referred student submits a written response after the due date stated in the notice, SCS is not obligated to consider it.

If time constraints impact the scheduling of an SCS hearing, the due dates for the referred student will be adjusted accordingly.

Hearing Procedure

The hearing provides an opportunity for all parties to present perspectives on the referral. The hearing will be held within 30 business days of SCS's evaluation of the referral.

A student must attend their hearing as specified in the referral notice. The student must appear on webcam for the duration of the hearing if it is being held using online meeting technology. If a student does not attend their scheduled hearing, the hearing will proceed without them, and a decision will be rendered.

A SCS hearing panel is comprised of three faculty members and a staff representative and may include a student representative (depending on the referred student's academic program). Any person who is not employed by The Chicago School may not attend the hearing in any capacity unless their presence is required as part of an approved disability accommodation. Since this procedure is institutional and not judicial, no attorneys may be present. Neither recording nor transcription of any part of the hearing is permitted. Once the hearing begins, additional written material may not be distributed by the student or referring party.

During the hearing, the referring party presents the referral to the hearing panel. If the referral originated from a specific incident, an employee who has the most knowledge of the facts of the incident may be present at the hearing. If the referral relates to training, a training representative may be present.

In addition to the written response submitted before the hearing, if any, the student should also respond to SCS questions about the referral during the hearing. A student's failure or refusal to respond to the allegations set forth in the referral or to the questions asked by SCS during a hearing will be considered an admission of the facts and matters contained in the referral.

After all material have been presented and all questions addressed, the referring party, the student, the support person, and any other attendee who is not an SCS panel member will leave the hearing simultaneously. No additional information may be presented after this action.

If the SCS panel requires more information about a referral, or if a hearing takes longer than the scheduled time, a continuation hearing may be held later.

Hearing Deliberation

Deliberation on the outcome of the hearing is restricted to SCS panel members only.

Hearing Outcome

A hearing outcome may include no action, an Academic Development Plan, or dismissal from the institution. The student will be notified of the hearing decision in writing within 10 business days of the hearing.

If the decision is that the student will be dismissed, that decision is typically effective immediately. Dismissal supersedes any other enrollment status. A dismissal decision will impact the student's access to Chicago School facilities and technology, including email. The student's grade(s) may also be impacted. See the Administrative Grades policy for information.

Appealing SCS Dismissal

A student has the right to appeal their dismissal to the SCS Appeals Committee. An appeal must be submitted using this online form. The student must submit their appeal as soon as possible and within five business days of being notified of their dismissal. An appeal must be based on one or both of the following:

- Relevant new evidence that could not be provided at the time of the original hearing
- Evidence of improper SCS procedure

The student must write and submit their own appeal; no one, including legal counsel, may write or submit an appeal on behalf of the student.

The written appeal must include:

- A specific statement of the decision the student is appealing.
- All information that the student wishes the SCS Appeals Committee to consider.
- A statement regarding the basis or bases for the appeal, based on the two categories listed above (relevant new evidence that could not be provided at the time of the original hearing and/or evidence of improper SCS procedure) and supporting argument and documentation (if any) regarding the stated basis or bases.
    - If the basis for appeal is related to relevant new evidence that could not be provided at the time of the original hearing, the student must include a rationale for why the relevant new evidence could not be provided at the time of the original hearing.

Appeals Committee Review

The SCS Appeals Committee will render a decision as soon as possible and within 10 business days after receipt of the written appeal.

If the appeal is denied, the dismissal will stand as final. This decision may not be appealed. If the appeal is granted, the case will be remanded for an appeal hearing limited to the information supporting the granted appeal. This hearing must occur as soon as possible and within 10 business days after the appeal decision is issued.

A student on Sponsored International Travel is responsible for following all Chicago School policies. A student who violates a policy while abroad will be disciplined as follows:

For a first-time offense that is not serious in nature, the program Faculty Lead and/or other qualified school representative will meet with the student to address the violation. If no additional violations occur, the issue may be considered resolved.

For repeated offenses or an offense that is serious in nature, the program Faculty Lead and/or another qualified school representative will issue written notification of the violation(s) to the student at their Chicago School email address. The notification will describe the violation and cite the policy or rule violated.

If it is determined that the offense poses a serious health or safety risk, the program Faculty Lead will dismiss the student from the program. The program Faculty Lead will issue written notification of this action to the student's Chicago School email account and will copy the student's Academic Program Lead.

A student participating in any sponsored international travel is subject to the disciplinary policy of the host institution or partner. The policy of the host institution or partner may supersede Chicago School policy. The Chicago School may not be able to assist a student engaged in non-sponsored international travel.

The text below is a summary of The Chicago School's Student Policy on Anti-Discrimination, Anti-Harassment and Anti-Retaliation (Student DHR Policy). Click here for the full Student DHR Policy. For additional resources, visit The Chicago School website.

Introduction

The purpose of the Student DHR Policy is to prohibit all forms of discrimination, harassment, and retaliation, to ensure compliance with federal and state civil rights laws and regulations, and to affirm The Chicago School's commitment to promoting the goals of fairness and equity in all aspects of its education programs or activities. The Chicago School prohibits discrimination against and harassment of members of its community including but not limited to its applicants, students, and employees based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national or ethnic origin or ancestry, sexual orientation, physical or mental disability, marital status, parental status, pregnancy, military or veteran status, political activities/affiliations, or any other category protected by law or included in The Chicago School's Non-Discrimination Statement ("Protected Categories").

The Chicago School also prohibits sexual harassment as defined by Title IX and as set forth in the Policy Prohibiting Sexual Harassment Under Title IX (Title IX Policy).

The Student DHR Policy applies to students only. The Chicago School has jurisdiction to investigate conduct occurring on its campuses, in connection with its educational programs, activities, and services, or that puts Community Members at risk of serious harm or otherwise creates a hostile learning environment.

Discrimination, Harassment, and Retaliation

Discrimination is defined as adverse action taken against or harassment of an individual based on membership in any Protected Category. Harassment is defined as unwelcome behavior based on membership in any Protected Category. Harassment becomes impermissible where 1) enduring the offensive conduct becomes a condition for any academic-related purpose or 2) the conduct is severe or pervasive enough to create an academic environment that a reasonably prudent person would consider intimidating, hostile, or abusive. Retaliation is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation or resolution of a report of discrimination, harassment, or retaliation.

Reporting Complaints of Discrimination, Harassment or Retaliation

A student who believes they have been subject to unlawful discrimination, harassment, or retaliation on the basis of a Protected Category should submit the Student Complaint of Discrimination or Harassment Intake Form or email the Office of the Dean for Student Success. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

Supportive Measures

The Chicago School will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation and as deemed appropriate by the Dean for Student Success. Supportive measures are nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to The Chicago School's education programs or activities, including measures designed to protect the safety of all parties or The Chicago School's educational environment, and/or deter harassment, discrimination, and/or retaliation.

Support Person

Parties to a complaint may select a support person to advise and support them. The support person must be a member of The Chicago School community. They can help the party prepare for meetings, can attend meetings with the party, and can review materials generated by the investigator and provided as evidence, where relevant. The support person may not communicate with an investigator on behalf of a party.

Administrative Resolution

Administrative Resolution typically includes but is not limited to the following steps, in any order: identify all policies implicated by the alleged misconduct; develop an investigation plan with a witness list, document/records list and order of interviews of parties and witnesses; provide the parties with an opportunity to review and verify the investigator's summary notes from interviews and meetings with that specific party; allow each party the opportunity to suggest questions they wish the investigator to ask of the other party and witnesses; provide regular status updates to the parties throughout the investigation; and preparation of a written investigation report that summarizes the investigation. The investigation report will conclude with a determination, based on a preponderance of the evidence, of whether the Respondent violated the Student DHR Policy and a recommendation for a sanction.

Appeals

The parties have the right to appeal the determination of a violation of the Student DHR Policy and any sanctions decision. Information on appeal procedures is in Section VII of the Student DHR Policy.

Cross Claims

Cross-claims determined to have been reported in good faith will be processed using the resolution procedures described above. When cross-claims are not made in good faith, they will be considered retaliatory and may constitute a violation of the Student DHR Policy.

Student Profile

A student is responsible for keeping current with The Chicago School their personal information, contact information, and emergency contact information.

Legal Name and Personal Information

The Chicago School must protect the identity of a student and maintain the integrity of their record when changing their legal name, social security number, birthdate, or citizenship status. A student's legal name is defined as the name that appears on a legal or government-issued document such as a birth certificate, social security card, court order, or passport.

Changes to a student's legal name, social security number, birthdate, or citizenship status must be submitted using the Student Personal Information Change Request form. A student must include a copy of one of the documents below with their request:

- Government-issued identification card
- Birth Certificate
- Marriage License
- Divorce decree
- Court order
- Social Security Number/New Taxpayer ID Number

A student may change their legal sex, gender identity, sexual orientation, or pronouns on the Student Gateway.

Chosen First Name

A student may identify themselves with a chosen first name that differs from their legal first name. A student's chosen first name may be used for class rosters, on student identification cards, and in student credentials including the school-issued email address. A student's chosen first name may also be disclosed as directory information unless the student declines to permit such disclosure. More information is available on The Chicago School website.

All Chicago School community members are expected to use a person's chosen name.

Generally, students can use any chosen first name. The Chicago School reserves the right to deny or remove, with or without notice, a chosen first name if it is used for inappropriate purposes including but not limited to misrepresentation, avoiding legal obligation, offensive or derogatory language, or to perpetrate fraud. A chosen first name must consist of alphabetical characters, hyphens, and spaces.

A student's legal first name will be used for unofficial and official transcripts, enrollment reporting, financial aid and student account records, student employment records, student conduct files, external reporting, federal immigration documents, and other official records where a legal name is required by law or school policy.

To submit a chosen first name, visit the Student Gateway.

Contact Information

A student is responsible for ensuring that their physical address (student location), mailing address, telephone number, and personal email address are kept current with the school. To update contact information, visit the Student Gateway.

The Chicago School requires all students to provide the address where they will be located while enrolled and actively attending classes. Each student is required to provide address information in their enrollment application. P.O. Boxes will not be accepted. This address will be maintained as the "Student Location" and will be used to send official correspondence and ensure regulatory compliance. A student is responsible for keeping their Student Location current and for notifying the school of an address change. The Chicago School is not responsible for lost items mailed to an incorrect address.

A student who is relocating or planning to relocate and who intends to be licensed or certified in their new state of residence is strongly advised to review the licensure or certification requirements of the new state. Detailed information about licensure and certification is available on The Chicago School website.

A student who is considering relocating, or has relocated to another state, territory, or outside of the United States during their program, whether relocation is permanent or temporary, must submit new location information via the Student Gateway. The request will be sent to the Registrar's Office to update the Student Location.

Emergency Contact

A student is responsible for providing the school with an emergency contact. The student must provide the emergency contact's name, relationship to the student, and telephone number. To update emergency contact information, visit the Student Gateway. Failure to provide an emergency contact may impact a student's ability to register for courses.

Text Messages

A student may elect to receive text messages from the school. The school will not text message a student who does not opt into the service. To opt into this service, visit the Student Gateway. The student must provide their mobile phone number and service provider and choose "Yes" to Receive SMS Alerts. A student may "opt out" of the service at any time using the link above. Mobile service provider standard messaging and data rates apply.

Technology

Access to Electronic Systems

Each Chicago School student is provided with a school-sponsored email account. The student is responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed by other means. The student 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; the student is expected to utilize the institutional email addresses for all electronic communication with school personnel and about school matters.

Files and email messages that travel using the school's network are not private. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined by Information Technology. 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 or systems and platforms provided by the school, should circumstances warrant such actions. All members of the community must recognize that electronic communications are not secure and that, during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Should a student withdraw or be dismissed from The Chicago School, access to the institution's electronic systems including but not limited to the library databases, the Office of Placement and Training (OPT) database, the wireless network, the campus access control system, school-provided email, the Office 365 platform, Canvas, and other systems will be suspended. This suspension will remain in place for at least one year from the dismissal or withdrawal date after which time the accounts may be deleted.

A Chicago School graduate is granted lifetime access to email. Access to other electronic systems including other Office 365 features and licensing for the Office Suite is removed after graduation. The user will be notified of the inaccessibility to One Drive files upon graduation and will be given a 90-day grace period to retrieve all files. Information Technology cannot recover lost files after the 90-day grace period has expired.

In cases where an alumnus is dismissed from a subsequent enrollment, The Chicago School reserves the right to revoke alumni benefits where necessary.

Audio and Visual Recordings

As a general policy, The Chicago School records important school events that will most benefit students, faculty, and staff. This policy applies to audio, video, or other electronic recordings of school events including classes, simulation/experience-based learning sessions, and non-class events.

Classes

An instructor of record for a course may record regular and/or make-up classes. Classes include regular and make-up sessions in all delivery modalities. Recordings of class sessions posted on Canvas are accessible to the instructor of record for the course and enrolled students for the duration of the course, unless otherwise specified. School officials may reproduce, edit, or distribute recordings for educational purposes within The Chicago School.

When recording a class in either small sections or its entirety, the instructor of record for the course must provide students with prior notice through one or all the following methods:

- Verbal announcement to students at start of the class session
- Attendance sign-in sheet with notice
- Placement of sign in classroom/lecture hall
- Syllabi notice
- Posting in Canvas course prior to the class session

A student who does not wish to be recorded must inform the instructor of record for the course prior to recording (excluding Skills and Performance-Based Learning Experiences as defined below). The instructor of record for the course may continue to hold class without the student present as long as reasonable and adequate accommodation is made for the student to access class content. A student who opts not to be recorded will be assigned an "excused" absence which should not directly impact the student's performance in the course.

An instructor of record for a course should carefully consider a request to record a class in which clinical case material might be discussed or presented. Class sessions that include discussion or presentation of identifying information about unknown third parties should not be recorded.

Skills and Performance Based Learning Experiences

In simulation and experience-based courses (including role plays, clinical simulations, laboratory exercises, and practicum sessions), recording is often a required instructional component used for feedback, self-assessment, and competency evaluation. An instructor of record may designate recording as mandatory for all participants when it is integral to the course structure and learning outcomes. Recordings may be used for faculty review, self-assessment, peer review, and/or external review for licensure requirements.

When recording is designated as a required component, the instructor of record must provide students with prior notice through one or all the following methods:

- Syllabi notice · Posting in the Canvas Course
- Verbal announcement at start of the course or first class session
- Written course materials explaining the educational purpose of recording

A student enrolled in a course where recording is designated as a required instructional component may not request an exemption from being recorded or request an alternative assignment. Recording is a non-negotiable requirement of the

course. A student who is unwilling to be recorded should speak with their instructor or Academic Program Lead to discuss alternative course options.

Recordings from simulation and experience-based learning sessions are treated as confidential educational materials, retained by the University, and used solely for the specified educational and assessment purposes. These assessments may involve external third-party reviews as in the case of some national licensure systems. A student may not share, distribute, or reproduce recordings without explicit written permission from the instructor of record and all individuals appearing in the recording.

Spaces where recordings are most common will include signage to remind all students, faculty, staff, and guests that cameras and microphones are to be assumed to always be in use.

Non-Class Events

Non-class events, which may be simple or complex, include those sponsored or coordinated by The Chicago School or one of its departments such as:

- Career Services sessions or panels
- Academic success or faculty development workshops
- Events with guest speakers
- Faculty colloquia
- Keynote speakers
- Presidential addresses

School officials may reproduce, edit, or distribute recordings for educational purposes within The Chicago School.

When recording an event in either small sections or its entirety, the event organizer must provide the audience prior notice through one of the following methods:

- Verbal announcement to audience at the start of the event
- Attendance sign-in sheet with notice
- Placement of sign in room/lecture hall
- Notice in promotional materials

Private conversations and/or meetings may not be recorded without the informed consent of all parties involved. Failure to obtain permission to record may result in disciplinary action.

For The Chicago School to use a student's likeness or information in any advertising, publicity, commercials, displays, interactive publication or interactive student learning, the student must sign a release form. A student may revoke permission at any time.

Audio and Visual Recording by Students

No form of audio or visual recording is permitted in class without explicit permission from the instructor of record for the course. Examples of prohibited audio and visual recording include but are not limited to:

- Physical devices, including smartphones, tablets, laptops, digital voice recorders, cameras, or external microphones
- Software and platforms with transcription, including Zoom and Microsoft Teams
- Social media live streaming platforms, including YouTube, Instagram Live, and TikTok
- Artificial Intelligence (AI) software, platforms, or services

A student with approved university-issued accommodations may be eligible to record. A student with approved university-issued accommodations should discuss their desire and need to record with the instructor of record for the course prior to class meetings.

Authorized recordings may only be used by the accommodated student and may not be shared or distributed for any reason. Violation of this policy may result in a referral to Student Community Standards.

Electronic Signature

In June 2000, the Electronic Signatures in Global and National Commerce Act (E-Sign Act) was signed. The law provides that electronic signatures, contracts, and other records related to a transaction may not be denied legal effect, validity, or enforceability solely because it is an electronic form, or because an electronic signature or electronic record was used in its formation.

The Chicago School defines an electronic signature as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format. An electronic signature identifies and authenticates an individual as the source of any electronic consent or process. In addition, the electronic signature indicates such person's approval of the information contained in the electronic consent.

An e-signature may be accepted in all situations if requirement of a signature/approval is stated or implied as prescribed under any other Chicago School policy. To the fullest extent permitted by law. The Chicago School accepts e-signatures as legally binding and equivalent to handwritten signatures to signify an agreement. The school also reserves the right to designate specific transactions that are to be conducted as e-transactions or maintained as e-records, and that are to be fulfilled by e-signature under this policy. However, this guideline does not supersede situations where laws specifically require a written signature or must meet specific requirements regarding e-signature.

A student may be asked to use electronic signatures to register for courses, accept financial aid awards, pay bills, obtain unofficial transcripts, complete electronic forms, etc. or to increase the efficiency of internal transactions that require authorization. The school may require that students use electronic signatures to conduct certain transactions that previously required handwritten signatures and approvals on paper documents.

It is a violation of this policy for an individual to sign a transaction on behalf of a student unless the student has been granted specific authority by the student. The student must report immediately any suspicious or fraudulent activities related to electronic signatures to any manager or supervisor in the appropriate administrative department or to the Department of Information Technology. A student who falsify electronic signatures or otherwise violate this policy are subject to disciplinary action under the Student Code of Conduct and criminal prosecution under applicable federal and state laws.

The text below is a summary of The Chicago School's Policy Prohibiting Sexual Harassment Under Title IX ("Title IX Policy"). Click here for the full Title IX Policy. For additional resources, visit The Chicago School website.

The Chicago School acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus complies with all applicable laws and directives regarding nondiscrimination and equality of opportunity. As required by Title VI, Title IX, Section 504 and all other applicable federal and state laws, the school does not discriminate and prohibits discrimination and harassment against its employees, students, and applicants based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national origin or ancestry, sexual orientation, physical or mental disability, marital or parental status, pregnancy, military or veteran status, political activities/affiliations or any other impermissible reason in its programs and activities ("Protected Category" or "Protected Categories").

The Chicago School is committed to creating and maintaining a safe learning and working environment that is free from unlawful sexual harassment and retaliation. The Title IX Policy applies to all employees, students, and other Community Members. The Chicago School has jurisdiction to investigate conduct occurring on its campuses, in connection with its educational programs, activities, and services, or that puts Community Members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

The Chicago School reserves the right to withhold a student's degree conferral if the student is under investigation per this policy, inclusive of the appeal period.

Sexual Harassment, as an umbrella category includes the offenses of sexual harassment, sexual assault, domestic violence, dating violence, and stalking. It is defined as conduct on the basis of sex that satisfies one or more of the following: quid pro quo, sexual harassment, sexual assault, dating violence, domestic violence, or stalking as defined in the full Title IX Policy. Sexual Harassment may fall within or outside of the Title IX definition of Sexual Harassment found in Appendix B.

Petty slights, annoyances, and isolated incidents will not rise to the level of violation of a Chicago School policy or rule. To be considered a violation, the conduct must create an environment that would be intimidating, hostile, or offensive to a reasonably prudent person.

Offensive conduct may include but is not limited to jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, or interference with academic performance.

When discriminatory harassment rises to the level of creating a hostile environment, The Chicago School may also impose sanctions on the Respondent through the application of the appropriate grievance process set forth in the Title IX Policy.

The Title IX Policy includes prohibition of online and cyber manifestations of any of the behaviors prohibited through this policy when those behaviors occur in or have an effect on the school's education program and activities or use the school networks, technology, or equipment.

Retaliation

The Chicago School bars retaliation against any person who exercises their rights under the Title IX Policy, including filing a good faith report, participating in the complaint resolution procedures relating to the same, supporting a Complainant or Respondent, or assisting in providing information relevant to an investigation.

Reporting Complaints of Sexual Harassment

A Community Member who believes they have been subject to unlawful sexual harassment, whether by faculty members, staff members, other employees, students, training supervisors, or visitors should report such matters either via email to the Title IX Coordinator or via the Title IX Incident Reporting Form. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

Under the Title IX Policy, a Complainant is any individual who has reported being or is alleged to be impacted by Prohibited Conduct who was participating or attempting to participate in The Chicago School's Education Program or Activity at the time of the alleged misconduct. A Respondent is an individual, or group of individuals (e.g., student organization), who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct under the Title IX Policy.

Response to Complaints - Resolution Processes

The Title IX Grievance Process will be used to respond to complaints that fall within the Title IX definition. For all other complaints of discrimination or harassment from students, the Student Policy on Anti-Discrimination, Anti-Harassment, and Anti-Retaliation (Student DHR Policy) will be used. In some instances, an informal resolution process may be used, if deemed appropriate. Complaints and investigations will be handled on a confidential basis, to the extent

possible, with regard for the rights of Complainants and Respondents. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

Other Reporting Options

A Community Member may report to law enforcement, if applicable, although they are not required to do so. The Chicago School encourages Community Members who have experienced sexual harassment to immediately report the incident to their local police department or another area law enforcement agency. Reporting sexual assault, domestic violence, dating violence, and stalking to the police does not commit the Complainant to legal action. The earlier an incident is reported, the easier it will be for the police to investigate if the Complainant decides to proceed with criminal charges. Early reporting makes it more likely that the police will be able gather needed evidence before it is lost or destroyed, and that the Complainant will receive timely notice of potentially helpful survivor/witness services.

In addition, a Community Member may contact a professional counselor, domestic violence counselor, or pastoral counselor not connected to the school either through Student Solutions, the Employee Assistance Program, or through other agencies or resources. Information about resources is available on The Chicago School website.

Supportive Measures

Complainants and Respondents may request supportive measures, including but not limited to academic support, extensions of academic deadlines, class schedule modifications, withdrawals, leaves of absence, no-contact order, student financial aid counseling and referral to counseling, medical, or other healthcare services and visa and immigration assistance, which shall be provided, as deemed appropriate, in accordance with the Title IX Policy. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to the school's education program or activity, including measures designed to protect the safety of all parties or the school's educational environment, and/or deter harassment and/or retaliation.

The Chicago School will maintain the privacy of the supportive measures, provided that privacy does not impair the school's ability to provide the supportive measures. The Chicago School will act to ensure as minimal an academic impact on the parties as possible. The Chicago School will implement measures in a way that does not unreasonably burden any party.

Emergency Removal

In certain circumstances, the Title IX Coordinator may determine that an emergency removal is appropriate. If that decision is made, the Respondent will be notified of the decision and be given the option to meet with the Coordinator prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified.

Title IX Advisors

The Complainant and Respondent are entitled to have a Title IX Advisor of their choice accompany them to any meeting or proceeding within the Title IX Formal Grievance process, if they choose. The parties may select whoever they wish to serve as their Title IX Advisor as long as the Title IX Advisor is eligible and available. At the hearing, cross-examination is required and must be conducted by the parties' Title IX Advisors. The parties are not permitted to directly cross-examine each other or any witnesses. If a party does not have a Title IX Advisor for a hearing, the school will appoint a trained Title IX Advisor for the limited purpose of conducting any cross-examination during the hearing. Contact the Title IX Coordinator to obtain a list of those individuals available to serve as a Title IX Advisor.

Sanctions and Remedial Action

If The Chicago School determines that the Title IX Policy was violated, sanctions may be imposed, and effective remedial action will be taken. Individuals who violate the Title IX Policy will be subject to disciplinary action, up to and including removal from the school. In addition, appropriate action will be taken to deter any future unlawful harassment or retaliation.

For a student, the sanctions that may be imposed include:

- Formal written warning
- Professional Development Plan (a plan intended to require reflection and remediation of behavior found to be in violation of this policy)
- No contact order pertaining to certain Community Members or physical locations
- Referral to counseling and/or Student Solutions
- Required training or education
- Dismissal from The Chicago School
- Withholding of degree conferral.

Appeals

The parties have the right to appeal in certain circumstances. Information on appeal is available in the Title IX Policy.

Tobacco, Drug, and Alcohol Regulations

Smoke-Free Environment

Smoking is prohibited, including within 15-feet of building entrances, exits, windows that open, and ventilation intakes. This smoke-free policy includes cigarettes and electronic cigarettes, and it covers all areas owned or operated by the school. If a local law or ordinance provides greater protection for the rights of non-smokers, it shall apply.

Drug-Free Environment

In compliance with the Drug Free Schools and Communities Act (DFSCA) of 1986 as amended in 1989, The Chicago School and IllinoisCOM explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on school premises, clinical sites or as part of any of its activities. In addition, the school prohibits the misuse of legal drugs including alcohol, as well as participating in any professional activities or duties if impaired. This policy, while in place to ensure safety of students, faculty, and patients, does not preclude criminal action by means of other institutional policies and/or state and federal law.

Drug Screening (IllinoisCOM only)

Drug screening is performed periodically during enrollment as part of the credentialing process at IllinoisCOM. Additional drug screening may also be required without notice from any member of IllinoisCOM administration.

Counseling, Treatment, or Rehabilitation Programs

Any student who fails to abide by the terms of the Tobacco, Drug, and Alcohol Regulations and Policies 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 officials, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the greater Chicago, Dallas, Southern California, New Orleans, and Washington, D.C. metropolitan areas.

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.

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 HIV or hepatitis. These health risks may affect one's daily life activities, as well as familial, social, and working relationships.

Drug and alcohol abuse causes physical and emotional dependence, in which 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.

Institutional 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 so in a responsible manner.

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, (for example, pilot licenses, public housing tenancy, and so on.) 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

This list has been included for reference purposes only. The most current information can be found on the website of the U.S. Drug Enforcement Administration.

Sanctions to Be Imposed on Students Who Violate Regulations and Policies

As a condition of matriculation to the school, a student agrees to abide by the terms of these regulations and policies and agrees to notify the school of any criminal drug statute conviction for a violation occurring on campus no later than five business days after such conviction. The Chicago School, through Student Community Standards or college 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 dismissal from the institution and referral for prosecution.

University Community Norms and Standards

The Chicago School is committed to supporting the growth and development of all members of the learning community. Learning community members respect the value and dignity of individuals and groups across all cultural contexts, advocate for inclusion and equity, and adhere to the highest ethical and professional standards.

Code of Conduct

A student is required to behave in a manner that is suitable for professional study and practice. Violation of this standard includes, but is not limited to, conduct that contravenes the ethics codes promulgated by the profession to which the student's program of study belongs, including but not limited to:

- American Association of Marriage and Family Therapy Code of Ethics
- American Counseling Association's Ethical Code for Counselors
- American Osteopathic Association
- American Psychological Association
- Behavior Analyst Certification Board ® Ethics Code for Behavior Analysts
- National Association of School Psychologists' Principles for Professional Ethics
- Specialty Guidelines for Forensic Psychologists

A student should consult with their academic department for clarification of all applicable ethical codes to which they are accountable.

Additionally, a student is prohibited from engaging in conduct that is detrimental to the University, poses a threat to the welfare of the University's employees or students, is prohibited by University policies, or is illegal. A College Dean or Campus Director has the authority to remove a student partially or entirely from an education program or activity on an

emergency basis if it is determined through an individualized safety and risk analysis that the student poses a significant risk to others. If that decision is made, the student will be notified of the decision and be given the option to meet with the College Dean or Campus Director prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified. A student may be restricted from campus or disciplined for improper or illegal conduct whether it occurs on-campus or off-campus, including cyberspace, and regardless of whether the conduct is specifically tied to a University activity.

While it is impossible to list all types of misconduct, the following illustrates the types of activities that will subject a student to disciplinary action:

- Violations of any policy, procedure, or regulation of The Chicago School
- Acts of dishonesty, including but not limited to, knowingly or recklessly furnishing false information to the school, forgery, and alteration or misuse of school documents, records, or identification and any materials submitted to employers (e.g. application, CV/résumé, cover letter, portfolio)
- Disorderly, indecent, or obscene conduct or expression, including inappropriate conduct in online environments such as abusive language toward or about faculty, classmates, staff members, and administration
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, other Chicago School activities, or the freedom of expression of others
- Conduct that threatens or endangers the safety or welfare of any person, including threats of violence toward others and any action that unreasonably interferes with the psychological well-being of another
- Conduct that threatens or endangers the health of any person, including failure to comply with rules related to physical distancing, hand sanitizing, and mask wearing while on campus
- Failure to maintain client or patient confidentiality
- Engaging in a romantic, sexual, or other nonprofessional relationship with a client or patient (including the client or patient's family member), supervisor, supervisee, or faculty
- Acting in a professional capacity without informed consent
- Acting in a professional capacity outside one's scope of professional competence and practice
- Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
- Unauthorized entry into or use of the school's facilities or services
- Theft or conversion of property or services belonging to the school, members of the school community, or others
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others
- Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
- Violation of the school's published technology and computer use guidelines
- Failure to comply with directions of school officials acting in the performance of their duties including but not limited to a requirement to provide unprivileged testimony at a disciplinary hearing, refusal to comply with the provisions of academic and financial aid warning or with an academic development plan, or non-compliance with sanctions imposed by a Title IX Decision Maker or Student Community Standards
- Violations of federal, state, or local laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of the school, or which renders a person unfit or unsuitable for practice within their profession

A student 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 grounds that criminal charges involving the same incident have been dismissed, reduced, or are in process.

IllinoisCOM Professional and Ethical Student Code of Conduct

IllinoisCOM requires all students to be responsible individuals who possess the highest standards of integrity, honesty, and personal conduct. These traits are prerequisites to independent learning, professional development, the successful performance of academic and clinical assignments, and the conduct of one's personal life. Accordingly, a student is expected to adhere to a standard of behavior consistent with IllinoisCOM's and The Chicago School's high standards both on- and off-campus. Compliance with institutional policies contained in this Academic Catalog and Student Handbook, rules, and regulations, in addition to city, state, and federal laws, is required of all students.

During orientation, IllinoisCOM students sign two critical documents related to professional and ethical conduct. The first is the Student Acknowledgement Form, in which students agree to abide by the policies outlined in this Academic Catalog and Student Handbook, inclusive of all University Community Norms and Standards policies. The second is the Illinois College of Osteopathic Medicine Professional and Ethical Student Code of Conduct Agreement. While students may encounter professionalism or ethical situations not specifically referenced in the Catalog, the listed items are representative of the expectations for professional and ethical conduct.

Complaints involving alleged conduct violations by students will be handled according to the policies and procedures detailed in this Academic Catalog and Student Handbook except in cases where different procedures are prescribed by another IllinoisCOM or Chicago School policy (e.g., allegations of sexual harassment, research misconduct). In the event of an egregious situation, the IllinoisCOM Dean may immediately place a student on an administrative withdrawal, which may be followed by a referral to Student Community Standards for dismissal.

Academic Ethics, Integrity, and Responsibility

The Chicago School expects community members to function within an environment of honesty and credibility that leads to trust in each other. Academic ethics, integrity, and responsibility together are defined as producing original, truthful academic work and are a vital component of this trust. A student is expected to submit original work and to refrain from engaging in any of the activities described below. Authorized use of artificial intelligence is determined by a student's academic department.

A student who violates this policy may face multiple outcomes including, but not limited to, earning a failing grade on an assignment, earning a failing grade in a course, being subject to remediation, and/or being referred to Student Community Standards (SCS) for disciplinary action up to and including dismissal from the school.

Definitions

For the purposes of this policy, the following definitions apply:

- Artificial Intelligence (AI): AI refers to generative systems and programs consistent with large language models trained on large data sets that can produce novel text, images, sounds, etc. (see the National Library of Medicine website).
- Authorized Use: Authorized use of AI applies to assignments, courses, or projects where AI use is expressly permitted, required, or encouraged by an instructor contextually and within the limits of academic ethics, integrity, and responsibility, and may vary by course and program.
- Unauthorized Use: Unauthorized use is any use of AI to do a task, produce a product, complete an assignment, or otherwise relieve a student of academic responsibility and learning that is not expressly allowed by the instructor, assignment, or program.
- Sources: Sources are considered texts, research, and data that contribute to, influence, and are cited within a student's academic work.

Cheating

Cheating is defined as acting dishonestly or unfairly to gain an advantage. Examples of cheating include but are not limited to:

- giving or receiving aid or collaborating on any coursework without instructor permission
- giving or receiving test materials prior to official test distribution
- submitting another student's coursework
- using notes during a closed book examination
- unauthorized use during an examination of any electronic device such as cell phones, computers or other technologies to retrieve or send information
- taking undue credit for group work when a student does not meet their obligation to the group
- copying another student's work with or without their permission and instructor permission including in instances where work was purchased from a third party
- allowing others to research and write assigned papers or do assigned projects including using work purchased from a third party
- using or attempting to use unauthorized materials, information, or study aids in any academic exercise including those available from third party sites and services, including Artificial Intelligence (AI)

Cheating includes providing another student with course, testing, evaluation, or other materials to which they otherwise would not have authorized access including through third party sites and services. This includes when a student permits another individual to use their identity and online credentials to participate in discussion forums and/or when a student allows another individual to complete and submit coursework on behalf of the student, thereby representing the work as that of the student. A student may be asked to provide proof of identity prior to exams.

Plagiarism and Self-Plagiarism

Plagiarism is defined as 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 and a citation or reference, including the unauthorized copying of content generated by artificial intelligence
- revising the work of another by making only minor word changes without explanation, attribution, or citation, including the unauthorized copying of content generated by artificial intelligence
- paraphrasing the work of another without the appropriate citation or reference, including the unauthorized copying of content generated by artificial intelligence

A student is expected to produce all coursework as their own original work including but not limited to discussion posts, papers, case studies, quizzes and tests, thesis or dissertation, and other academic projects. Failure to properly follow appropriate rules governing source attribution, whether intentional or unintentional, is considered plagiarism.

Self-Plagiarism

Self-plagiarism is defined as submitting identical, substantially identical, or nearly identical portions of one's own work in multiple courses or when repeating a course without explicit expressed permission of the instructor. The Chicago School rarely accepts self-citation except for work authored and published in a peer-reviewed source by the student. Examples of self-plagiarism include but are not limited to:

- submitting the same work product (e.g., a paper in multiple courses).
- using a substantial amount of an assignment completed for one course in a different course

Fabrication, Misrepresentation, and False Attribution

Fabrication

Fabrication is defined as intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include but are not limited to:

- falsifying data or other findings
- citing sources not actually used to complete coursework
- changing answers after an exam has been returned in an effort to increase a grade via appeal
- knowingly presenting material that will mislead listeners or readers
- knowingly presenting artificial intelligence generated material that could mislead listeners or readers

Misrepresentation

Misrepresentation is defined as a type of fabrication in which a student uses part of a quotation, statement, or body of literature to fit an argument when it is not what the author intended. Examples of misrepresentation include but are not limited to:

- including only the portion of a direct or indirect quotation that supports a position, leading to misrepresentation
- excluding portions of the literature that do not support a position
- using an author's words/data out of context to support a position
- skewing paraphrasing
- presenting content generated by artificial intelligence as one's own original content

False Attribution

False attribution is defined as a type of fabrication in which a student uses a citation or other attribution in an arbitrary or inaccurate manner. Examples of false attribution include but are not limited to:

- Inserting a citation to a source unassociated with the content of the content being cited
- Randomly inserting a citation for the sake of having a citation present
- Relying on sources generated by artificial intelligence as opposed to verifying and citing materials from credible sources

Research Ethics

Research ethics are vital to scholarly work and protection of the public. A student is responsible for understanding and abiding by federal regulations for human subjects research and their professional organization's code of ethics. Breach of research ethics is defined as intentionally acting in a manner which invalidates, fabricates, or negatively impacts the academic research process or findings. Examples of breach of research ethics include but are not limited to:

- Collecting data without Institutional Review Board (IRB) approval
- Providing incentives to participants without IRB approval
- Violating the provisions of an IRB approval letter including but not limited to:
    - Storing, retaining, or destroying data improperly
    - Failing to adequately complete informed consent forms
    - Making changes to protocols without resubmitting to IRB for approval
- Using unauthorized artificial intelligence platforms for data analysis or the development of intellectual product without prior explicit approval by the institution or IRB
- Misusing approved artificial intelligence platforms in ways that violate research integrity, including:
    - Manipulating AI tools to produce biased results

    - Using AI analysis methods that lack transparency or reproducibility
    - Failing to document and disclose AI-assisted analysis methods
    - Using approved AI platforms beyond their authorized scope or purpose
- Ignoring evidence that does not support a hypothesis or research question, whether in the form of results published by others or data gathered by the researcher
- Intentionally engaging in selective manipulation of data or statistical analyses to support work
- Failing to acknowledge when results contradict a preferred theory or research question

A breach of research ethics occurs when a researcher's actions or omissions fail to meet established standards for ethical research conduct, compromising the integrity, validity, or trustworthiness of the academic research process or findings. A student should report any known breaches of research ethics related to human subjects (informed consent, non-IRB approved protocol, etc.) to the IRB (irb@thechicagoschool.edu). For breaches related to academic work, reports should be made to the researcher's Academic Department Lead.

Professional Behavior

Through professional behavior, Chicago School community members can embrace and enhance the institution's values: education, innovation, community, and impact. Professional behavior is vital to a student's success inside and outside of the Chicago School classroom.

Faculty, training staff, supervisors, administrators, employees, and fellow students at The Chicago School have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. Students and trainees must understand and appreciate that their competence is defined and evaluated comprehensively. Academic programs are guided by the standards of their respective professional organizations.

Every student is an integral part of the school community, and their behavior has the potential to influence the entire community. As such, the interconnectedness of the community requires attention to the following standards of professional performance, development, and functioning:

- interpersonal and professional competence: consistently establishing and maintaining positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, and demonstrating integrity (honesty, truthfulness, personal responsibility);
- self-awareness and self-reflection: awareness of their role in diverse contexts, recognizing limitations (including unconscious bias) and training/learning needs, and awareness of their cultural values;
- openness to feedback and growth: demonstrating a willingness to receive and attend to constructive feedback and proactively engaging in resolutions of issues that may interfere with professional development or functioning;
- respect and concern for others: respecting the value and dignity of individuals and groups across all cultural contexts, engaging in respectful dialogue and being mindful of the impact of communication on others, demonstrating professional values of compassion and empathy, addressing, informally and formally, the ethics around peer/colleague impairment in classes and field work/training experiences, and showing respect and concern for others in the learning environment by practicing appropriate learning behaviors (engaging in courses, paying attention to lectures, etc.);
- appropriate use of technology and other resources: recognizing when and where technology use is appropriate and demonstrating professional virtual etiquette;
- academic and intellectual freedom: forming and expressing a student's opinions and ideas in a safe and appropriate manner and understanding the limitations to these freedoms.

A student's professional performance, functioning, and development is evaluated both within and outside of the classroom, whether it occurs on- or off-campus including online, and regardless of whether it is specifically tied to a school activity. This includes how a student goes about obtaining information and solving problems. It is expected that a student will raise their question or concern first to their course instructor, faculty advisor, or student support counselor. If the issue is not resolved, the student may raise their question or concern to their department leader. If the issue is not resolved, the student may raise their questions or concern to the College Dean.

Electronic Communication and Social Media

The Chicago School recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on topics using a wide array of social media platforms. A student is advised to use appropriate and professional judgment when using social media. The school expects a student to adhere to the following regulations and guidelines regarding use of social media. Furthermore, the school encourages open and transparent dialogue consistent with the ethical and professional behavior guidelines set forth in this Catalog.

When participating in any social media activity, a student represents themselves and the school. Students should keep in mind that postings and other communications last forever on the internet and are reflective of the student today and as a future professional. This policy is not intended to restrict the ability of any individual to have an online presence or to mandate what a student can and cannot say or post. Social media is a valuable tool, and the school encourages each student to practice responsible involvement in this space. A student may share information or photos and video at their own risk and are personally and legally responsible for personal postings and online comments. The institution does not assume any liability or risk for a student's online activity.

Failure to adhere to the school's social media policy will be considered grounds for discipline, up to and including dismissal from the school. A former student in withdrawn or dismissed status may not claim to be an active student of The Chicago School on any social networking or media site.

A student is expected to follow the regulations below regarding electronic communication and social media.

Regulations. A student must:

- Use social media responsibly and in accordance with Chicago School policies.
- Ensure that their use of social media does not involve unlawful content or interfere with another student's learning.
- Use social media in compliance with the policies in the Academic Catalog and Student Handbook when required to use social media as part of classes or curriculum.
- Must refrain from posting to public or private groups any content, including photos and videos, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, or faculty or staff members of the school.
- Be respectful to other students, faculty, and staff and refrain from posting anything that violates school policy, including ethnic slurs, sexist comments, discriminatory comments, or obscenity.
- Not use trademarked Chicago School logos or other intellectual property without the school's written permission. The institution monitors the use of its name, copyright, trademarks, website, and other information on the Internet. Requests for permission to officially use The Chicago School's brand or intellectual property must be submitted to Student Support for marketing review.
- Be aware of and remain in compliance with applicable confidentiality rules and regulations, including as is directed in professional codes of ethics.
- Not transmit confidential information such as educational classifications, psychological diagnoses, psychological reports, and research data in such a way that clients and/or research participants can be identified.
- Forward inquiries related to the school from members of the media to the Communications Department.
- Obtain permission from the academic department in consultation with the school's communication staff prior to engaging in any form of social media on behalf of the school.
- Adhere to the same policy conditions as employees of the institution when representing the school in an official capacity via social media, i.e., Student Ambassadors, Community Moderators, or Blog authors.
- Not claim to be an active student of the school on any social networking site after withdrawing or being dismissed from the institution. A former student who fails to remove references to active status may be subject to a cease-and-desist order.

- Comply with all local social media laws when studying abroad (as long as the requirements do not violate United States law) and must be considerate of any subject matter that may be considered objectionable or inflammatory at a local or regional level, especially with regard to local culture, politics, or religion.

Electronic Communication Etiquette

Electronic communication is the posting or exchange of information via email, social media, discussion forums or other online course media, video conferencing, instant messaging, text messaging, phone, and other virtual means. A student is expected to demonstrate professional behavior when communicating electronically and is advised to follow the standards listed below in all interactions with school community members.

Email is the official means of communication at the school and should be treated as professional communication by all community members. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication with school personnel.

The guidelines below illustrate the types of behaviors that a student is expected to uphold regarding electronic communication.

General Electronic Communication Etiquette Guidelines. A student must:

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projected. Message recipients cannot read nonverbal cues or may not be able to interpret the tone of electronic communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor, sarcasm, or similar techniques.
- Be concise and to the point.
- Be professional and collegial, even when disagreeing. Be respectful, avoiding name calling and obscenities, and support the opposing position with facts. If a student has an emotional reaction to a posting, it is recommended that the student wait before posting an impassioned response.
- Use the subject line appropriately on message boards or in discussion forums, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- Use clear writing and correct grammar including proper spelling and punctuation.
- Consider whether it is necessary to provide correction when someone else errs or does not follow proper protocol. If correction is in order, a student should be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when disagreeing. This is perceived as shouting and considered rude.
- Comply with all copyright laws.
- Be aware of issues that might arise due to cultural and language differences.
- Not violate the privacy of others. Do not send commercial advertisements or spam.

E-mail Communication Guidelines. A student should:

- Use a meaningful subject, professional greeting, and appropriate closing signature. A student should start an email with the appropriate salutation to set the tone for communication and choose a subject that accurately describes the content of the email. A student's signature block should include their name, degree program, and preferred contact information.
- Use a standard structure, font type and size, punctuation, and layout. Generally, writing in short paragraphs and inserting blank lines between each paragraph is appropriate. When making points, number them or mark each point by inserting a bullet in front of each item in a list. Limit the use of exclamation points, question marks, and other special punctuation.
- Avoid using abbreviations, emoticons, emojis, or non-standard characters. The use of such items is generally not appropriate in professional emails.

- Review an email before sending it to ensure that it is clearly written and error free. Consider asking another person to review the communication before sending, if appropriate. Include the contents of the original email message with a reply. Use the 'Reply All' function only when the message is relevant to all copied parties.
- Must avoid discussing confidential information such as protected health information, personally identifiable information, or privileged information via e-mail.
- Remember that a community member may not respond to an email immediately. When following up, do so in an appropriate time frame and in a professional manner.

Virtual Class and Meeting Guidelines. A student should:

- Remember that virtual classes and meetings are part of a student's education and training. A student is expected to demonstrate professional behavior by logging into a session prior to its start to ensure that they are ready to begin on time, returning from breaks on time, and ensuring that they are engaged by remaining seated and present. A student joining a class session more than 15 minutes after its start may be marked absent. A student who is unable to attend a scheduled meeting should notify the meeting organizer prior to the meeting start time.
- Treat the virtual classroom or meeting environment with the same level of professionalism and respect as an in-person interaction. Ensure that camera and screen sharing are appropriate. Use the chat function for relevant, professional, respectful communication.
- Limit distractions in the environment, when possible. A student can do this by muting their microphone when not speaking, wearing headphones to avoid echoes and background noises, and reducing possible interruptions within the environment.
- Work in a private space, when possible, to help avoid distractions and maintain confidentiality. A student should be conscious of protecting the privacy of classmates and content discussed in the classroom when a private space is not available.
- Not operate a moving vehicle during a class session.
- Use a computer instead of a mobile device, if possible, as this may allow for better connectivity and a steadier camera.
- Stay focused and engaged. If a student needs to step away from a class session or meeting to attend to an urgent matter, they should notify their faculty member or meeting organizer, mute themselves, and turn off their webcam. The student should return to the meeting including turning on their webcam as soon as possible.
- Use caution when sharing their screen or desktop and avoid using the chat feature in the online videoconferencing platform for personal communications. It is possible that chat dialogue sent via the videoconferencing software may be seen by the organizer or moderator.
- Position their webcam at eye level and/or move the meeting screen directly below their camera so that the student is almost making eye contact with others rather than having them look at the side of the student's face or top of the student's head. Look at the camera when speaking.
- Refrain from smoking cigarettes, drinking alcohol, or using other drugs during a class session or meeting as you would if attending in person.
- Follow classroom rules. If a student is unsure of the rules, they should communicate this uncertainty with the meeting organizer or professor.

Text Messaging Guidelines. A student must:

- Keep a professional tone.
- Ensure that their message is directed to the intended recipient. They should send an individual message unless a group text is necessary.
- Be conscious of time when sending a message. Avoid sending messages to faculty and staff outside of standard operating hours or when faculty and staff have indicated that they are unavailable. Be respectful of the fact that school community members live in various time zones and send messages accordingly.
- Avoid using text messaging to ask detailed questions or communicate about complex matters including advising. Use email or Canvas messaging to communicate about more complex matters.
- Not send confidential or protected information in a text message.

- Proofread text messages, particularly when messaging with faculty or staff. Avoid or minimize the use of emojis, acronyms (LOL, OMG, etc.), "text speak" ("u", "k", etc.), and all capital letters.
- Not send text messages during classes or meetings unless given permission.
- Keep messages brief. If what needs to be said cannot be summed up in a sentence or two, it may be better to call or email.

Use of Technology Resources

The Department of Information Technology (IT) provides and maintains the school network. The network consists of an institution-wide backbone network, wireless network, and many shared computers in addition to personal computers. It provides communication as well as academic and administrative functions.

The Chicago School provides students with access to online services such as the Internet. A student must use these services in a responsible way for education-related purposes.

- *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 College Dean. All electronic communications are treated in a similar fashion as voiced or written communications. If the threatening or other inappropriate message was sent by another student, the recipient should notify an appropriate staff member or faculty member or their department leader in addition to the College Dean.

- *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 Information Technology management team. As owner of the network and computers in question, the school reserves the right to examine, log, capture, archive, inspect and preserve any messages transmitted over the network in all cases, as well as 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 ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

A student is expected to use Chicago School-provided technology platforms, e.g. One Drive, Zoom, for coursework and other program-related activities and requirements including recording assignments, creating surveys, and document sharing. A student should not use personal platforms or accounts created outside of the school network.

The Chicago School may offer software to a student at no cost. While software may be provided at zero cost, it is not free. The school pays for the appropriate licensing in order to provide this software. As such, if a student chooses to install and use such software, the student is responsible for maintaining the integrity of the license by not sharing it or any activation/license key with anyone. By installing the software and the license key provided by the school, the student agrees to this responsibility. If the student does not protect the provided key, the school's licensing of the software will be at risk for everyone. Violations may make a student ineligible for future software installations provided by the school.

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.

Violations of computer regulations and policies and information about potential loopholes in the security of any computer system or network at the school should be reported to the College Dean. Depending on the nature of any violations, the College Dean may notify the student's department leader.

Regulations. The following illustrates behaviors that a student is expected to uphold:

- Do not give anyone else access to a student's user IDs or computer accounts.
- Do not use the school's network resources to gain or attempt to gain unauthorized access to remote computers.
- Do not deliberately act in a way that will impair the operation of computers, terminals, peripherals, or the network.
- Do not run, install, or give another software program that could result in eventual damage to a file or computer system and/or the reproduction of itself on any of the institution's computer systems.
- Do not attempt to circumvent data protection schemes or exploit security loopholes.
- Abide by the terms of all software licensing agreements and copyright laws. The student may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- Do 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.
- Withdrawal, dismissal, or otherwise leaving the institution disallows the use of school facilities, accounts, access codes, network privileges, or information for which they are not authorized in their new circumstances.
- Accessing, downloading from, or contributing to sites that contain violent content, sexually-oriented content, gambling activities, or other inappropriate content is not permitted.

Guidelines. A student should:

- Not monopolize on-campus computing resources.
- Install and update antivirus software on their device.
- Clear the cache by regularly rebooting the computer.

Technology Requirements

A student must have access to and maintain appropriate technology while enrolled at The Chicago School. Required specifications for a student's personal computer and technical training resources are posted on the Help Desk website.

Multi-factor authentication (MFA) is enabled for all student accounts. MFA adds a layer of protection to the student sign-in process. When accessing accounts or applications, a student will be required to provide additional identity verification through their phone or other approved device.

Learning Management System Requirements

A student is required to maintain minimum technology to access the Learning Management System.

Misrepresentation of Records

Misrepresentation of records is defined as tampering with or attempting to tamper with any academic or other document, either before or after enrollment at and graduation from the school. Examples of misrepresentation of records include, but are not limited to:

- creating or altering a Chicago School transcript, diploma, or other document
- submitting false records or other documents such as transcripts from another institution, tax forms for financial aid, medical forms for disability accommodations or immunization tracking, military deployment papers, or similar
- forgery, alteration, or misuse of official academic documents, such as petition forms, advising forms, practicum/internship logs, etc.

Professional Status

The use of the designation "Doctoral Candidate" or variants is only appropriate once a student has passed all comprehensive exams, successfully proposed the dissertation, and completed all practica (where required). The Chicago School discourages the use of this designation in the email signature and signature block, on the resume/CV, and on social media.

A student should only use an academic title (e.g., Dr., MA, PsyD, PhD) following notification of official degree conferral from the Office of the Registrar. Use of such a title prior to degree conferral could be considered an ethical violation of professional standards. Successful dissertation defense or participation in commencement neither confers a degree nor releases a student from their obligation to satisfactorily complete curricular or other degree program requirements.

Financial Aid and Student Account Policies

Financial Good Standing

At The Chicago School, a student is in financial good standing when they have no outstanding financial obligation to the institution. This means that all owed balances are paid in full, and/or the student is current on a valid Chicago School payment plan.

Financial Aid

A student at The Chicago School may fund their academic studies either through self-pay or through using financial aid. Financial aid is money in the form of grants, loans, scholarships, and/or student employment that is used to pay tuition, fees, housing, meals, and other school-related expenses. A course is eligible for financial aid only if it meets a degree requirement as published in the Academic Catalog.

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. The Office of Financial Aid adheres to the guidelines of ethical conduct developed by the National Association of Student Financial Aid Administrators (NASFAA). The NASFAA Code of Conduct is posted on The Chicago School website.

Determining Amount of Financial Aid

Total financial assistance from all sources cannot exceed the cost of attendance for the period in which an eligible student is enrolled. For Federal financial aid, the maximum eligibility for need-based aid is the difference between the cost of attendance and the federally-calculated Student Aid Index (SAI) obtained from the Free Application for Federal Student Aid (FAFSA) form. Federal financial aid includes but is not limited to Federal Pell Grant, Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Work Study. Resources such as outside scholarships and loan programs such as the Direct PLUS Loan for parents or graduate students and other alternative student loans are forms of non-need-based aid and are calculated in conjunction with federal need-based aid. Non-need-based aid may impact a student's eligibility for need-based aid.

The cost of attendance includes tuition, fees, and average costs of books, supplies, and living expenses. A student with unusual but necessary expenses, e.g., childcare or medical expenses not covered by insurance, may request an increase in the cost of attendance budget. Requests must be submitted in writing to the Office of Financial Aid and are reviewed individually. Supporting documentation must accompany these requests. Qualification for a cost of attendance budget increase does not guarantee additional financial aid.

Disbursement of Financial Aid

Each semester, a student who earns institutional aid from The Chicago School will have the award credited to their student account. Federal Direct Loan funds are typically transmitted to the school via Electronic Fund Transfer (EFT). A student not enrolled for the number of credit hours that were estimated at the time of financial aid packaging may have funds delayed due to the need to recalculate eligibility.

A student borrowing Federal Direct Loans for the first time at The Chicago School is required to complete an entrance counseling session prior to the release of funds. Loan entrance counseling is completed online. Refunds through direct deposit or checks are made available automatically to students within 14 calendar days of the credit occurring on the student's account. Refund checks will be automatically mailed to a student at address on file with The Chicago School. Authorization to retain a credit balance on the student account is available through Financial Aid or Student Accounts. If a check is returned in the mail and a second mailing attempt is unsuccessful, the check will be voided and the funds returned to the lender.

Maintaining and Re-establishing Financial Aid Eligibility

A student must maintain satisfactory academic progress per the SAP policy in order to maintain financial aid eligibility. A student who lost financial aid eligibility may be reinstated by improving their academic standing to meet the minimum SAP standards.

Minimum Application Requirements

To be eligible for financial aid, the following requirements must be completed by the student.

1. Complete the FAFSA. The Chicago School's school code is **B07022**.
2. Review and approve financial aid on the Student Gateway.

A student borrowing loans at The Chicago School for the first time must also complete these requirements.

1. Complete and e-sign the Master Promissory Note (MPN).
2. Complete Entrance Counseling.

A student or parents interested in a Direct PLUS Loan must complete an application and MPN. Additional information and requirements are available online.

Financial Aid Eligibility for Repeated Courses

Typically, a student may be eligible to earn financial aid on a course for two attempts only if the first attempt resulted in a failing grade. If the first attempt resulted in a passing grade, and the student wishes to retake the course to improve their grade, those credits hours will not be counted in a student's enrollment status and may impact financial aid eligibility.

State-Specific Financial Aid Resources for Online Campus Students

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to student loans or the student loan servicer, please visit the Washington Student Achievement Council website or contact the Student Loan Advocate.

Student Classification

To receive Federal financial aid or to defer student loan repayment, a student must be enrolled in a degree or certificate-granting program at least half-time. Eligibility for institutional aid from The Chicago School generally requires fulltime enrollment. Enrollment requirements for other assistance programs such as outside scholarships and

private student loans vary and are reviewed on an individual basis, where applicable. See the Student Classification policy for additional information.

Institutional Aid

Fellowships

Fellowships are awarded to an eligible, full or half-time degree-seeking student based on the individual's potential to meet the requirements of the fellowship being sought. A fellowship is posted directly to a student's account. Fellowships cannot exceed a student's cost of attendance as defined by Title IV regulations. Certain fellowships require the completion of an application and are awarded on a competitive basis. Fellowships can be terminated based on unsatisfactory performance in meeting the requirements of the fellowship and/or not maintaining Programmatic Good Standing as defined by the student's degree program. The school will not attempt to reclaim monies already credited to a student's account; however, a student may be referred to the Academic Program Lead if a fellowship is discontinued due to unprofessional behavior.

A student who enrolled in the MS Clinical Psychopharmacology program in fall 2017 or after is eligible for the Fellowship in Clinical Psychopharmacology. This fellowship was created by The Chicago School to recognize students' pursuit of new and innovative training in the fields of psychology and integrated health care.

A student who receives outside fellowships will have those awards counted as part of their overall financial aid package. This may affect loan amounts, work study, and/or other financial aid eligibility.

Grants

The Chicago School allocates funds for grant aid to support students in degree completion. A limited number of institutional grants are available for students who meet certain requirements. To maintain grant eligibility, a student must remain in Good Standing.

A student who enrolled in the Psy.D. in Clinical Psychology program in spring 2015 or after will be eligible for the Clinical Psychology grant.

Additional information on grants is available from the Office of Admission at 1-800-721-8072.

Scholarships

Scholarships offered or administered by The Chicago School are based on merit and/or financial need for fulltime 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. Outside assistance may affect loan amounts, work-study, and/or other financial aid eligibility.

Special Tuition Rates

The Chicago School offers special tuition rates to qualified students. Visit The Chicago School website for more information.

Institutional Withdrawal

The Chicago School participates in Title IV programs including Federal Pell, Federal Direct Loans, Federal Work Study, and Supplemental Educational Opportunity Grant (SEOG).

The Office of Financial Aid is required to recalculate financial aid eligibility for students who officially withdraw, who are unofficially withdrawn, who did not successfully complete all their attempted courses in the academic period, or who are dismissed. A student who wishes to withdraw from the institution is required to notify their Student Support Counselor and complete the withdrawal form on the student portal. If a student does not officially withdraw and fails to register for the upcoming semester, the student will be unofficially withdrawn.

A student who receives Federal financial aid and who withdraws from the institution is subject to the Return of Title IV Funds policy. The amount of financial aid to be returned is based on the percentage of enrollment completed for the term/semester and the amount of financial assistance considered earned. The Chicago School and the student are both responsible to return unearned funds to the appropriate and applicable Title IV program(s) in the order of Direct Unsubsidized, Direct Subsidized, Parent or Graduate PLUS, PELL, and SEOG. It is recommended that a student who receives financial aid contact the Office of Financial Aid prior to withdrawing to determine if they will leave the school with a balance on their student account. If a balance is owed to the school, the student must contact the Office of Student Accounts to make payment arrangements.

When a student who receives Title IV grant or loan assistance withdraws from the institution during the payment period or period of enrollment in which the recipient began attendance, the institution must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date. This may result in the student owing a balance to the school.

A student's withdrawal date is determined in accordance with the Withdrawal policy.

Payment Plans and Tuition Reimbursements

The Chicago School offers three possible payment options to assist active students. The standard In-Term Payment Plan is designed for all students. Two additional options, Deferred Tuition Payment Plan and the Direct-Bill Payment Plan, are available for students who receive employer or third-party-based tuition reimbursement or assistance.

In-Term Payment Plan (Standard)

Available through the Office of Student Accounts, the In-Term Payment Plan allows a student to pay an outstanding tuition balance in up to four monthly installments per semester or two installments per term. All payment plans are scheduled with a due date on the 15th of each month. No service charges are applied for this payment plan option. A student who has not paid the full tuition or signed a payment plan by the end of the first week of classes will be assessed a late fee unless the unpaid balance is due to approved financial aid funds that have not posted to the student's account. A late payment fee will be charged monthly until the balance is paid or until the payment plan is current. A registration hold will be placed on the account until the account is made current. A student who elects to reduce their student loans to an amount that does not cover the full tuition and fee balance is eligible for payment plans. All payment plans must be approved by the Office of Student Accounts.

An account is considered delinquent if the student has an outstanding balance for tuition or fee payments and is not participating in an approved payment plan. A student with a valid payment plan and no past due balance is considered in good standing once the first payment is received. The student will not be subject to a billing hold or assessed a late fee as long as the student continues making on-time payments on the payment plan. A student who is five days late in making a payment on the payment plan will be assessed a late fee and will have a hold placed on the account until the account balance is paid in full. If tuition is not paid in full by the next registration period, the student will not be permitted to register for the next term/semester.

The Tuition and Fee Schedule is posted on The Chicago School website.

Deferred Tuition Payment Plan

A student receiving employer-based tuition reimbursement may be eligible to participate in the Deferred Tuition Payment Plan. An eligible student must be in good financial standing with the school. This plan is for a student with a tuition reimbursement plan under which payment is dependent upon earning a grade or completion of a course.

The student is responsible for submitting the Deferred Tuition Payment Plan application each academic year in order to participate. The application requires a copy of the employer's tuition reimbursement policy and a signed letter stipulating any restrictions and verifying the amount of the student's reimbursement eligibility.

The balance due must be paid by the end of the second week of the next term/semester, regardless of whether the student has received the employer reimbursement or grades have been received. A registration hold and late fees will be issued to the student's account if payment in full has not been made by the payment plan due date.

The Office of Student Accounts will assist with necessary documentation required for employer or third party reimbursement.

While a student must submit the Deferred Tuition Payment Plan application no later than the last day of the first week of the term/semester, early submission is best. The Chicago School reserves the right to deny a student participation in the Deferred Tuition Payment Plan.

Direct Bill Payment Plan

A student who is eligible for partial or full tuition payment by a third-party source may apply for the Direct Bill Payment Plan. A Direct Bill Payment Plan is not contingent upon earning a grade and/or completion of a course and is payable directly to The Chicago School. A payment plan may be set up according to the employer policy.

Third-party billing sources include but are not limited to: an employer, scholarship foundation, government (such as AmeriCorps or Upward Mobility program) or military tuition assistance. A student must submit a payment voucher or letter that includes the name of the student and program, amount to be paid, payment method, and term/semester for which tuition is to be paid.

All vouchers or letters must be submitted to the Office of Student Accounts no later than the end of the first week of each term/semester. The student is responsible for establishing a secured payment method by the first week of the term/semester for the remaining balance not being paid by the third-party source.

Payments are due from the third-party source within 30 calendar days of invoicing or else a registration hold and a late fee will be applied to the student's account. It is the student's responsibility to ensure that all required documents are received by the third party and that payment is submitted in a timely manner.

Out of School Payment Plan

A former student no longer actively enrolled at The Chicago School, e.g., withdrawn, dismissed, or graduated, may owe a balance. If a balance remains on a student's account, a final statement will be mailed. A student's diploma will be released after the balance is paid in full.

The former student may be eligible for an Out of School Payment Plan, but missed payments may result in cancellation of the payment plan and prevent the former student from future participation in this payment plan option. A service fee will be assessed if a payment plan is established.

If the balance is not paid in full, a payment plan is not set up within 90 days of the last date of attendance, or the former student is past due on a payment plan, the balance will be sent to a collection agency. The institution reserves the right to deny or cancel the payment plan option for any individual.

Refund Policies

A course dropped during the Add/Drop period of the corresponding term/semester will be refunded 100% of tuition and course fees. A course dropped after the Add/Drop deadline will be subject to a partial refund of tuition only, according to the refund schedule below. Adding or dropping a course may change the student's enrollment status, which could result in changes to financial aid eligibility.

Refund Schedule

The refund schedule week begins on Monday and ends on Sunday. Contact the Office of Student Accounts with questions.

15-Week Semester

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	75%
Week 3	50%
Week 4	25%
Week 5 to Week 15	0%

8-Week Term/Semester

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	50%
Week 3 to Week 8	0%

Military Refund Policy

U.S. Military personnel, U.S. Military Reservists, or National Guard members who are called into service and, as a result, are unable meet academic requirements prior to the completion of the term/semester will be entitled to receive a full refund of tuition and fees. This policy applies whether the call to service is voluntarily or involuntarily, but it does include active service for training. This same consideration may be available to spouses and dependents of active duty military personnel. A student who is drafted and must report for active duty during a term/semester is entitled to receive a full refund of tuition and fees. All refunds are subject to the presentation of official documentation. In the event a student receives any Title IV Federal Aid for education expenses, the institution will return those funds to the Department of Education. In those instances, if the student received funds in addition to those for tuition and fees, the

student will be subject to the repayment of those funds. A student who volunteers for military service will be subject to the school's standard Refund Schedule.

Returning Unearned Tuition Assistance (TA) Funds

The Chicago School returns unearned TA funds on a proportional basis through at least the 60 percent portion of the term/semester for which the funds were awarded. TA funds are earned proportionally during a term/semester, with unearned funds returned based upon when a student stops attending school.

15-Week Semester

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	91%
Week 3	82%
Week 4	73%
Week 5	64%
Week 6	55%
Week 7	46%
Week 8	40%
Weeks 9 to 15	0%

8-Week Term/Semester

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	80%
Week 3	60%
Week 4	40%
Weeks 5 to 8	0%

IllinoisCOM Drop/Withdrawal Refund Schedule

Drop/Withdrawal Refund

Drop/Withdrawal	Refund
Week 1	100%
Week 2	95%
Week 3	90%
Week 4	85%
Week 5	80%
Week 6	75%
Week 7	70%
Week 8	65%
Week 9	60%
Week 10	55%
Week 11	50%
Week 12	45%
Week 13	40%
Weeks 14 and beyond	0%

State-Specific Refund Policies

Tuition refunds for students who reside in Kansas, Maryland, New Mexico, Oregon, Texas, or Wisconsin will be issued in accordance with the policies required by the laws and regulations of those states. However, if the school's refund policy is more beneficial to those students, it will follow its refund policy and provide for refunds of tuition as provided in that policy.

Kansas Refund Policy

1. As required by the Kansas Board of Regents, the minimum refund that The Chicago School will pay to a Kansas student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

2. A refund due to a Kansas student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.
3. This refund policy must be disclosed to students upon enrollment, and documentation verifying student refunds in accordance with this policy must be maintained.

Maryland Refund Policy

1. As required by the Maryland Higher Education Commission, the minimum refund that The Chicago School will pay to a Maryland student who withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

2. A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.
3. This refund policy must be disclosed to students upon enrollment, and documentation verifying student refunds in accordance with this policy must be maintained.

New Mexico Refund Policy

1. Cooling off period. A student is entitled to a three day cooling off period after making an initial deposit or payment toward tuition and fees. During the cooling off period all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

2. Registration charges. A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The Chicago School will retain, as registration charges, no more than $100 or 5% of tuition and fees, whichever is less.

3. Tuition and fees. The Chicago School will retain tuition and fees earned and state gross receipts taxes at a pro-rata amount according to the following schedule:

Date of student withdrawal as a % of the enrollment period for which the student was obligated	Portion of tuition and fees obligated and paid that are eligible to be retained by the institution
On 1st class day	0%
After 1st day; within 10%	10%
After 10%; within 25%	50%
After 25%; within 50%	75%
50% or thereafter	100%

4. Tuition/fee refunds must be made within 30 calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

5. Upon request by a student or the department, the institution shall provide an accounting for such amounts retained under this standard within five workdays.

Oregon Refund Policy

Courses dropped during the Add/Drop period will be refunded 100% of tuition and course fees. Oregon students who withdraw from a course after the Add/Drop period are eligible for a partial refund through the middle week of the applicable term/semester.

Refunds are based on unused instructional time and are prorated on a weekly basis as detailed below.

8 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	75%
Week 3	63%
Week 4	50%
Week 5-8	0%

Texas Refund Policy

Refund computations will be based on scheduled clock hours of class attendance through the last date of attendance. Leaves of absence and school holidays will not be counted as part of the scheduled class attendance.

1. The effective date of termination for refund purposes will be the earliest of the following:
    a. The last day of attendance, if the student is terminated by the School;
    b. The date of receipt of written notice from the student; or
    c. Ten school days following the last date of attendance.
2. If tuition and fees are collected in advance of entrance, and if after expiration of the 72-hour cancellation privilege the student does not enter school, not more than $100 in nonrefundable administrative fees shall be retained by the School for the entire residence program or synchronous distance education course.
3. If a student enters a residence program and withdraws or is otherwise terminated, the School may retain not more than $100 in nonrefundable administrative fees for the entire program. The minimum refund of the remaining tuition and fees will be the pro rata portion of tuition, fees, and other charges that the number of hours remaining in the portion of the course or program for which the student has been charged after the effective date of the termination bears to the total number of hours in the portion of the course or program for which the student has been charged, except that a student may not collect a refund if the student has completed 75% or more of the total number of hours in the portion of the program for which the student has been charged on the effective date of termination. *(Simplified, the refund is based on the precise number of clock hours the student has paid for, but not yet used, at the point of termination, up to the 75% completion mark, after which no refund is due. Form PS-1040 provides the precise calculation.)*
4. A student who withdraws for a reason unrelated to the student's academic status after the 75% completion mark and requests a grade at the time of withdrawal shall be given a grade of "WF" and permitted to re-enroll in the course or program during the 12-month period following the date the student withdrew without payment of additional tuition for that portion of the course or program.
5. A full refund of all tuition and fees is due and refundable in each of the following cases:
    a. The student is not accepted by the school or cancels enrollment within cancellation timeframes;
    b. The student was solicited or enrolled by an unregistered representative;
    c. The student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the owner or representatives of the school;
    d. The student was solicited or admitted to an unapproved course of instruction;
    e. The school failed to establish that the admissions requirements were met for a student admitted to the program;
    f. Classes up to the entire program or course, if applicable, were taught by: (a) an instructor that was not approved, qualified, or for whom an application was not submitted properly for approval, as may be required for the course, or (b) a temporary instructor without proper notification to TWC;
    g. Class period(s) that had no instructor;
    h. The course of instruction is discontinued by the school, preventing the student from completing;
    i. The school moves to a location causing hardship for the student in completing training; and
    j. There are other program violations or deficiencies by the school.
6. A full or partial refund may also be due in other circumstances of program deficiencies or violations of requirements for Career Schools and Colleges.

Wisconsin Refund Policy

A Wisconsin student enrolled in a program with the Online Campus will receive a full refund of all money paid if:

1. The student cancels enrollment within the three business day cancellation period under EAB 6.04;

2. The student accepted, was unqualified, and the school did not secure a disclaimer under EAB 9.04;

3. The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school.

Refunds will be made within 10 business days of cancellation.

A Wisconsin student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period, is entitled to a pro rata refund, as calculated below:

At Least	But Less Than	Refund of Tuition
1 credit hour/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	N/A	No Refund

As part of this policy, the school may retain a one-time application fee of no more than $100. The school will make every effort to refund prepaid amounts for books, supplies, and other charges. A student will receive the refund within 40 days of the termination date. If a student withdraws after completing 60% of the instruction, The Chicago School may refund a pro rata amount if the withdrawal is due to mitigating circumstances beyond the student's control.

Study Abroad and Field Experience Program Fees

The study abroad program fee for courses is 100% non-refundable past the Add/Drop deadline of the term prior to the one in which the course is scheduled, i.e., the Spring II Add/Drop deadline for a Summer I course. The field experience fee is 100% non-refundable after the student signs a program agreement with their academic department, regardless of when the student may drop the course or withdraw from the program.

Student Employment

Student Employment provides on and off-campus assistantship opportunities for students. Many of these positions are paid in part by financial aid funding. Other positions are funded fully by the school. Assistantship positions may involve working in an operations area such as academic affairs, admissions, or facilities or working for a faculty member within an academic department. Assistantships typically require 10 to 20 hours of work per week.

A student is hired based upon their abilities to meet the requirements of the assistantship for which they apply. A student may not work more than 20 hours per week. A student may hold more than one position on campus so long as their cumulative work hours do not exceed 20 hours per week. However, it is not encouraged that a student holds more than two positions at the school.

To apply for an assistantship position, a student must file an application with the department offering the assistantship. If hired, the student is required to log work hours in the human resources information system. It is expected that a student assistant will comport themselves in a manner consistent with the professional expectations of their degree program. Failure to meet the expectation of an assistantship and/or unprofessional comportment may result in referral to the student's Academic Program Lead for further review.

Because fellowships and scholarships do not constitute employment, a student who has these forms of aid may hold an assistantship and work up to 20 hours per week.

Federal Work Study (FWS)

A student eligible for Federal financial aid may be paid for assistantship work through the FWS program. A student must complete a Free Application for Federal Student Aid (FAFSA) and meet all qualifications set forth in the Federal Student Aid Handbook. The student must apply for FWS positions, which are not guaranteed.

At the beginning of each award year, a student applying for or already employed in a FWS position must submit a Student Employment Eligibility Form online to the Office of Financial Aid. If approved, the Student Employment Eligibility Form will confirm eligibility and indicate the specific dollar amount that can be earned within that academic year. Eligible first-time students using FWS must also complete new employee paperwork.

College Work Study (CWS)

A student who is not eligible for federal work study funding may be eligible to apply for a CWS assistantship. If hired, the student will be considered a part-time employee. Part-time employee's earnings are subject to appropriate income tax regulations. An international student in F-1 or J-1 status is eligible to apply for any on campus position that does not require Federal Work Study eligibility. An international student sponsored in another visa status should consult with the visa sponsor regarding employment.

Assistantship Positions

Student assistantships include the following position types:

- Teaching Assistantships
- Faculty Assistantships
- Professional Assistantships
- Community Assistantships

Teaching Assistantships

Teaching Assistantship (TA) positions are affiliated with a degree program. The primary responsibilities of these positions include assisting faculty members in the delivery of a course through a variety of activities, such as grading papers, presenting in class, hosting discussion groups, answering student questions, distributing class materials, and so on.

A student must have completed the course or its equivalent prior to being eligible to apply for a teaching assistant position. The student should work with the degree program's administration and human resources to apply for TA positions. TA positions are expected to work no more than ten (10) hours per week, but hours may vary based on the requirements of the course. TAs must coordinate their hours with the supervising faculty member.

Faculty Assistantships

Faculty Assistantships (FA) are positions designed to assist faculty members. In collaboration with Human Resources, FA's are hired and supervised by program or administrative faculty members. The primary responsibilities of these positions include assisting faculty members in the management of their offices and duties through a variety of clerical (filing, scheduling, typing, photocopying, data entry) and focused research activities (collecting/summarizing articles, gathering information). Faculty Assistants are paid on an hourly basis.

Research Assistantships

Research Assistantships are positions that may be affiliated with either a degree program or administrator in a nonacademic area of the school. In collaboration with Human Resources, Research Assistants are hired and supervised by the program faculty or administrator. The primary responsibilities of these positions include assisting faculty members in the design, execution, analysis, and dissemination of scholarly work.

Professional Assistantships

Professional Assistantships are positions affiliated with the administrative areas of the institution. In collaboration with Human Resources, Professional Assistants are hired and supervised by administrators and staff employed by one of the school's nonacademic departments or offices. The primary responsibilities for these positions include assisting in departmental operations through a variety of clerical (filing, scheduling, typing, photocopying, data entry), administrative (assist in managing the department or departmental projects), and focused research activities (collecting/summarizing articles, gathering information).

Community Assistantships

Community Assistantships are positions that support Community Service and Community-Based Research projects. In collaboration with Human Resources, Community Assistants are hired and supervised by faculty, administrators, or staff engaged in Community Service or Community-Based Research projects. For Community Service projects, a student works on designated assignments with partner agencies in the community. Common projects include working in literacy, mentorship, outreach, and other human service programs. Community-Based Research involves the generation of scholarship on topics important to the school's partner agencies. Under faculty leadership, the student seeks to discover new knowledge in order to improve the health and well-being of people in the community. Common Community-Based Research projects include needs analyses, organizational assessments, program developments and evaluations, and critical reviews of literature.

Student Reimbursement

If a student is approved to spend money on behalf of the institution for school business, the reimbursement process will be managed through the student account. This process applies to reimbursements to students for all approved expenditures on behalf of a student organization, an academic or operations department, an approved professional development opportunity, or other entity.

A student who has received approval to spend money on behalf of the institution will coordinate with a representative of the approving entity (academic department, student organization, etc.) request reimbursement. Receipts for approved purchases must be presented with the request for reimbursement. Information is available on the Student Gateway.

Tuition and fees are due in full for all students before the last day of the first week of a new term/semester. This requirement will be waived if a student intends to use financial aid to pay tuition in full and has completed all financial aid paperwork required prior to the start of the term/semester. A student may reduce the amount of tuition due the first week of the term/semester by completing a payment plan agreement with Student Accounts prior to the start of the term/semester. Accounts with outstanding balances not covered by financial aid or a payment plan will be considered delinquent after the last day of the first week of each term/semester within a five-day grace period. A late payment fee will be charged each month the student is past due on a planned payment or the balance remains unpaid.

The Tuition and Fee Schedule for all programs is posted on The Chicago School website.

During any phase of an academic program, a student whose account is delinquent must make satisfactory arrangements for payment with Student Accounts. In accordance with the Returning Students policies, a former student who wishes to return to The Chicago School must first pay outstanding tuition and fees in full before applying for reentry or readmission.

The Chicago School reserves the right to prohibit student engagement in any of the following activities until tuition and fees are paid in full:

- Register for a subsequent term/semester
- Attend classes
- Begin or attend practicum or internship
- Work with faculty on a dissertation or thesis

If a student's practicum or internship is affected by a delinquent account, the student must notify the site supervisor and meet with a representative of the Office of Placement and Training to develop a plan to ensure that all clinical and professional responsibilities are addressed.

If a student's clinical rotation is affected by a delinquent account, the student must notify the appropriate Director of Medical Student Education (DMSE) and meet with a representative of the COM Office of Clinical Affairs to develop a plan to ensure that all clinical and professional responsibilities are addressed.

A student who wishes to review The Chicago School's Guaranty Bond may request to do so through the Chief Operating Officer.

Military Benefits

The Chicago School is authorized to award military benefits to eligible students. Information on the benefit programs available at the school is available on The Chicago School website.

A qualified student is permitted to participate in the course of education during the period beginning on the date on which they provide a certificate of eligibility for benefits under chapter 31 or chapter 33 and ending on the earlier of the following dates:

- The date on which payment from VA is made to the school.
- Ninety days after the date the school certified tuition and fees following the receipt of the certificate of eligibility.

A qualified student facing delayed disbursement funding from VA under chapter 31 or chapter 33 will not be penalized by the school. A student will not incur delayed disbursement-related late fees, will not be denied access to courses, libraries, or other institutional facilities, and will not be required to borrow additional funds to cover their financial obligations while awaiting disbursement from VA.

Student Services, Health, and Safety

The Chicago School is committed to maintaining a safe, accessible, and orderly campus environment.
Bicycles (including electric bicycles or 'e-bikes') and electric scooter use is permitted in accordance with this policy; however, storage within campus facilities is restricted to ensure safety, cleanliness, and compliance with building requirements.

Parking and Storage

- Bicycles and electric scooters are not permitted inside campus buildings including classrooms, offices, corridors, lobbies, or other interior spaces.

- Bicycles and electric scooters must be parked only in designated parking areas, such as exterior bike racks, scooter parking areas, or approved building storage areas, where permitted.
- A student is responsible for securing their bicycle and electric scooter using appropriate locking mechanisms.
- The charging of e-bikes and electric scooters is not permitted within campus facilities.
- The Chicago School is not responsible for theft, loss, or damage to bicycles or electric scooters stored on or near campus premises.

Failure to comply with this policy may result in removal of the bicycle or electric scooter from campus facilities and/or referral for disciplinary action.

Campus Coordination

Each campus will coordinate with building management, where applicable, to identify and communicate approved locations for bicycle and electric scooter parking and storage. Campus-specific guidance will be communicated locally and may vary based on building policies, available infrastructure, and local regulations.

In cases of extreme weather, emergencies, or special events, The Chicago School may temporarily close a campus. Campus closure is at the discretion of the Campus Director. Information on campus closures will be sent via Chicago School email and also might be communicated in one or more of the following ways:

- Rave, the school's emergency message notification system. Register for Rave at this link: http://www.getrave.com/login/tcsedsystem
- An alert message on the Student Gateway

Information on class make-up or alternative delivery, e.g., Zoom, will be available from the academic department.

Career Services

Career Services provides students and alumni with the resources and tools necessary to enter and thrive in their chosen area of employment. Career Services helps members of the learning community prepare for access and success in the professional world as practitioners and leaders by hosting relevant career-related activities and providing access to employment opportunities. Visit the Career Services website to learn about resources and services designed to support students and alumni in their career development and job search.

The Chicago School does not guarantee employment, job placement, or any specific employment outcome to students upon program or course completion. Employment following graduation depends on numerous factors outside the institution's control, including but not limited to the student's individual qualifications, prior experience, licensure or certification status, geographic location, and conditions of the labor market at the time of job search. Completion of a program or course at The Chicago School does not guarantee licensure, certification, or employment in a student's field of study, including the state where the student intends to be employed.

Career Services is committed to complying with the ethical standards of the National Association of Colleges and Employers and expects students and employers to be honest and professional in the job search process. A student is encouraged to notify Career Services if any perceived violation of ethical conduct by an employer occurs.

Global Engagement sponsors and coordinates international work and activities for students, faculty, and visiting scholars. Global Engagement advises international students and visiting scholars studying domestically, and it serves Chicago School students participating in sponsored international travel.

Global Engagement advises F-1 visa students, J-1 visa students, and short-term visitors on immigration matters and provides cross-cultural adjustment support to students. Designated School Officials (DSO) assist students with

immigration status questions, travel needs, and employment (on-campus, Curricular Practical Training (CPT), Optional Practical Training (OPT), or STEM OPT Extension). Alternate Responsible Officers (ARO) assist students or Exchange Visitors with immigration status, travel, or academic training questions.

Global Engagement manages Study Abroad. Refer to the Study Abroad website or email Study Abroad for information on eligibility, registration, and in-country requirements.

Sponsored International Travel

The Chicago School defines sponsored international travel for students as travel that is authorized and administered by the institution. Typical sponsored travel programs for students include Study Abroad, Field Experience, and other special programs that require international travel. Student-initiated, independent travel is not considered sponsored travel, even if the need for travel is school-based.

Study Abroad is an optional experience that provides an opportunity for in-depth study of a topic in the classroom and includes international travel. Study abroad courses are typically three credit hours and may be eligible to count toward a student's degree requirements. Field Experience is required for selected degree programs and includes both classroom study and international travel.

A sponsored program or travel component of a sponsored program may be cancelled due to low enrollment, increased risk, or similar. A student may be dismissed from a program for violation of a school policy or a local law among other reasons. See the Disciplinary Process for Sponsored International Travel policy for more information.

Study Abroad

Study Abroad Scholar

The Study Abroad program provides opportunity for both in-depth study of a topic in the classroom and application of that study during international travel. A Study Abroad Scholar is a student who is interested in cultural immersion who may be eligible to take a Study Abroad course. If approved as a Study Abroad Scholar, a student whose degree program requires elective credits may choose a Study Abroad course to fulfill a degree requirement.

Study Abroad Requirements

To qualify for Study Abroad, a student must:

1. Be a current student in Academic and Financial Good Standing and have no account holds at the time of application and course registration.
2. Apply to the program, which can include submitting an online application, writing an essay, and/or interviewing with the faculty lead.
3. Sign and agree to abide by the International Travel Student Rights and Responsibility Agreement including all immunizations, vaccinations, and related testing and requirements as mandated by the institution and travel destination(s).
4. Abide by the University Community Norms and Standards policies stated in this Academic Catalog and Student Handbook. The student must not have any pending or active review with Student Community Standards at the time of application and course registration.
5. Complete all pre-departure requirements in the Global Portal.
6. Participate in pre-departure orientation.
7. Participate in classes, complete assignments, and be earning a passing grade in the course when the travel portion commences.

Field Experience

Field Experience is required for selected degree programs and includes both classroom study and international travel.

Global Distinction

Global Distinction is a voluntary program that recognizes a student who demonstrates a sustained commitment to developing a global perspective and engaging meaningfully with international themes. Through participation in courses, events, and experiential learning opportunities, a student cultivates the intercultural awareness, adaptability, and communication skills essential for success in today's interconnected world. The program requires the creation of a culminating portfolio that integrates academic work, global experiences, and a reflective final project demonstrating how global learning has shaped a student's educational journey and future professional goals. A student who completes the program will receive a "Global Distinction" notation on their official transcript and be honored at commencement. Program information is available on the Student Gateway.

Health and Wellness

F-1 and J-1/J-2 Health Insurance Requirement

The Chicago School requires students and scholars in F-1 or J-1 visa statuses to have health insurance. A J-2 dependent must provide proof of health insurance coverage. A student or scholar in F-1 or J-1 visa status is required to purchase a health insurance plan from the school-designated health insurance carrier and will be enrolled by the school before their first semester begins. A student or scholar enrolled in the school-designated health insurance plan may show proof of comparable health insurance to waive out of the school-designated plan. Information on this program is available on the The Chicago School website.

An IllinoisCOM student is required to maintain personal health insurance coverage during their enrollment. A student must submit proof of personal health insurance through IllinoisCOM's online portal annually. A student's health insurance policy must have minimum coverage levels and include coverage of chronic health issues, acute health issues, emergent care, and catastrophic events.

The following are the minimum requirements for a student's health insurance coverage:

- Insurance company must be based and operating in the United States
- Coverage must be active and continuous (no break or termination) for the entire academic year
- Must be an ACA-compliant plan
- Must have $3,000 deductible or less (for individuals)
- Must have an unlimited plan maximum coverage level
- Plan must provide coverage in all 50 states

State-specific Medicaid may be accepted in some situations. If a student qualifies for Illinois Medicaid during OMS I and II and then relocates for OMS III and IV, they must qualify for and obtain Medicaid in the new location or obtain other qualifying insurance coverage as noted above.

Immunizations

The Chicago School encourages all students to follow the Centers for Disease Control (CDC) guidelines for vaccinations. Recommendations on immunizations are available on the CDC website.

IllinoisCOM

An IllinoisCOM student must submit a completed Health Assessment Form prior to matriculation. Documentation of a 2-step negative Mantoux test (PPD) completed within the past calendar year must be submitted upon matriculating to IllinoisCOM. A student may be required to provide evidence of chest x-ray results or other information certifying a noncontagious state. Prior to matriculation, a student must provide documentation of immunization for:

- Tetanus
- Diphtheria
- Pertussis (Tdap)
- Measles, Mumps, and Rubella (two doses)
- Hepatitis B series (three doses)
- COVID-19 (two doses) unless medically contraindicated

A student must show quantitative immunity to Measles, Mumps, Rubella (MMR), Hepatitis B, and Varicella before beginning OMSIII year. IllinoisCOM will defer to clinical sites' policies and procedures for health documentation as necessary. Failure to obtain or maintain required immunization may result in failure to matriculate or progress as outlined in the IllinoisCOM Admissions Policy and the Student Promotion, Retention, and Graduation Policy. A student who fails to abide by the terms of this policy will be referred to the Office of Student Success.

A degree-seeking student under the age of 26 attending the Washington, D.C. campus must provide proof of immunization as detailed below. This D.C. Department of Health mandate requires compliance for a student who turns 26 either on or after their first day of attendance.

The following immunizations or tests are required:

- Tetanus/Diphtheria (Td)
- Measles/Mumps/Rubella (MMR)
- Hepatitis B (Hep B)
- Varicella (Chicken Pox)

A student must submit a Certificate of Immunity along with proof of immunization as part of the enrollment process. The deadline for submitting the Certificate of Immunity is the Add/Drop date of the first semester of enrollment. Detailed student instructions are included on the Certificate of Immunity form. A student who fails to provide required immunization records by the deadline will be removed from the institution.

Student Solutions

The Chicago School offers Student Solutions, a free, confidential, around-the-clock counseling service. Student Solutions resources may be accessed by calling 1-855-460-6668 or visiting the Student Solutions website (Web Identifier: TCSPP). The Student Solutions toll-free line is answered by counseling professionals and is strictly confidential, as mandated by law.

Counseling Providers

Student Solutions is available to students struggling with stress and anxiety, relationship issues, or legal and financial concerns. Should a student desire to access in-person care with a mental health provider in their local area, Student Solutions will make a referral, and the school will pay for the student's first three counseling sessions. Should a student choose to engage in ongoing treatment with the recommended provider, the student may have the opportunity to establish a sliding scale service rate or arrange for payment by a health insurance plan.

Legal and Financial Information

Through Student Solutions, a student has an attorney "on call" for questions about legal matters including divorce, custody, adoption, real estate, debt and bankruptcy, landlord/tenant issues, civil and criminal actions, and more. Additionally, financial advisors are available for consultation on budgeting, debt management, tax issues, and other money concerns.

The Chicago School provides kitchen and break areas to support the daily needs of students. These shared spaces are intended to be clean, safe, and functional for all users. Proper use and care of kitchen areas and appliances are required to maintain a sanitary and respectful environment.

General Use and Cleanliness

A student is expected to clean up after themselves immediately following use of kitchen areas, and kitchens should remain clean and ready for the next student. This includes but is not limited to:

- Disposing of trash in appropriate receptacles
- Wiping down surfaces
- Washing, drying, and storing any used dishes or utensils

Food and personal items should be clearly labeled with the student's name and date, where applicable.

Failure to comply with this policy may result in removal of personal items, restricted access to kitchen areas, and/or referral for disciplinary action.

Refrigerator Use

Refrigerators are intended for short-term storage only, and all items stored in refrigerators must be removed regularly. Open containers of food or beverages may not be stored in campus refrigerators; all items must be kept in sealed, closed containers to maintain cleanliness and sanitary conditions.

Refrigerators will be cleaned out on a specific day and time as posted by Campus Operations. All items will be discarded at that time, including any food, beverages, and containers, regardless of labeling. The Chicago School is not responsible for any items discarded during routine cleanouts.

Appliance Use and Care

Appliances (e.g., microwaves, refrigerators, coffee machines, and other items in the kitchen area) must be used in accordance with their intended purpose. Users should not tamper with or attempt to repair appliances. Any spills, damage, or issues should be addressed or reported promptly.

Reporting Issues

Malfunctioning or damaged equipment should be reported to the local Campus Operations team as soon as possible. Reports should include the location of the issue and a description of the problem.Campus Operations will coordinate inspection, repair, or replacement, as needed.

The Chicago School is committed to assisting students, faculty, staff, and visitors in the recovery of lost items while maintaining an organized and secure process for handling found property. This policy establishes guidelines for the collection, tracking, storage, and disposition of lost and found items. Campus Operations reserves the right to manage lost and found items in accordance with this policy. Failure to follow procedures may result in delays or inability to recover items.

Reporting Lost or Found Items

All found items must be brought to the main reception desk as soon as possible. A student seeking lost items should inquire at the main reception desk. Campus staff who encounter lost items are responsible for promptly delivering them to reception.

Campus Operations Procedures

Intake and Tagging: All items received will be logged by Campus Operations or designated reception staff. Each item will be assigned a unique identifier/tag and be recorded in a tracking log. The log will include:

- Date received
- Description of the item
- Location where the item was found (if known)
- Name of the person turning in the item (if applicable)
- Date the item was claimed, and information of the claimant
- Date the item was dispositioned

Storage: Standard items will be stored in a designated lost and found area managed by Campus Operations. High-value items (e.g., electronics, wallets, keys, identification cards) will be stored in a secured, locked location with limited access. Storage areas should be organized and maintained to allow efficient retrieval. Lost and found items will be held for a period of 90 days from the date received. Items not claimed within the 90-day period may be disposed of, donated to a local organization, or recycled where appropriate. Sensitive items such as credit cards will be securely destroyed or returned to the issuing authority when possible.

Claiming Items

An individual claiming lost items must provide a clear description of the item and identify distinguishing characteristics such as the contents or brand. Campus Operations or reception staff may request identification to verify ownership. Items will be released once reasonable ownership has been established.

Posting of Printed Materials on Campus

The following standards govern the posting of printed materials inside of or attached to Chicago School campus buildings:

- Materials must relate to approved institutional organizations, activities, or programs, and must clearly identify the sponsoring department, group, or organization.
- Materials must be displayed only on designated bulletin boards or approved display stands (e.g., easels). Materials may not be left on tables or countertops.
- Posting inside elevator cars is strictly prohibited.
- Printed materials must receive approval from Campus Operations and/or the appropriate department as outlined below.
- Materials posted outside approved locations or without proper approval are subject to removal by Campus Operations.

Approval Requirements

- Student-related printed materials including those from student organizations must be submitted to Student Life and Events for review and approval. All other printed materials must be emailed to the local Campus Operations department for review and approval.
- Approved materials will be stamped by the applicable department with a display end date and are then eligible for posting in designated locations.
- Materials posted inside employee-specific areas (e.g., break rooms, workrooms, or staff corridors) must be relevant to The Chicago School community or academic operations and remain subject to removal by Campus Operations if not compliant with this policy.

Responsibilities

- Campus Operations is responsible for maintaining bulletin boards and removing expired or non-compliant postings.

Unauthorized postings or materials that do not comply with this policy will be removed. Repeated violations may result in the loss of posting privileges.

Reflection Rooms are designated spaces on Chicago School campuses that are intended to support the personal well-being of students, faculty, and staff by providing a quiet, private environment for reflection, meditation, and prayer. These rooms are part of the institution's commitment to fostering an inclusive and supportive campus experience that respects a diversity of beliefs and personal practices.

Access and Use

- Reflection Rooms are available to a current student or authorized visitor (as defined in the Visitors on Campus policy) during posted campus operating hours.
- A room may be used on a first-come, first-served basis unless otherwise specified.
- A student is asked to limit their time in the room to 30 minutes when others are waiting.
- Campus Operations will ensure the space remains accessible and clean.

Permitted Activities

- Quiet meditation, prayer, and personal reflection
- Use of personal devotional items that do not create disruption
- Low-volume personal timers or silent alarms to support time management

Prohibited Activities

- Group gatherings or services without advance approval from Campus Operations
- Studying, meetings, or use as a workspace
- Sleeping or extended personal breaks

- Food and beverage consumption
- Music or activities that are loud and disturb adjacent areas
- Use of electronic devices for entertainment or non-reflective purposes
- Any behavior that compromises the quiet, respectful nature of the room

Respect for Shared Space

- The room must remain clean and orderly; personal items must be removed after use.
- Candles, incense, or any open flames are strictly prohibited.
- Footwear removal is optional, but feet must not be placed on walls or furniture.
- Any room concerns or needs should be reported to Campus Operations.

Safety and Oversight

- Campus Operations is responsible for maintaining the environment, usage guidelines, and any scheduling needs.
- Unauthorized access outside of posted hours or misuse of the space may result in restricted access or disciplinary action.

School Safety

The Chicago School has an Emergency Information webpage that contains information, guidelines, and resource links. All these outlets will accompany campus email as a means to help disseminate information in the event of a campus emergency, global class cancellation, or school closing. New Orleans campus closure information may be found on the XULA Emergency Website.

All Chicago School campuses utilize security cameras at public entry points and throughout common areas on campus. This security camera system is not used for 24/7 monitoring, but as a tool for capturing and archiving footage to help law enforcement investigate a crime if one were to occur.

Chicago

If suspicious activity is observed on the Chicago campus, it should be reported to the main reception desk at 400 S. Jefferson Street or by calling 312.329.6600. The security desk for the buidling can be reached at .

Dallas

If suspicious activity is observed on the Dallas Campus, it should be reported to the reception desk at 469.941.8380. The security department for the building can be reached at 214.878.8514.

Anaheim

If suspicious activity is observed on the Anaheim Campus, it should be reported to the reception desk at 714.922.9600. The security desk for the building can be reached at 714.936.4992.

Los Angeles

If suspicious activity is observed on the Los Angeles Campus, it should be reported to the reception desk on the 6th floor by calling 213.615.7200. The security desk for the building can be reached at 213.614.5000.

San Diego

If suspicious activity is observed on the San Diego Campus, it should be reported to the reception desk by calling 619.541.4500. The security desk for the building can be reached at 619.232.4330.

The Chicago School at Xavier University of Louisiana

If suspicious activity is observed at The Chicago School at Xavier University of Louisiana, it should be reported to University Police, Xavier University of Louisiana, 3801 South Carrolton Avenue, New Orleans, LA 70125 or by calling 504.486.7402.

Washington, D.C.

If suspicious activity is observed at the 1101 K St. NW building, it should be reported to the reception desk by calling 202.706.5000. The security desk for the building can be reached at 202.898.0548 (weekdays) or 202.589.0401 (weekends).

In accordance with ownership and lease agreements involving The Chicago School, animals are not permitted within any university location. This includes spaces and common areas of all buildings used by The Chicago School. The sole exception to this policy is the use of a service animal as defined in the Disability Accommodation policy in this Catalog.

A student who wishes to use a therapy animal for instructional purposes must submit a written request to the Campus Operations department prior to the animal's arrival on campus. The request must include the date, time, location, and purpose of the class(es) or event for which the animal will be used.

It must be clearly understood that the therapy animal is not a service animal as defined by the ADA and does not provide a service to the individual owner based on a disability. The therapy animal must always be accompanied by the student or designated handler responsible for its care and control.

Crime Awareness and Campus Security Information

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

To view a copy of the latest Crime Awareness and Campus Security Information Report, visit the Emergency Information page on the school website. A separate report is created for each campus as required by law.

Emergency Text Messaging

The Chicago School utilizes Rave, an emergency text messaging notification system, to reach members of the school community by rapidly transmitting short notifications to a cell phone. The Chicago School community members who have not yet registered are encouraged to visit http://www.getrave.com/login/tcsedsystem to submit contact information. Rave does not charge subscribers to send or receive SMS messages. Standard or other messaging charges apply depending upon the wireless carrier plan and subscription details. Once registered, community members may opt out of SMS messaging at any time by texting STOP to 67283 or 226787.

Minors on Campus

The Chicago School is committed to providing an educational space free from distractions and conducive to learning. The presence of minor children on site can be a disruptive factor for students, and it can also present safety and liability issues for the institution. Therefore, appropriate restrictions are placed on bringing minor children to all university locations including classrooms, offices, research areas, common spaces, and grounds.

Individuals under the age of 18 (minors) are not permitted on campus unless they are present for an authorized visit or authorized event as defined in this policy. An authorized visit is a limited, purpose-driven visit or event involving minors that meets the criteria outlined in this policy and, where required, has been reviewed and approved by Campus Operations. A supervising adult is a parent, legal guardian, or designated adult caregiver responsible for the minor's care, supervision, and conduct while on campus.

This policy governs minors participating in academic or clinical activities managed by designated academic or clinical departments. While there may be separate policies specific to those activities, this policy remains applicable and will operate in conjunction with any such policies.

Minors may be present on campus under the following circumstances:

- Institution-sponsored "Bring Your Child to School/Work Day" events
- School-sponsored activities that explicitly include minors and have been reviewed and approved by Campus Operations
- Departmental or course events planned specifically for minors and approved by Campus Operations
- Approved Title IX accommodations (e.g., breastfeeding)
- Short, purpose-driven visits such as:
    - Campus tours
    - Admissions appointments
    - Dropping off or picking up documents or materials

Minors must be monitored at all times by a supervising adult. The Chicago School does not provide childcare services.

Minors are not permitted in restricted or hazardous areas including but not limited to laboratories, facilities spaces, or other areas identified as unsafe.

Anyone who observes an unattended minor should immediately notify Campus Operations and building security, if applicable. An attempt to locate the supervising adult will be made. If the supervising adult cannot be located within a reasonable amount of time, local authorities may be contacted in accordance with applicable laws and safety protocols.

This policy will be administered and enforced by Campus Operations. A student is responsible for compliance, and a violation may result in removal from campus and/or corrective action consistent with applicable student conduct policies.

Supervision Requirements

- A minor may not move about university locations independently.
- The supervising adult is responsible for the minor's behavior, safety, and compliance with campus policies.
- A minors brought to campus must enter through the primary entrance and be signed in as a guest. The log must include both the name of the minor and the name of the supervising adult.

Student Advising

Student advising is an integral part of a Chicago School education. All students are provided with a faculty advisor and a Student Support Counselor.

Faculty Advising

The faculty advisement relationship includes:

1. Review and discussion of career planning in relation to past experiences, present needs, and future professional goals
2. Review of past coursework and advice concerning course selection
3. Review of grades, evaluations, and additional narratives commenting on past performance
4. Participation in the development and oversight of ADPs, where necessary
5. Availability for discussion of personal concerns that impact academic and professional progress
6. Referrals for additional help when necessary and appropriate

The following is expected of the student with regard to the faculty advising relationship:

1. Consultation with their faculty advisor regarding course selection prior to registration
2. Meeting with their faculty advisor at least twice per year to review academic and professional progress
3. Consultation with their faculty advisor before a problem or concern becomes serious

IllinoisCOM

IllinoisCOM utilizes a coaching-based advising model aligned with the longitudinal and competency-based structure of the curriculum. Faculty coaching serves as the primary faculty advising structure within IllinoisCOM. An IllinoisCOM student is assigned a faculty coach and has access to career and specialty advisors through the COM.

Student Review Meetings

The practice and frequency of Student Review meetings varies across academic departments. At Student Review meetings, faculty advisors present their advisees and solicit feedback from the faculty regarding a student's progress in the program. After reviewing a student's academic and professional progress, work samples, practicum, thesis, or internship feedback and evaluations, instructors of record for the courses forward written feedback to each student reviewed. First-year students are generally reviewed at the end of the fall, spring, and summer semesters. More advanced students are reviewed at least once per year. Permission to apply to or participate in practicum and internship is typically considered during Student Review meetings.

Selecting a New Faculty Advisor

A student who desires a new faculty advisor may make a change request to the Academic Department Lead. The student must make their request in writing. If approved, the Academic Department Lead will notify the Student Support Counselor of this change so that the student's records may be updated.

Student Support Counseling

A Chicago School student is assigned a Student Support Counselor, a staff member who is available to assist with general questions, course registration, graduation requirements, and more. A student is encouraged to be in regular contact with their Student Support Counselor.

IllinoisCOM

An IllinoisCOM student receives support through the Office of Student Affairs that provides academic support coordination, student support services, and guidance on institutional policies and procedures.

Student Identification Cards

An identification card is issued automatically to a ground campus student, typically during new student orientation. This card permits student access to campus buildings and should be displayed at all times. Identification cards of a student who withdraws or who is dismissed from the institution will be deactivated.

A student who studies online only or who studies at New Orleans may obtain an identification card, if desired. Requests for information on identification cards, including how to provide a passport-ready head shot (jpg format) may be sent to Campus Operations at facilities@thechicagoschool.edu.

A student can request their chosen first name on their identification card. A student must make a report to Campus Operations if their identification card is lost, stolen, damaged, or misplaced. A replacement fee applies to all reissued cards.

Student Organizations

Student associations exist to meet the needs and serve the interests of all students at The Chicago School. The associations strive to provide meaningful opportunities for involvement that promote personal growth, professional development, and community engagement.

As organizations devoted to specific interests and activities are developed by students, they are required to become officially recognized. All new student organizations must first apply to become a Student Interest Group. After three months in Student Interest Group status, the organization may apply to become a Registered Student Organization. Once a group becomes a Registered Student Organization, it may request funding for approved events and activities. Information on this process is available from Student Life & Events.

For student groups sponsored by an academic department (i.e. student ambassadors, etc.), please see your academic department for funding options and availability.

Chicago School Student Association

The shared mission statement of The Chicago School Student Associations is:

"The Student Association exists to meet the needs and serve the interests of all students at The Chicago School. Recognizing that students' needs and interests go beyond the academic environment, the Student Association is committed to addressing various aspects of the student experience including personal and professional development, information resources, and social outlets. The Student Association advocates mutual respect and inclusion in support of students' educational goals, occupational development, and community engagement."

The association structure provides for the election of a student cabinet each year. The term of office is one year in duration. The purpose of the student association is to:

- Foster campus community and engagement through purposeful dialogue and events
- Provide programs to enhance the students' social, professional, intellectual, and cultural development
- Serve as the student voice, both locally and across the institution, to administration
- Give students the opportunity to maintain and enhance their leadership skills

Representation on Committees of the Faculty

Where required, the student association works with faculty to appoint students to serve on committees.

Use of Alcohol

A student is expected to abide by all applicable state and federal laws, as well as all Chicago School policies and procedures, when consuming alcohol at school-recognized events sponsored by a student organization.

Alcohol may not be freely accessible, must be consumed in moderation, and must be served by a licensed vendor or trained professional. Food and non-alcoholic beverages must be provided and readily accessible. Ultimately, students are responsible for their own behavior and for providing a safe environment for all event attendees. All on- and off-campus events involving alcohol that are sponsored by a student organization must comply with this policy.

There is no guarantee that a student organization will be permitted to provide alcohol at school-recognized events, and permission to serve alcohol at a school-recognized event is granted on a case-by-case basis.

To request permission to serve alcohol at a school-recognized event, the student organization must submit the Event Proposal - Student Organization Event/Activity request form, including all applicable documentation including contracts at least 30 calendar days before the event. All venue contracts must be reviewed by the organization's advisor before submission of the Event Proposal form. Student Life & Events will facilitate the review of venue contracts with the Legal Affairs team as needed. If approved to serve alcohol at the event, marketing materials will also require additional approval from Student Life & Events before they are made public. All venue contracts must be reviewed by the organization's advisor, Student Life, and the Office of Legal Affairs prior to being signed. To request permission to serve alcohol at a school-recognized event, the student organization must first submit all applicable documentation including contracts at least 30 calendar days prior to the event. The budget for and marketing of all events that include alcohol must be pre-approved by Student Life.

Once approvals are obtained, alcoholic beverages may be served at a student organization-sponsored event under the following conditions:

a. Alcohol must be served in a controlled manner and not be freely accessible. Individuals under the age of 21 or who are visibly intoxicated may not be served. Alcohol must not leave the confines of the event.

b. Non-alcoholic beverages and food must be available during the entire time alcohol is served. Water must be served for the duration of the event.

c. The event has a primary purpose not directly related to the consumption of alcohol. Such purposes might include, but are not limited to, furtherance of the organization's mission and/or providing networking opportunities to students.

d. At least two student members of the organization and the organization's advisor hosting the event shall attend the event as Event Sponsors. Event Sponsors are prohibited from consuming alcoholic beverages prior to or during the event, and must be present to ensure the alcohol policy and all other applicable institutional policies are being followed. In no event shall there be fewer than three Event Sponsors at an event regardless of the total number of attendees.

e. All on-campus events must have a published end time, and the service of alcohol must stop at least 30 minutes prior to the published end time of the event.

f. Organizations are prohibited from co-sponsoring an event with an alcohol distributor, charitable organization, or tavern (tavern defined as an establishment generating more than half of annual gross sales from alcohol) where alcohol is provided free-of-charge or heavily discounted by the distributor.

g. While alcohol may be mentioned, any marketing of the event should not solely focus on alcohol promotion or service.

h. Student organizations shall not use alcohol brands or logos as part of promotional materials for an event.

On-campus events:

1. Organizations must purchase alcohol by following all state and federal laws. Organizations must provide a trained bartender to serve alcohol and be in compliance with local liquor license requirements.
2. Organizations may not collect supplemental funds from students solely for the purposes of purchasing alcohol. Organizations may require students to pay a portion of the overall event cost.

Off-campus events:

1. Alcohol may be sold on a cash bar basis if held at a venue which has a liquor license. Food must be available at the selected location. Two student sponsors are required for off-campus events.
2. Student organizations may not collect supplemental funds from students solely for the purposes of purchasing alcohol. Student organizations may require students to pay a portion of the overall event cost.

Student organizations and/or their representatives that fail to comply with this policy in full may be subject to disciplinary action, including but not limited to revocation of the student organization status, removal from the organization, or dismissal from the institution.

Student Training

A student enrolled in an academic program that requires training or fieldwork is supported by a department faculty member associated with the Office of Placement and Training (OPT). OPT is responsible for all aspects of training including guiding a student through site selection, helping a student secure a placement, and consulting on professional development and related issues.

Other areas of OPT responsibility include:

- Training site review and maintenance.
- Small group and personalized meetings for student trainees.
- Mentorship of student trainees including negotiating professional relationships, resolving conflicts, making ethical decisions, and displaying professional comportment.
- Student trainee training record collection and maintenance.

- Consultation with Academic Program Leads and faculty about the training process.

Practicum and Internship Courses

A student trainee must be enrolled in an associated practicum or internship or fieldwork course. A student trainee must show proficiency in both clinical practice and in the associated course to pass and progress on to the next course in the training series. Training hours accumulated during a term or semester are counted toward a student trainee's total training hours requirement if the student passes the associated course. Typically, training hours accumulated during a term or semester are not counted toward a student trainee's total training hours requirement if the student fails the associated course.

Training Overview

A student trainee enters into an agreement with the site supervisor within the first two weeks of the placement and is expected to abide by all conditions detailed in said agreement including beginning and end dates. A student trainee must receive direct supervision for all clinical or supervisory activities that take place at the site. A student trainee who experiences a disruption in their supervision or required activities must notify OPT immediately.

A training site is expected to provide clear and timely performance feedback to a student trainee. A student trainee must notify OPT if they do not receive timely feedback or if they are placed on a remediation plan, warning, or a performance improvement plan by their site. A student trainee may be dismissed from training for reasons including but not limited to failure to function in a responsible and professional manner, failure to adhere to ethical guidelines and laws, or failure to adhere to site policy or procedures.

The Chicago School provides a student trainee with professional liability insurance. As long as a student trainee remains actively enrolled at The Chicago School, they are covered by the school's liability insurance. A student trainee may also be required to maintain their own professional liability insurance separate and distinct from the policy provided by the school.

Study Areas and Project Rooms

Chicago, Dallas, Online, Southern California, and Washington, D.C.

In addition to the library, a student may study or meet in any classroom or project room that is not otherwise in use. Such rooms are shared space. If a student needs a private space, a reservation should placed at least 48 hours in advance. If no reservations have been made, open spaces will be available for use. Please see the local Campus Operations department for more information.

Classroom schedules displaying regularly scheduled courses are posted outside all classrooms and are subject to change without notice. Additionally, meetings and other events are scheduled in classrooms, conferences rooms, and project rooms and may not be listed outside of the door. Please respectfully acknowledge and relocate if someone has a reservation for the space. In the event of any dispute over room reservations, please contact the Campus Operations department.

Transit Programs

The Chicago School participates with local transportation agencies to provides transit benefits to students, where available.

Chicago Campus

The Chicago Campus participates in the Chicago Transit Authority (CTA) U-Pass program. The CTA U-Pass program provides a low-cost transit pass valid for unlimited rides on CTA buses and trains while school is in session. A full-time Chicago Campus student in a qualifying academic program is enrolled in the CTA U-Pass program. More information on the CTA U-Pass program is available on the Student Gateway.

Full-time status for CTA U-Pass eligibility is defined as follows:

- Fall and Spring Semesters: CTA U-Pass eligibility is determined based on the institutional definition of full-time enrollment status. To receive the CTA U-Pass benefit, a student must meet the minimum credit hour requirement for their degree level or be enrolled in a course granting auto full-time status.
- Summer Semester: To be eligible to receive the CTA U-Pass benefit in Summer, a student must be enrolled in 5 credit hours (graduate) or 6 credit hours (undergraduate) or a course granting auto full-time status.

Certain courses and programs of study at Chicago require minimal visits to campus. A student enrolled in the following programs is not eligible to receive the CTA U-Pass: PhD in Organizational Leadership, PhD in Business Psychology: Consulting Track, PhD in Applied Behavior Analysis, and full-time internship placements outside the City of Chicago.

Washington, D.C. Campus

The Washington, D.C. Campus participates in the Washington Metropolitan Area Transit Authority (WMATA) U-Pass program. The WMATA U-Pass program provides a low-cost transit pass valid for unlimited rides on Metro rail lines and buses and the Metro Airport Shuttle while school is in session. A full-time Washington, D.C. Campus student who lives in the D.C. Metro area in enrolled in the WMATA U-Pass program regardless of home address or course delivery modality. More information on the WMATA U-Pass program is available on the Student Gateway.

Full-time status for WMATA U-Pass eligibility is determined based on the enrollment status information in the Student Classification policy in this Catalog. A student must report a change in enrollment status within 45 days of the start of the semester to transit@thechicagoschool.edu.

A student assigned to a full-time internship outside the D.C. metro is not eligible for enrollment in the WMATA U-Pass program. Internship placement data is determined based on what is posted to the OPT database.

University Library

Overview

The Chicago School Library aims to provide quality services and resources towards empowering our diverse community to discover, use and create knowledge.

To access Library services, resources, and policies, visit the Library website.

Resources

The Library has books and other physical items that can be checked out for a limited period of time. In order to check out material, a student needs to bring a student ID card. For information on fines and fees, please refer to the University Library's schedule of schedule of due dates, fines and fees.

The majority of library resources are available electronically through the library's subscription database collections, which includes over 450,000 ebooks, access to thousands of scholarly / peer-reviewed journals, streaming videos, dissertations, datasets, and more.

Access to electronic resources is only available to actively enrolled students of The Chicago School. Access to the Library's electronic resources ends within 90 days of termination of enrollment (withdrawal, dismissal, or degree conferral).

Psychological Test Materials

The University Library maintains an extensive collection of psychological assessment materials in support of The Chicago School's degree programs. Professional guidelines set forth by the APA and assessment publishers limit the use of and access to materials to qualified individuals. The APA PsycTests and the Mental Measurements Yearbook databases are available via the Library website 24/7 to locate information about specific assessments. The University Library's full policy on Test Kit usage can be found on the library's website.

Fines and Fees

The University Library collects fees for lost materials, and fines for select late items. The details of this policy can be found on the University Library's website. Additionally, a student can also refer to the fee schedule on The Chicago School's website.

Reserves

When possible, required textbooks are available online in the library, or a print copy is placed on reserve at the library's physical locations. The library does not guarantee a required textbook will be available in either format due to publishing restrictions.

Visitors on Campus

All Chicago School visitors must comply with campus access procedures including check-in, identification, and escort requirements. Visitors are permitted on campus only for legitimate institutional purposes, including meetings, admission visits, tours, events, or services. All visitors will be issued a Visitor ID Badge upon check-in. The badge must be worn visibly at all times while on campus and returned upon departure. Visitors must adhere to all university policies related to conduct, safety, and security.

Definitions

Visitor: Any individual who is not a current student, faculty member, or staff member of The Chicago School, including guests, prospective students and admission visitors, vendors, contractors, and service providers. Individuals who have withdrawn from the institution will have their identification credentials deactivated and will thereafter be treated as visitors for purposes of campus access and policies.

Visitor ID Badge: A temporary identification badge issued at check-in that must be worn visibly at all times while on campus.

Escort: A Chicago School student, faculty member, or staff member responsible for accompanying a visitor and ensuring compliance with campus policies.

Visitor Check-In

All visitors, including admission visitors and prospective students, must check in at the designated reception or security desk upon arrival. A visitor who is a minor must also comply with the Minors on Campus Policy.

At check-in, a visitor must:

- Provide their name and the name of their host or department
- Present a valid form of identification, if requested
- State the purpose of their visit
- Receive a Visitor ID Badge, which must be worn visibly at all times

Group Visits and Events

- A department or group hosting an event or visit must provide Campus Operations with a list of expected attendees at least 24 hours prior to the event. Campus Operations will use this list to prepare preprinted badges for anticipated guests.
- A visitor not included on the attendee list must complete the standard visitor check-in process at the reception or security desk. These guests will be issued an event badge upon arrival.
- Event organizers are responsible for submitting accurate attendee lists and communicating any significant updates to Campus Operations prior to the event.

Clear signage at campus entrances will direct visitors to check-in locations.

Visitor Check-Out

Visitors must check out at the reception or security desk when departing.

Check-out procedures include:

- Returning the Visitor ID Badge
- Confirming departure time to maintain accurate visitor records

Maintaining check-in and check-out records supports campus safety and emergency response protocols.

Escort Requirements

- Visitors must be escorted at all times by their host while on campus. The host will be contacted upon the visitor's arrival and is required to meet their visitor at the point of entry.
- Escorts are responsible for ensuring visitors follow campus policies and remain within approved areas.
- Visitors may not access restricted areas without prior approval from Campus Operations.

Classroom and Academic Spaces

Visitors attending classes or academic activities must have prior approval. Visitors are not permitted in classrooms or academic spaces without authorization.

Compliance and Reporting

Any concerns, incidents, or policy violations involving visitors should be reported immediately to Campus Operations or building security. Campus Operations reserves the right to revoke visitor access for safety, policy, or compliance concerns. Failure to comply with this policy may result in removal from campus, denial of future access, or other disciplinary action as appropriate.

Supplement for Nursing Programs Leading to Licensure in Texas

Published and Effective July 10, 2020

Associate of Applied Sciences in Nursing (ADN)

Certificate in Vocational Nursing (VN)

True and Correct Statement

The information contained in the Academic Catalog and Student Handbook and this Supplement for Nursing Programs Leading to Licensure in Texas is true and correct to the best of my knowledge.

-Lance Garrison, Ph.D.

Campus Dean, Dallas Campus

The Chicago School of Professional Psychology

Faculty, Staff, and Board of Trustees

Information on faculty members responsible for the ADN and VN programs is available on this webpage.

Information on staff members responsible for the ADN and VN programs is available on this webpage.

Information on The Chicago School of Professional Psychology's Board of Trustees is available on this webpage.

ADN and VN Advisory Board

The ADN and VN Advisory Board is charged with ensuing the currency and relevance of the ADN and VN programs. The Advisory Board includes nursing experts who provide feedback and recommendations to the programs. Information on the ADN and VN Advisory Board is available on this webpage.

Facilities

The Chicago School of Professional Psychology at Dallas is located in Richardson, Texas, in a professional building at 2101 Waterview Parkway. TCSPP occupies approximately 30,000 square feet that contains administrative offices, student break rooms, clinical skills training labs, numerous classrooms, and an academic library. The building is handicap accessible and is located in an area that offers easy access to parking, public transportation, housing, and employment opportunities. Additionally, this location is near several major health care facilities that are utilized for clinical instruction sites for the Vocational Nursing (VN) and Associate Degree of Nursing (ADN) programs.

Campus and Program Operating Hours

Program Operating Hours, and Campus Hours of Operation are available on this webpage.

Academic Calendar

The Academic Calendar for the ADN and VN programs is posted on this webpage.

Attendance Policy

The ADN and VN programs take attendance. A student is expected to attend all classes and submit all assignments per each course's requirements. Each instructor will take and record each student's attendance in each class and clinical rotation. A student is required to be in their scheduled classes and clinical rotations every day and be on time for all classes and clinical rotations. A student who arrives for class after a quiz has been initiated may enter the classroom and use the remaining allotted time to complete the quiz.

A student who fails to attend 90% of their cumulative program time will be administratively withdrawn from the university. A student who misses more than 10 consecutive scheduled school days will be administratively withdrawn from the university for non-attendance. A student who misses two clinical rotations per term or semester will be disciplined and may be required to repeat the associate course along with any co-requisite course(s), or subject to administrative withdrawal from the program. A student who is administratively withdrawn due to unsatisfactory attendance may request readmission for the next scheduled term start.

Absence, Tardy, and Leaving Early

An absence is recorded each time a student fails to attend a regularly-scheduled class or clinical rotation regardless of the reason for absence. A student is considered tardy if they arrive for class, laboratory, or clinical rotations after the scheduled start time.

Absence, tardiness, and leaving class early become part of a student's permanent record and can never be made up. Work missed due to absence is subject to the Make-Up Work policy. Missed clinical rotation hours cannot be made up. A student who misses two clinical rotations within one semester may be required to repeat the associated course along with any co-requisite course(s) or may be subject to termination from the program.

Cancellation Policy

A full refund will be made to any student who cancels their enrollment agreement within 72 business hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment agreement is signed and a tour of the facilities and inspection of the equipment is made by the prospective student.

Financial Aid Payment Periods and Disbursement Procedure (Clock Hour)

Federal financial aid including Federal Pell Grants, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loans, and Federal Direct Parent PLUS Loans will be disbursed to a student in two or more payments depending on the number of academic years required by the student's academic program.

For a VN student, the first payment period begins at the start of a program and ends at the halfway point of the academic year. For ADN students, the payment period begins at the beginning of each semester and ends at the end of each semester. Depending on the program, there are two or more payment periods. A student must maintain satisfactory academic progress (SAP) in order to receive federal financial aid.

Federal financial aid payments are refunded when a credit balance is created unless an authorization to hold funds is on file.

Make-Up Work

Work eligible for make-up or late submission is limited to major tests, midterm or final exams, major projects, and skills check-offs. Quizzes and other homework may not be made up.

During the term, the student is responsible for initiating a request for make-up work due to absence. This must occur on the day the student returns from absence. All make-up work must be completed and submitted to the instructor within five business days of the granting of the make-up work request. All make-up work will be reduced one letter grade from the earned grade.

At the end of the term, a student may be assigned an Incomplete as a temporary grade and be required to complete make-up work to earn a final grade. If make-up work is not completed within five business days, the student will earn a zero on the make-up work, and the course grade will be recalculated. In some circumstances, a student may be permitted to make up hours upon approval by the Dean of Nursing. No more than 5% of the total course time hours for program shall be made up.

Make-up work shall:

- Be supervised by an instructor approved for the class being made up;
- Require the student to demonstrate substantially the same level of knowledge or competence expected of a student who attended the scheduled class session;
- Be completed within 5 business days after returning from an absence;
- Be documented by the School as being completed, recording the date, time, duration of the make-up session, and the name of the supervising instructor; and
- Be signed and dated by the student to acknowledge the make-up session.

Satisfactory Academic Progress: Rate of Progress Tiers for VN Certificate Program

Evaluation Point	ROP Required
End of Term 1	50%
End of Term 2	58%
End of Term 3	62%
End of Term 4	67%
End of any subsequent term up to 150%	67%

Student to Faculty Ratio

The Chicago School of Professional Psychology will maintain a proper ratio between faculty and students to allow adequate attention to each student in all class settings. The student to faculty ratio generally will not exceed these guidelines:

All Programs	Ratio	Minimum to Start
Didactic Courses	30:1	5
Labratory Courses	20:1	5
VN Certificate	**Ratio**	**Minimum to Start**
Clinical Rotations	10:1	5
ADN	**Ratio**	**Minimum to Start**
Clinical Rotations	10:1 OR 15:1	5

Minimum to Start provision: TCSPP reserves the right to cancel any course in which the census drops below the minimum to start up to the fourth class session. Students will be notified immediately and given the opportunity to change classes where possible. Schedule changes are processed in the Office of the Registrar. In the event of a course cancellation due to low enrollment, a student will not be charged for the course and the course will be removed from the student's education record.

Tuition and Fee Schedule

The tuition and fees schedule for the ADN and VN programs is available on this website. The total program cost includes tuition, books, supplies, immunizations, physical examination, and 2 sets of scrubs.

Supplement to the Student Handbook for the Illinois College of Osteopathic Medicine

This supplement is effective July 27, 2026 with the matriculation of the inaugural cohort of the Illinois College of Osteopathic Medicine.

- Introduction
- Academic Performance and Promotion Committee (APPC)
- Clinical Education Structure
- Clinical Hours of Duty
- Clinical Rotation Contingency Plan
- Exposure to Infectious Disease and Environmental Hazards
- Faculty Recusal
- Fatigue Mitigation
- National Licensing Examination (COMLEX)
- Student Health Services
- Student Mental Health and Wellness Support
- Student Patient Care Supervision
- Student Promotion, Retention, and Graduation
  - Promotion Criteria
  - Graduation
  - Failure and Retention
  - Repeated Academic Year (Program Remediation)
  - Programmatic Academic Probation
- Student Research and Scholarly Activities

Introduction

All student-related educational policies are found in The Chicago School Academic Catalog & Student Handbook and this Supplement. Procedural information is found in the Illinois College of Osteopathic Medicine (IllinoisCOM) Program Guidebook.

Academic Performance and Promotion Committee (APPC)

APPC is a standing committee of the IllinoisCOM and is the primary entity responsible for reviewing the totality of COM students' academic performance. The COM Executive Committee grants authority to the APPC to fulfill two roles - to determine whether and how a COM student should proceed after a failure to meet expectations (Performance) and to review and approve each student for program matriculation and promotion. APPC reviews the academic record of any student who has failed any element required for graduation or any student who has failed to show adequate academic performance and/or demonstrated lapses in professionalism.

All voting members of the APPC are full-time core faculty or staff. APPC Chairperson and members are appointed by the Dean/CAO of IllinoisCOM after conferral with department chairs. The composition of the voting members of the APPC is as follows:

- Representatives from each IllinoisCOM Academic department
- Non-COM faculty member
- Chairperson of the APPC

Ex-officio Members (Non-Voting):

- Associate Dean of Student Affairs
- Registrar or designee
- Senior Associate Dean for Pre-Clinical Affairs or designee
- Senior Associate Dean for Clinical Affairs or designee

Clinical Education Structure

An IllinoisCOM student must successfully complete all pre-clinical requirements as outlined in the Student Promotion, Retention and Graduation policy to demonstrate readiness for matriculation to OMSIII. A student must successfully complete all OMSIII requirements and program requirements as outlined in the Promotion, Retention and Graduation policy for matriculation to OMSIV. Clinical rotations will have defined objectives, assignments, and assessments, all of which will be outlined in the course syllabus. Each clinical rotation will define in its syllabus the methods of instruction and assessment. These can include competency assessment of the student by the preceptor, completion of patient and/or skills logs, completion of assignments, passing of written comprehensive clinical subject exams (COMAT), and other activities as outlined in the syllabus.

An IllinoisCOM OMSIII student is required to successfully complete eight (8) core rotations, one (1) required rotation and one (1) elective rotation. These course names and required number of 4-week rotations are as follows:

1. Family Medicine Core (1)
2. Internal Medicine Core (2)
3. Obstetrics and Gynecology Core (1)
4. Pediatrics Core (1)
5. Psychiatry Core (1)
6. Surgery Core (2)
7. Radiology Required (1)
8. Elective (1)

An IllinoisCOM OMSIV student is required to successfully complete two (2) required rotations, and seven (7) electives. These course names and required number of 4-week rotations are as follows:

1. Emergency Medicine Required (1)
2. Behavioral Health (1)
3. Electives (7)

Additional curricular requirements include the successful completion of the following:

1. Patient Centered Osteopathic Practice (PCOP) V , Fall OMSIII
2. PCOP-VI, Spring OMSIII
3. OMSIII Capstone, Spring OMSIII
4. PCOP-VII, Fall OMSIV
5. PCOP-VIII, Spring OMSIV

All physician preceptors will be credentialed by the Office of Clinical Affairs according to the IllinoisCOM Faculty Appointment and Promotion policy and the Credentialing Non-boarded Faculty Policy, when necessary. It is the responsibility of the Office of Clinical Affairs under the leadership of the Senior Associate Dean to ensure adequate clinical training sites for IllinoisCOM students.

Clinical Hours of Duty

Students are expected to comply with all clinical hour requirements regardless of specialty, clinical training site, or geographic location.

Clinical rotations begin at 7am on the first Monday of the schedule block and end at 7pm on the last Friday of the schedule block. Deviation from these hours is at the discretion of the supervising physician preceptor on record. If this preceptor has planned numerous days off (such as for a personal vacation) or deviates from the scheduled plan, it is the student's responsibility to contact the appropriate clinical coordinator or course director.

A typical workweek is 60-72 hours. A student is expected to complete a minimum of 32 hours and maximum of 80 hours per week, averaged over a four-week period. Students may "compress" their clinical rotation schedule only with approval from the supervising preceptor and in accordance with the preceptor's scheduled duties. Please be aware that some preceptors have 7-on/7-off schedules; during such "off" days, a student is still expected to participate in all assigned didactic activities at their core site.

A student must have at least one full day off per week. This requirement may be met by giving a student every other weekend off, but this is at the discretion of the supervising preceptor.

All hours worked during overnight call count toward the 80-hour weekly maximum and the 14-hour daily average. Overnight call must not extend beyond 24 hours of continuous duty. An additional period of up to 4 hours may be permitted for safe patient handoffs and transitions only; no new patient assignments may be accepted after the 24-hour mark. A student must have a minimum of 14 hours off following a 24-hour overnight shift before resuming clinical duties. Overnight call may not be scheduled more than every third night, averaged over a four-week period.

The final weekend of the rotation is intended as travel time for the student to get to the training site for the following clinical rotation. Student assignments should be completed by the final Friday of the clinical rotation. Departure from the training site prior to the scheduled departure date will be considered an unexcused absence and may result in failure of the clinical rotation unless approved by the supervising physician and the course director.

Clinical Rotation Contingency Plan

IllinoisCOM is committed to providing high-quality clinical education and ensuring all students complete all core and required clinical rotations. In the event of unforeseen disruptions at clinical training sites, IllinoisCOM will implement contingency measures to minimize interruptions to a student's clinical education and to facilitate completion of core and required clinical rotation requirements.

Exposure to Infectious Disease and Environmental Hazards Policy

An IllinoisCOM student and all faculty and staff are expected to practice universal precautions at all times when they are potentially exposed to bodily fluids or blood. Needlesticks are considered an exposure to bodily fluids and fall within the scope of this policy. Any student, faculty, or staff exposed to blood or bodily fluids while participating in curriculum-related activities including service-learning events, should immediately inform their supervisor, supervising physician, or closest COM supervising faculty or staff member for follow-up evaluation and documentation.

Faculty Recusal Policy

The Chicago School faculty, including clinical preceptors and other adjunct faculty members, shall not provide medical treatment of or medical advice to IllinoisCOM students, with the exception of emergent first aid. In the event that a Chicago School faculty member establishes a therapeutic relationship with a learner within the COM, that faculty member must recuse themselves from involvement in any academic assessment, evaluation, or promotion decisions concerning those students. This includes but is not limited to service on any committee involved in student promotion, grading or assessment of the student's coursework or clinical performance, writing letters of recommendation, or any other evaluative role concerning the student's academics or potential promotion.

The health professional should inform their supervisor of any potential conflict of interest that may require recusal from student evaluation. The supervisor will determine if recusal is required and will make arrangements for an alternate evaluator if needed. If a potential conflict of interest arises during a meeting, the health professional must immediately disclose the conflict and recuse themselves from discussion and voting on that student's promotion.

Student health information disclosed during provision of health services must remain confidential and must not influence academic assessment or promotion decisions, even if the health professional is recused from decisions about that student.

Violations of this policy may result in disciplinary action. Retaliation against anyone who makes a good faith report of a violation is prohibited.

Fatigue Mitigation Policy

IllinoisCOM aims to foster a supportive environment that proactively addresses fatigue and its underlying causes, thereby promoting our community's overall health and well-being. IllinoisCOM acknowledges the potential risks associated with excessive fatigue among its students, faculty, and staff.

National Licensing Examination (COMLEX) Policy

An IllinoisCOM student must achieve minimum passing standards on the COMLEX-USA Level 1 and COMLEX-USA Level 2-CE licensing examinations within the allowable number of attempts and time frames established by IllinoisCOM and the NBOME to be considered for promotion and/or graduation.

A student must meet or exceed minimum metrics on an IllinoisCOM-sanctioned Qualifying Assessment (COMSAE Phase 1 or 2 or similar) to qualify to sit for the COMLEX-USA exam(s).

1. Failure to meet the minimum metrics on the Qualifying Assessment may result in early intervention, meeting with APPC to develop an ADP, additional preparation, and potential reassessment at the student's expense.

A student must qualify and sit for the respective COMLEX-USA exam by the dates specified each year. Failure to adhere to the requirements and deadlines may result in a professionalism review and disciplinary action.

A student is permitted only three attempts to pass a single COMLEX exam. After three unsuccessful attempts, they will be automatically dismissed from the program.

Student Health Services

IllinoisCOM does not provide on-site student health services. Students are responsible for obtaining healthcare services through off-campus healthcare providers and are encouraged to maintain access to routine, preventive, urgent, and emergency medical care throughout enrollment.

All expenses associated with health services are the responsibility of the student.

Health-related services and student support interactions are administered in accordance with institutional confidentiality and IllinoisCOM Faculty Recusal policies.

Student Mental Health and Wellness Support

IllinoisCOM students have access to mental health and wellness support services through The Chicago School. Student Solutions provides 24-hour per day, 7-day per week counseling and support resources to all students, including those participating in off-campus educational activities.

Students have access to counseling sessions with on-campus licensed mental health professionals through Counseling Services.

- Counseling Services provides immediate support through individual psychotherapy, proactive programming and training, crises management and couples or small-group counseling sessions.
- Counseling Services can also help students struggling with maladaptive behaviors (e.g., substance misuse, disordered eating, etc.).

The Chicago School and IllinoisCOM are committed to promoting student wellness and providing supportive resources that foster academic success, professional development, and personal well-being.

All students, faculty, and staff are subject to the IllinoisCOM Faculty Recusal Policy.

Student Patient Care Supervision Policy

A first and second year (OMSI and OMSII) IllinoisCOM student will be supervised at all times at the Direct Supervision Present level.

A third and fourth year (OMSIII and OMSIV) IllinoisCOM student will be supervised at a level appropriate to the clinical scenario and the student's experience. Many tasks and scenarios will require supervision at the Direct Supervision Present level. Other procedures, encounters or scenarios may be supervised at the Direct Physician Supervision Available level.

- Only the Supervising Physician, after direct observation of the student in the clinical setting, may determine the requisite level of supervision appropriate to the clinical setting and scenario.
- The Supervising Physician may supervise medical treatments and procedures only within their scope of practice and for which they hold privileges.
- OMSIII and OMSIV students on clinical rotation assignments must be assigned an Alternative Supervisor any time the supervising physician (preceptor) may not be physically present with a student.

The Supervising Physician or Supervising Patient Care Provider is ultimately responsible for all patient care.

All clinical training sites should provide and maintain an environment conducive to the education of osteopathic medical students and encourage critical dialog between preceptors and students.

Student Promotion, Retention, and Graduation Policy

The Academic Performance and Promotion Committee (APPC) is a standing committee of the Illinois College of Osteopathic Medicine and is the primary entity responsible for reviewing the totality of COM students' academic performance. The COM Executive Committee grants authority to the APPC to fulfill two roles - to determine whether and how a COM student should proceed after a failure to meet expectations (Performance) and to review and approve each student for program matriculation and promotion. The APPC reviews the academic record of any student that has failed any element required for graduation or any student who has failed to show adequate academic performance and/or demonstrated lapses in professionalism.

The Academic Performance and Promotion Committee (APPC) is responsible for reviewing a student's academic performance, progression toward competence, recommending or approving Academic Development Plans (ADPs), and performing holistic reviews on referred students.

A student who fails to meet promotion or graduation criteria will be referred to the APPC for review and potential development of an ADP, remediation, repetition of an academic year, or dismissal from the program.

Promotion Criteria

OMSI to OMSII: Successful completion or remediation of all required OMSI coursework, professional good standing, and completion of all required administrative elements.

OMSII to OMSIII: Successful completion or remediation of all required OMSII coursework, passing COMLEX-USA Level 1, professional good standing, and completion of all required administrative elements.

OMSIII to OMSIV: Successful completion of all OMSIII clinical rotations and assessments, passing COMLEX-USA Level 2-CE, professional good standing, and completion of all required administrative elements.

Graduation

Successful completion of all required coursework, passing required national licensing exams, achieving passing standards on all assessments, maintaining professional and ethical good standing, completing all program requirements within six calendar years from matriculation, and completion of all required administrative elements.

Failure and Retention

Academic failure includes course failure, failure of COMLEX-USA exams, and/or requiring three or more course reassessment attempts.

A student with academic failures will be placed on Programmatic Academic Probation (PAP) and referred to the APPC ADP Subcommittee for an ADP.

A student may be required to repeat an academic year or be dismissed based on the number of academic failures and the outcome of the APPC review.

Repeated Academic Year (Program Remediation)

IllinoisCOM reserves the right to approve a request or require students to repeat an academic year based on academic performance and outcomes of APPC hearings. A repeated attempt of an academic year is permitted or required under two circumstances:

A student submits a request and is approved for a temporary separation from the University.

Outcome of APPC hearing requires that the student repeat an academic year.

A student repeating an academic year may be required to repeat previously completed courses and must retake and pass all courses associated with the repeated program year, regardless of previous performance. All course enrollments and earned grades will remain on the student's transcript, with the most recent earned grade reflected in rank determination.

The requirement to repeat an academic year by the APPC does not lift the requirement that the student must graduate within 6 years from their initial day of matriculation into the IllinoisCOM.

Programmatic Academic Probation

Programmatic Academic Probation (PAP) is an official status issued by IllinoisCOM that indicates that the student is under the most sensitive academic monitoring with a prescribed Academic Development Plan (ADP). Students are placed on Programmatic Academic Probation for the following reasons:

- Failure of a course

- Failure of a COMLEX-USA examination
- Accumulation of three or more Incomplete Due to Assessment (I/A) grades.

Failures accrue cumulatively over a student's academic career at IllinoisCOM. If the student has an academic failure(s) from a previous year, then the failures accrue in a cumulative manner.

Once a student is placed on PAP status, an additional failure or deficiency (PAP+X) will include and accrue as indicated below:

- Receiving an Incomplete Due to Assessment (I/A) grade for a new course or clerkship (+1)
- Failing a course (+1)
- Failing a remediation of a course failure (+1)
- Failing a reassessment (+1)
- Failing to comply with an Academic Development Plan (ADP) (+1)
- Failing a COMLEX-USA exam or reassessment (+2)
- Failing a repeat of a course previously failed (applies to students repeating an academic year) (+2)

Student Research and Scholarly Activities Policy

All IllinoisCOM students are highly encouraged to actively participate in research and scholarly activities as an integral part of their medical education. IllinoisCOM will incorporate research-related educational activities throughout the medical education curriculum. Students are required to complete mandatory training to ensure the ethical pursuit of scholarly activities as communicated by IllinoisCOM.

Programs of Study

The Chicago School

Offices of Admission
Toll Free: 800.721.8072

Email: admissions@thechicagoschool.edu

Certificate

Certificate in Behavioral Economics

Distance Learning

Program Overview

The Certificate in Behavioral Economics program is designed for working adults interested in increasing their knowledge of psychological perspectives of human decision making, risk assessment, and consumer behavior. This program blends behavioral economics and business psychology to provide a unique alternative to a traditional MBA, with a foundation in advanced psychology that addresses broader business applications to decision making, negotiation, marketing, and consumer behavior. The curriculum begins with an introduction and overview to the fundamentals of

behavioral economics. Students may then tailor their coursework by choosing two electives which best suit their professional goals.

Students may complete the Certificate in Behavioral Economics and apply the courses towards the MA Behavioral Economics degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful of this program students will be able to:

Professional Practice

- Generate solutions through the application of theory to the individual, group and organization including: the ability to interpret and synthesize research and theory using process consultation, assessment, and interventions.
- Relate information in Oral and Written communication that is grammatically correct, logical, succinct and of publishable quality.
- Manage relationships with others to enhance quality of work products rather than diminish work products including: managing conflict.

Admission Requirements

For information on where The Chicago Schoo is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Certificate in Behavioral Economics program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation.

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Certificate in Behavioral Economics

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Required Core: 3 credit hours

Elective Courses: 6-7* credit hours

Program Total: 9-10* credit hours

**Students who choose IO519 Statistics and Lab as an elective will complete 7 total credit hours of electives, resulting in 10 credit hours total.*

Required Core (3 credit hours)

- BE 505 - Fundamentals of Behavioral Economics (3 credit hours)

Electives

Choose 2 from the below

- BE 510 - Brain and Behavior (3 credit hours)
- BE 515 - Social Cognition and Information Processing (3 credit hours)
- BE 520 - Choice Architecture (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)

Certificate in Clinical Rotations for Clinical Psychopharmacology

Distance Learning

Program Information - Illinois Prescriptive Authority Track

Psychologists seeking licensure to prescribe psychotropic medications in Illinois must complete a 14-month full time (28 part-time) sequence of clinical rotations following the successful completion of the MS in Clinical Psychopharmacology academic course work to be eligible for prescriptive authority. During these clinical rotations, students integrate academic knowledge with clinical competencies and demonstrate the effective and ethical use of these competencies in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with clinical populations.

Psychologists will learn how to increase their current competency in assessment, diagnosis, and intervention, and engage in case-based learning that will enhance their collaborative practice skills. In addition to the 36-credit hour clinical rotations, the certificate program includes a Clinical Competency Examination and a research project.

Program Information - Louisiana, New Mexico, Armed Forces, and Indian Health Service Prescriptive Authority Track

Psychologists seeking licensure to prescribe psychotropic medications in Louisiana, New Mexico, on a United States Armed Forces Installation, or within federally recognized tribal communities of the Indian Health Service must complete a six-term sequence of clinical rotations following the successful completion of the MS in Clinical Psychopharmacology academic course work to be eligible for prescriptive authority. During these clinical rotations, students integrate academic knowledge with clinical competencies and demonstrate the effective and ethical use of these competencies in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with clinical populations.

Psychologists will learn how to increase their current competency in assessment, diagnosis, and intervention, and engage in case-based learning that will enhance their collaborative practice skills. In addition to the clinical rotations, the certificate program includes a Clinical Competency Examination and a research project.

Students registered in either track of this program incur a one-time $195 Experiential Learning Technology Fee.

Admissions Requirements - Illinois Prescriptive Authority Track

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Certificate in Clinical Rotations for Clinical Psychopharmacology is open to any person who has

- An earned Master of Science degree in Clinical Psychopharmacology from an APA Designated program at an institutionally accredited institution.
- A current license in good standing as a Clinical Psychologist in the State of Illinois or license eligibility as a Clinical Psychologist in the State of Illinois.

Applicants must submit official transcripts from all schools graduate degrees were earned and proof of license eligibility. Additional factors that are considering in admission include the following:

- Application.
- Application Fee ($50)
- Resume or curriculum vitae

Admissions Requirements - Louisiana, New Mexico, Armed Forces, and Indian Health Service Prescriptive Authority Track

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Certificate in Clinical Rotations for Clinical Psychopharmacology is open to any person who has

- An earned Master of Science degree in Clinical Psychopharmacology from an APA Designated program at an institutionally accredited institution.
- A current license in good standing as a Clinical Psychologist in Louisiana or New Mexico or license eligibility as a Clinical Psychologist in Louisiana or New Mexico.

Applicants must submit official transcripts from all schools graduate degrees were earned and proof of license eligibility. Additional factors that are considering in admission include the following:

- Application.
- Application Fee ($50)
- Resume or curriculum vitae

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Certificate in Clinical Rotations for Clinical Psychopharmacology

Certificate Completion Requirements

- Successfully complete all clinical rotations as specified in the Track
- Successfully complete the Clinical Competency Examination in PS 700 with a passing grade.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Credit for Prior Learning

Students who have previously completed clinical rotations at a The Chicago School approved training site may petition for credit for prior learning (transcript as transfer credit at $135 per unit providing this documentation to the Department Chair and Director of Clinical Training, who will make the final decision on accepting prior learning for course credit:

- Proof of completion of a clinical rotation in one of the required areas specified by Illinois regulation for Illinois Prescriptive Authority Track.
- Proof of completion of a clinical rotation in any clinical assessment area required by Louisiana or New Mexico for Louisiana, New Mexico, Armed Forces, or Indian Health Service Track.
- Supervisor evaluation of the skills of the student at the completion of the rotation.
- Documentation of clock hours completed in the clinical rotation.

Credit for Prior Learning is limited to 25% of the total requirements of the program per WSCUC Policy on Non-Traditional Credit.

Curriculum - Illinois Prescriptive Authority Track

Total Credit Hours: 37

- CP 690A - Emergency Medicine Clinical Rotation A (2 credit hours)
- CP 690B - Emergency Medicine Clinical Rotation B (2 credit hours)
- CP 691A - Family Medicine Clinical Rotation A (2 credit hours)
- CP 691B - Family Medicine Clinical Rotation B (2 credit hours)
- CP 692A - Geriatrics Clinical Rotation A (2 credit hours)
- CP 692B - Geriatrics Clinical Rotation B (2 credit hours)
- CP 693A - Internal Medicine Clinical Rotation A (2 credit hours)
- CP 693B - Internal Medicine Clinical Rotation B (2 credit hours)
- CP 694A - Obstetrics and Gynecology Clinical Rotations A (2 credit hours)
- CP 694B - Obstetrics and Gynecology Clinical Rotations B (2 credit hours)
- CP 695A - Pediatrics Clinical Rotation A (2 credit hours)
- CP 695B - Pediatrics Clinical Rotation B (2 credit hours)
- CP 696A - Psychiatry Clinical Rotation A (2 credit hours)
- CP 696B - Psychiatry Clinical Rotation B (2 credit hours)

- CP 697A - Surgery Clinical Rotation A (2 credit hours)
- CP 697B - Surgery Clinical Rotation B (2 credit hours)
- CP 698A - Elective Clinical Rotation A (2 credit hours)
- CP 698B - Elective Clinical Rotation B (2 credit hours)
- CP 670 - Clinical Research Project (1 credit hour)(course fee $1409)
- PS 700 - Clinical Competency Examination (0 credit hours)

Curriculum - Louisiana, New Mexico, Armed Forces, or Indian Health Service Prescriptive Authority Track

Total Credit Hours: 1 - Track requires the completion of Clinical Competency Examination and Six Clinical Assessment Courses as listed.

- CP 675 - Clinical Assessment and Pathophysiology (0 Credit Hours)
- CP 680 - Clinical Rotation - Assessment I (0 Credit Hours)
- CP 681 - Clinical Rotation - Assessment II (0 Credit Hours)
- CP 682 - Clinical Rotation - Assessment III (0 Credit Hours)
- CP 683 - Clinical Rotation - Assessment IV (0 Credit Hours)
- CP 684 - Clinical Rotation - Assessment V (0 Credit Hours)
- CP 670 - Clinical Research Project (1 credit hour)(course fee $1409)
- PS 700 - Clinical Competency Examination (0 credit hours)

Extension Courses

- CP 699A - Clinical Rotation Extension A (0 credit hours)
- CP 699B - Clinical Rotation Extension B (0 credit hours)

Certificate in Organizational Leadership

Distance Learning

Program Overview

Graduates of the Certificate in Organizational Leadership choose courses that can prepare them to intervene upon and contribute to leadership endeavors in a variety of capacities that require sensitivity to diverse populations, whether as leaders or advisors to leadership. Graduates will be prepared to help define and communicate organizational objectives, ensure that business processes are as efficient as possible, manage organizational change, and develop teams and individual contributors.

Curriculum begins with an introduction and overview of organizational leadership fundamentals. Then students may tailor coursework by choosing two electives that best suit their professional goals. Students may complete the Certificate in Organizational Leadership and apply the courses towards the MA Organizational Leadership degre or the MA Applied Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful of this program students will be able to:

Professional Practice

- Demonstrate oral and written communication that is grammatically correct, logical, succinct, and of publishable quality and non-defensive, learning oriented responses to constructive feedback.

Diversity

- Demonstrate knowledge of the role of individual differences in the workplace and the ability to establish and benefit from collaborative professional relationships, regardless of differences in background, work roles, and points of view.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in their leadership practice through leadership decision-making based on ethical considerations and guidelines.
- Demonstrate professional behavior through constructive and appropriate interactions with others.

Scholarship

- Apply the principles of social science research to the field of organizational leadership.
- Demonstrate comprehension of data and information presented in statistical reports and social science research articles.
- Critically review leadership scholarship including probing for more information, identifying logic flaws, and creating alternative solutions.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Certificate in Organizational Leadership program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation.

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Certificate in Organizational Leadership

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Required Core: 3 credit hours

Elective Courses: 6-7* credit hours

Program Total: 9-10* credit hours

**Students who choose IO519 Statistics and Lab as an elective will complete 7 total credit hours of electives, resulting in 10 credit hours total.*

Required Core (3 credit hours)

- IO 525 - Organizational Leadership (3 credit hours)

Electives

Choose 2 from the below

- IO 510 - Organizational Behavior (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- MP 611 - Gender and Leadership Style (3 credit hours)

Child and Adolescent Psychology Certificate

Distance Learning

Overview

Students in the Child and Adolescent Psychology certificate program learn approaches to helping young people who are struggling with mental health issues and other challenges, such as peer pressure, body image, drugs or alcohol, relationships, sexuality, trauma, or difficult life changes like parental divorce or death. They learn to enhance their psychological knowledge and understanding of issues faced by children and adolescents across a variety of settings and applications.

The Child and Adolescent Psychology certificate program is geared toward professionals in a variety of roles in educational, support and service settings who want to enhance their skills and gain the practical experience necessary to work with children and adolescents. Coursework addresses such topics as psychopathology and behavior disorders, trauma and crisis intervention, and evidence-based programs for children and adolescents. Graduates are equipped with knowledge of the biological, psychological, and social factors that impact children and adolescents' mental health while learning to develop practical approaches to well-being for this young population.

Students may complete the certificate in Child and Adolescent Psychology and apply the courses towards the MA Applied Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful completion of this certificate program students will be able to:

- Demonstrate acquired knowledge and respect for the psychological bases of behavior and developmental issues across the lifespan.
- Demonstrate knowledge of psychological theory and assessment techniques to evaluate various dimensions of human experience across a range of contexts.
- Integrate knowledge of psychological theory, research, and professional literature to choose activities that promote optimal health and well-being in individuals, groups, and systems.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the Child and Adolescent Psychology Certificate program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 2.8 or higher on a 4.0 scale.

- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 2.8 are required to submit additional documentation

- Resume/ CV
- Psychology is a vast discipline with many career options. In an essay format, please describe:
    - Why you chose this particular program/specialization. Cite specific experiences and examples.
    - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity (see our Commitment to Diversity statement).
    - Your professional career goals as they relate to this specialization.
    - Why you believe this program will assist you in reaching these goals.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Child and Adolescent Certificate

Articulation Protocols

The Chicago School has protocols between the Child and Adolescent Certificate and the programs listed below to allow students to affiliate credits from the Child and Adolescent Certificate program to be applied to the programs listed below.

- Child and Adolescent Certificate to MA Clinical Mental Health Counseling
- Child and Adolescent Certificate to MA Marriage, Couples, and Family Therapy
- Child and Adolescent Certificate to MA Counseling Psychology

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Required Core: 9 credit hours

Certificate in Child and Adolescent Psychology total: 9 credit hours

Students must take Required Course

- MP 510 - Psychology of the Life Span (3 credit hours)

Student selects 2 of the following 4 courses for a total of 9 credits:

- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 604 - Family Systems and Family Therapy (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)
- MP 529 - Psychopathology and Behavior Disorders (3 credit hours)

Crisis-Informed Care for a Diverse, Globalized World Certificate

Distance Learning

Overview

This certificate is a three-course sequence at the Master's level designed to provide a broad background in theory, research, and applied practice in Crisis-Informed Care. It targets a broad spectrum of students and professionals from the USA and in other countries working in the public and private sectors who seek to acquire or further develop the basic attitudes, knowledge, and skills essential for effective and ethical collaborative work to address crises and disasters that traumatize vulnerable populations in the USA and worldwide. The certificate provides didactic training and experiential learning for mental health professionals, such as psychologists, counselors, and social workers, as well as school teachers and school administrators. The course sequence leading to the certificate includes required courses along with an elective that will permit students to pursue their specific professional interests and objectives.

Students may complete the Crisis-Informed Care for a Diverse, Globalized World Certificate and apply the courses towards the MA International Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Goals and Outcomes

Learning Goals for Mental Health Professionals (psychologists, counselors, social workers):

- Knowledge of Western and non-Western clinical perspectives and research on crisis- and disaster-induced trauma and resilience (e.g., acute stress disorder, complex bereavement disorder, post-traumatic stress disorder, post-traumatic growth)
- Knowledge of Western, non-Western, and hybrid approaches to the clinical treatment or prevention of crisis- and disaster-induced trauma and promotion of resilience
- Knowledge of clinical assessment, design of clinical interventions and programs, and evaluation of the effectiveness of clinical interventions and programs for treating or preventing crisis- and disaster-informed trauma and for promoting resilience
- Knowledge of the ethical, cultural, and other contextual conditions (e.g., ageism, classism, racism, sexism) that bear upon crisis-informed clinical treatment for vulnerable domestic and international populations
- Acquisition of attitudes, knowledge, and skills needed to engage competently and ethically as mental health professionals in diverse national and cultural contexts

Learning Outcomes for Mental Health Professionals (psychologists, counselors, social workers):

- Understanding the cultural and contextual specificity, relevance, and suitability of Western psychological interventions and programs designed to treat or prevent crisis- and disaster-induced trauma in domestic and international agencies, clinics, hospitals, and refugee centers
- Collaboratively designing and evaluating culturally and contextually centered psychological interventions and programs to treat or prevent crisis- and disaster-induced trauma in domestic and international agencies, clinics, hospitals, and refugee centers
- Collaboratively designing and evaluating culturally and contextually informed media-based interventions and programs to enhance individual and community resilience in domestic and international populations vulnerable to crisis- and disaster-induced trauma
- Determining how different crisis-informed interventions and programs in domestic and international agencies, clinics, hospitals, and refugee centers comport with national ethics codes and laws that govern the professional practice of psychology, including APA's *Ethical Principles and Code of Conduct*; *Universal Declaration of Ethical Principles for Psychologists*; and international human rights conventions.
- Consulting with healthcare professionals across disciplines in developing, advocating, and evaluating culturally centered and empirically supported domestic and international policies and programs that address the psychosocial needs of individuals and communities which have experienced or are at risk for crisis- and disaster-induced trauma

Learning Goals for School Teachers and School Administrators:

- Knowledge of Western and non-Western psycho-educational perspectives and research on the effect of crisis- or disaster-induced trauma and resilience on cognitive, emotional, and social development
- Knowledge of Western, non-Western, and hybrid psycho-educational approaches that address crisis- and disaster-induced trauma and promote resilience
- Knowledge of psycho-educational assessment, program development, and program evaluation that address crisis- and disaster-informed trauma and resilience
- Knowledge of ethical, cultural, and other contextual conditions (e.g., classism, racism, sexism) that bear upon the cognitive, emotional, and social development of domestic and international populations that have experienced or are at risk for crisis- and disaster-informed trauma
- Acquisition of attitudes, knowledge, and skills needed to engage competently and ethically as school teachers and administrators in nationally and culturally diverse educational contexts

Learning Outcomes for School Teachers and School Administrators:

- Recognizing the potential effects of crisis- and disaster-induced trauma on the school adjustment and performance as well as the cognitive, emotional, and social development students in domestic and international school settings

- Identifying students in domestic and international school settings in need of educational and/or personal assistance or referral due to crisis- and disaster induced trauma

- Collaboratively building trauma-responsive domestic and international educational/school environments through policies and programs that address the educational and psychosocial needs of students who have experienced or are at risk for crisis- or disaster-induced trauma as well as foster resilience in all students
- Collaboratively designing and promoting best practices in domestic and international educational/school settings that maximize students' safety and resilience, academic and personal development, and skills needed to function effectively in and out of school
- Consulting with families, child-welfare and multidisciplinary healthcare professionals, and communities to develop, strengthen, and advocate for of support networks for domestic migrant and refugee students who have experienced or are at risk for crisis- and disaster-induced trauma

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Crisis-Informed Care for a Diverse, Globalized World Certificate is open to any person who has earned a bachelor's degree from an institutionally accredited institution. Applicants will be judged on their overall ability to successfully complete graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Resume/CV indicating work history
- Essay answering the following questions:
    - How will the successful completion of this program support your professional career goals?
    - Please identify and discuss the factors impacting your past academic performance.
    - What strategies would you use to improve upon your past academic performance?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Crisis-Informed Care for a Diverse, Globalized World Certificate

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver.

The Curriculum

Total Credit Hours: 9

Choose two courses from the following:

- IN 550 - Process of Acculturation, Immigration and Refugee Status (3 credit hours)
  OR
- IN 535 - Culture Centered Interventions - Program Design and Evaluations (3 credit hours)

and

- IN 551 - Crisis Response - Trauma and Crisis Intervention (3 credit hours)
  OR
- IN 552 - Building Community Resilience and Healing (3 credit hours)

Electives

Choose one of the following:

- IN 552 - Building Community Resilience and Healing (3 credit hours)
- IN 560 - Global Management - Decision Making, Negotiation and Problem Solving (3 credit hours)
- IN 562 - Communication in Global Organizations (3 credit hours)

Graduate Certificate in Online Teaching and Learning

Distance Learning

Program Overview

The Graduate Certificate in Online Teaching and Learning focuses on preparing educators, trainers, and other professionals to work effectively in online and remote settings. Students will experience transformative learning experiences in which they gain the expertise to:

- Implement best practices of online teaching and learning.
- Align their courses to learning outcomes.
- Incorporate Universal Design principles into their curriculum.
- Evaluate innovative technologies to integrate into their courses.
- Consider issues of accessibility and equity in underserved populations.

Students may complete the Graduate Certificate in Online Teaching and Learning and apply the courses towards the MA Applied Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- PLO 1 - **Assessment**: Apply various tools and methods to assess and evaluate online student achievement.
- PLO 2 - **Educational Technology**: Integrate innovative technologies into online learning environments.

Diversity

- PLO 3 - **Universal Design**: Incorporate Universal Design for Learning and accessibility features to facilitate effective online learning experiences.

Professional Behavior

- PLO 4 - **Pedagogy**: Apply best practices in online pedagogy to facilitate active learning experiences.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Certificate in Online Teaching and Learning program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors that are considered in admission include:

- Completed application and $50 application fee.
- Generally, a graduate GPA 2.8 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 2.8 are required to submit additional documentation:

- Resume/CV

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Graduate Certificate in Online Teaching and Learning

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Program total: 9 credit hours.

- MP 503 - Online Learning Communities and Pedagogies (3 credit hours)
- MP 504 - Online Course Design and Assessment (3 credit hours)
- MP 506 - Online Technologies for Learning Engagement (3 credit hours)

Industrial and Organizational Psychology Generalist Certificate

Distance Learning - Anaheim - Los Angeles - Washington, DC

Overview

Professionals with an understanding of industrial and organizational psychology principles and approaches continue to be in high demand in the work place. Students in the Industrial and Organizational Psychology certificate program acquire business and psychology skills to help them advance their career in management or human resources. Graduates learn valuable principles in organizational behavior, including how to adapt to organizational change, motivate organizational teams, and increase employee productivity. Coursework covers topics such as organizational behavior, organizational culture and design, and management and leadership. Graduates gain the knowledge, expertise, and confidence to grow professionally and take advantage of new career opportunities.

Students are required to take the IO 510 Oragnizational Behavior course which examines the factors that drive productivity and success in an organization and choose two electives from an array of options, including courses on training theory, performance evaluation, team dynamics, consumer motivation, and more. Under certain circumstances the IO 510 Organizational Behavior course may be waived with the approval of the Department Chair.

The program is offered in both online and on ground formats, which is convenient for working professionals. Participants earn nine graduate level credits and a certificate of completion. Completed credits are transferable to the MA Industrial and Organizational Psychology degree program.

Learning Outcomes

Upon successful completion of this certificate program students will be able to develop organizational assessment, intervention, and evaluation strategies that are both:

- consistent with the pragmatic constraints and opportunities of a real-world situation and
- drawn from relevant research and theory in I/O psychology.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the Industrial and Organizational Psychology Generalist Certificate program is open to any person who has earned an undergraduate degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.

- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation.

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full-Time Schedule

- Industrial and Organizational Psychology Generalist Certificate

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

- IO 510 - Organizational Behavior (3 credit hours)
  Students choose any two three credit hours courses from the online MA Industrial and Organizational Psychology program, with the exception of ARP, Thesis, or courses with unfulfilled prerequisites.

Instructional Design Certificate

Distance Learning

Overview

The field of instructional design (ID) and educational technology is constantly evolving. As a result, employers in education (K-12 and higher education), businesses, and healthcare settings are continuously seeking employees who are

able to demonstrate the ability to develop, design, and implement courses, trainings, and programs. More recently, the role of instructional designers has also expanded to include faculty consultation in areas such as pedagogy and course design and ensuring that course modifications are more inclusive of educational technology components. The Instructional Design Certificate Program offered through the Educational Psychology and Technology program at The Chicago School is designed to provide students with the theoretical and practical concepts, and expertise needed to design, develop, implement, and evaluate instructional interventions and programs for various learning contexts including higher education, K-12 school, and corporate institutions.

Given the variety of skills needed in the ID field, providing students with a wide range of competencies with in-depth knowledge is essential to certification programs. The EPT Instructional Design Certificate Program, as outlined below, not only promotes the essential ID skills but also provides choices for students to be specialized in areas key to the emerging nature of the field and to complete coursework that is relevant to their professional and academic interests. In the Instructional Design Certificate Program, students will develop expertise, knowledge, skills, and dispositions that are guided by the standards from the Association for Educational Communication and Technology (AECT), which reflect the knowledge base in the field. The domains of the field include design, development, implementation (utilization and management), and evaluation.

Students may complete the certificate in Instructional Design and apply the courses towards an EdD Educational Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful completion of this certificate program students will be skilled in:

- **Design**: Design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics.
- **Development**: Develop instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies.
- **Implementation:**
    - Utilization: Use processes and resources for learning by applying principles and theories of media utilization, diffusion, implementation, and policy-making.
    - Management: Plan, organize, coordinate, and supervise instructional technology by applying principles of project, resource, delivery system, and information management.
- **Evaluation**: Evaluate the adequacy of instruction and learning by applying principles of problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Instructional Design Certificate Program is open to any person who has earned a master's degree from an institutionally accredited institution. Applicants will be judged on their overall ability to successfully complete graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Graduate GPA 3.0 or higher on a 4.0 scale

- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Resume/CV

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Instructional Design Certificate (9 credit hours)
- Instructional Design Certificate Legacy (18 credit hours)

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Total Credits: 9

- EP 763 - Development for Multimodal Learning (3 credit hours)
- EP 764 - Instructional Design (3 credit hours)
- EP 765 - Computational Thinking (3 credit hours)

Post-Bachelor's Certificate in Applied Behavior Analysis

Chicago - Distance Learning

Program Overview

Applied Behavior Analysis is the ethical design, implementation, and evaluation of environmental changes to produce socially significant improvements in behavior.

The Post-Bachelor's Certificate in Applied Behavior Analysis develops mastery of the principles of behavior analysis and their application in clinical work and everyday life.

This program prepares students to become Board Certified Assistant Behavior Analysts® (BCaBAs®), which is an undergraduate-level certification in behavior analysis. Professionals who are certified at the BCaBA® must be supervised by someone certified at the BCBA/BCBA-D level, but BCaBAs can supervise the work of Registered Behavior Technicians, and others who implement behavior-analytic interventions.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

Diversity

- Recognize, understand and respect sociocultural, international and cognitive diversity, especially in regard to its impact on psychology.

Professional Behavior

- Demonstrate an understanding of the ethical issues that frame the practice of psychology.

Scholarship

- Demonstrate an understanding of the major theories, empirical findings, and historical and current trends within the field of psychology.
- Read analytically, write clearly, using the APA Style Manual, and speak articulately about the study of psychology.
- Critically and creatively evaluate psychological concepts and research.
- Design research projects using quantitative, qualitative and mixed research methods.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Post-Bachelor's Certificate in Applied Behavior Analysis program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall academic ability. Factors that are considered in admission are:

- GPA from undergraduate and any graduate schools, Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission.
- Successful work history after completion of the baccalaureate degree,
- The admission essay, and

- A letter of recommendation from academic professors or professional or volunteer experience supervisors.

Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications. A $50.00 (USD) application fee is required for application processing.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Post-Bachelor's Certificate in Applied Behavior Analysis

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Based on the guidelines published by the Behavior Analyst Certification Board® effective for applicants applying for credentialing after January 1, 2027, the entirety of the coursework may not be completed in less than one calendar year, which is defined as three consecutive primary semesters (e.g., Fall, Spring, Summer) or six consecutive terms. This means that students may be enrolled in no more than one course per term. Coursework completed in less than this timeframe will not meet BCBA® Pathway 2 eligibility requirements after January 1, 2027.

The Curriculum

Required Core: 17 credit hours

Program total: 17 credit hours

Required Core

- AB 540 - Concepts and Principles in Behavior Analysis I (3 credit hours)
- AB 545 - Measurement and Design in Behavior Analysis (3 credit hours)
- AB 565 - Professional Ethics and Issues in Behavior Analysis (3 credit hours)
- BBA 420 - Functional Assessment (3 credit hours)
- BBA 425 - Technologies in Applied Behavior Analysis I (3 credit hours)
- BBA 430 - Technologies in Applied Behavior Analysis II (2 credit hours)

Post-Master's Certificate in Applied Behavior Analysis

Distance Learning - Anaheim - Chicago - Dallas - Los Angeles - Washington D.C.

Program Overview

The Post-Master's Certificate in Applied Behavior Analysis develops mastery of the principles of behavior analysis and their application in clinical work and everyday life. Applied Behavior Analysis is the ethical design, implementation, and evaluation of environmental changes to produce socially significant improvements in behavior.

Learning Outcomes

Upon completion of this certificate program students will be able to:

- **Professional Practice**
  - Analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.
- **Diversity**
  - Evaluate the impact of diversity issues on individuals and society (as a whole in domestic or international settings,) and demonstrate sensitivity and competence while working with diverse populations.
- **Professional Behavior**
  - Evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines.
  - Establish rapport and communicate effectively with clients, stakeholders, and other professionals.
- **Scholarship**
  - Conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admissions Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Post-Master Certificate in ABA program is open to any person who has earned a master's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee • Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- One letter of recommendation from academic professors or professional or volunteer experience supervisors
- Essay answering the following questions (approximately 500-700 words). Essay must specifically address the program/specialization for which you are applying.
    - In an essay format, please describe
        - Why you chose this particular program/specialization. Cite specific experiences and examples
        - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity
        - Your professional career goals as they relate to this specialization
        - Why you believe this program will assist you in reaching these goals

Prior to January 1st 2022, the Behavior Analysis Credentialing Board (BACB®) requires all exam applicants to possess a master's degree from an institutionally accredited institution that was conferred in behavior analysis, education, or psychology, or a related degree as defined by the BACB®. If you are uncertain whether your degree qualifies, you can request a preliminary degree evaluation online prior to submitting a BCBA® Certification Application.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Post-Master's Certificate in Applied Behavior Analysis

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Based on the guidelines published by the Behavior Analyst Certification Board®, effective for applicants applying for credentialing after January 1, 2027, the entirety of the coursework may not be completed in less than one calendar year, which is defined as three consecutive primary semesters (e.g., Fall, Spring, Summer) or six consecutive terms. This means that students may be enrolled in no more than one course per term. Coursework completed in less than this timeframe will not meet BCBA® Pathway 2 eligibility requirements after January 1, 2027.

Philosophy

The mission of the ABA Department at The Chicago School is to provide state-of-the-art education and training in Applied Behavior Analysis that prepares graduates to be successful, committed, engaged scientist-practitioner colleagues who make a positive difference in our communities.

Applied Behavior Analysis (ABA) procedures and principles can facilitate remarkable progress and have improved quality of life for many people. In addition to being the foundational procedures for early intensive behavioral intervention (EIBI) in autism, ABA has been used to teach children to read, to improve safety, productivity, and employee satisfaction in organizations, to decrease challenging behaviors such as tantrums, aggression or self-injury in a range of populations, to increase communication, to decrease symptoms in individuals with brain injuries and has reduced human misery and improved functioning and quality of life in many other areas. Behavior-analytic principles and procedures are applicable to virtually any behavior. Because all ABA work is validated with data about its effectiveness, each clinician generates a data set, and tests what they do. As clinicians review their outcomes, they modify and test procedures to get the maximum beneficial results for their clients.

The goal of the ABA department is to facilitate this progress for many more people by training students to understand and implement behavior-analytic principles and procedures. This goal requires that the faculty measure students' performance and ensure that students implement procedures correctly and ethically, and forward competent students to the next steps in the profession.

Ethics and Professional Behavior

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association and the Behavior Analysis Certification Board during and after their work at The Chicago School. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

The Curriculum

Total Program Credits

Post-Master's Certificate in Applied Behavior Analysis: 21 credits

- AB 540 - Concepts and Principles in Behavior Analysis I (3 credit hours)
- AB 541 - Concepts and Principles in Behavior Analysis II (3 credit hours)
- AB 545 - Measurement and Design in Behavior Analysis (3 credit hours)
- AB 556 - Behavior Change Procedures I (3 credit hours)
- AB 557 - Behavior Change Procedures II (3 credit hours)
- AB 564 - Behavior Assessment (3 credit hours)
- AB 565 - Professional Ethics and Issues in Behavior Analysis (3 credit hours)

Suicide and Cyberbullying Prevention Certificate

Distance Learning

Program Overview

Students in the Suicide and Cyberbullying Prevention Certificate program will gain theoretical and practical knowledge in the prevention of suicide and cyberbullying. Students will discover how suicide impacts communities globally, and

how other countries attempt to prevent suicide. Students will explore contemporary issues of how social media and cyberbullying influence suicide, and gain practical knowledge of evidence-based community prevention strategies. Students may complete the Suicide and Cyberbullying Prevention Certificate and apply the courses towards the MA Applied Psychology degree, or the non-degree seeking student may take nine credits in order to enhance their knowledge and expertise in the field.

Learning Outcomes

Upon successful of this program students will be able to:

- Demonstrate acquired knowledge of global perspectives, research, and evidence-based prevention practices of suicide.
- Analyze current research on the assessment and treatment of trauma and crisis intervention.
- Evaluate system-wide approaches to bullying prevention rooted in current research, including the Olweus model.
- Analyze trends in social media and the impact on suicide, bullying, and self-harm.

Admission Requirements

For information on where The Chicago School of Professional Psychology is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the Suicide and Cyberbullying Prevention Certificate program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 2.8 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below a 2.8 are required to submit additional documentation:

- Work history
- Psychology is a vast discipline with many career options. In an essay format, please describe:
    - Why you chose this particular program/specialization. Cite specific experiences and examples.
    - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity (see our Commitment to Diversity statement).
    - Your professional career goals as they relate to this specialization.
    - Why you believe this program will assist you in reaching these goals.

Applicant Notification

The Chicago School of Professional Psychology reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission

decision. The Chicago School of Professional Psychology does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Suicide and Cyberbullying Prevention Certificate

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Program Total: 9 credit hours

Required Core (9 credit hours)

- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 546 - Global Issues in Suicide (3 credit hours)
- MP 557 - Social Media and Cyberbullying (3 credit hours)

Bachelor of Arts

BA Criminology

Distance Learning

Program Overview

The Bachelor of Arts in Criminology program provides a practical and solutions-oriented education, guided by practitioner-scholar faculty, to prepare the next generation of professionals committed to justice, advocacy, crime prevention, and reform. Students engage in a multidisciplinary foundation that includes the study of deviance and criminal behavior, social control, and victimization, equipping them with the tools to address current challenges and anticipate future needs in the field of criminal justice. Graduates are prepared to begin careers across the public and private sectors, including roles as Police Officers or Criminal Investigators (local and federal), Probation or Parole Officers, Victim Advocates, Crime Analysts, and positions within Correctional Facilities or Nonprofit Social Justice, Behavioral Health, or Offender Re-entry Agencies. This program is intentionally structured as a direct bridge to graduate education, offering focused pathways into specializations like Forensic Psychology, Legal Studies, Public

Health, and Clinical Mental Health Counseling, ensuring graduates possess the cultural competence and applied expertise needed to make a positive impact on individuals and communities from day one.

Students may choose from two primary options for structuring their degree: the Generalist Track, which offers advanced, focused electives that align with their professional interests, exploring topics ranging from criminal investigations and criminal profiling to abnormal psychology and sex offenses; or a Specialization in Forensic Psychology (Applied or Licensure Track), Public Health, or Clinical Mental Health Counseling (early acceptance through an articulation agreement).

Graduate level coursework taken as part of the Forensic Psychology Track may also be counted in the MA Applied Forensic Psychology or MA Forensic Psychology - Professional Counselor Licensure program should a student wish to continue their education at The Chicago School in that program.

Graduate level coursework taken as part of the Public Health Track may also be counted in the Master of Public Health program should a student wish to continue their education at The Chicago School in that program.

The curriculum of the BA in Criminology degree is based on the rigorous Academic Quality Standards established by the Academy of Criminal Justice Sciences (ACJS), the leading national organization focused on criminal justice education. The ACJS content areas addressed throughout the curriculum include: Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic Methods.

Program Philosophy

The BA in Criminology program at The Chicago School is founded on the belief that understanding criminal behavior, victimization, and our responses to crime and justice requires both critical analysis and compassion. Our program integrates criminological theory, research, and practice to prepare students to make informed decisions about prevention and intervention strategies in the broader social context in which justice is pursued. We emphasize social responsibility, ethical decision-making, and real-world application as essential tools for creating meaningful change within communities and institutions.

What makes the BA in Criminology at The Chicago School truly distinctive is its intentional design as a bridge to graduate education. The program provides clearly defined pathways that prepare students for advanced study in Forensic Psychology, Clinical Mental Health Counseling, and Public Health. This structure allows students to explore interdisciplinary perspectives on justice and begin shaping their professional identity early in their academic journey.

The program values experiential learning, civic engagement, and professional development. Leveraging faculty mentorship, collaboration, and applied learning opportunities, students are encouraged to translate theoretical knowledge into real-world competency through scholarly inquiry and practical application. The program cultivates graduates who are well-versed in criminological theory and prepared to pursue graduate education and meaningful careers that promote justice, advocacy, and reform.

Program Learning Outcomes

Upon successful completion of the criminology major coursework, students will be able to:

<u>Professional Practice</u>

- Apply criminological theories to explain offending behavior, victimization, and criminal justice system outcomes.
- Analyze the interdependence of the major components of the U.S. criminal justice system and related agencies, including their impact on adult and juvenile offenders.

- Demonstrate understanding of constitutional rights, criminal law, and procedural justice as they relate to criminal justice operations.

Diversity

- Evaluate research and statistical data to determine how demographic characteristics influence patterns of offending, victimization, and involvement in crime.

Professional Behavior

- Analyze ethical issues and professional responsibilities encountered in criminal justice settings.
- Communicate clearly and persuasively about criminological issues in multiple formats.

Scholarship

- Apply the principles of criminology research to the field of criminal justice to critically evaluate and propose evidence-based solutions to critical issues.

Licensure Disclosures

For information on where The Chicago School meets or does not meet licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Applicants will be judged on their overall ability to successfully complete an undergraduate degree program. Generally, a high school cumulative GPA of a 2.3 or higher on a 4.0 scale is required for admission.

- Completed application and $50 application fee
- Applicants must provide proof of the qualifying conferral - high school graduation (or the equivalent) or proof of an earned Associate degree. Information about acceptable proof of qualifying conferral can be found here.

Applicants with a cumulative high school or undergraduate GPA below 2.3 and applicants seeking admission with high school equivalency documentation that does not show a GPA (such as GED, homeschool, or testing) are required to submit additional documentation.

- Resume
- Essay: Please complete an essay addressing all of the following points:
    - Please identify your degree program of interest and share your career goals as they relate to entering and completing your chosen program.
    - Please briefly explain the reasons for your past academic performance (below a 2.3 GPA). How will you improve and address these reasons if you are admitted to The Chicago School?
    - What strengths will help you successfully complete your program at The Chicago School?
    - Identify at least 2 weaknesses or areas of adversity and how you will work to improve them. Make sure to address how you will overcome any obstacles.
    - Please share additional information relevant to this application. Please discuss any relevant professional experience that aligns with your chosen degree, if applicable.

- The applicant may additionally submit one Letter of Recommendation from someone in position to supervise your work or who has been an academic instructor to support their application (optional)

SAT/ACT scores are not required for admission. However, applicants who have taken the SAT/ACT may submit their scores to enhance their application.

Applicants to the BA Criminology program who have earned an Associate of Arts Degree from an Institutionally accredited college or university in Criminology, Criminal Justice, Sociology, Psychology, or related social or behavioral discipline will receive "block transfer" of all credits in that degree toward the BA. The evaluation of transfer credit for this purpose is subject to The Chicago School's Transfer Credit Policy. Students may need to take additional General Education courses based on the regulatory requirements of their state of residence.

Students will be required to take all the courses in the major unless they receive transfer credit for a specific course (e.g., Social Problems); total credits must be at least 120 for graduation.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $100 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- BA Criminology Distance Learning

Articulation Protocols

The Chicago School has established protocols between the BA Criminology program and the programs listed below to allow qualified students to enroll in master's level courses while completing their bachelor's degree that will then count toward the master's degree. Click on the link of the program that interests you for details.

Early Acceptance into MA Clinical Mental Health Counseling

Degree Completion Requirements

Completion of 120 credit hours to include:

- Successful completion of General Education requirements as listed
- Successful completion of Core Curriculum as listed
- Successful completion of Criminology Major Capstone

Policies

The following policies are located under Academic Policies and Procedures:Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver.

Criminology Major Capstone

The CR 500 Capstone Project is designed to allow students the opportunity to integrate and apply learning from their undergraduate courses into a comprehensive presentation. The Capstone Course is an independent study project that consists of a formal research project, intended to demonstrate skill in research and critical thinking. The project is composed of a detailed research question and a literature review component. Students are encouraged to design projects that address gaps in the criminology literature as an important issue within the field of criminal justice, whether academic or professional. While no actual data is generated or data analyzed, the project is intended to incorporate and expand upon the depth of knowledge gained from previous years of study, and the student's personal educational and professional interest as it pertains to the areas of criminology.

Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association, APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists during and after their work at The Chicago School, as well as the professional norms, standards, and guidelines relevant to the profession. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

The Curriculum

Criminology Major Required Core (30 credit hours)

General Education

- General Education: 44 credit hours
- Students entering with an AA or AS degree may have this requirement waived
- Total number of general education credits to be completed at The Chicago School depends on transfer credit as evaluated per The Chicago School transfer credit policy

General Electives

- 16 credit hours

- Total number of elected credits to be completed at The Chicago School depends on transfer credit as evaluated per The Chicago School Undergraduate Transfer Credit Policy
- General electives may be filled with courses from any Chicago School undergraduate program where a student has met the necessary pre-requisites with written instructor course substitution approval. Course lists can be found on each program's Program of Study page in the academic catalog. A list of programs The Chicago School offers can be found here.

Upper Division Electives

- **9 credit hours**

- Upper Division elective courses may be filled from 1) Interdisciplinary Studies Courses, 2) Criminology Program Electives, or 3) courses from any Chicago School undergraduate program where a student has met the necessary pre-requisites with written instructor course substitution approval.

Tracks (21 credit hours)

Incoming students will automatically be enrolled in the Criminology Generalist Track (21 credit hours)

Students who wish to enroll in the specializations with graduate-level courses must meet these standards to qualify:

- Completion of at least 80 credits
- Cumulative GPA of 3.0 or higher
- Successful completion of IDS 499 Preparing for Graduate Education (0 credit hours)
- Department approval

Qualified students may select from one of the following tracks:

- Forensic Psychology Specialization Track (20 credit hours) plus 1 credit hour elective
- Public Health Specialization Track (18 credit hours) plus 3 credit hours of electives

Students in the Generalist Track will complete 21 credit hours from the list of Criminology Program Electives.

Students in other tracks or specializations can use Criminology Program Electives to meet their elective credit requirements:

Program Total:

120 Credit Hours

Criminology Major Required Core

30 credit hours

- BA 340 - Research Methods (3 credit hours)
- CR 200 - Law and Society (3 credit hours)
- CR 315 - Juvenile Delinquency (3 credit hours)
- CR 350 - Criminological Theory (3 credit hours)
- CR 360 - Policing in America (3 credit hours)
- CR 375 - Corrections (3 credit hours)
- CR 400 - Victimology (3 credit hours)
- CR 450 - Criminal Law (3 credit hours)
- CR 490 - Contemporary Issues in Criminal Justice (3 credit hours)
- CR 500 - Capstone Project (3 credit hours)

Criminology Generalist Track (21 credit hours)

Criminology Generalist Track Students in the Generalist Track will complete 21 credit hours from the list of Criminology Program Electives.

Students in other tracks or specializations can use these Criminology Program Electives to meet their elective credit requirements:

- CR 316 - Restorative Justice and Practices (3 credit hours)
- CR 317 - Restorative Justice Facilitator Lab (1 credit hour)
- CR 351 - Social Problems (3 credits hours)

- CR 352 - Criminal Investigations (3 credit hours)
- CR 353 - Sexual Crimes and Offenders (3 credit hours)
- CR 415 - Religion and Crime (3 credit hours)
- CR 416 - Race, Crime, and Punishment (3 credit hours)
- CR 417 - Criminal Profiling (3 credit hours)
- CR 418 - Behavioral Health Interventions in Criminal Justice (3 credit hours)
- CR 475 - Interpersonal and Family Violence (3 credit hours)
- CR 480 - Podcasting Crime and Justice (3 credit hours)
- CR 421 - Special Topics in Criminology (1 credit hour)
- CR 422 - Special Topics in Criminology (2 credit hours)
- CR 423 - Special Topics in Criminology (3 credit hours)
- CBA 333 - Organized Crime: Gangs and Vice (3 credit hours)
- BA 380 - Statistics (3 credit hours)
- BA 350 - Abnormal Psychology (3 credit hours)
- BA 360 - Neuropsychology (3 credit hours)
  OR
- BA 360AS - Neuropsychology for Addiction Studies (3 credit hours)
- BA 425 - Theories of Personality (3 credit hours)
- AS 400 - Alcohol and Other Drugs in Our Society: Introduction to Chemical Dependency (3 credit hours)

Forensic Psychology Specialization (21 Credit Hours)

All core courses will associate to both the MA Forensic Psychology, Professional Counselor Licensure program and the MA Applied Forensic Psychology Program. See course lists below for choices in those programs to complete the specialization.

Specialization Core Courses -11 Credit Hours

- FO 610 - Introduction to Forensic Psychology (2 credit hours)
- FO 611 - Ethics and Professional Issues (3 credit hours)
- FO 613 - Psychopathology (3 credit hours)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)

Courses that Associate to MA Forensic Psychology, Professional Counselor Licensure Program

10 Credit Hours

In addition to the specialization core courses, students may choose three courses from the list below plus CR 317 Restorative Justice Facilitator Lab or CR 421 Special Topics in Criminology to complete the specialization.

- FO 612 Human Growth and Development (3 credit hours)
- FO 637 Theories of Counseling and Psychotherapy (3 credit hours)

- FO 703 Social and Cultural Foundations in Counseling (3 credit hours)
- FO 736 Counseling Techniques for Helping Relationships (3 credit hours)
- FO 607 - Trauma and Crisis Intervention (3 credit hours)
  Students are recommended to complete FO 613 and FO 637 before enrolling in FO 607 .

Courses that Associate to the MA Applied Forensic Psychology program

10 Credit Hours

In addition to the specializaiton core courses, students may choose three courses from the list below plus CR 317 Restorative Justice Facilitator Lab or CR 421 Special Topics in Criminology to complete the specialization.

- FO 600 Violence Risk Assessment (3 credit hours)
- FO 725 Profiling Serial Killer by Type, Motives, Methods, & Victims (3 credit hours)
- FO 601 - Evaluation and Treatment of the Adult Offender (3 credit hours)
  OR
- FO 602 - Evaluation and Treatment of the Juvenile Offender (3 credit hours)

Public Health Specialization (21 Credit Hours)

Students in this track will complete 18 credit hours in the specialization plus 3 credit hours selected from the Criminology Program Electives List.

- PH 500 - Foundations of Public Health and Public Health Policy (3 credit hours)
- PH 507 - Public Health Law, Regulation, and Ethics (3 credit hours)
- PH 516 - Research Methods in Public Health (3 credit hours)
- PH 521 - Fundamentals of Epidemiology (3 credit hours)
- PH 535 - Dimensions of Community Assessment, Environmental, and Occupational Health (3 credit hours)
- PH 543 - Public Policy Development: Essentials of Communication, Collaboration, Advocacy (3 credit hours)

General Education for Baccalaureate Programs

Overview

The General Studies courses for bachelor's programs at The Chicago School consist of three (3) categories: 1) General Education requirements, 2) Interdisciplinary Studies courses, and 3) General Electives.

The Chicago School's bachelor's programs share a common core of 44 credit hours of general education requirements, including a capstone experience. The coursework is designed to meet general education requirements in all 50 states and the District of Columbia while providing the groundwork for success in the following years of study of the Bachelor's Degree.

Students residing in Florida must complete a total of 45 credit hours of general education requirements, which may be fulfilled by taking an additional course from the general education course offerings.

General Education Courses are all delivered in an online format.

Student Success Seminar (3 Credit Hours Required)

All undergraduate students, as a part of the general education requirements will complete the SEM 100 Pathways to Success course except for those who transfer into the institution with an earned associate degree from an accredited institution, who will take IDS 300 Navigating the Digital Age unless advised otherwise by their academic advisor.

General Education Learning Outcomes

Upon successful completion of the general education coursework, students will be able to:

Professional Practice

- *Technology and Innovation*: Apply technology to enhance learning, collaboration, and application of knowledge in academic and professional settings.

Diversity

- *Valuing and Understanding Difference:* Analyze historical and social contexts that shape cultural values and belief systems to enrich discourse and promote ethical, inclusive, and respectful environments.

Professional Behavior

- *Contemporary Issues and Social Responsibility:* Analyze complex global challenges to understand their implications, assess and propose solutions, and collaborate with diverse cultures, perspectives, and experiences.

Scholarship

- *Effective Communication:* Demonstrate skills to communicate effectively in written and oral format, within and across academic, professional, and social contexts.
    - *Written:* Students will be able to effectively communicate ideas in writing, tailoring their message to the specific audience and purpose.
    - *Oral:* Students will be able to effectively communicate ideas orally, tailoring their message to the specific audience and purpose.
    - *Reading:* Students will be able to critically read and comprehend texts through the analysis of information and synthesis of ideas to inform judgments.
- *Information Literacy:* Evaluate the credibility and purpose of information in the application of research and communication.
- *Critical Thinking:* Evaluate the strengths and weaknesses of evidence presented to identify underlying assumptions, biases, and logical fallacies in the pursuit of creative problem-solving in diverse academic and real-world contexts.
- *Quantitative Literacy:* Apply mathematical concepts to effectively interpret data, solve problems, and draw evidence-based conclusions in various real-world contexts.

General Education Capstone

The CAP 200 General Education Capstone course serves as as a bridge between foundational learning and the major, allowing students to synthesize the diverse skills gained in the General Education program to address a significant societal challenge across disciplines. By developing an original research proposal, students will demonstrate proficiency in core competencies, including communication, critical thinking, and technology in real-world contexts. This experience provides an essential opportunity to evaluate student progress and refine the core analytical tools needed to succeed in upper-level coursework and future careers.

General Education Required Core (44 Credit Hours)

Writing and Communication (9 Credit Hours)

English courses develop a student's communication skills by enhancing their understanding of how language works. Students will refine their written and oral communication through the lens of rhetoric, focusing on practical reasoning and organization. These courses also strengthen a student's ability to discover, critically evaluate, and report information, while improving their reading, writing, and listening skills. For students transferring credits, accepted courses must be in English composition and public speaking or communication.

Students must complete nine (9) credit hours of Writing and Communication coursework to fulfill general education requirements.

- ENG 100 - English Composition I (3 credit hours)
- ENG 200 - English Composition II (3 credit hours)
  Student may choose one of the two courses listed below. Only one will count toward completing the requirements.
- ENG 105 - Introduction to Communication (3 credit hours)
- COM 102 - Public Speaking (3 credit hours)

Humanities and Fine Arts (9 Credit Hours)

The humanities and fine arts courses provide a broader perspective on human experience, culture, and history. These courses help students develop critical thinking, communication, and analytical skills, which are highly transferable across diverse majors and professions. The humanities also help students analyze complex social issues, understand their historical context, and contribute to meaningful solutions. For students transferring courses, accepted courses for humanities and fine arts include literature, philosophy and ethics, history, religious studies, foreign languages, mythology, art history, music, theater, dance, race studies, and cultural anthropology or sociology.

Students must complete nine (9) credit hours of Humanities and Fine Arts coursework to fulfill general education requirements.

- FNA 100 - Art and Culture (3 credit hours)
- FNA 101 - Music and Culture (3 credit hours)
- FNA 102 - Introduction to Literature (3 credit hours)
- HUM 100 - Understanding the Human Condition (3 credit hours)
- HUM 101 - Sexuality and Gender Roles from a Humanities Perspective (3 credit hours)
- HUM 102 - Humanities and Language (3 credit hours)
- HUM 104 - Introduction to Logic (3 credit hours)
- HUM 110 - Exploring the Humanities Through AI Technologies (3 credit hours)

Mathematics (3 Credit Hours)

Mathematics courses provide a foundation in critical thinking and problem-solving skills. Students learn analytical reasoning, data interpretation, and the application of mathematical concepts to real-world situations. These abilities are valuable in any field, from scientific research and criminal investigations to business and management. For students transferring credits, accepted courses must be in the allowable categories, including college algebra, pre-calculus, statistics, discrete mathematics, and other courses focused on mathematical theory, application, or logical reasoning. Transfer credits will not apply to developmental or remedial math courses.

Students must complete three (3) credit hours of Mathematics coursework to fulfill general education requirements.

Students in Louisiana are required to complete at least six hours of Mathematics/Analytical Reasoning coursework.

MATH 107 or higher is required for students residing in Arkansas.

MATH 102 is required for BS Business Psychology students.

- MATH 100 - Basic College Mathematics (3 credit hours)
- MATH 102 - Contemporary Math (3 credit hours)
- MATH 106 - Basic Algebra (3 credit hours)
- MATH 107 - College Algebra (3 credit hours)
- BA 380 - Statistics (3 credit hours)

Physical and Life Sciences (8 Credit Hours)

Life and physical science courses explore the natural world through scientific inquiry, investigating the fundamental principles governing living organisms, matter, and energy. These courses develop essential scientific literacy, critical thinking, and quantitative reasoning skills, enabling students to understand complex natural phenomena and apply scientific methods to real-world challenges. For students transferring credit, accepted courses include:

- Life Sciences: Biology, anatomy, physiology, microbiology, zoology, botany, and other disciplines focused on living organisms and their processes.

- Physical Sciences: Chemistry, physics, astronomy, geology, meteorology, and other disciplines focused on non-living systems, matter, and energy.

Students are required to take at least one (1) Life Science with a corresponding Lab and one Physical Science course with a corresponding Lab for a total of eight (8) credit hours of Physical and Life Science coursework to fulfill general education requirements.

Students residing in Louisiana are required to complete nine (9) credit hours of Life and Physical Science coursework to fulfill general education requirements. Six (6) credit hours shall be earned in a single life or physical science; the remaining three (3) credit hours must be earned in a natural science area other than that previously selected.

BIO 100 is required for BS Business Psychology students.

- BIO 100 - Introduction to Biology (3 credit hours)
- BIO 102 - Introduction to Biology Lab (1 credit hour)
- BIO 200 - Introduction to Biology II (3 credit hours)
- BIO 201 - Introduction to Biology II Lab (1 credit hour)
- BIO 235 - Anatomy and Physiology (3 credit hours)
- BIO 236 - Anatomy and Physiology Lab (1 credit hour)
- BIO 300 - Human Physiology (3 credit hours)

- BIO 301 - Human Physiology Lab (1 credit hour)
- PLS 250 - Physical Science I (3 credit hours)
- PLS 251 - Physical Science I Lab (1 credit hour)
- PLS 255 - Physical Science II (3 credit hours)
- PLS 256 - Physical Science II Lab (1 credit hour)
- PLS 320 - Introduction to Forensic Science: A Foundation in Physical Science (3 credit hours)
- PLS 321 - Introduction to Forensic Science: A Foundation in Physical Science Lab (1 credit hour)

Advanced Science Courses

- CHEM 100 - General Chemistry I (3 credit hours)
- CHEM 102 - General Chemistry I Lab (1 credit hour)
- CHEM 110 - General Chemistry II (3 credit hours)
- CHEM 111 - General Chemistry II Lab (1 credit hour)
- CHEM 300 - Organic Chemistry I (3 credit hours)
- CHEM 301 - Organic Chemistry I Lab (1 credit hour)
- CHEM 310 - Organic Chemistry II (3 credit hours)
- CHEM 311 - Organic Chemistry II Lab (1 credit hour)
- CHEM 350 - Principles of Biochemistry I (3 credit hours)
- CHEM 351 - Principles of Biochemistry Lab (1 credit hour)
- PHYS 100 - General Physics I (3 credit hours)
- PHYS 101 - General Physics I Lab (1 credit hour)
- PHYS 110 - General Physics II (3 credit hours)
- PHYS 111 - General Physics II Lab (1 credit hour)

Social and Behavioral Sciences (9 Credit Hours)

Social and behavioral science courses systematically investigate human behavior, societal structures, and institutions to understand how social, political, and economic systems interact and influence one another. These courses enable students to explore contemporary and historical issues across diverse cultural contexts, examining the principles and methodologies of social scientific inquiry to address real-world challenges. For students transferring credits, accepted courses include categories in sociology, psychology, economics, political science, geography, criminal justice, and interdisciplinary studies that analyze social phenomena and human behavior.

Students are required to complete nine (9) credit hours of Social and Behavioral Sciences coursework to fulfill general education requirements.

If a student resides in Arkansas, one of the three courses is required to be completed in US History or US Government.

BS Business Psychology students must take SBS100 Introduction to Psychology

- SBS 100 - Introduction to Psychology (3 credit hours)
- SBS 101 - Introduction to Sociology (3 credit hours)
- SBS 103 - Social Justice and Psychology (3 credit hours)
- SBS 108 - American Government (3 credit hours)
- CR 200 - Law and Society (3 credit hours)

Capstone (3 Credit Hours)

- CAP 200 - General Education Capstone (3 credit hours)

Interdisciplinary Studies Courses (Electives)

Interdisciplinary studies courses are designed to be taken by students from various academic disciplines. These courses may be required or otherwise serve as elective course options within a program of study or within the general studies curriculum. Review the academic catalog for the specific requirements within an academic program of study.

- IDS 300 - Navigating the Digital Age (3 credit hours)
  NOTE: For transfer students that do not take SEM 100, IDS 300-Navigating the Digital Age (3 credit hours) will be a required elective unless advised otherwise by their academic advisor.
- IDS 405 - Undergraduate Residency (3 credit hours)
- IDS 499 - Preparing for Graduate Education (0 credit hours)
  Interested students must complete IDS 499 Preparing for Graduate Education before enrolling in master's level courses.
- IS 410 - Study Abroad (3 credit hours) (course fee)

Undergraduate Internship

Undergraduate students may complete an internship with the approval of the academic advisor. These elective courses are available as one term (8 weeks) or two terms (16 weeks) depending on the student's academic and career goals.

Internships at a physical location are allowed where the Chicago School has a campus (California, Illinois, Texas, and the District of Columbia). Virtual internships are permitted in any state where The Chicago School is authorized to operate. Internship sites must be approved by the Department Chair (or designee) and require an internship agreement.

These options are available for internship courses:

- IDS 325 - Undergraduate Internship - Single Term (3 credit hours)
- IDS 330 - Undergraduate Internship I (1.5 credit hours)
- IDS 331 - Undergraduate Internship II (1.5 credit hours)

Prior Learning Assessment - Portfolio (Electives)

A student may develop a portfolio that documents acquired college-level learning from non-college experiences-those that did not occur in a classroom setting. The portfolio is a collection of essays, documents, or other materials that provide evidence of that learning, such as professional training, life experiences, civil or military service, job related activities, or volunteer work. To participate in Portfolio Review, students are required to enroll in a sequence of two .5 credit hour online courses (PLA101 and PLA102) that provide step-by-step guidance on the development of an electronic portfolio. Once enrolled, the portfolio development course facilitator will help students determine what documentation is necessary to demonstrate mastery of the learning outcomes for the targeted course(s). Department approval is required for enrollment in these courses.

- PLA 101 - Prior Learning Portfolio Development A (0.5 credit hours)
- PLA 102 - Prior Learning Portfolio Development B (0.5 credit hours) (Course fee: $275)

BA Psychology

Chicago - Distance Learning*

*The Reduced Credit Track is only available in Distance Learning format.

Program Overview

The goal of The Chicago School's Bachelor of Arts in Psychology program is to provide strong preparation in the development of skills related to an understanding of human behavior in order to work within a variety of professional roles and professional settings, as well as to prepare students for graduate study in psychology. The BA Psychology program is offered in two tracks. The Standard Track is a 120 credit hour program consisting of a 45 credit hour psychology major built on a foundation of a 44 credit hour General Education curriculum. The Standard Track includes optional minors in health science, addiction studies, and a variety of electives (31 credit hours) that are pre-requisites for The Chicago School graduate programs. The Focused Path (Reduced Credit Track) is a 90 credit hour program consisting of a 40 credit psychology major that includes ten psychology related electives, including the option of up to six credits in selected graduate programs to qualifying students, six general elective credits, and the 44 credit hour General Education curriculum. All courses are taught by practitioner faculty in clinical psychology, counseling, behavior analysis, or business psychology.

Program Philosophy

The BA Psychology program is designed to provide students a basic foundation in psychology and research while deepening their ability to apply knowledge regarding principles of psychology to various settings. Students will be able to apply learned theories, concepts, and best practices from various fields of psychology. The program is designed to accommodate those who seek to complete their degree while effectively maintaining both their professional and personal commitments. This program provides a gateway to graduate programs in the field of psychology thereby further enhancing the student's psychological knowledge.

Program Learning Outcomes

Upon successful completion of the psychology major coursework, students will be able to:

Professional Practice

- Participate in their diverse communities through their knowledge of individual and group behaviors as well as their civic understanding.
- Apply psychological principles to individual, social and organizational issues.
- Demonstrate strong interpersonal communication skills that include effective speaking and listening skills.
- Interact and collaborate with others effectively.

Diversity

- Recognize, understand and respect sociocultural, international and cognitive diversity, especially in regard to its impact on psychology.

Professional Behavior

- Analyze personal issues and questions by applying psychological and ethical principles.
- Demonstrate an understanding of the ethical issues that frame the practice of psychology.

Scholarship

- Demonstrate an understanding of the major theories, empirical findings, and historical and current trends within the field of psychology.

- Read analytically, write clearly, using the APA Style Manual, and speak articulately about the study of psychology.
- Critically and creatively evaluate psychological concepts and research.
- Acquire information through library research with the use of computer search engines and information databases.
- Design research projects using quantitative, qualitative and mixed research methods.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/. The Reduced Credit Focused Path Track is not available in all states.

Admission to the BA Psychology program is open to any person who meets entrance requirements as outlined below. Applicants will be judged on their overall ability to successfully complete an undergraduate degree program. Generally, a high school cumulative GPA of a 2.3 or higher on a 4.0 scale is required for admission. However, applicants with a cumulative high school GPA below 2.3 or applicants seeking admission with a GED will be considered for admission with the submission of additional required documents. It is recommended that transcripts are submitted from all undergraduate schools where credit was received (and no degree was earned) to support their application and request for transfer credit. (See Undergraduate Transfer Credit Policy). The Chicago School does not accept transfer credit for BA300 Foundations of Psychology, BA340 Research Methods, BA380 Statistics, BA400 Research Project Capstone, and BA401 Service Learning Capstone Project.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Applicants must provide proof of the qualifying conferral - high school graduation (or the equivalent) or proof of an earned Associate degree. Information about acceptable proof of qualifying conferral can be found here.

Applicants with a cumulative high-school or undergraduate GPA below 2.3 and applicants seeking admission with high school equivalency documentation that does not show a GPA (such as GED, home school, or testing) are required to submit additional documentation.

- Resume
- Essay: Please complete an essay addressing all of the following points:
    - Please identify your degree program of interest and share your career goals as they relate to entering and completing your chosen program.
    - Please briefly explain the reasons for your past academic performance (below a 2.3 GPA). How will you improve and address these reasons if you are admitted to The Chicago School?
    - What strengths will help you successfully complete your program at The Chicago School?

    - Identify at least 2 weaknesses or areas of adversity and how you will work to improve them. Make sure to address how you will overcome any obstacles.

    - Please share additional information relevant to this application. Please discuss any relevant professional experience that aligns with your chosen degree, if applicable.

- SAT/ACT scores are not required for admission, however applicants who have taken the SAT/ACT may submit their scores to enhance their application.

- The applicant may additionally submit one Letter of Recommendation from someone in position to supervise your work or who has been an academic instructor to support their application (optional)

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $100 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- BA Psychology (Standard Track)
- BA Psychology (Reduced Credit Track)

Articulation Protocols

The Chicago School has established protocols between the BA Psychology program (Standard Track) and the programs listed below to allow qualified students to enroll in master's level courses while completing their bachelor's degree that will then count toward the master's degree. Interested students must complete IDS 499 before enrolling in master's level courses. Click on the link of the program that interests you for details.

- Early Acceptance into EdS School Psychology
- Early Acceptance into Master of Public Health
- Early Acceptance into MA Behavioral Economics
- Early Acceptance into MA Clinical Mental Health Counseling
- Early Acceptance into MA Counseling Psychology
- Early Acceptance into MA Applied Forensic Psychology
- Early Acceptance into MA Forensic Psychology, Professional Counselor Licensure
- Early Acceptance into MA Industrial and Organizational Psychology
- Early Acceptance into MA International Psychology
- Early Acceptance into MA Marriage, Couples, and Family Therapy
- Early Acceptance into MA Organizational Leadership
- Early Acceptance into MA Applied Psychology
- Early Acceptance into MS Biomedical Sciences
- Early Acceptance into MS Applied Behavior Analysis

The Chicago School has established protocols between the BA Psychology program (Reduced Credit Track) and the programs listed below to allow qualified students to enroll in master's level courses while completing their bachelor's degree that will then count toward the master's degree. Click this link to review the details.

- MS Applied Behavior Analysis
- MA Applied Psychology
- MA Behavioral Economics
- MA Clinical Mental Health Counselling
- MA Forensic Psychology, Professional Counselor LIcensure
- MA Applied Forensic Psychology
- MA Industrial and Organizaitonal Psychology
- MA International Psychology
- MA Marriage, Couples, and Family Therapy
- MA Organizational Leadership
- Master of Public Health

Degree Completion Requirements - Standard Track

Completion of 120 credit hours to include:

- Successful completion of General Education requirements as listed
- Successful completion of Core Curriculum as listed
- Successful completion of the Psychology Major Research Capstone Project

Degree Completion Requirements - Focused Path (Reduced Credit Track)

Completion of 90 credit hours to include:

- Successful completion of General Education requirements as listed
- Successful completion of Core Curriculum as listed
- Successful completion of the Psychology Major Research Capstone Project and the Psychology Major Service Learning Capstone Project

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver.

Psychology Major Capstone Projects

The BA 400 Research Capstone Project is designed to allow students the opportunity to integrate and apply learning from their undergraduate courses into a comprehensive presentation. The Capstone Course is an independent study project that consists of a formal research project, intended to demonstrate skill in research and critical thinking. The project is composed of a detailed research question and a literature review component. Students are encouraged to design projects that prepare them to achieve their next goal, whether academic or professional. While no actual data is

generated or data analyzed, the project is intended to incorporate and expand upon the depth of knowledge gained from previous years of study, and the student's personal educational and professional interest. This project is required for both the Standard and Reduced Credit Tracks.

The BA 401 Service Learning Capstone Project provides students with the opportunity to apply psychology research to the solution of real-world problems. The service-learning project will include a proposal, including the rationale for the chosen organization, the need for the project, a detailed outline of how the plan will be implemented, and documentation of 10 hours of in person volunteer work within an organization. The project is required for the Focused Path (Reduced Credit Track).

Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association, APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists during and after their work at The Chicago School, as well as the professional norms, standards, and guidelines relevant to the profession. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

The Standard Track Curriculum (120 Credit Hours)

BA Psychology - Standard Track

Psychology Major: 42 credit hours

- Psychology Major Required Core: 30 credit hours
- Psychology Major Upper Division Required Electives: minimum 12 credit hours

General Electives: 34 credit hours

> **Upper Division General Electives:** 18 credit hours students may fill general electives with courses from any undergraduate program where a student has met the necessary pre-requisites. Course lists can be found on each program's Program of Study page in the academic catalog. A list of programs The Chicago School offers can be found here.
>
> **Lower Division General Electives**: 16 credit hours (students having completed 48 credit hours of lower division courses may substitute upper division general electives for lower division general electives with advisor approval).

General Education: 44 credit hours

Optional Minors (replaces 15 credit hours of General Elective requirements, including at least 6 Upper Division)

- Health Science Minor (15 credit hours, 6 credit hours must be Upper Division)
- Addiction Studies Minor (15 credit hours, must take BA350AS and BA417AS)

Standard Track Required Core (30 Credit Hours)

- BA 300 - Fundamentals of Psychology (3 credit hours)
- BA 310 - Philosophical Grounding in Ethics (3 credit hours)
- BA 320 - Developmental Psychology (3 credit hours)
- BA 330 - Behavioral Psychology (3 credit hours)
- BA 340 - Research Methods (3 credit hours)

- BA 350 - Abnormal Psychology (3 credit hours)
- BA 360 - Neuropsychology (3 credit hours)
  BA 360AS is required for Addiction Studies Minors and replaces BA 360
- BA 360AS - Neuropsychology for Addiction Studies (3 credit hours)
- BA 370 - Educational Psychology (3 credit hours)
- BA 380 - Statistics (3 credit hours)
- BA 400 - Research Project Capstone (3 credit hours)

Standard Track Optional Minors

Optional Health Science Minor (15 credit hours)*

*this minor is only available in Distance Learning format

Health Science Minor Lower Division (may also be taken as Lower Division General Electives)

- PLS 210 - Medical Terminology (3 credit hours)
- PLS 230 - Healthcare Policy (3 credit hours)
- PLS 235 - Anatomy and Physiology + Lab (4 credit hours)
- PLS 240 - Physical Science I + Lab (4 credit hours)
- PLS 245 - Physical Science II + Lab (4 credit hours)

Health Science Minor Upper Division (may also be taken as Upper Division General Electives)

- NURS 320 - Nursing Informatics (3 credit hours)
- PLS 300 - Human Physiology + Lab (4 credit hours)
- PLS 305 - Cell and Molecular Biology (3 credit hours)
- PLS 310 - Pathophysiology (3 credit hours)
- PLS 315 - Kinesiology (3 credit hours)

Optional Addiction Studies Minor (21 credit hours)

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Students completing coursework for licensure may have state specific coursework requirements.

All Addiction Studies Minor students must complete BA360AS as a part of the Core Psychology courses and BA417AS as a part of the Psychology Electives. Addiction Studies Minor courses must be passed with a grade of C or higher, which includes any course with the "AS" prefix or suffix and BA 350 Abnormal Psychology. Students earning a grade below C will be required to retake the course.

The 6 credit hour practicum sequence replaces 6 credits of Upper Division General Electives to meet degree completion requirements

- AS 405 - Signs and Symptoms of Substance Abuse: Education, Prevention, Intervention, Treatment and Recovery (3 credit hours)
- AS 410 - Case Management, Crisis Intervention, and Referrals in Addiction Counseling (3 credit hours)
- AS 415 - Group & Family Dynamics in Addiction Counseling (3 credit hours)
- AS 420 - Basic Counseling Skills in Addiction Studies and Treatment (3 credit hours)
- AS 449 - Co-Occurring Disorders in Addiction Counseling (3 credit hours)

- *this course is required for Addiction Studies Minor students in: AZ, CA, FL, IL, IN, KS, MD, MT, NY, OK, OR, SD, WY, and DC

Practicum Sequence

- AS 450 - Addiction Studies Practicum I: Field Instruction and Seminar A (1.5 credit hours)
- AS 451 - Addiction Studies Practicum I: Field Instruction and Seminar B (1.5 credit hours)
- AS 452 - Addiction Studies Practicum II: Field Instruction and Seminar A (1.5 credit hours)
- AS 453 - Addiction Studies Practicum II: Field Instruction and Seminar B (1.5 credit hours)

Optional Course for Distance Learning Students

- AS 490 - Special Topics in Addiction Studies, Independent Study Option (1.5 credit hours)

Standard Track Electives (12 credit hours)

- AS 400 - Alcohol and Other Drugs in Our Society: Introduction to Chemical Dependency (3 credit hours)
- BA 405 - Transformational Leadership (3 credit hours)
- BA 406 - The Psychology of Business Management (3 credit hours)
- BA 407 - Cross-Cultural Leadership (3 credit hours)
- BA 408 - Team Process Facilitation (3 credit hours)
- BA 409 - Psychology in an International Context (3 credit hours)
- BA 412 - History and Systems (3 credit hours)
- BA 415 - Social Work and Social Problems (3 credit hours)
- BA 416 - Social Welfare Policy and Provisions (3 credit hours)
- BA 417 - Social Work Practice, Ethics, and Issues (3 credit hours)
- BA 417AS - Social Work Practice, Ethics, and Issues for Addiction Studies (3 credit hours)
  *this course is required for Addiction Studies Minors
- BA 418 - Social Work and a Global Perspective (3 credit hours)
- BA 425 - Theories of Personality (3 credit hours)
  *the elective is required for Addiction Studies Minor students who reside in Indiana
- BA 426 - Abnormal Child and Adolescent Psychology (3 credit hours)
- BA 427 - Learning and Cognition in Children and Adolescents (3 credit hours)
- BA 428 - Training and Development with Exceptional Children (3 credit hours)
- BA 435 - Organizational Development (3 credit hours)
- BA 436 - Workplace Motivation and Satisfaction (3 credit hours)
- BA 437 - Models of Leadership and Leadership Development (3 credit hours)
- BA 438 - Human Resource Development and Management (3 credit hours)
- BA 445 - International Negotiation and Conflict Resolution (3 credit hours)
- BA 446 - Social Psychology and Culture (3 credit hours)
- BA 447 - Cultural Impact of Assimilation and Acculturation (3 credit hours)
- BA 448 - Managing a Globally Diverse Organization (3 credit hours)
- BA 450 - Special Topics in Psychology (1 credit hour)
- BA 451 - Special Topics in Psychology (2 credit hours)
- BA 452 - Special Topics in Psychology (3 credit hours)
- BA 455 - Introduction to Applied Behavior Analysis (3 credit hours)
- BA 460 - Cultural Behavior Change (3 credit hours)

Lower Division General Electives

- PLS 200 - Biology II + Lab (4 credit hours)

- PLS 210 - Medical Terminology (3 credit hours)
- PLS 230 - Healthcare Policy (3 credit hours)
- PLS 235 - Anatomy and Physiology + Lab (4 credit hours)
- PLS 245 - Physical Science II + Lab (4 credit hours)

The Focused Path Curriculum (90 Credit Hours, Reduced Credit Track)

BA Psychology - Focused Path

Psychology Major: 40 credit hours

- Psychology Major required core: 30 credit hours
- Psychology Major electives: 10 credit hours

General Electives: 6 credit hours

Upper Division General Electives: 3 credit hours students may fill general electives with courses from any undergraduate program where a student has met the necessary pre-requisites. Course lists can be found on each program's Program of Study page in the academic catalog.

Lower Division General Electives: 3 credit hours

General Education: 44 credit hours

Focused Path Required Core (30 Credit Hours)

- BA 300 - Fundamentals of Psychology (3 credit hours)
- BA 320 - Developmental Psychology (3 credit hours)
- BA 330 - Behavioral Psychology (3 credit hours)
- BA 340 - Research Methods (3 credit hours)
- BA 350 - Abnormal Psychology (3 credit hours)
- BA 360 - Neuropsychology (3 credit hours)
- BA 370 - Educational Psychology (3 credit hours)
- BA 380 - Statistics (3 credit hours)
- BA 400 - Research Project Capstone (3 credit hours)
- BA 401 - Service Learning Capstone Project (3 credit hours)

Focused Path Electives (10 credit hours)

Students choose 10 credit hours from the list below. Those students electing to enroll in graduate level courses (500 or 600 series courses) must meet these requirements:

- Completion of at least 70 credits
- Cumulative GPA 3.0 or higher
- Completion of IDS 499 Preparing for Graduate Education (0 credit hours)
- Department approval
- Limit of six credit hours

Courses with MP prefix are graduate level courses and may be also applied toward the MA Applied Psychology degree providing the student meets the admission requirements for that program.

Undergraduate Electives

- AS 400 - Alcohol and Other Drugs in Our Society: Introduction to Chemical Dependency (3 credit hours)
- BA 405 - Transformational Leadership (3 credit hours)
- BA 427 - Learning and Cognition in Children and Adolescents (3 credit hours)
- BA 446 - Social Psychology and Culture (3 credit hours)
- BA 447 - Cultural Impact of Assimilation and Acculturation (3 credit hours)
- BA 450 - Special Topics in Psychology (1 credit hour)
- BA 455 - Introduction to Applied Behavior Analysis (3 credit hours)
- IS 410 - Study Abroad (3 credit hours) (course fee)

Graduate Electives (up to six credit hours)

- MP 502 - Professional Ethics in Psychology (3 credit hours)
- MP 505 - Diversity and Psychology (3 credit hours)
- MP 510 - Psychology of the Life Span (3 credit hours)
- MP 527 - Theories of Personality (3 credit hours)
- IS 610 - Study Abroad (3 credit hours) (course fee varies)

General Education for Baccalaureate Programs

Overview

The General Studies courses for bachelor's programs at The Chicago School consist of three (3) categories: 1) General Education requirements, 2) Interdisciplinary Studies courses, and 3) General Electives.

The Chicago School's bachelor's programs share a common core of 44 credit hours of general education requirements, including a capstone experience. The coursework is designed to meet general education requirements in all 50 states and the District of Columbia while providing the groundwork for success in the following years of study of the Bachelor's Degree.

Students residing in Florida must complete a total of 45 credit hours of general education requirements, which may be fulfilled by taking an additional course from the general education course offerings.

General Education Courses are all delivered in an online format.

Student Success Seminar (3 Credit Hours Required)

All undergraduate students, as a part of the general education requirements will complete the SEM 100 Pathways to Success course except for those who transfer into the institution with an earned associate degree from an accredited institution, who will take IDS 300 Navigating the Digital Age unless advised otherwise by their academic advisor.

General Education Learning Outcomes

Upon successful completion of the general education coursework, students will be able to:

Professional Practice

- *Technology and Innovation*: Apply technology to enhance learning, collaboration, and application of knowledge in academic and professional settings.

Diversity

- *Valuing and Understanding Difference:* Analyze historical and social contexts that shape cultural values and belief systems to enrich discourse and promote ethical, inclusive, and respectful environments.

Professional Behavior

- *Contemporary Issues and Social Responsibility:* Analyze complex global challenges to understand their implications, assess and propose solutions, and collaborate with diverse cultures, perspectives, and experiences.

Scholarship

- *Effective Communication:* Demonstrate skills to communicate effectively in written and oral format, within and across academic, professional, and social contexts.
    - *Written:* Students will be able to effectively communicate ideas in writing, tailoring their message to the specific audience and purpose.
    - *Oral:* Students will be able to effectively communicate ideas orally, tailoring their message to the specific audience and purpose.
    - *Reading:* Students will be able to critically read and comprehend texts through the analysis of information and synthesis of ideas to inform judgments.
- *Information Literacy:* Evaluate the credibility and purpose of information in the application of research and communication.
- *Critical Thinking:* Evaluate the strengths and weaknesses of evidence presented to identify underlying assumptions, biases, and logical fallacies in the pursuit of creative problem-solving in diverse academic and real-world contexts.
- *Quantitative Literacy:* Apply mathematical concepts to effectively interpret data, solve problems, and draw evidence-based conclusions in various real-world contexts.

General Education Capstone

The CAP 200 General Education Capstone course serves as as a bridge between foundational learning and the major, allowing students to synthesize the diverse skills gained in the General Education program to address a significant societal challenge across disciplines. By developing an original research proposal, students will demonstrate proficiency in core competencies, including communication, critical thinking, and technology in real-world contexts. This experience provides an essential opportunity to evaluate student progress and refine the core analytical tools needed to succeed in upper-level coursework and future careers.

General Education Required Core (44 Credit Hours)

Writing and Communication (9 Credit Hours)

English courses develop a student's communication skills by enhancing their understanding of how language works. Students will refine their written and oral communication through the lens of rhetoric, focusing on practical reasoning and organization. These courses also strengthen a student's ability to discover, critically evaluate, and report information, while improving their reading, writing, and listening skills. For students transferring credits, accepted courses must be in English composition and public speaking or communication.

Students must complete nine (9) credit hours of Writing and Communication coursework to fulfill general education requirements.

- ENG 100 - English Composition I (3 credit hours)
- ENG 200 - English Composition II (3 credit hours)
  Student may choose one of the two courses listed below. Only one will count toward completing the requirements.
- ENG 105 - Introduction to Communication (3 credit hours)
- COM 102 - Public Speaking (3 credit hours)

Humanities and Fine Arts (9 Credit Hours)

The humanities and fine arts courses provide a broader perspective on human experience, culture, and history. These courses help students develop critical thinking, communication, and analytical skills, which are highly transferable across diverse majors and professions. The humanities also help students analyze complex social issues, understand their historical context, and contribute to meaningful solutions. For students transferring courses, accepted courses for humanities and fine arts include literature, philosophy and ethics, history, religious studies, foreign languages, mythology, art history, music, theater, dance, race studies, and cultural anthropology or sociology.

Students must complete nine (9) credit hours of Humanities and Fine Arts coursework to fulfill general education requirements.

- FNA 100 - Art and Culture (3 credit hours)
- FNA 101 - Music and Culture (3 credit hours)
- FNA 102 - Introduction to Literature (3 credit hours)
- HUM 100 - Understanding the Human Condition (3 credit hours)
- HUM 101 - Sexuality and Gender Roles from a Humanities Perspective (3 credit hours)
- HUM 102 - Humanities and Language (3 credit hours)
- HUM 104 - Introduction to Logic (3 credit hours)
- HUM 110 - Exploring the Humanities Through AI Technologies (3 credit hours)

Mathematics (3 Credit Hours)

Mathematics courses provide a foundation in critical thinking and problem-solving skills. Students learn analytical reasoning, data interpretation, and the application of mathematical concepts to real-world situations. These abilities are valuable in any field, from scientific research and criminal investigations to business and management. For students transferring credits, accepted courses must be in the allowable categories, including college algebra, pre-calculus, statistics, discrete mathematics, and other courses focused on mathematical theory, application, or logical reasoning. Transfer credits will not apply to developmental or remedial math courses.

Students must complete three (3) credit hours of Mathematics coursework to fulfill general education requirements.

Students in Louisiana are required to complete at least six hours of Mathematics/Analytical Reasoning coursework.

MATH 107 or higher is required for students residing in Arkansas.

MATH 102 is required for BS Business Psychology students.

- MATH 100 - Basic College Mathematics (3 credit hours)
- MATH 102 - Contemporary Math (3 credit hours)
- MATH 106 - Basic Algebra (3 credit hours)
- MATH 107 - College Algebra (3 credit hours)
- BA 380 - Statistics (3 credit hours)

Physical and Life Sciences (8 Credit Hours)

Life and physical science courses explore the natural world through scientific inquiry, investigating the fundamental principles governing living organisms, matter, and energy. These courses develop essential scientific literacy, critical thinking, and quantitative reasoning skills, enabling students to understand complex natural phenomena and apply scientific methods to real-world challenges. For students transferring credit, accepted courses include:

- Life Sciences: Biology, anatomy, physiology, microbiology, zoology, botany, and other disciplines focused on living organisms and their processes.

- Physical Sciences: Chemistry, physics, astronomy, geology, meteorology, and other disciplines focused on non-living systems, matter, and energy.

Students are required to take at least one (1) Life Science with a corresponding Lab and one Physical Science course with a corresponding Lab for a total of eight (8) credit hours of Physical and Life Science coursework to fulfill general education requirements.

Students residing in Louisiana are required to complete nine (9) credit hours of Life and Physical Science coursework to fulfill general education requirements. Six (6) credit hours shall be earned in a single life or physical science; the remaining three (3) credit hours must be earned in a natural science area other than that previously selected.

BIO 100 is required for BS Business Psychology students.

- BIO 100 - Introduction to Biology (3 credit hours)
- BIO 102 - Introduction to Biology Lab (1 credit hour)
- BIO 200 - Introduction to Biology II (3 credit hours)
- BIO 201 - Introduction to Biology II Lab (1 credit hour)
- BIO 235 - Anatomy and Physiology (3 credit hours)
- BIO 236 - Anatomy and Physiology Lab (1 credit hour)
- BIO 300 - Human Physiology (3 credit hours)
- BIO 301 - Human Physiology Lab (1 credit hour)
- PLS 250 - Physical Science I (3 credit hours)
- PLS 251 - Physical Science I Lab (1 credit hour)
- PLS 255 - Physical Science II (3 credit hours)
- PLS 256 - Physical Science II Lab (1 credit hour)
- PLS 320 - Introduction to Forensic Science: A Foundation in Physical Science (3 credit hours)
- PLS 321 - Introduction to Forensic Science: A Foundation in Physical Science Lab (1 credit hour)

Advanced Science Courses

- CHEM 100 - General Chemistry I (3 credit hours)
- CHEM 102 - General Chemistry I Lab (1 credit hour)

- CHEM 110 - General Chemistry II (3 credit hours)
- CHEM 111 - General Chemistry II Lab (1 credit hour)
- CHEM 300 - Organic Chemistry I (3 credit hours)
- CHEM 301 - Organic Chemistry I Lab (1 credit hour)
- CHEM 310 - Organic Chemistry II (3 credit hours)
- CHEM 311 - Organic Chemistry II Lab (1 credit hour)
- CHEM 350 - Principles of Biochemistry I (3 credit hours)
- CHEM 351 - Principles of Biochemistry Lab (1 credit hour)
- PHYS 100 - General Physics I (3 credit hours)
- PHYS 101 - General Physics I Lab (1 credit hour)
- PHYS 110 - General Physics II (3 credit hours)
- PHYS 111 - General Physics II Lab (1 credit hour)

Social and Behavioral Sciences (9 Credit Hours)

Social and behavioral science courses systematically investigate human behavior, societal structures, and institutions to understand how social, political, and economic systems interact and influence one another. These courses enable students to explore contemporary and historical issues across diverse cultural contexts, examining the principles and methodologies of social scientific inquiry to address real-world challenges. For students transferring credits, accepted courses include categories in sociology, psychology, economics, political science, geography, criminal justice, and interdisciplinary studies that analyze social phenomena and human behavior.

Students are required to complete nine (9) credit hours of Social and Behavioral Sciences coursework to fulfill general education requirements.

If a student resides in Arkansas, one of the three courses is required to be completed in US History or US Government.

BS Business Psychology students must take SBS100 Introduction to Psychology

- SBS 100 - Introduction to Psychology (3 credit hours)
- SBS 101 - Introduction to Sociology (3 credit hours)
- SBS 103 - Social Justice and Psychology (3 credit hours)
- SBS 108 - American Government (3 credit hours)
- CR 200 - Law and Society (3 credit hours)

Capstone (3 Credit Hours)

- CAP 200 - General Education Capstone (3 credit hours)

Interdisciplinary Studies Courses (Electives)

Interdisciplinary studies courses are designed to be taken by students from various academic disciplines. These courses may be required or otherwise serve as elective course options within a program of study or within the general studies curriculum. Review the academic catalog for the specific requirements within an academic program of study.

- IDS 300 - Navigating the Digital Age (3 credit hours)
  NOTE: For transfer students that do not take SEM 100, IDS 300-Navigating the Digital Age (3 credit hours) will be a required elective unless advised otherwise by their academic advisor.
- IDS 405 - Undergraduate Residency (3 credit hours)
- IDS 499 - Preparing for Graduate Education (0 credit hours)

Interested students must complete IDS 499 Preparing for Graduate Education before enrolling in master's level courses.

- IS 410 - Study Abroad (3 credit hours) (course fee)

Undergraduate Internship

Undergraduate students may complete an internship with the approval of the academic advisor. These elective courses are available as one term (8 weeks) or two terms (16 weeks) depending on the student's academic and career goals.

Internships at a physical location are allowed where the Chicago School has a campus (California, Illinois, Texas, and the District of Columbia). Virtual internships are permitted in any state where The Chicago School is authorized to operate. Internship sites must be approved by the Department Chair (or designee) and require an internship agreement.

These options are available for internship courses:

- IDS 325 - Undergraduate Internship - Single Term (3 credit hours)
- IDS 330 - Undergraduate Internship I (1.5 credit hours)
- IDS 331 - Undergraduate Internship II (1.5 credit hours)

Prior Learning Assessment - Portfolio (Electives)

A student may develop a portfolio that documents acquired college-level learning from non-college experiences-those that did not occur in a classroom setting. The portfolio is a collection of essays, documents, or other materials that provide evidence of that learning, such as professional training, life experiences, civil or military service, job related activities, or volunteer work. To participate in Portfolio Review, students are required to enroll in a sequence of two .5 credit hour online courses (PLA101 and PLA102) that provide step-by-step guidance on the development of an electronic portfolio. Once enrolled, the portfolio development course facilitator will help students determine what documentation is necessary to demonstrate mastery of the learning outcomes for the targeted course(s). Department approval is required for enrollment in these courses.

- PLA 101 - Prior Learning Portfolio Development A (0.5 credit hours)
- PLA 102 - Prior Learning Portfolio Development B (0.5 credit hours) (Course fee: $275)

Bachelor of Science

BS Business Psychology

Distance Learning

Program Overview

The BS Business Psychology program prepares students for a career in business, applying psychological principles to create lasting solutions to tough problems and unlock an organization's potential. Graduates will be prepared to use their education to further their professional careers in various settings through the program's three distinctive tracks in Industrial/Organizational Psychology, Organizational Leadership, or Behavioral Economics, earning graduate program credit while completing their BS Business Psychology degree.

Students in their final year will choose one of three tracks of master's level program coursework, which will count for 15 credits toward the BS Business Psychology Program, as well as toward the related MA program. Students completing the graduate courses while enrolled in the BS Business Psychology program will also earn the graduate certificate related to their chosen track;

- Industrial/Organizational Psychology
- Organizational Leadership
- Behavioral Economics.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Synthesize relevant psychological research into strategies for addressing complex workplace problems.
- Collaborate effectively and fulfill various leadership functions in a team environment, to include managing projects and supporting the development of practical workplace solutions.
- Apply business and human resource management principles to maintain the operations of an organization.
- Analyze data typically collected in the measurement of organizational behavior and workforce dynamics.

Diversity

- Advocate for diversity, equity, and inclusion when developing workforce initiatives.

Professional Behavior

- Make ethical decisions in the application of psychological principles to workforce initiatives.
- Communicate effectively in oral presentations and written reports, translating scientific research and statistical findings to both professional and layperson audiences.

Scholarship

- Search scientific literature to identify foundational psychological principles and theories.
- Analyze statistical data and apply logical reasoning to explain human, organizational, and workforce behaviors.

Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association, APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists during and after their work at The Chicago School, as well as the professional norms, standards, and guidelines relevant to the profession. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

Admission Requirements

Admission to the BS Psychology program is open to any person who meets entrance requirements as outlined below. Applicants will be judged on their overall ability to successfully complete an undergraduate degree program. Generally, a high school cumulative GPA of a 2.3 or higher on a 4.0 scale is required for admission. However, applicants with a cumulative high school GPA below 2.3 or applicants seeking admission with a GED will be considered for admission with the submission of additional required documents. It is recommended that transcripts are submitted from all undergraduate schools where credit was received (and no degree was earned) to support their application and request

for transfer credit. (See Undergraduate Transfer Credit Policy). The Chicago School does not accept transfer credit for BA300 Foundations of Psychology, BA340 Research Methods, BA380 Statistics, and BA400 Capstone.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Applicants must provide proof of the qualifying conferral - high school graduation (or the equivalent) or proof of an earned Associate degree. Information about acceptable proof of qualifying conferral can be found here.

Applicants with a cumulative high-school or undergraduate GPA below 2.3 and applicants seeking admission with high school equivalency documentation that does not show a GPA (such as GED, home school, or testing) are required to submit additional documentation.

- Resume/CV
- One Letter of recommendation (optional)
- Essay of intent
- Please compose a written essay to answer the questions below. Your essay should be typed, double-spaced, and three pages (approximately 500-750 words) while clearly addressing the program for which the applicant is applying.
- Psychology is a vast discipline with many career options:
    - Why are you interested in this particular program to earn your undergraduate degree in psychology? Cite specific experiences and examples.
    - What are your professional career goals as they relate to this degree? Why do you believe this program will assist you in reaching these goals?
    - Why is it important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity (see our Commitment to Diversity Statement)?
    - If you are a first generation undergraduate degree student, please integrate this into your essay.
- SAT/ACT scores are not required for admission, however applicants who have taken the SAT/ACT may submit their scores to enhance their application.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $100 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- BS Business Psychology

Degree Completion Requirements

Completion of 120 credit hours to include:

- Successful completion of General Education requirements as listed
- Successful completion of Core Curriculum as listed

Policies

The following policies are located under Academic Policies and Procedures : Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver.

The Curriculum

Business Psychology Major: 55 Credit hours

General Education: 44 Credit Hours

- Students entering with an A.A.S. or A.A. degree may have this requirement waived
- Total number of general education credits to be completed at The Chicago School depends on transfer credit as evaluated per The Chicago School transfer credit policy
- All BS Business Psychology students must complete SBS 100 Introduction to Pychology, MATH 107 Algebra, and PLS 100 Introduction to Biology with Lab or their equivalent.

Specilized Track: 21 Credit Hours

- Industrial/Organizational Psychology
- Organizational Leadership
- Behavioral Economics

Program Total: 120 credit hours

Business Psychology Major (55 Credit Hours)

- BA 300 - Fundamentals of Psychology (3 credit hours)
- BA 310 - Philosophical Grounding in Ethics (3 credit hours)
- BA 330 - Behavioral Psychology (3 credit hours)
- BA 340 - Research Methods (3 credit hours)
- BA 380 - Statistics (3 credit hours)
- BA 406 - The Psychology of Business Management (3 credit hours)
- BA 407 - Cross-Cultural Leadership (3 credit hours)
- BA 408 - Team Process Facilitation (3 credit hours)
- BA 425 - Theories of Personality (3 credit hours)
- BA 435 - Organizational Development (3 credit hours)
- BA 438 - Human Resource Development and Management (3 credit hours)
- BA 448 - Managing a Globally Diverse Organization (3 credit hours)
- BA 450 - Special Topics in Psychology (1 credit hour)
- BUS 100 - Introduction to Finance (3 credit hours)
- BUS 105 - Accounting 1 (3 credit hours)
- BUS 106 - Principles of Business Operations (3 credit hours)
- BUS 316 - Business Intelligence (3 credit hours)
- BUS 317 - Introduction to Industrial/Organizational Psychology (3 credit hours)
  Students will choose either BA320 Developmental Psychology or IDS300 Navigating the Digital Age based on advisor approval.
- BA 320 - Developmental Psychology (3 credit hours)
- IDS 300 - Navigating the Digital Age (3 credit hours)

Industrial Organizational Psychology Track (21 Credit Hours)

Courses with the IO prefix are graduate level courses and may be also applied toward the MA Industrial/Organizational Psychology program providing the student meets the admission requirements for that program. Students successfully completing the Industrial/Organizational Psychology Track may petition for conferral of the Industrial and Organizational Psychology Generalist Certificate upon completion of IO 510 Organizational Behavior and any two of the remaining courses with the IO prefix.

- BA 370 - Educational Psychology (3 credit hours)
- BA 436 - Workplace Motivation and Satisfaction (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)

Organizational Leadership Track (21 Credit Hours)

Courses with the IO and MP prefixes are graduate level courses and may be also applied toward the MA Organizational Leadership program providing the student meets the admission requirements for that program. Students successfully completing the Industrial/Organizational Psychology Track may petition for conferral of the Certificate in Organizational Leadership upon completion of IO 525 Organizational Leadership and any two of the remaining courses with the IO or MP prefix.

- BA 405 - Transformational Leadership (3 credit hours)
- BA 437 - Models of Leadership and Leadership Development (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 510 - Organizational Behavior (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)

Behavioral Economics Track (21 Credit Hours)

Courses with the IO and BE prefixes are graduate level courses and may be also applied toward the MA Behavioral Economics program providing the student meets the admission requirements for that program. Students successfully completing the Industrial/Organizational Psychology Track may petition for conferral of the Certificate in Behavioral Economics s upon completion of BE 505 Fundamentals of Behavioral Economics and any two of the remaining courses with the IO or BE prefix.

- BA 360 - Neuropsychology (3 credit hours)
- BA 446 - Social Psychology and Culture (3 credit hours)
- BE 505 - Fundamentals of Behavioral Economics (3 credit hours)
- BE 510 - Brain and Behavior (3 credit hours)
- BE 515 - Social Cognition and Information Processing (3 credit hours)
- BE 520 - Choice Architecture (3 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)

General Education for Baccalaureate Programs

Overview

The General Studies courses for bachelor's programs at The Chicago School consist of three (3) categories: 1) General Education requirements, 2) Interdisciplinary Studies courses, and 3) General Electives.

The Chicago School's bachelor's programs share a common core of 44 credit hours of general education requirements, including a capstone experience. The coursework is designed to meet general education requirements in all 50 states and the District of Columbia while providing the groundwork for success in the following years of study of the Bachelor's Degree.

Students residing in Florida must complete a total of 45 credit hours of general education requirements, which may be fulfilled by taking an additional course from the general education course offerings.

General Education Courses are all delivered in an online format.

Student Success Seminar (3 Credit Hours Required)

All undergraduate students, as a part of the general education requirements will complete the SEM 100 Pathways to Success course except for those who transfer into the institution with an earned associate degree from an accredited institution, who will take IDS 300 Navigating the Digital Age unless advised otherwise by their academic advisor.

General Education Learning Outcomes

Upon successful completion of the general education coursework, students will be able to:

Professional Practice

- *Technology and Innovation*: Apply technology to enhance learning, collaboration, and application of knowledge in academic and professional settings.

Diversity

- *Valuing and Understanding Difference:* Analyze historical and social contexts that shape cultural values and belief systems to enrich discourse and promote ethical, inclusive, and respectful environments.

Professional Behavior

- *Contemporary Issues and Social Responsibility:* Analyze complex global challenges to understand their implications, assess and propose solutions, and collaborate with diverse cultures, perspectives, and experiences.

Scholarship

- *Effective Communication:* Demonstrate skills to communicate effectively in written and oral format, within and across academic, professional, and social contexts.
    - *Written:* Students will be able to effectively communicate ideas in writing, tailoring their message to the specific audience and purpose.
    - *Oral:* Students will be able to effectively communicate ideas orally, tailoring their message to the specific audience and purpose.
    - *Reading:* Students will be able to critically read and comprehend texts through the analysis of information and synthesis of ideas to inform judgments.

- *Information Literacy:* Evaluate the credibility and purpose of information in the application of research and communication.

- *Critical Thinking:* Evaluate the strengths and weaknesses of evidence presented to identify underlying assumptions, biases, and logical fallacies in the pursuit of creative problem-solving in diverse academic and real-world contexts.

- *Quantitative Literacy:* Apply mathematical concepts to effectively interpret data, solve problems, and draw evidence-based conclusions in various real-world contexts.

General Education Capstone

The CAP 200 General Education Capstone course serves as as a bridge between foundational learning and the major, allowing students to synthesize the diverse skills gained in the General Education program to address a significant societal challenge across disciplines. By developing an original research proposal, students will demonstrate proficiency in core competencies, including communication, critical thinking, and technology in real-world contexts. This experience provides an essential opportunity to evaluate student progress and refine the core analytical tools needed to succeed in upper-level coursework and future careers.

General Education Required Core (44 Credit Hours)

Writing and Communication (9 Credit Hours)

English courses develop a student's communication skills by enhancing their understanding of how language works. Students will refine their written and oral communication through the lens of rhetoric, focusing on practical reasoning and organization. These courses also strengthen a student's ability to discover, critically evaluate, and report information, while improving their reading, writing, and listening skills. For students transferring credits, accepted courses must be in English composition and public speaking or communication.

Students must complete nine (9) credit hours of Writing and Communication coursework to fulfill general education requirements.

- ENG 100 - English Composition I (3 credit hours)
- ENG 200 - English Composition II (3 credit hours)
  Student may choose one of the two courses listed below. Only one will count toward completing the requirements.
- ENG 105 - Introduction to Communication (3 credit hours)
- COM 102 - Public Speaking (3 credit hours)

Humanities and Fine Arts (9 Credit Hours)

The humanities and fine arts courses provide a broader perspective on human experience, culture, and history. These courses help students develop critical thinking, communication, and analytical skills, which are highly transferable across diverse majors and professions. The humanities also help students analyze complex social issues, understand their historical context, and contribute to meaningful solutions. For students transferring courses, accepted courses for humanities and fine arts include literature, philosophy and ethics, history, religious studies, foreign languages, mythology, art history, music, theater, dance, race studies, and cultural anthropology or sociology.

Students must complete nine (9) credit hours of Humanities and Fine Arts coursework to fulfill general education requirements.

- FNA 100 - Art and Culture (3 credit hours)
- FNA 101 - Music and Culture (3 credit hours)
- FNA 102 - Introduction to Literature (3 credit hours)
- HUM 100 - Understanding the Human Condition (3 credit hours)
- HUM 101 - Sexuality and Gender Roles from a Humanities Perspective (3 credit hours)
- HUM 102 - Humanities and Language (3 credit hours)
- HUM 104 - Introduction to Logic (3 credit hours)
- HUM 110 - Exploring the Humanities Through AI Technologies (3 credit hours)

Mathematics (3 Credit Hours)

Mathematics courses provide a foundation in critical thinking and problem-solving skills. Students learn analytical reasoning, data interpretation, and the application of mathematical concepts to real-world situations. These abilities are valuable in any field, from scientific research and criminal investigations to business and management. For students transferring credits, accepted courses must be in the allowable categories, including college algebra, pre-calculus, statistics, discrete mathematics, and other courses focused on mathematical theory, application, or logical reasoning. Transfer credits will not apply to developmental or remedial math courses.

Students must complete three (3) credit hours of Mathematics coursework to fulfill general education requirements.

Students in Louisiana are required to complete at least six hours of Mathematics/Analytical Reasoning coursework.

MATH 107 or higher is required for students residing in Arkansas.

MATH 102 is required for BS Business Psychology students.

- MATH 100 - Basic College Mathematics (3 credit hours)
- MATH 102 - Contemporary Math (3 credit hours)
- MATH 106 - Basic Algebra (3 credit hours)
- MATH 107 - College Algebra (3 credit hours)
- BA 380 - Statistics (3 credit hours)

Physical and Life Sciences (8 Credit Hours)

Life and physical science courses explore the natural world through scientific inquiry, investigating the fundamental principles governing living organisms, matter, and energy. These courses develop essential scientific literacy, critical thinking, and quantitative reasoning skills, enabling students to understand complex natural phenomena and apply scientific methods to real-world challenges. For students transferring credit, accepted courses include:

- Life Sciences: Biology, anatomy, physiology, microbiology, zoology, botany, and other disciplines focused on living organisms and their processes.

- Physical Sciences: Chemistry, physics, astronomy, geology, meteorology, and other disciplines focused on non-living systems, matter, and energy.

Students are required to take at least one (1) Life Science with a corresponding Lab and one Physical Science course with a corresponding Lab for a total of eight (8) credit hours of Physical and Life Science coursework to fulfill general education requirements.

Students residing in Louisiana are required to complete nine (9) credit hours of Life and Physical Science coursework to fulfill general education requirements. Six (6) credit hours shall be earned in a single life or physical science; the remaining three (3) credit hours must be earned in a natural science area other than that previously selected.

BIO 100 is required for BS Business Psychology students.

- BIO 100 - Introduction to Biology (3 credit hours)
- BIO 102 - Introduction to Biology Lab (1 credit hour)
- BIO 200 - Introduction to Biology II (3 credit hours)
- BIO 201 - Introduction to Biology II Lab (1 credit hour)
- BIO 235 - Anatomy and Physiology (3 credit hours)
- BIO 236 - Anatomy and Physiology Lab (1 credit hour)
- BIO 300 - Human Physiology (3 credit hours)
- BIO 301 - Human Physiology Lab (1 credit hour)
- PLS 250 - Physical Science I (3 credit hours)
- PLS 251 - Physical Science I Lab (1 credit hour)
- PLS 255 - Physical Science II (3 credit hours)
- PLS 256 - Physical Science II Lab (1 credit hour)
- PLS 320 - Introduction to Forensic Science: A Foundation in Physical Science (3 credit hours)
- PLS 321 - Introduction to Forensic Science: A Foundation in Physical Science Lab (1 credit hour)

Advanced Science Courses

- CHEM 100 - General Chemistry I (3 credit hours)
- CHEM 102 - General Chemistry I Lab (1 credit hour)
- CHEM 110 - General Chemistry II (3 credit hours)
- CHEM 111 - General Chemistry II Lab (1 credit hour)
- CHEM 300 - Organic Chemistry I (3 credit hours)
- CHEM 301 - Organic Chemistry I Lab (1 credit hour)
- CHEM 310 - Organic Chemistry II (3 credit hours)
- CHEM 311 - Organic Chemistry II Lab (1 credit hour)
- CHEM 350 - Principles of Biochemistry I (3 credit hours)
- CHEM 351 - Principles of Biochemistry Lab (1 credit hour)
- PHYS 100 - General Physics I (3 credit hours)
- PHYS 101 - General Physics I Lab (1 credit hour)
- PHYS 110 - General Physics II (3 credit hours)
- PHYS 111 - General Physics II Lab (1 credit hour)

Social and Behavioral Sciences (9 Credit Hours)

Social and behavioral science courses systematically investigate human behavior, societal structures, and institutions to understand how social, political, and economic systems interact and influence one another. These courses enable students to explore contemporary and historical issues across diverse cultural contexts, examining the principles and methodologies of social scientific inquiry to address real-world challenges. For students transferring credits, accepted courses include categories in sociology, psychology, economics, political science, geography, criminal justice, and interdisciplinary studies that analyze social phenomena and human behavior.

Students are required to complete nine (9) credit hours of Social and Behavioral Sciences coursework to fulfill general education requirements.

If a student resides in Arkansas, one of the three courses is required to be completed in US History or US Government.

BS Business Psychology students must take SBS100 Introduction to Psychology

- SBS 100 - Introduction to Psychology (3 credit hours)
- SBS 101 - Introduction to Sociology (3 credit hours)
- SBS 103 - Social Justice and Psychology (3 credit hours)
- SBS 108 - American Government (3 credit hours)
- CR 200 - Law and Society (3 credit hours)

Capstone (3 Credit Hours)

- CAP 200 - General Education Capstone (3 credit hours)

Interdisciplinary Studies Courses (Electives)

Interdisciplinary studies courses are designed to be taken by students from various academic disciplines. These courses may be required or otherwise serve as elective course options within a program of study or within the general studies curriculum. Review the academic catalog for the specific requirements within an academic program of study.

- IDS 300 - Navigating the Digital Age (3 credit hours)
  NOTE: For transfer students that do not take SEM 100, IDS 300-Navigating the Digital Age (3 credit hours) will be a required elective unless advised otherwise by their academic advisor.
- IDS 405 - Undergraduate Residency (3 credit hours)
- IDS 499 - Preparing for Graduate Education (0 credit hours)
  Interested students must complete IDS 499 Preparing for Graduate Education before enrolling in master's level courses.
- IS 410 - Study Abroad (3 credit hours) (course fee)

Undergraduate Internship

Undergraduate students may complete an internship with the approval of the academic advisor. These elective courses are available as one term (8 weeks) or two terms (16 weeks) depending on the student's academic and career goals.

Internships at a physical location are allowed where the Chicago School has a campus (California, Illinois, Texas, and the District of Columbia). Virtual internships are permitted in any state where The Chicago School is authorized to operate. Internship sites must be approved by the Department Chair (or designee) and require an internship agreement.

These options are available for internship courses:

- IDS 325 - Undergraduate Internship - Single Term (3 credit hours)
- IDS 330 - Undergraduate Internship I (1.5 credit hours)
- IDS 331 - Undergraduate Internship II (1.5 credit hours)

Prior Learning Assessment - Portfolio (Electives)

A student may develop a portfolio that documents acquired college-level learning from non-college experiences-those that did not occur in a classroom setting. The portfolio is a collection of essays, documents, or other materials that provide evidence of that learning, such as professional training, life experiences, civil or military service, job related activities, or volunteer work. To participate in Portfolio Review, students are required to enroll in a sequence of two .5

credit hour online courses (PLA101 and PLA102) that provide step-by-step guidance on the development of an electronic portfolio. Once enrolled, the portfolio development course facilitator will help students determine what documentation is necessary to demonstrate mastery of the learning outcomes for the targeted course(s). Department approval is required for enrollment in these courses.

- PLA 101 - Prior Learning Portfolio Development A (0.5 credit hours)
- PLA 102 - Prior Learning Portfolio Development B (0.5 credit hours) (Course fee: $275)

Master of Arts

MA Applied Forensic Psychology

Distance Learning

Program Overview

The 30 credit M.A. Applied Forensic Psychology program is designed for students who want to be employed in a field that intersects the legal and public policy arenas with psychology. Students must complete the capstone Applied Research Project, which integrates and applies program learning to answer a research question. The program prepares students for employment in non-clinical roles in a multitude of forensic, governmental, non-profit, and community settings. A six credit, optional concentration may be added to the program in Corrections, Police Psychology, or Criminology.

Program Philosophy

The M.A. Applied Forensic Psychology program exposes students to the relevant psychological principles, scientific research, and skills that enable students to apply the science of psychology to issues of law and the legal system, and to assume professional responsibilities in a variety of forensic settings. The program emphasizes critical thinking, sensitivity to ethical principles, the role of personal values, and cultural diversity and endeavors to be flexible in order to adapt course content to reflect developments in the field.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- **Assessment:** Students will demonstrate fundamental knowledge of forensic psychology to evaluate various dimensions of human experience and behavior and psycho-legal issues.

- **Intervention:** Students will integrate theory, research, diversity and cultural variables, and forensic psychology literature to guide prevention, consultation, and other professional activities that promote optimal mental health and well-being.

- **Interprofessional Education:** Students will identify best practices in communication, documentation, coordination, and collaboration among disciplines to achieve improved outcomes within the scope of forensic psychology.

- **Forensic Psychology:** Students will demonstrate knowledge of the legal, correctional, and law enforcement systems and the practice of psychology within those systems. Students will apply forensic psychology principles to communicate and collaborate with other professionals and engage in social justice advocacy.

Diversity

- **Diversity and Inclusive Excellence:** Students will demonstrate insight and awareness of self and others as it relates to the importance of inclusivity, the intersectionality of diversity and cultural variables, and social justice within forensic psychology settings.

Professional Behavior

- **Relationship:** Students will acquire skills to develop and enhance relationships with their clients, supervisors, faculty, peers, and other professionals to achieve improved outcomes within forensic psychology settings.

- **Ethics and Professional Development:** Students will develop their professional identity and apply ethical and professional guidelines, statutes, rules, regulations, and relevant case law as it relates to decision-making in the area of forensic psychology.

Scholarship

- **Research:** Students will demonstrate critical thinking, understanding and application of scientific and professional literature, the benefits and limitations of research, the importance of evidence-based assessment and treatment, and the relevance to the field of forensic psychology.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the M.A. Applied Forensic Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors that are considered in admission are:

- Completed application and $50 application fee.
- Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission.
- Official Transcripts
    - Applicants must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Resume or CV with work history.
- Essay answering the following questions:
    - Reasons for applying to the M.A. Applied Forensic Psychology program at The Chicago School and how you this program will prepare you for your career aspirations
    - Professional career goals as they relate to the practice of forensic psychology

- Importance of studying topics related to diverse populations throughout the program
- Challenges you may foresee in working with people different from yourself (including but not limited to race/ethnicity, religion, sexual/gender identity, socioeconomic status, and any other individual/group differences)

Standardized Testing

The Graduate Record Examination (GRE) is not a requirement for admission. Students who have taken the exam may submit their scores to enhance their application. Scores should be sent directly to the school (GRE School Code: 1119) for consideration.

The program also requires applicants to have successfully completed at least one undergraduate course in either statistics or research methods with a grade earned of 'C' or better. Applicants without one of these courses must complete them in accordance with the policies outlined in the Progression Requirements section below.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once the review of an application begins, complete applications will be considered by the Admission Committee and students will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedules

- MA Applied Forensic Psychology
- MA Applied Forensic Psychology with Concentrations

MA Applied Forensic Psychology Progression Requirements

To progress through this program students must successfully complete or have successfully completed either (1) undergraduate course in statistics or one (1) undergraduate course in research methods with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 390 Introduction to Statistics or TCS 385 Introduction to Research Methods;
- A grade of "C" or higher in a comparable course at the Chicago School; or
- A grade of "C" or higher in a comparable course at another institutionally accredited institution.

Internal Articulation Protocols

The Chicago School has also established protocols between the MA Applied Forensic Psychology program and the MA Forensic Psychology, Professional Counselor Licensure program listed below. Click on the link of the program that interests you for details

MA Applied Forensic Psychology to PsyD Clinical Forensic Psychology

MA Applied Forensic Psychology to MA Forensic, Professional Counselor Licensure

Degree Completion Requirements

- Successful completion of all coursework requirements.
    - MA Forensic Psychology: 30 credit hours
    - MA Forensic Psychology, Concentration Track: 36 credit hours
- Successful completion of capstone project.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to be knowledgeable of and adhere to the "Ethical Principles of Psychologists and Code of Conduct" as published by the American Psychological Association.

References will be made to additional ethical codes, such as, but not limited to, the Specialty Guidelines for Forensic Psychologists (American Psychological Association, 2013) and the "ACA Code of Ethics" of the American Counseling Association.

Please refer to the policies located in the Student Rights and Responsibilities section of the Academic Catalog and Student Handbook for additional conduct requirements.

Student Professional Evaluation and Student Review Process

The course content and experiential activities offered by the MA Applied Forensic Psychology program are designed to afford students the opportunity to advance their intellectual and professional development and functioning. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and performance. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program, students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function and provide services as a professional. Students are also formally evaluated with regard to their professional comportment at the end of specific courses in the curriculum. Additionally, all students are reviewed by program faculty and administration with respect to their overall program performance during the student review process.

Academic Advisor Assignment

An academic advisor is assigned to each student and student progress is tracked and addressed through informal meetings or more formal Academic Development Plans (ADPs) depending on the presenting needs. A multi-tiered support system is in place, including support from the academic advisor, department chair, and student support counselor.

The Curriculum

Required Core Curriculum: 30 credit hours

Optional Concentrations: 6 credit hours

- Corrections Concentration
- Police Psychology Concentration
- Criminology Concentration

Total Credits

- MA Forensic Psychology: 30 credit hours
- MA Forensic Psychology Concentration Track: 36 credit hours

Required Core (30 credit hours)

Progression Requirements

- TCS 385 - Introduction to Research Methods (0 credit hours)
  TCS 385 This requirement must be fulfilled during the first semester or first two terms.
  OR
- TCS 390 - Introduction to Statistics (0 credit hours)
  TCS 390 This requirement must be fulfilled during the first semester or first two terms

- FO 600 - Violence and Risk Assessment (3 credit hours)
- FO 607 - Trauma and Crisis Intervention (3 credit hours)
- FO 610 - Introduction to Forensic Psychology (2 credit hours)
- FO 611 - Ethics and Professional Issues (3 credit hours)
- FO 613 - Psychopathology (3 credit hours)
- FO 614 - Research Methods (3 credits)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)
- FO 627 - Forensic Documentation, Report Writing, and Testifying (3 credits)
- FO 725 - Profiling Serial Killers by Type, Motives, Methods, and Victims (3 credit hours)
- FO 740 - Capstone Research Project (1 credit hour) (Course work equivalent to 5 credit hours)
  Students enroll in either FO 601 or FO 602.
- FO 601 - Evaluation and Treatment of the Adult Offender (3 credit hours)
- FO 602 - Evaluation and Treatment of the Juvenile Offender (3 credit hours)

Concentrations (6 credit hours)

Students must elect a concentration to enroll in these courses. This track extends the program of study to 36 credit hours.

- Corrections Concentration
- Police Psychology Concentration
- Criminology Concentration

Corrections Concentration

- FO 605 - Correctional Counseling and Rehabilitation (3 credit hours)
- FO 606 - Evaluating and Treating the Sex Offender (3 credit hours)

Police Psychology Concentration

- FO 604 - Psychology of Law Enforcement (3 credit hours)
- FO 718 - Hostage Negotiations (3 credit hours)

Criminology Concentration

- FO 719 - Psychology of Terrorism (3 credit hours)
- FO 726 - Criminological Theories of Violence and Social Behaviors (3 credit hours)

MA Applied Psychology

Distance Learning

Program Overview

Multicultural Insight, Global Experience, Practical Scholarship

The MA Applied Psychology program is a non-licensure program designed to extend students' knowledge by providing a thorough understanding of the principles, theories, and applications of psychology. The program boasts an accomplished and highly supportive faculty, who bring their clinical, applied research, and community-based expertise to each course. The program provides a multicultural curriculum and the opportunity to apply concepts of psychology in a practical, real-world context. MA Applied Psychology students also have opportunities to study abroad at destinations specifically chosen by faculty to ground a deeper understanding of psychological principles in a global context.

The Applied Research Project, the capstone of the MA Applied Psychology curriculum, emphasizes the application of learning directly to the workplace or other life-context, using assessments, projects, and other measures to ensure application-based research and learning.

The MA Applied Psychology program prepares students to apply psychological principles and multicultural understanding across sectors, roles, and organizations. Students utilize the MA Applied Psychology degree to access promotional and leadership opportunities in fields such as human services, government, business, education, nonprofits, criminal justice, and healthcare. The program can also be a strong stepping-stone to doctoral study.

The curriculum is 30 semester credit hours, and includes fifteen semester credit hours in applied psychology, six semester hours in the Applied Research Project, and nine credit hours taken within a concentration. The MA Applied Psychology program currently offers seven concentrations: Applied Behavior Analysis; Child and Adolescent Psychology; Forensic Psychology; Generalist; Mental Health and Wellness; Organizational Leadership; and Suicide and Cyberbullying Prevention.

Program Mission

Through integration of theory and practice, students in the MA Applied Psychology non-licensure program at The Chicago School will gain broad knowledge that will enhance their professional behavior and practice across cultures in the social and behavioral sciences. The students will set themselves apart through the creation of an Applied Research Project that will highlight their area of concentration in a real-life application of scholarly theory and practice.

Program Learning Outcomes

Program Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Integrate knowledge of psychological theory, research, and professional literature to choose professional activities that promote optimal health and well-being in individuals, groups, and systems.
- Demonstrate knowledge of psychological theory and assessment techniques to evaluate various dimensions of human experience across a range of contexts.
- Compose grammatically correct papers, reports, and discussion posts of a professional quality, using style and formatting consistent with the most recent APA Style publication manual.

Diversity

- Respond ethically and effectively to individual and group differences across racial, ethnic, gender, age, social class, disability, sexual orientation, and religious boundaries.

Professional Behavior

- Demonstrate the knowledge, skills, and practices of ethical decision-making and behavior.

Scholarship

- Demonstrate understanding of research, research methodology, techniques of data collection and analysis, as well as ability to apply scientifically derived knowledge.
- Demonstrate acquired understanding of and respect for scientifically derived knowledge of the psychological bases of behavior and developmental issues across the lifespan.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the MA Applied Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 2.8 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 2.8 are required to submit additional documentation:

- Work history
- Essay answering the following questions:

- Please answer the following questions within three double spaced typed pages (approximately 500-750 words). The essay must specifically address the program/specialization for which the applicant is applying. Psychology is a vast discipline with many career options. In an essay format, please describe:
    - Why you chose this specific program
    - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity
    - Describe your professional career goals as they relate to this program, and why you believe this program will assist you in reaching those goals

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Applied Psychology

Articulation Protocols

The Chicago School has also established protocols between the MA Applied Psychology program and the programs listed below to allow qualified students to enroll in doctoral level courses while completing their master's degree that will count toward the doctoral degree. Click on the link of the program that interests you for details.

Early Acceptance into PhD International Psychology

Early Acceptance into PhD Organizational Leadership

MA Applied Psychology to Educational Psychology and Technology

The Chicago School has also established protocols between the MA Applied Psychology program and the programs listed below to allow qualified students to enroll in courses in other The Chicago School programs while completing their MA Applied Psychology that can be counted toward both programs. Click on the link of the program that interests you for details.

MA Applied Psychology and Post-Master's Certificate in Applied Behavior Analysis

MA Applied Psychology to MA Forensic Psychology, PCL

MA Applied Psychology and Instructional Design Certificate

The Chicago School has protocols between the MA Applied Psychology program and the programs listed below to allow students to affiliate credits from the listed program to MA Applied Psychology.

MA Clinical Mental Health Counseling and MA Applied Psychology

MA Counseling Psychology to MA Applied Psychology

Degree Completion Requirements

- Successful completion of 30 credit hours of coursework
- Successful completion of Applied Research Project

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists; relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*, 1978) as well as the professional norms, standards, and guidelines relevant to the profession.

The Curriculum

Required Core: 21 credit hours

Concentration: 9 credit hours

Program Total

MA Applied Psychology: 30 credit hours

Required Core

- MP 502 - Professional Ethics in Psychology (3 credit hours)
- MP 505 - Diversity and Psychology (3 credit hours)
- MP 510 - Psychology of the Life Span (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)
- MP 527 - Theories of Personality (3 credit hours)
- MP 615A - Applied Research Project I - Information Literacy & Proposal (1.5 credit hours) (Course work equivalent to 5 credit hours)
- MP 615B - Applied Research Project II - Literature Review (1.5 credit hours) (Course work equivalent to 5 credit hours)
- MP 620A - Applied Research Project III - Planning and Development (1.5 credit hours) (Course work equivalent to 5 credit hours)
- MP 620B - Applied Research Project IV - Completion and Defense (1.5 credit hours) (Course work equivalent to 5 credit hours)

Concentration Options

Applied Behavior Analysis

- AB 540 - Concepts and Principles in Behavior Analysis I (3 credit hours)
- AB 545 - Measurement and Design in Behavior Analysis (3 credit hours)
- AB 565 - Professional Ethics and Issues in Behavior Analysis (3 credit hours)

Child and Adolescent Psychology

- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 604 - Family Systems and Family Therapy (3 credit hours)
- MP 642 - Evidence Based Programs for Children and Adolescents (3 credit hours)

Forensic Psychology

- FO 611 - Ethics and Professional Issues (3 credit hours)
- FO 613 - Psychopathology (3 credit hours)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)

Mental Health and Wellness

- MP 529 - Psychopathology and Behavior Disorders (3 credit hours)
- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 566 - Interviewing Skills (3 credits)

Organizational Leadership

- IO 510 - Organizational Behavior (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- MP 611 - Gender and Leadership Style (3 credit hours)

Suicide and Cyberbullying Prevention

- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 546 - Global Issues in Suicide (3 credit hours)
- MP 557 - Social Media and Cyberbullying (3 credit hours)

Generalist

- Student choice: three courses from any of the concentrations, with the exception of ABA concentration, and can include the courses listed below for a total of 9 credit hours
- MP 529 - Psychopathology and Behavior Disorders (3 credit hours)
- MP 540 - Community and Environmental Psychology (3 credit hours)

Earning a Graduate Certificate in Online Teaching and Learning

A student in the MA Applied Psychology program may earn a Graduate Certificate in Online Teaching and Learning following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

Graduate Certificate in Online Teaching and Learning Curriculum

Required Core: 9 Credit hours

- MP 503 - Online Learning Communities and Pedagogies (3 credit hours)
- MP 504 - Online Course Design and Assessment (3 credit hours)
- MP 506 - Online Technologies for Learning Engagement (3 credit hours)

Earning a Child and Adolescent Psychology Certificate

A student in the MA Applied Psychology program may earn a Child and Adolescent Psychology Certificate following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

Child and Adolescent Psychology Certificate Curriculum

Required Core: 9 Credit hours

- MP 510 - Psychology of the Life Span (3 credit hours)
- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 604 - Family Systems and Family Therapy (3 credit hours)

Earning an Organizational Leadership Certificate

A student in the MA Applied Psychology program may earn an Organizational Leadership Certificate following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework as identified below. MA Applied Psychology students may substitute IO 510 Organizational Behavior for IO 525 Organizational Leadership to earn the Organizational Leadership Certificate.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

The Organizational Leadership Certificate Curriculum

Required Core: 3 credit hours

Elective Courses: 6-7* credit hours

Program Total: 9-10* credit hours

**Students who choose IO519 Statistics and Lab as an elective will complete 7 total credit hours of electives, resulting in 10 credit hours total.*

- IO 525 - Organizational Leadership (3 credit hours)

  Electives:

  Choose 2 from below:
- IO 510 - Organizational Behavior (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- MP 611 - Gender and Leadership Style (3 credit hours)

Earning a Suicide and Cyberbullying Prevention Certificate

A student in the MA Applied Psychology program may earn a Suicide and Cyberbullying Prevention Certificate following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

Suicide and Cyberbullying Prevention Certificate

Required Core: 9 credit hours

- MP 541 - Trauma and Crisis Intervention (3 credit hours)
- MP 546 - Global Issues in Suicide (3 credit hours)
- MP 557 - Social Media and Cyberbullying (3 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 451 - Research Project Extension 1 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 452 - Research Project Extension 2 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 453 - Research Project Extension 3 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 454 - Research Project Extension 4 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 455 - Research Project Extension 5 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 456 - Research Project Extension 6 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 457 - Research Project Extension 7 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 458 - Research Project Extension 8 (1.5 credit hours)(Course work equivalent to 5 credit hours)

- RPX 459 - Research Project Extension 9 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 460 - Research Project Extension 10 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 461 - Research Project Extension 11 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 462 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours) Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment
- RPX 463 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 464 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 465 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 466 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 467 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 468 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 469 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 470 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

MA Behavioral Economics

Distance Learning

Program Description

The Master's in Behavioral Economics program is designed to provide students with a comprehensive understanding of the intersection between psychology and economics, focusing on how individuals make decisions in various contexts. This interdisciplinary program equips students with the knowledge and skills necessary to analyze human behavior, shape consumer decisions, and inform decision-making processes for both public and private organizations. Students will learn the strategies to develop interventions grounded in behavioral science for the purpose of affecting positive change in individuals, organizations, and communities. Our graduates work in industries such as: Software Development; Business Consulting; Mental Health Care Organizations; Public Safety; Non-Profit Organizations; Banking; Armed Forces; Hospitality; Aviation & Aerospace; Health, Wellness & Fitness; Insurance; Marketing; and Education.

The 40 credit hour Master's in Behavioral Economics program offers a comprehensive curriculum that integrates theory, research methods, and practical applications for use in careers in research, public relations, marketing, policymaking, consulting, and industry. Through a blend of interdisciplinary coursework, students develop the knowledge, skills, and ethical awareness necessary to address complex behavioral challenges in diverse settings. By integrating interdisciplinary perspectives, fostering critical thinking, and promoting ethical practice, graduates are prepared to address complex behavioral challenges and drive positive societal change in an ever-evolving global landscape.

Program Philosophy

Students will use scientific research and theory to inform their practices and contribute to the body of work extending the reach of their specialties in professional psychology. Students will apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious differences (among other individual and group demographic factors) into their professional work. Students will be able to conduct assessments, develop appropriate interventions, and implement interventions in their specialty areas of professional psychology and function in a professional and ethical manner in classroom, off-site training, and work-settings.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Generate solutions through the application of theory to the individual, group and organization including: the ability to interpret and synthesize research and theory using process consultation, assessment, and interventions.
- Relate information in Oral and Written communication that is grammatically correct, logical, succinct and of publishable quality.
- Manage relationships with others to enhance quality of work products rather than diminish work products including: managing conflict.

Diversity

- Assess differences in judgment and choice with regard to diverse populations and work cooperatively with members of different identity groups including individuals from different ethnicities, religion, sexual orientation, ability level, age, and different educational backgrounds in multidisciplinary teams.

Professional Behavior

- Develop self-awareness, self-management, and professional and psychological maturity as exhibited by the ability to accept feedback and the willingness to change behavior as needed.

Scholarship

- Construct and interpret research studies including: hypothetical choices, experiments with actual observations, and field research.
- Evaluate information using techniques such as: identifying, observing through inductive or deductive reasoning, and inferring.
- Compare and contrast elements of Behavioral Economics including: market fluctuations, public policy, and economic/hedonic decision-making. Interpret research/theories of judgment and choice including: rationality, uncertainty/risk, social trends and Neuro-economics. Explain and summarize the foundations of Behavioral Economics including: social and cognitive psychology, sociology and political science.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Behavioral Economics program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation.

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects your work history)
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Behavioral Economics

Articulation Protocols

The Chicago School has established an Protocol between the MA Behavioral Economics and the B.A. Psychology programs to allow qualified students to enroll in master's level courses while completing their bachelors degree that will then count toward the master's degree. You may view the internal articulation agreement here: BA Psychology to MA Behavioral Economics

Degree Completion Requirements

- Successful completion of 40 credit hours of coursework
- Successful completion of the Applied Research Project

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to engage in all graduate work, including but not limited to course work, research, and scholarship, with a high degree of integrity and professionalism. It is essential that students approach professional working relationships, collegial relationships, and client/partner-contact with respect. Further, students are expected to adhere to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct as well as the "evolving universal code of ethics" (Gauthier, 2005). Students who choose to seek employment in the field of psychology shall not work beyond their level of competence and shall not use titles governed by credentialing statutes and/or regulations unless authorized by the relevant jurisdictional authority. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to Student Community Standards for disciplinary action and possible dismissal.

Residencies

There are no residency requirements for this program.

Applied Research Project

Students in the Applied Research Project complete classwork over the course of their studies that guide them through the process of writing the Applied Research Project. A faculty member will approve and supervise the project through these courses.

The MA Behavioral Economics Curriculum

Required Core: 34 credit hours

Electives: 6 credit hours

Program Total

M.A. Behavioral Economics: 40 credit hours

Required Core

- BE 505 - Fundamentals of Behavioral Economics (3 credit hours)
- BE 510 - Brain and Behavior (3 credit hours)
- BE 515 - Social Cognition and Information Processing (3 credit hours)
- BE 520 - Choice Architecture (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)
- IO 611 - The Applied Research Project: Intro to ARP and ARP Needs Assessment (1 credit hour) (Course equivalent to 5 credit hours)

- IO 612 - The Applied Research Project: Literature Review (1 credit hour) (Course equivalent to 5 credit hours)
- IO 613 - The Applied Research Project: Intervention and Program Evaluation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 614 - The Applied Research Project: Professional Ethics (1 credit hour) (Course equivalent to 5 credit hours)
- IO 615 - The Applied Research Project: Final Deliverable and Showcase Preparation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 616 - The Applied Research Project: ARP Showcase Defense (1 credit hour) (Course equivalent to 5 credit hours)

Electives

- PB 535 - Business and Financial Literacy (3 credit hours)
- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 522 - Performance Appraisal (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 534 - Business and Financial Literacy for HR Professionals (3 credit hours)
- IO 541 - Special Topics (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 557 - Managing Organizational Diversity (3 credit hours)
- IO 559 - Talent Management and Succession Planning (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)
- IO 571 - Development and Deployment of Employee Surveys (3 credit hours)
- IO 572 - Productive Labor Relations (3 credit hours)
- IO 575 - Legal Issues in Healthcare Leadership (3 credit hours)
- IO 576 - Strategic Planning in Healthcare Diversity (3 credit hours)
- IO 577 - Quality Management in Healthcare Organizations (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)
- IO 583 - Independent Study III (3 credit hours)
- IO 588 - Strategic and Organizational Planning (3 credit hours)
- IO 589 - Survey of Quality Management and Process Control (3 credit hours)
- IO 698 - Special Topics III (3 credit hours)

Earning a Certificate in Behavioral Economics

A student in the MA Behavioral Economics program may earn a Certificate in Behavioral Economics following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.

- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS committee before the certificate can be conferred.

The Curriculum

Required Core: 3 credit hours

Elective Courses: 6-7* credit hours

Program Total: 9-10* credit hours

**Students who choose IO519 Statistics and Lab as an elective will complete 7 total credit hours of electives, resulting in 10 credit hours total.*

Required Core

Required Core: 3 credit hours

- BE 505 - Fundamentals of Behavioral Economics (3 credit hours)

Electives

Choose 2 from below:

- BE 510 - Brain and Behavior (3 credit hours)
- BE 515 - Social Cognition and Information Processing (3 credit hours)
- BE 520 - Choice Architecture (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 451 - Research Project Extension 1 (1.5 credit hours) (Course work equivalent to 5 credit hours)

- RPX 452 - Research Project Extension 2 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 453 - Research Project Extension 3 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 454 - Research Project Extension 4 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 455 - Research Project Extension 5 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 456 - Research Project Extension 6 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 457 - Research Project Extension 7 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 458 - Research Project Extension 8 (1.5 credit hours)(Course work equivalent to 5 credit hours)
- RPX 459 - Research Project Extension 9 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 460 - Research Project Extension 10 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 461 - Research Project Extension 11 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 462 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours) Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment
- RPX 463 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 464 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 465 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 466 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 467 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 468 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 469 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 470 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

MA Clinical Mental Health Counseling - Chicago

Chicago

Program Overview

The MA Clinical Mental Health Counseling program consists of 60 credit hours of course work and supervised clinical training experiences. Students learn to promote mental wellness, prevention, and resilience in individuals and communities.

Students in the MA Clinical Mental Health Counseling program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on community, prevention, and early intervention in community settings.

Students are prepared in the requisite knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

The MA Clinical Mental Health Counseling program in Chicago is accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP), effecitve February 7, 2020. The program also incorporates the eight content areas outlined by the National Board of Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level.

Acknowledged for its commitment to diversity, The Chicago School recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the Counselor Education Department embraces this commitment through the integration of multicultural education and diversity across its curriculum; successful students demonstrate an appreciation for and competency in this area. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body.

Program Mission

The Clinical Mental Health Counseling program at The Chicago School is a Transformational, Community-Based Counseling Program committed to educational experiences that provide training in mental health counseling for a variety of clinical settings, such as: couples/family counseling, social service and mental health agencies, college counseling centers, non-profit organizations, and private practice. Focusing on three core areas of ethical practice, multiculturalism/social justice, and advanced clinical practice, the program prepares students to work in a variety of settings, especially those in underserved communities.

Program Philosophy

The MA Clinical Mental Health Counseling program is dedicated to preparing students to become professional counselors for clinical mental health practice in a wide range of settings. The program focuses on students developing a professional identity as a practitioner-scholar; an awareness of diversity and advocacy; and strong helping relationship, diagnosis, and assessment skills. The core belief of the counseling program is that clients have the ability to heal from within a therapeutic environment.

Program Learning Outcomes

Upon successful completion the program prepares students to:

Professional Practice

- Program prepares students to demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy.
- Program prepares students to demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy.
- Program prepares students to demonstrate knowledge and application of the helping process with diverse clients; counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change process.
- Program prepares students to demonstrate knowledge and application of group development, dynamics, theories, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevant manner.

- Program prepares students to demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings.

Diversity

- Program prepares students to demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from diverse cultural backgrounds as well as the ability to advocate for equity and social justice in the promotion of mental health on the behalf of clients, the community, and the profession of counseling.

Professional Behavior

- Program prepares students to demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice.

Scholarship

- Program prepares students to critically evaluate and utilize research, evidence-based practices, and program evaluation to inform the practice of clinical mental health counseling with diverse client populations.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Clinical Mental Health Counseling program is open to any person who has earned a bachelor degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission include GPA from undergraduate schools. Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications. Additional factors that are considering in admission include the following:

- Application
- Application Fee ($50)
- Essay: The mission of the program is to equip students with the knowledge, skills, practices, and values of the counseling profession: empowerment, resilience, optimal development, multicultural competence, and holism, in order to promote the well-being of individuals, families, and the diverse systems that support them. In a two-page essay address the following:
    - How you would contribute to the fulfillment of the program's mission given your personal and professional characteristics and accomplishments, your academic background, and your experience, and
    - Upon successful completion of the program, how do you see yourself contributing to the profession as a clinical mental health counselor?
- Resume

- Three Letters of Recommendation
- Admissions Interview
- Group admissions interview
- Bachelor's degree from an institutionally accredited university

Each applicant is reviewed holistically, taking factors such as personal and professional experience and accomplishments into consideration. Applicants are encouraged to contact the Office of Admissions to discuss their unique qualifications.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Clinical Mental Health Counseling - Chicago

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours.
- Successful completion of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 600 hours.

Progression Requirement - Internship

A student who does not successfully complete the Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, American Counseling Association's Code of Ethics (2014); relevant federal, state, and local laws, statutes, regulations,

and legal precedents (e.g., the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*, 1978) as well as the professional norms, standards, and guidelines relevant to the profession.

Practicum and Internship

Practicum and internship, sometimes referred to as field training or applied professional practice experiences, provides for the application of theory and the development of counseling skills under supervision. These experiences offer opportunities for students to counsel and provide other professional services to diverse clientele in their communities. Each student is responsible for identifying potential practicum/internship sites. Students are encouraged first to assess their counseling and professional interests, training needs, and goals (e.g., populations, settings, clinical presentations, and professional activities of interest). Then, students will tap into their existing personal and professional networks to learn of sites that provide clinical mental health counseling services. In addition, they may: conduct internet searches; consult the websites of local, state and national professional organizations; network with other human services organizations in their communities; and/or talk with the CMHC Director of Clinical Training to brainstorm additional routes to site development.

Typically, students complete their practicum and internship at the same site. During the practicum course, students complete a supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours. The practicum course is comprised of the on-site clinical counseling supervised experience, and students must participate in group supervision, which meets weekly throughout the entirety of the semester, as well as coursework. Students will practice foundational counseling skills and, over time, integrate more advanced skills through practice in classes, supervised recorded sessions, and direct service at their sites. Moreover, the practicum experience often focuses on the personal qualities needed to develop genuine and effective counseling relationships with a wide range of clientele. As such, students learn self-assessment skills as well as how to understand clients' worldviews.

After successfully completing the practicum course, students will enroll in Internship I. During the fourteen-week Internship I course, students complete the next level of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship I course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the semester, as well as coursework.

Following successful completion of Internship I, students will enroll in Internship II. During the fourteen-week Internship II course, students complete a more advanced level of supervised Internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship II course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the semester, as well as coursework. The internship is intended to reflect the comprehensive work experience of a clinical mental health counselor, and students will participate in the full range of roles and responsibilities available at their sites.

Note the practicum and internship experiences are conducted under the direction of a qualified on-site supervisor, and the minimum total number of hours accrued is 700 (i.e. 100 practicum hours + 300 Internship I hours + 300 Internship II hours = 700 total hours). An advanced internship course is available to students needing a full year of field work or 900 hours of internship to complete the necessary course work for counseling licensure in certain states.

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are available from the CMHC Director of Clinical Training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

The Curriculum

Required Cores: 54 credit hours

Electives: 6 credit hours

Program Total

M.A. Clinical Mental Health Counseling: 60 credit hours

Required Core Courses

- CM 500 - Introduction to the Counseling Profession and Ethics (3 credit hours)
- CM 507 - Theories of Counseling and Psychotherapy (3 credit hours)
- CM 514 - Diagnosis of Mental Health Issues (3 credit hours)
- CM 521 - Lifespan Development (3 credit hours)
- CM 528 - Helping Relationships & Skill Development in Counseling (3 credit hours)
- CM 530 - Treatment Planning (3 credit hours)
- CM 536 - Couples and Family Counseling (3 credit hours)
- CM 543 - Group Theories and Processes of Counseling (3 credit hours)
- CM 550 - Diversity & Multiculturalism (3 credit hours)
- CM 564 - Career Development & Counseling (3 credit hours)
- CM 571 - Assessment of Individuals (3 credit hours)
- CM 578 - Methods of Research & Program Evaluation (3 credit hours)
- CM 585 - Addictions and Substance Abuse (3 credit hours)
- CM 592 - Clinical Mental Health Counseling (3 credit hours)
- CM 599 - Trauma and Crisis Counseling: Causes, Effects, & Contexts (3 credit hours)
- CM 604 - Practicum Readiness Assessment (0 credit hours) (Course equivalent to 5 credit hours)
- CM 605 - Counseling Practicum (3 credit hours) (fall or spring semester)
  Students enrolled in Practicum during **Summer Semester only** will enroll in CM 626 and CM 627.
- CM 626 - Counseling Practicum A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 627 - Counseling Practicum B (3 credit hours)
- CM 614 - Internship in Counseling I (3 credit hours) (fall or spring semester)
  Students enrolled in Internship I during **Summer Semester only** (one course each term) will enroll in CM 620 and CM 621.
- CM 620 - Internship in Counseling 1A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 621 - Internship in Counseling 1B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 619 - Internship in Counseling II (3 credit hours) (fall or spring semester)
  Students enrolled in Internship II during **Summer Semester only** (one course each term) will enroll in CM 622 and CM 623.
- CM 622 - Internship in Counseling 2A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 623 - Internship in Counseling 2B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 800 - Capstone (0 credit hours) (Course work equivalent to 3 credit hours) (Course fee $65)

Electives

- CM 595 - Human Sexuality (3 credit hours)
- CM 597 - Telebehavioral Health (3 credit hours)
- CM 598 - Psychopathology (3 credit hours)
- CM 616 - Advanced Internship (3 credit hours)
- CM 650 - Counseling Children & Adolescents (3 credit hours)
- CM 655 - Counseling: A Global Perspective (3 credit hours)

- CM 670 - Professional Military Ethics and Culture (3 credit hours)
- CM 671 - Forensic Mental Health Counseling (3 credit hours)
- CM 680 - Military Psychological Assessment (3 credit hours)
- CM 690 - Military Psychological Interventions (3 credit hours)
- CM 691 - Grief Counseling (3 credit hours)
- CM 693 - Behavioral Health Care Strategies for the Care and Management of Severe Mental Illness (3 credit hours)
- CM 697 - Psychopharmacology (3 credit hours)
- CM 700 - Gerontological Counseling (3 credit hours)
- CM 710 - Cognitive-Behavioral Approaches to Counseling (3 credit hours)
- CM 720 - Current Topics in Counseling (3 credit hours)
- CM 730 - Advanced Psychological Assessment (3 credit hours)

Clinical Training Extension Courses - Clinical Mental Health Counseling

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CM 608 - Clinical Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- CM 625 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)

- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Clinical Mental Health Counseling - Dallas

Program Overview

The MA Clinical Mental Health Counseling program consists of 60 credit hours of course work and supervised clinical training experiences. Students learn to promote mental wellness, prevention, and resilience in individuals and communities.

Students in the MA Clinical Mental Health Counseling program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on community, prevention, and early intervention in community settings.

Students are prepared in the requisite knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

The MA Clinical Mental Health Counseling program in Dallas is accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP), effective August 6, 2022.

Acknowledged for its commitment to diversity, The Chicago School recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the Counseling Department embraces this commitment through the integration of multicultural education and diversity across its curriculum; successful students demonstrate an appreciation for and competency in this area. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body.

Mission

The Chicago School - Dallas counseling department seeks to prepare Clinical Mental Health Counselors (CMHC), representative of the communities we serve, to work in diverse trauma-informed interdisciplinary team environments applying core counseling skills in traditional and integrated care contexts utilizing both clinic based and telehealth service delivery methods to positively impact community members' mental health and wellness needs across the lifespan, particularly those in mental health provider shortage areas.

Program Philosophy

The MA Clinical Mental Health Counseling program is dedicated to preparing students to become professional counselors for clinical mental health practice in a wide range of settings. The program focuses on students developing a professional identity as a practitioner-scholar; an awareness of diversity and advocacy; and strong helping relationship,

diagnosis, and assessment skills. The core belief of the counseling program is that clients have the ability to heal from within a therapeutic environment.

Program Learning Outcomes

Upon successful completion the program prepares students to:

Professional Practice

- Program prepares students to demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy.
- Program prepares students to demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy.
- Program prepares students to demonstrate knowledge and application of the helping process with diverse clients; counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change process.
- Program prepares students to demonstrate knowledge and application of group development, dynamics, theories, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevant manner.
- Program prepares students to demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings.

Diversity

- Program prepares students to demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from diverse cultural backgrounds as well as the ability to advocate for equity and social justice in the promotion of mental health on the behalf of clients, the community, and the profession of counseling.

Professional Behavior

- Program prepares students to demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice.

Scholarship

- Program prepares students to critically evaluate and utilize research, evidence-based practices, and program evaluation to inform the practice of clinical mental health counseling with diverse client populations.

Licensure

For information on where The Chicago School of Professional Psychology meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School of Professional Psychology is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School of Professional Psychology's MA Clinical Mental Health Counseling program is open to any person who has earned a bachelor degree from an institutionallyaccredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission include GPA from undergraduate schools. Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications. Additional factors that are considered in admission include the following:

- Application
- Application Fee ($50)
- Essay: The mission of the program is to prepare Clinical Mental Health Counselors (CMHC), representative of the communities we serve, to work in diverse trauma-informed interdisciplinary team environments applying core counseling skills in traditional and integrated care contexts utilizing both clinic based and telehealth service delivery methods to positively impact community members' mental health and wellness needs across the lifespan, particularly those in mental health provider shortage areas. In a two-page essay address the following:
    - How you would contribute to the fulfillment of the program's mission given your personal and professional characteristics and accomplishments, your academic background, and your experience, and
    - Upon successful completion of the program, how do you see yourself contributing to the profession as a clinical mental health counselor?
- Resume
- Three Letters of Recommendation from professionals familiar with your academic ability or work or volunteer efforts
- Admissions Interview
- Bachelor's degree from an institutionally accredited university

Each applicant is reviewed holistically, taking factors such as personal and professional experience and accomplishments into consideration. Applicants are encouraged to contact the Office of Admissions to discuss their unique qualifications.

Applicant Notification

The Chicago School of Professional Psychology reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School of Professional Psychology does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Clinical Mental Health Counseling - Dallas

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours.
- Successful completion of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 600 hours.
- Successful completion of a comprehnsive exam and capstone project.

Progression Requirement - Internship

A student who does not successfully complete the Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, American Counseling Association's Code of Ethics (2014); relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession.

Practicum and Internship

Prior to entering practicum, at the end of their programs of study, students complete Practicum Readiness Assessment to prepare for practicum, review a diverse list of approved clinical training sites, develop their resume, and request recommendations for practicum placement prior to interviewing for practicum, all completed under the supervision of the Director of Clinical Training. Approved clinical sites are varied in terms of location in the metroplex, populations served (e.g., child, adolescent, elderly, LGBTQI+, religion, trauma survivors, addictions, etc.) and type of setting (e.g., psychiatric or specialized treatment hospital, residential treatment center, community counseling agency, school, private practice, correctional/forensic sites, etc.). Students may only register for fieldwork classes once approved by their supervisor and the Director of Clinical Training.

Practicum and internship occurs in the final year of the student's program. During fieldwork, students engage in practical counseling skills practice at an approved clinical site in the community, under the supervision of a licensed mental health provider approved by the program's Director of Clinical Training. Students meet for an average of one hour for weekly clinical supervision on site individually or in triadic supervision. In addition to the site supervisor, students attend a weekly fieldwork seminar to staff cases and discuss professional and site-related issues throughout practicum and internship with a faculty member who is a licensed professional counselor supervisor and a group of classmates/colleagues who are also in fieldwork.

Practicum is a minimum of 100 hours on site with 40% of those hours being direct client contact. After successfully completing practicum, students complete two semesters of internship totaling at least 600 additional hours on site with 40% being direct client contact. During Internship I, students prepare for and take the Comprehensive Professional

Counseling Examination that mirrors the licensing exam they will take post-graduation. During Internship II students prepare for and present a Clinical Case Examination, which is a case study where they apply everything learned throughout the program to a case presented to their Internship group

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are available from the CMHC Director of Clinical Training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

The Curriculum

Required Core: 57 credit hours

Electives: 3 credit hours

Program Total

60 credit hours

Required Core (57 Credit Hours)

- CM 500 - Introduction to the Counseling Profession and Ethics (3 credit hours)
- CM 507 - Theories of Counseling and Psychotherapy (3 credit hours)
- CM 514 - Diagnosis of Mental Health Issues (3 credit hours)
- CM 521 - Lifespan Development (3 credit hours)
- CM 528 - Helping Relationships & Skill Development in Counseling (3 credit hours)
- CM 530 - Treatment Planning (3 credit hours)
- CM 536 - Couples and Family Counseling (3 credit hours)
- CM 543 - Group Theories and Processes of Counseling (3 credit hours)
- CM 550 - Diversity & Multiculturalism (3 credit hours)
- CM 564 - Career Development & Counseling (3 credit hours)
- CM 571 - Assessment of Individuals (3 credit hours)
- CM 578 - Methods of Research & Program Evaluation (3 credit hours)
- CM 585 - Addictions and Substance Abuse (3 credit hours)
- CM 592 - Clinical Mental Health Counseling (3 credit hours)
- CM 599 - Trauma and Crisis Counseling: Causes, Effects, & Contexts (3 credit hours)
- CM 695 - Advanced Ethics and Legal Considerations (3 credit hours)
- CM 604 - Practicum Readiness Assessment (0 credit hours) (Course equivalent to 5 credit hours)
- CM 603 - Practicum Readiness Extension (0 credit hour) (Course equivalent to 3 credit hours)
- CM 620 - Internship in Counseling 1A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 621 - Internship in Counseling 1B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 622 - Internship in Counseling 2A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 623TX - Internship in Counseling 2B (3 credit hours)
- CM 626 - Counseling Practicum A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 627 - Counseling Practicum B (3 credit hours)
- CM 800TX - Capstone (0 credit hours) (Course equivalent to 3 credit hours)
- CM 801 - Capstone Extension (0 credit hour) (Course equivalent to 3 credit hours)

Electives (3 Credit Hours)

- CM 595 - Human Sexuality (3 credit hours)
- CM 597 - Telebehavioral Health (3 credit hours)
- CM 598 - Psychopathology (3 credit hours)
- CM 616 - Advanced Internship (3 credit hours)
- CM 650 - Counseling Children & Adolescents (3 credit hours)
- CM 655 - Counseling: A Global Perspective (3 credit hours)
- CM 670 - Professional Military Ethics and Culture (3 credit hours)
- CM 671 - Forensic Mental Health Counseling (3 credit hours)
- CM 680 - Military Psychological Assessment (3 credit hours)
- CM 690 - Military Psychological Interventions (3 credit hours)
- CM 691 - Grief Counseling (3 credit hours)
- CM 693 - Behavioral Health Care Strategies for the Care and Management of Severe Mental Illness (3 credit hours)
- CM 697 - Psychopharmacology (3 credit hours)
- CM 700 - Gerontological Counseling (3 credit hours)
- CM 710 - Cognitive-Behavioral Approaches to Counseling (3 credit hours)
- CM 720 - Current Topics in Counseling (3 credit hours)
- CM 730 - Advanced Psychological Assessment (3 credit hours)

Clinical Training Extension Courses - Clinical Mental Health Counseling

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

BASIC OR BEGINNING PRACTICUM EXTENSION
These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CM 608 - Clinical Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)
  These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- CM 625 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Clinical Mental Health Counseling - Distance Learning

Program Overview

The MA Clinical Mental Health Counseling (CMHC) program consists of 60 credit hours of course work and supervised clinical training experiences. Students learn to promote mental wellness, prevention, and resilience in individuals and communities.

Students in the MA Clinical Mental Health Counseling program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on community, prevention, and early intervention in community settings.

Students are prepared in the requisite knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

The Distance Learning MA Clinical Mental Health Counseling program is accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP) effective January 19, 2018. More information about CACREP accreditation is available here. The program also incorporates the eight content areas outlined by the National Board for Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level.

Acknowledged for its commitment to diversity, The Chicago School recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the Counselor Education Department embraces this commitment through the integration of multicultural education and diversity across its curriculum; successful students demonstrate an appreciation for and competency in this area. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body.

Program Mission

The mission Master of Arts in Clinical Mental Health Counseling (CMHC) Distance Learning program of The Chicago School is to provide an inclusive, dynamic, and equitably supportive learning experience that fosters professional and personal growth through a student-centered approach. The program uses a holistic and enriching educational journey to prepare our graduates to become clinically competent, ethically responsible, and culturally informed counselors who

are equipped to make meaningful contributions for their clients, communities, and marginalized populations throughout a diverse, global society.

Program Philosophy

The Distance Learning MA Clinical Mental Health Counseling program is dedicated to preparing students to become professional counselors for clinical mental health practice in a wide range of settings. The program focuses on students developing a professional identity as a practitioner-scholar; an awareness of diversity and advocacy; and strong helping relationship, diagnosis, and assessment skills. The core belief of the counseling program is that clients have the ability to heal from within a therapeutic environment.

Program Learning Outcomes

Upon successful completion the program prepares students to:

Professional Practice

- Program prepares students to demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy.
- Program prepares students to demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy.
- Program prepares students to demonstrate knowledge and application of the helping process with diverse clients; counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change process.
- Program prepares students to demonstrate knowledge and application of group development, dynamics, theories, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevant manner.
- Program prepares students to demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings.

Diversity

- Program prepares students to demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from diverse cultural backgrounds as well as the ability to advocate for equity and social justice in the promotion of mental health on the behalf of clients, the community, and the profession of counseling.

Professional Behavior

- Program prepares students to demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice.

Scholarship

- Program prepares students to critically evaluate and utilize research, evidence-based practices, and program evaluation to inform the practice of clinical mental health counseling with diverse client populations.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Clinical Mental Health Counseling program is open to any person who has earned a bachelor degree from an institutionallyaccredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission include GPA from undergraduate schools. Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications. Additional factors that are considering in admission include the following:

- Application
- Application Fee ($50)
- Essay: The mission of the program is to equip students with the knowledge, skills, practices, and values of the counseling profession: empowerment, resilience, optimal development, multicultural competence, and holism, in order to promote the well-being of individuals, families, and the diverse systems that support them. In a two-page essay address the following:
    - How you would contribute to the fulfillment of the program's mission given your personal and professional characteristics and accomplishments, your academic background, and your experience, and
    - Upon successful completion of the program, how do you see yourself contributing to the profession as a clinical mental health counselor?
- Resume
- Three Letters of Recommendation
- Admissions Interview
- Bachelor's degree from an institutionally accredited university

Each applicant is reviewed holistically, taking factors such as personal and professional experience and accomplishments into consideration. Applicants are encouraged to contact the Office of Admissions to discuss their unique qualifications.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Clinical Mental Health Counseling - Distance Learning

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours.
- Successful completion of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 600 hours.
- Successful completion of in-person residency requirements.
- Successful completion of Capstone

Progression Requirement - Practicum

A student who does not successfully complete the practicum experience will be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the entire practicum sequence. The student will not be allowed to register in any further courses in the program until this requirement is met. Extensions may be requested from the Program Chair or designee, if extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration. This progression requirement must be met by the end of the second term of the final year of the program.

Progression Requirement - Internship

A student who does not successfully complete the Competency Examination or who does not successfully complete the internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the internship sequence. A student will not be allowed to register or enroll in any further courses in the program until this requirement is met. Extensions may be requested from the Program Chair or designee if extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration. This progression requirement must be met within the last four terms of the program.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, American Counseling Association's Code of Ethics (2014); relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession.

Fieldwork

Practicum and internship, sometimes referred to as fieldwork or applied professional practice experiences, provides for the application of theory and the development of counseling skills under supervision. These experiences offer opportunities for students to counsel and provide other professional services to diverse clientele in their communities. Each student is responsible for identifying potential practicum/internship sites. Students are encouraged first to assess their counseling and professional interests, training needs, and goals (e.g., populations, settings, clinical presentations, and professional activities of interest). Then, students will tap into their existing personal and professional networks to learn of sites that provide clinical mental health counseling services. In addition, they may: conduct internet searches; consult the websites of local, state and national professional organizations; network with other human services organizations in their communities; and/or talk with the CMHC Director of Clinical Training to brainstorm additional routes to site development.

Typically, students complete their practicum and internship at the same site. During the practicum course, students complete a supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours. The practicum course is comprised of the on-site clinical counseling supervised experience, and students must participate in group supervision, which meets weekly throughout the entirety of the term, as well as coursework. Students will practice foundational counseling skills and, over time, integrate more advanced skills through practice in classes, supervised recorded sessions, and direct service at their sites. Moreover, the practicum experience often focuses on the personal qualities needed to develop genuine and effective counseling relationships with a wide range of clientele. As such, students learn self-assessment skills as well as how to understand clients' worldviews.

After successfully completing the practicum course, students will enroll in Internship 1. During the Internship 1 course, students complete the next level of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship 1 course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the term, as well as coursework.

Following successful completion of Internship 1, students will enroll in Internship 2. During the Internship 2 course, students complete a more advanced level of supervised Internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship 2 course is comprised of the on-site clinical counseling supervised experience, and students must participate in site and group supervision, which meets weekly throughout the term, as well as coursework. The internship is intended to reflect the comprehensive work experience of a clinical mental health counselor, and students will participate in the full range of roles and responsibilities available at their sites.

Note the practicum and internship experiences are conducted under the direction of a qualified on-site supervisor, and the minimum total number of hours accrued is 700 (i.e. 100 practicum hours + 300 Internship 1 hours + 300 Internship 2 hours = 700 total hours). An advanced internship course is available to students needing a full year of field work or 900 hours of internship to complete the necessary course work for counseling licensure in certain states.

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are available from the CMHC Director of Clinical Training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Residency

Students in the Distance Learning MA Clinical Mental Health Counseling program attend two, in-person, mandatory residencies. Each residency is three days and takes place at a Chicago School ground campus. Students must successfully complete in-person residencies as a requirement of their respective academic program. The first on ground residency occurs during the first year of the program. The second residency occurs during the second year of the program. Additionally, courses require mandatory weekly synchronous components and asynchronous modules,

assignments, and assessments with instructors. The two residency courses prepare students for the programmatic fieldwork courses.

The Curriculum

Required Core: 51 credit hours

Electives: 9 credit hours

Program Total

M.A. Clinical Mental Health Counseling: 60 credit hours

Required Core

- CM 500 - Introduction to the Counseling Profession and Ethics (3 credit hours)
- CM 507 - Theories of Counseling and Psychotherapy (3 credit hours)
- CM 514 - Diagnosis of Mental Health Issues (3 credit hours)
- CM 521 - Lifespan Development (3 credit hours)
- CM 528 - Helping Relationships & Skill Development in Counseling (3 credit hours)
- CM 530 - Treatment Planning (3 credit hours)
- CM 536 - Couples and Family Counseling (3 credit hours)
- CM 543 - Group Theories and Processes of Counseling (3 credit hours)
- CM 550 - Diversity & Multiculturalism (3 credit hours)
- CM 564 - Career Development & Counseling (3 credit hours)
- CM 571 - Assessment of Individuals (3 credit hours)
- CM 578 - Methods of Research & Program Evaluation (3 credit hours)
- CM 592 - Clinical Mental Health Counseling (3 credit hours)
- CM 598 - Psychopathology (3 credit hours)
- CM 604 - Practicum Readiness Assessment (0 credit hours) (Course equivalent to 5 credit hours)
- CM 626 - Counseling Practicum A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 627 - Counseling Practicum B (3 credit hours)
- CM 620 - Internship in Counseling 1A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 621 - Internship in Counseling 1B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 622 - Internship in Counseling 2A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 623 - Internship in Counseling 2B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 800ON - Capstone (0 credit hour) (Course equivalent to 3 credit hours)

Electives

- CM 585 - Addictions and Substance Abuse (3 credit hours)
- CM 595 - Human Sexuality (3 credit hours)
- CM 597 - Telebehavioral Health (3 credit hours)
- CM 599 - Trauma and Crisis Counseling: Causes, Effects, & Contexts (3 credit hours)
- CM 616 - Advanced Internship (3 credit hours)
- CM 650 - Counseling Children & Adolescents (3 credit hours)
- CM 655 - Counseling: A Global Perspective (3 credit hours)
- CM 670 - Professional Military Ethics and Culture (3 credit hours)

- CM 671 - Forensic Mental Health Counseling (3 credit hours)
- CM 680 - Military Psychological Assessment (3 credit hours)
- CM 690 - Military Psychological Interventions (3 credit hours)
- CM 691 - Grief Counseling (3 credit hours)
- CM 693 - Behavioral Health Care Strategies for the Care and Management of Severe Mental Illness (3 credit hours)
- CM 695 - Advanced Ethics and Legal Considerations (3 credit hours)
- CM 697 - Psychopharmacology (3 credit hours)
- CM 700 - Gerontological Counseling (3 credit hours)
- CM 710 - Cognitive-Behavioral Approaches to Counseling (3 credit hours)
- CM 720 - Current Topics in Counseling (3 credit hours)
- CM 730 - Advanced Psychological Assessment (3 credit hours)

Extension Courses

- CM 801 - Capstone Extension (0 credit hour) (Course equivalent to 3 credit hours)

Clinical Training Extension Courses - Clinical Mental Health Counseling

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

BASIC OR BEGINNING PRACTICUM EXTENSION
These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CM 608 - Clinical Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- CM 625 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Clinical Mental Health Counseling - Washington D.C.

Program Overview

The MA Clinical Mental Health Counseling program consists of 60 credit hours of course work and supervised clinical training experiences. Students learn to promote mental wellness, prevention, and resilience in individuals and communities.

Students in the MA Clinical Mental Health Counseling program gain experience and training in general counseling competencies including ethics, research, program evaluation, diagnosis, theories, career development, assessment, and counseling interventions. Students receive specialized training that focuses on community, prevention, and early intervention in community settings.

Students are prepared in the requisite knowledge, skills, multicultural competence, and self-awareness required of professional counselors.

The MA Clinical Mental Health Counseling program in Washington D. C. is accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP), effective July 20, 2018. More information about CACREP accreditation is available here. The program also incorporates the eight content areas outlined by the National Board of Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level.

Acknowledged for its commitment to diversity, The Chicago School recognizes that service to a diverse community plays a vital role in mental health services. Through its programs, the Counseling Department embraces this commitment through the integration of multicultural education and diversity across its curriculum; successful students demonstrate an appreciation for and competency in this area. Likewise, the faculty reflects experience in graduate level teaching and counseling practice with diverse clinical populations. This program seeks to serve a diverse student body.

Program Mission

The MA Clinical Mental Heatlh Counseling, Washington DC program seeks to educate and prepare professional counselors for careers and service in diverse community contexts as clinical mental health counselors, consultants, and advocates for individuals, families, and groups. The program embraces the concepts of wellness, holistic and biopsychosocial perspectives, lifespan development, professional ethics, multicultural/social justice and spiritual competencies, advocacy, and prevention. The counseling faculty, diverse in background, experience, and counseling orientation, are licensed practitioners who embrace and help develop a professional identity as counselors in their students. The program's mission is to prepare future counselors to skillfully and effectively support clients through

developmental, educational, career, mental health, and other life challenges. Graduates of the program are well-prepared to pursue licensure and careers in settings where their passions and abilities are well-matched to community needs.

Program Philosophy

The MA Clinical Mental Health Counseling program is dedicated to preparing students to become professional counselors for clinical mental health practice in a wide range of settings. The program focuses on students developing a professional identity as a practitioner-scholar; an awareness of diversity and advocacy; and strong helping relationship, diagnosis, and assessment skills. The core belief of the counseling program is that clients have the ability to heal from within a therapeutic environment.

Program Learning Outcomes

Upon successful completion the Program prepares students to:

Professional Practice

- Program prepares students to demonstrate contextual knowledge and application of the principles of mental health, wellness, and human development including prevention, education, consultation, intervention, and advocacy.
- Program prepares students to demonstrate knowledge and application of strategies for addressing diverse clients' career development and employment opportunities in a global economy.
- Program prepares students to demonstrate knowledge and application of the helping process with diverse clients; counseling theories and techniques; prevention, education, and consultation; wellness models; counselor self-understanding; and the change process.
- Program prepares students to demonstrate knowledge and application of group development, dynamics, theories, techniques, therapeutic factors, and how they contribute to the design and facilitation of groups in a culturally relevant manner.
- Program prepares students to demonstrate knowledge and application of culturally and developmentally appropriate clinical assessment, diagnosis, and evaluation practices for diverse mental health service recipients in mental health service settings.

Diversity

- Program prepares students to demonstrate an intersectional lens of cultural competence in counseling with individuals, groups, and families from diverse cultural backgrounds as well as the ability to advocate for equity and social justice in the promotion of mental health on the behalf of clients, the community, and the profession of counseling.

Professional Behavior

- Program prepares students to demonstrate knowledge and application related to ethical professional counseling practice, establish a professional counselor identity, and engage in effective interdisciplinary practice.

Scholarship

- Program prepares students to critically evaluate and utilize research, evidence-based practices, and program evaluation to inform the practice of clinical mental health counseling with diverse client populations.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Clinical Mental Health Counseling program is open to any person who has earned a bachelor degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission include GPA from undergraduate schools. Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications. Additional factors that are considering in admission include the following:

- Application
- Application Fee ($50)
- Essay: The mission of the program is to equip students with the knowledge, skills, practices, and values of the counseling profession: empowerment, resilience, optimal development, multicultural competence, and holism, in order to promote the well-being of individuals, families, and the diverse systems that support them. In a two-page essay address the following:
    - How you would contribute to the fulfillment of the program's mission given your personal and professional characteristics and accomplishments, your academic background, and your experience, and
    - Upon successful completion of the program, how do you see yourself contributing to the profession as a clinical mental health counselor?
- Resume
- Three Letters of Recommendation
- Admissions Interview
- Bachelor's degree from an institutionally accredited university

Each applicant is reviewed holistically, taking factors such as personal and professional experience and accomplishments into consideration. Applicants are encouraged to contact the Office of Admissions to discuss their unique qualifications.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Clinical Mental Health Counseling - Washington DC

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of supervised practicum experience at an approved site with an approved clinical supervisor for a minimum of 100 hours.
- Successful completion of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 600 hours.
- Successful completion of a comprehensive exam and capstone project

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Competency Examination.

A student who does not successfully complete the Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to, but not limited to, American Counseling Association's Code of Ethics (2014); relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession.

Practicum and Internship

Practicum and internship, sometimes referred to as field training or applied professional practice experiences, provides for the application of theory and the development of counseling skills under supervision. These experiences offer opportunities for students to counsel and provide other professional services to diverse clientele in their communities. Each student is responsible for identifying potential practicum/internship sites. Students are encouraged first to assess their counseling and professional interests, training needs, and goals (e.g., populations, settings, clinical presentations, and professional activities of interest). Then, students will tap into their existing personal and professional networks to learn of sites that provide clinical mental health counseling services. In addition, they may: conduct internet searches; consult the websites of local, state and national professional organizations; network with other human services organizations in their communities; and/or talk with the CMHC Director of Clinical Training to brainstorm additional routes to site development.

Typically, students complete their practicum and internship at the same site. During the fourteen-week practicum course, students complete a supervised practicum experience at an approved site with an approved clinical supervisor

for a minimum of 100 hours. The practicum course is comprised of the on-site clinical counseling supervised experience, and students must participate in both on-site individual supervision and on-campus group supervision, which meets weekly throughout the entirety of the semester, as well as coursework. Students will practice foundational counseling skills and, over time, integrate more advanced skills through practice in classes, supervised recorded sessions, and direct service at their sites. Moreover, the practicum experience often focuses on the personal qualities needed to develop genuine and effective counseling relationships with a wide range of clientele. As such, students learn self-assessment skills as well as how to understand clients' worldviews.

After successfully completing the practicum course, students will enroll in Internship I. During the fourteen-week Internship I course, students complete the next level of supervised internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship I course is comprised of the on-site clinical counseling supervised experience, and students must participate in both on-site individual supervision and on-campus group supervision, which meets weekly throughout the semester, as well as coursework.

Following successful completion of Internship I, students will enroll in Internship II. During the fourteen-week Internship II course, students complete a more advanced level of supervised Internship experience at an approved site with an approved clinical supervisor, for a minimum of 300 hours to further develop their individual and group counseling skills. The Internship II course is comprised of the on-site clinical counseling supervised experience, and students must participate in both on site individual supervision and on campus group supervision, which meets weekly throughout the semester, as well as coursework. The internship is intended to reflect the comprehensive work experience of a clinical mental health counselor, and students will participate in the full range of roles and responsibilities available at their sites.

Note the practicum and internship experiences are conducted under the direction of a qualified on-site supervisor, and the minimum total number of hours accrued is 700 (i.e. 100 practicum hours + 300 Internship I hours + 300 Internship II hours = 700 total hours). An advanced internship course is available to students needing a full year of field work or 900 hours of internship to complete the necessary course work for counseling licensure in certain states.

Transfer of credit for the practicum/internship is not granted and practicum/internship requirements are never waived. Further details regarding practicum and internship are available from the CMHC Director of Clinical Training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

The Curriculum

Required Core: 54 credit hours

Electives: 6 credit hours

Program Total

M.A. Clinical Mental Health Counseling: 60 credit hours

Required Core

- CM 500 - Introduction to the Counseling Profession and Ethics (3 credit hours)
- CM 507 - Theories of Counseling and Psychotherapy (3 credit hours)
- CM 514 - Diagnosis of Mental Health Issues (3 credit hours)
- CM 521 - Lifespan Development (3 credit hours)
- CM 528 - Helping Relationships & Skill Development in Counseling (3 credit hours)
- CM 530 - Treatment Planning (3 credit hours)
- CM 536 - Couples and Family Counseling (3 credit hours)

- CM 543 - Group Theories and Processes of Counseling (3 credit hours)
- CM 550 - Diversity & Multiculturalism (3 credit hours)
- CM 564 - Career Development & Counseling (3 credit hours)
- CM 571 - Assessment of Individuals (3 credit hours)
- CM 578 - Methods of Research & Program Evaluation (3 credit hours)
- CM 585 - Addictions and Substance Abuse (3 credit hours)
- CM 592 - Clinical Mental Health Counseling (3 credit hours)
- CM 599 - Trauma and Crisis Counseling: Causes, Effects, & Contexts (3 credit hours)
- CM 604 - Practicum Readiness Assessment (0 credit hours) (Course equivalent to 5 credit hours)
- CM 605 - Counseling Practicum (3 credit hours) (fall or spring semester)
  Students enrolled in Practicum during **Summer Semester only** (one course each term) will enroll in CM 626 and CM 627).
- CM 626 - Counseling Practicum A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 627 - Counseling Practicum B (3 credit hours)
- CM 614 - Internship in Counseling I (3 credit hours) (fall or spring semester)
  Students enrolled in Internship I during **Summer Semester only** (one course each term) will enroll in CM 620 and CM 621.
- CM 620 - Internship in Counseling 1A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 621 - Internship in Counseling 1B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 619 - Internship in Counseling II (3 credit hours) (fall or spring semester)
  Students enrolled in Internship II during **Summer Semester only** (one course each term) will enroll in CM 622 and CM 623.
- CM 622 - Internship in Counseling 2A (0 credit hours) (Course equivalent to 3 credit hours)
- CM 623 - Internship in Counseling 2B (3 credit hours) (Course equivalent to 3 credit hours)
- CM 800D - Capstone (0 credit hours) (Course fee $65)

Electives

- CM 595 - Human Sexuality (3 credit hours)
- CM 597 - Telebehavioral Health (3 credit hours)
- CM 598 - Psychopathology (3 credit hours)
- CM 616 - Advanced Internship (3 credit hours)
- CM 650 - Counseling Children & Adolescents (3 credit hours)
- CM 655 - Counseling: A Global Perspective (3 credit hours)
- CM 670 - Professional Military Ethics and Culture (3 credit hours)
- CM 671 - Forensic Mental Health Counseling (3 credit hours)
- CM 680 - Military Psychological Assessment (3 credit hours)
- CM 690 - Military Psychological Interventions (3 credit hours)
- CM 691 - Grief Counseling (3 credit hours)
- CM 693 - Behavioral Health Care Strategies for the Care and Management of Severe Mental Illness (3 credit hours)
- CM 695 - Advanced Ethics and Legal Considerations (3 credit hours)
- CM 697 - Psychopharmacology (3 credit hours)
- CM 700 - Gerontological Counseling (3 credit hours)
- CM 710 - Cognitive-Behavioral Approaches to Counseling (3 credit hours)
- CM 720 - Current Topics in Counseling (3 credit hours)
- CM 730 - Advanced Psychological Assessment (3 credit hours)

Clinical Training Extension Courses - Clinical Mental Health Counseling

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

BASIC OR BEGINNING PRACTICUM EXTENSION
These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CM 608 - Clinical Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- CM 625 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Counseling Psychology

Chicago

Program Overview

The MA Counseling Psychology program is a counselor training program that equips students with essential diagnostic, therapeutic and consultative skills in preparation to work with a variety of clinical populations ranging from children to the elderly with a variety of emotional, intellectual, and psychological symptoms and conditions.

Graduates will be trained to work in a variety of clinical settings that serve various populations. The program adopts the practitioner-scholar model predicated on the belief that a competent mental health practitioner must have both a broad knowledge of the scientific and theoretical principles in the clinical practice of counseling psychology and the ability to apply that knowledge to specific clinical situations. The program also incorporates the 8 content areas outlined by the National Board of Certified Counselors to prepare students seeking professional counselor licensure and desiring to begin professional practice at the master's level. Please see further information about professional licensure below.

The MA Counseling Psychology program at the Chicago Campus is accredited by the Masters in Psychology and Counseling Accreditation Council (MPCAC) for the period of December, 2018 through December, 2028.

We acknowledge the significance of promoting an academic environment that is sensitive to difference and to the preparation of clinicians who actively develop multicultural sensitivity, responsivity, and competence. As such, the program seeks to engage faculty and students in the preparation of mental health clinicians who meet the needs of diverse and underserved communities "from the broader view of innovators, transformers, and problem solvers; and use their discipline to make positive and lasting impacts on the World" (Aspirations Report, 2011, p.5).

Program Philosophy

The mission of the MA Counseling Psychology program is to prepare mental health professionals for the counseling psychology profession through professional competence, personal integrity and academic excellence with an emphasis on promoting culturally-sensitive, responsive, and conscious clinical practice. This is realized through a curriculum that integrates the theoretical foundations of counseling psychology, essential diagnostic, clinical and consultative skills, and field placement experience in a variety of settings and with diverse populations. Recognizing that our students are intrinsically motivated to help others, we acknowledge the significance of promoting an environment that is sensitive to difference and preparing future clinicians to develop self-awareness and the necessary skills to continue to strive toward attaining multicultural competence. Thus, the program seeks to engage faculty and students in the preparation of clinicians who meet the needs of diverse communities.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- **Assessment**. Conduct evidence-based, clinical assessments to ascertain psychological concerns and functional behaviors with consideration to social and cultural contexts and diagnostic classification systems.

- **Relationship.** Effectively establish and maintain therapeutic relationships with clients and demonstrate self-reflection of personal and professional functioning.

- **Intervention.** Identify and apply theoretical orientations, interventions, and best practices to clinical treatment and develop evidence-based treatment plans specific to service delivery goals.

- **Discipline Specific Knowledge.** Describe basic knowledge of psychological aspects of behavior including cognitive, affective, biological, developmental, and social bases of behavior.

Diversity

- **Individual and Cultural Diversity and Oppression/Equity.** Demonstrate awareness of self and others regarding racial, ethnic, gender, and other social identities and how these interact and impact professional work. Demonstrate the attitudes and skills to effectively and ethically serve and advocate for diverse individuals and social groups historically harmed by inequities and institutional oppression.

Professional Behavior

- **Ethical and Professional Behavior.** Demonstrate professional and ethical behavior consistent with professional standards and code of ethics and apply self-awareness of morals and values that impact ethical decision-making.

- **Consultation, Education, and Supervision.** Collaborate with other health professionals from diverse backgrounds and produce oral and written communication that is professional, respectful, accessible, and informative. Demonstrate knowledge of supervision roles and requirements for supervision in practice.

Scholarship

- **Research and Evaluation**. Identify, examine, and critique research methods, basic statistics, and psychometrics, and consider ethical and legal components of the research process and its impact on clinical practice.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Counseling Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be evaluated on their overall ability to complete graduate work. Factors considered prior to admission include: GPA from undergraduate and any graduate schools, successful work history after completion of the baccalaureate degree, relevant experience, the required admission essay, and letters of recommendation from academic professors or professional or volunteer experience supervisors. An undergraduate GPA of a 3.0 or higher on a 4.0 scale is expected for admission. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Please answer the following within three double-spaced, typed pages (approximately 500 to 750 words). Psychology is a vast discipline with many career options. In essay format, please describe why you chose this program/specialization*. Cite specific experiences and examples to illustrate:

• Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity?

• Your professional career goals as they relate to this specialization.

• Why you believe this program will assist you in reaching your goals.

The Graduate Record Examination (GRE) is not required; however, students who have taken the exam may submit their scores to enhance their application. Scores should be sent directly to the school (GRE School Code: 1119) for consideration. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50.00 (USD) application fee in order to be evaluated.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

MA Counseling Psychology Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in research methods with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options

- A grade of "C" or higher in TCS 380 Introduction to Psychology and TCS 385 Introduction to Research Methods;
- A grade of "C" or higher in a comparable course at the Chicago School; or
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Standard Full Time Schedule

- MA Counseling Psychology Chicago (includes Washington DC legacy)

Articulation Protocols

The Chicago School has also established protocols between the MA Counseling program and the programs listed below to allow qualified students to receive transfer credit for courses taken in other The Chicago School programs that can be counted toward degree completion requirements for both programs. Click on the link of the program that interests you for details.

MA Counseling and Post Master's Certificate Applied Behavior Analysis

MA Counseling and MA Applied Psychology

MA Counseling Psychology to PsyD Clinical Psychology Chicago

Degree Completion Requirements

- Successful completion of 60 credit hours
- Successful completion of a minimum of a 9-month placement experience and complete at least 700 hours with 280 direct service hours
- Successful completion of Counselor Preparation Comprehensive Exam (CPCE)
- Successful completion of Counseling Competency Examination (CCE)

Progression Requirement - Practicum and Internship

A student who successfully completes practicum and who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence. A student may be allowed only two attempts to complete any given practicum/internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Student Professional Evaluation and Student Review Process:

The course content and experiential activities offered by the MA Counseling Psychology program are designed to afford students the opportunity to advance their intellectual and professional development. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and overall progress. This feedback will come from a variety of sources including faculty, training staff, supervisors, peers, and clients. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function as a mental health practitioner. Students are formally evaluated with regard to their professional comportment throughout their program of study as well as in specifically designated courses within the curriculum using the Student Professional Evaluation form. Additionally, all students are reviewed, at minimum, twice annually by program faculty, staff, and administration with respect to their overall program performance during the Student Review Process.

Ethical Guidelines

The Chicago School expects that all counseling students will be knowledgeable of and adhere to the "ACA Code of Ethics" of the American Counseling Association, in addition to the "Ethical Principles of Psychologists and Code of Conduct," as published by the American Psychological Association. Furthermore, no student shall obtain part- or full-time employment that is beyond the scope of their cumulative training in the field of counseling psychology and shall not use titles governed by licensure statutes, unless so licensed by the state. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of counseling psychology is subject to discipline and possible dismissal.

Practicum and Internship

The practicum and internship placement experiences serve to integrate the theoretical and practical aspects of the education of a professional counselor. Students have the opportunity during the practicum and internship experiences to synthesize their knowledge, techniques and skills learned in the classroom. These supervised field placements allow students to provide direct services to clients and demonstrate their understanding of key concepts in professional counseling in a clinical setting. Students are able to apply to a wide variety of training sites that include community mental health centers, child welfare and family service agencies, substance abuse programs, college counseling centers, as well as private group practices. The sites available for the training experience are chosen based on their ability to serve diverse populations that will offer the best possible experience to equip students for working in the counseling field. Students are required to complete a minimum of a 9-month placement experience and complete at least 700 hours with 280 direct service hours during the placement. Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Comprehensive Examination

All students are required to successfully complete the Counselor Preparation Comprehensive Exam (CPCE). The information tested by the exam covers the eight competencies outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as defined by their Standards for Preparation. The CPCE is administered at least twice a year and is typically taken during the final year of study. Students must be in good academic standing to be eligible to take the CPCE. Students who have not successfully passed the CPCE are not eligible for degree conferral and must retake the exam during the next scheduled administration.

Counseling Competency Examination (CCE)

The Counseling Competency Examination (CCE) is a program capstone and is comprised of three (3) distinct components with the purpose of demonstrating proficiency in the core competencies of the academic program. This examination illustrates that a student has acquired the clinical skills necessary to graduate from the program. The final CCE is completed during the Spring semester within the Internship and Seminar course (CC598). The student must successfully pass the CCE in order to fulfill the requirements of the course as well as the internship placement experience. Students must pass the Fall semester practice CCE in order to pass the course CC597 Practicum and Seminar. Students must pass CC597 and CC598 to be eligible for degree conferral.

The Curriculum

Required Core: 48 credit hours

Elective or Concentration: 12 credit hours

Program Total

M.A. Counseling Psychology: 60 credit hours

Required Core Courses

Progression Requirements

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 385 - Introduction to Research Methods (0 credit hours)

- CC 502 - Professional Development I (1 credit hour)
- CC 503 - Professional Development II (1 credit hour)
- CC 504 - Professional Development III (1 credit hour)
- CC 505 - Theories of Counseling and Psychotherapy (3 credit hours)
- CC 510 - Psychopathology and Introduction to Psychopharmacology (3 credit hours)
- CC 512 - Psychology of the Lifespan (3 credit hours)
- CC 524 - Interviewing and Basic Counseling Skills (3 credit hours)
- CC 525 - Counseling Interventions and Treatment Planning (3 credit hours)
- CC 528 - Foundations of Family Therapy (3 credit hours)
- CC 530 - Group Processes of Therapy and Counseling (3 credit hours)
- CC 546 - Diversity in Clinical Practice (3 credit hours)
- CC 547 - Professional Ethics and Issues (3 credit hours)
- CC 550 - Career Development and Counseling (3 credit hours)
- CC 551 - Introduction to Clinical Assessment (3 credit hours)
- CC 556 - Methods of Research and Program Evaluation (3 credit hours)
- CC 559 - Introduction to Addictions (3 credit hours)
- CC 597 - Practicum and Internship Seminar (3 credit hours) (Course work equivalent to 5 credit hours)
- CC 598 - Internship Seminar (3 credit hours) (Course work equivalent to 5 credit hours)
- CC 680 - Counselor Preparation Comprehensive Exam (0 credit hours)

Concentration Options

Child and Adolescent Treatment Concentration

The Child & Adolescent Treatment concentration is designed to provide specific education in the area of the assessment and treatment of children and adolescents. The emphasis is on developing a conceptual and experiential background in working with the mental health needs of these vulnerable populations within a wide range of familial and cultural life styles. The goal of this concentration is to prepare entry-level practitioners to work with children representing the full age spectrum, from early childhood through adolescence. All students in this concentration must take CC 640, and choose two from the remaining three courses below.

All students in this concentration must take:

- CC 640 - Assessment and Treatment Planning of Children and Adolescents (3 credit hours)

Students choose two of the following courses:

- CC 569 - Advanced Family and Couples Therapy (3 credit hours)
- CC 644 - Psychotherapy of Children (3 credit hours)
- CC 645 - Psychotherapy with Adolescents (3 credit hours)
- CC 673 - Assessment and Treatment of Trauma: Children and Adolescents (3 credit hours)

Health Psychology Concentration

Health psychology focuses on the application of psychological and counseling principles and techniques to problems related to health and illness. The concentration prepares students to gain knowledge on the psychological and

counseling techniques aimed at helping clients prevent, adjust, recover, and/or manage difficulties related to health problems across the lifespan to promote functioning. The concentration also addresses issues related to health disparities with members from historically disenfranchised groups (e.g., ethnic minorities, gay, lesbian, bisexual, transgender) and ways to improve systems that promote and maintain health.

- CC 656 - Wellness, Health, and Prevention (3 credit hours)
- CC 660 - Biopsychosocial Aspects of Medical Conditions (3 credit hours)
- CC 662 - Psychology of Aging (3 credit hours)

Latinx Mental Health Concentration

The Latinx Mental Health Concentration is designed to provide formalized training and specific education in the areas of assessment and treatment of Latinx clients and their families. A strong emphasis is placed on the socio-historical factors that impact the mental health of Latinxs in the United States. Students develop competencies essential for the understanding and provision of culturally congruent care to Latinx clients.

- CC 610 - Cultural Foundations: The Latinx Experience (3 credit hours)
- CC 614 - Treatment Issues and Interventions with Latinx (3 credit hours)
- CC 615 - Community Interventions with Latinx (3 credit hours)

Marriage and Family Concentration

Students in the Marriage and Family concentration learn knowledge, skills, and in depth issues that will prepare them to work with families and couples. Key areas of family and couples work - domestic violence, divorce, sexual relations - are presented and explored in the classroom setting with the use of didactic material and real case vignettes. Assessment of family dynamics is covered through a systems perspective.

- CC 567 - Intimate Relations in the Couple System (3 credit hours)
- CC 568 - Counseling Diverse Families (3 credit hours)
- CC 569 - Advanced Family and Couples Therapy (3 credit hours)

Marriage and Family Concentration with Coursework for LMFT (IL) Licensure Preparation

Students in this concentration learn in-depth skills and knowledge that will prepare them to work more effectively with families and couples. Specific and key areas of family and couples work - domestic violence, divorce, sexual relations - are presented and explored in the classroom setting with the use of didactic material and real case vignettes. Assessment of family dynamics is covered through a systems perspective.

- CC 567 - Intimate Relations in the Couple System (3 credit hours)
- CC 568 - Counseling Diverse Families (3 credit hours)
- CC 569 - Advanced Family and Couples Therapy (3 credit hours)
  CC640 (elective) is required for students preparing for licensure as MFT in Illinois.
- CC 640 - Assessment and Treatment Planning of Children and Adolescents (3 credit hours)

Trauma and Crisis Intervention Concentration

Students in this concentration have an opportunity to develop knowledge and skills for the assessment and treatment of trauma, both for its acute and longer-term effects. Disaster response, psychological first aid, and evidence-based treatment models will be examined and applied. Students will explore perspectives on the etiology and prevention of trauma as it applies to the individual, family, local, national and international community. The role of power and oppression in the experience of trauma within family, socio-political and ethno-cultural systems is integral. This concentration will prepare students with requisite skills to work with trauma related populations.

- CC 670 - Traumatic Stress: Causes, Contexts, and Effects (3 credit hours)
- CC 673 - Assessment and Treatment of Trauma: Children and Adolescents (3 credit hours)
- CC 675 - Assessment and Treatment of Adults with Traumatic Disorders (3 credit hours)

Treatment of Addiction Disorders Concentration

The Treatment of Addiction Disorders concentration is designed to provide specific education in the area of assessment, intervention/prevention, and treatment of Alcohol and Other Drug Abuse (AODA) and behavioral addictions. This concentration strives to prepare individuals to provide effective services for a wide range of addictions in community-based environments.

For Chicago Campus ONLY: In addition to completing the degree and coursework requirements to be eligible for licensure as a Licensed Professional Counselor (LPC) in Illinois, students who complete the treatment of addictions disorder concentration and complete their internship experience at an approved Division of Alcoholism and Substance Abuse (DASA) site complete the degree, coursework, and supervised experience requirements for certification as a Certified Alcohol and Drug Counselor (CADC). All candidates are required to complete the Alcohol and Other Drug Abuse examination, along with the certification application process. For further information about alcohol and drug counselor certification in Illinois, please visit the Illinois Alcohol and Other Drug Abuse Professional Certification Association.

- CC 650 - Biological Bases and Psychopharmacology of Addiction (3 credit hours)
- CC 652 - Historical and Legal Developments in Addictions Disorders (3 credit hours)
- CC 655 - Evaluation and Treatment of Addictions (3 credit hours)

Generalist Concentration/Electives (All students)

Students choose any four of the courses below:

- CC 527 - Cognitive Behavioral Psychotherapy (3 credit hours)
- CC 566 - Existential-Humanistic Psychotherapy (3 credit hours)
- CC 567 - Intimate Relations in the Couple System (3 credit hours)
- CC 568 - Counseling Diverse Families (3 credit hours)
- CC 569 - Advanced Family and Couples Therapy (3 credit hours)
- CC 610 - Cultural Foundations: The Latinx Experience (3 credit hours)
- CC 614 - Treatment Issues and Interventions with Latinx (3 credit hours)
- CC 615 - Community Interventions with Latinx (3 credit hours)
- CC 629 - Spanish for Mental Health Professionals: Advanced (3 credits)
- CC 640 - Assessment and Treatment Planning of Children and Adolescents (3 credit hours)
- CC 644 - Psychotherapy of Children (3 credit hours)
- CC 645 - Psychotherapy with Adolescents (3 credit hours)
- CC 650 - Biological Bases and Psychopharmacology of Addiction (3 credit hours)
- CC 652 - Historical and Legal Developments in Addictions Disorders (3 credit hours)
- CC 655 - Evaluation and Treatment of Addictions (3 credit hours)

- CC 656 - Wellness, Health, and Prevention (3 credit hours)
- CC 660 - Biopsychosocial Aspects of Medical Conditions (3 credit hours)
- CC 662 - Psychology of Aging (3 credit hours)
- CC 663 - Human Sexuality (3 credit hours)
- CC 670 - Traumatic Stress: Causes, Contexts, and Effects (3 credit hours)
- CC 673 - Assessment and Treatment of Trauma: Children and Adolescents (3 credit hours)
- CC 675 - Assessment and Treatment of Adults with Traumatic Disorders (3 credit hours)

The program also offers a number of electives as CC 521 "Special Topics" that may be offered at different times. Check with your specific campus for additional information about these electives.

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- CC 600 - Internship Extension IA (0 credits) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Forensic Psychology, Professional Counselor Licensure

Anaheim, Chicago, Distance Learning, Los Angeles, and Washington DC

Program Overview

The MA Forensic Psychology, Professional Counselor Licensure program is a counselor training program that prepares students to seek professional counselor licensure and begin professional practice at the master's level. The program incorporates both the content and competencies outlined by the National Board of Certified Counselors and the American Psychological Association. The program adopts the practitioner-scholar model predicated on the belief that a competent mental health practitioner must have both a broad knowledge of the scientific and theoretical principles in the clinical practice of psychology and counseling and the ability to apply that knowledge to specific clinical situations, with an emphasis on forensic settings.

Graduates will be trained to work in a variety of forensic and counseling settings that serve diverse populations. The program equips students with essential diagnostic, therapeutic, and consultative skills in preparation to work with populations across the lifespan with a variety of emotional, intellectual, and psychological symptoms and conditions.

Program Philosophy

The mission of the MA Forensic Psychology, Professional Counselor Licensure program is to prepare students to become mental health professionals through competence, personal integrity and academic excellence with an emphasis on promoting culturally sensitive, responsive, and conscientious clinical practice. The curriculum integrates the theoretical foundations of forensic psychology; issues related to the law and the legal system; scientific research; counseling skills; essential diagnostic, clinical and consultative skills; sensitivity to ethical principles; and field placement experience in a variety of forensic settings and with diverse populations. Recognizing that our program is structured to promote positive student transformation to be intrinsically motivated to help others, we acknowledge the significance of promoting an environment that is sensitive to difference and preparing future clinicians to develop self-awareness and the necessary skills to continue to strive toward attaining multicultural competence. Thus, the program seeks to engage faculty and students in the preparation of clinicians who meet the needs of diverse communities.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Assessment: Students will demonstrate fundamental knowledge of diagnosis and assessment techniques to evaluate psychological concerns and functional behavior. Students will conduct evidence-based assessments with attention to social and cultural contexts and psycho-legal issues.

- Intervention: Students will integrate theory, diversity and cultural variables, and forensic psychology and counseling research to develop evidence-based treatment plans, conceptualizations, and interventions specific to the service delivery goals.

- Relationship: Students will acquire skills to develop and maintain effective communication and relationships with their clients, supervisors, faculty, peers, and other professionals to achieve improved outcomes within forensic psychology and counseling professional practice. Students will demonstrate knowledge of supervision roles and requirements for professional practice.

- Discipline-Specific Knowledge: Students will demonstrate fundamental knowledge of psychological aspects of behavior, including cognitive, affective, biological, developmental, and social bases of behavior.

- Forensic Psychology: Students will demonstrate knowledge of the legal, correctional, and law enforcement systems and the practice of psychology and counseling within those systems. Students will apply forensic psychology principles to communicate and collaborate with other professionals and engage in social justice advocacy.

Professional Behavior

- Ethics and Professional Development: Students will engage in self-reflection regarding personal and professional functioning and develop their professional identity. Students will apply ethical and professional guidelines, statutes, rules, regulations, and relevant case law as it relates to decision-making in forensic psychology and counseling practice.

- Consultation and Interprofessional Education: Students will identify and utilize best practices in communication, documentation, collaboration, and consultation among disciplines to achieve improved outcomes within forensic psychology and counseling professional practice.

Scholarship

- Research: Students will demonstrate knowledge of research methods, basic statistics, and psychometric principles to understand and critically analyze scientific and professional literature and its relevance to the practice of forensic psychology and counseling.

Diversity

- Individual and Cultural Diversity: Students will demonstrate insight and awareness of self and others regarding a variety and intersection of cultural and personal identities, backgrounds, and characteristics. Students will integrate this knowledge and awareness to conduct all professional activities with sensitivity to human diversity.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the MA Forensic Psychology, Professional Counselor Licensure program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, a cumulative undergraduate GPA of 3.0 or higher on a 4.0
- Transcripts
    - Students must submit official transcripts from all schools where a degree was earned

    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Resume or CV including work history
- Three (3) letters of recommendation
- Admission Essay. Please discuss all the following topics in your two-to-three-page, double-spaced essay:
    - Reasons for applying to the MA Forensic Psychology, Professional Counselor Licensure program at The Chicago School and how this program will prepare you for your career aspirations.
    - Professional career goals as they relate to the practice of forensic psychology.
    - Importance of studying topics related to diverse populations throughout the program.
    - Challenges you may foresee in working with people different from yourself (including but not limited to race/ethnicity, religion, sexual/gender identity, socioeconomic status, and any other individual/group differences)

Because the coursework utilizes online learning platforms, students must have access to a computer that is less than three years old, a broadband Internet connection, and the Microsoft Office Suite including Word, Excel, Outlook, and at minimum, the following computing skills:

- A comfort with basic Internet technology
- The ability to open and attach files from and to email
- The ability to send and receive email
- The ability to save documents

Standardized Testing

The Graduate Record Examination (GRE) is not required for admission. Students who have taken the exam may submit their scores to enhance their application. Scores should be sent directly to the school (GRE School Code: 1119) for consideration.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and students will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

MA Forensic Psychology, Professional Counselor Licensure Progression Requirements

To progress through this program students must successfully complete or have successfully completed either (1) undergraduate course in statistics or one (1) undergraduate course in research methods with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 390 Introduction to Statistics or TCS 385 Introduction to Research Methods;
- A grade of "C" or higher in a comparable course at the Chicago School; or
- A grade of "C" or higher in a comparable course at another institutionally accredited institution.

Standard Full Time Schedules

(includes current and legacy program versions)

- MA Forensic Psychology, Professional Counselor Licensure Chicago and Washington DC
- MA Forensic Psychology, Professional Counselor Licensure Los Angeles and Anaheim
- MA Forensic Psychology, Professional Counselor Licensure Distance Learning (Online)

Legacy Programs

- MA Forensic Psychology Non-Licensure Track
- Certificate in Forensic Psychology - MA Non-Licensure Track to Licensure Bridge

Articulation Protocols

The Chicago School has established articulation protocols to allow qualified students to transfer credits into doctoral-level programs.

MA Forensic Psychology: PCL to PsyD Clinical Psychology - Los Angeles

MA Forensic Psychology, PCL to PsyD Clinical Psychology Chicago

MA Forensic Psychology, PCL to PsyD Clinical Psychology Washington DC

MA Forensic Psychology, PCL to PsyD Clinical Psychology Dallas

Degree Completion Requirements

- Successful completion of coursework requirements
- Successful completion of 100 hour practicum and 600 hour internship for at total of 700 hours
- Successful completion of Forensic Competency Examination
- Successful completion of the Counselor Preparation Comprehensive Examination (CPCE)

Progression Requirement - Practicum and Internship

A student who successfully completes practicum and who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence. A student may be allowed only two attempts to complete any given practicum/internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected be knowledgeable of and adhere to the "ACA Code of Ethics" of the American Counseling Association, in addition to the "Ethical Principles of Psychologists and Code of Conduct," as published by the American Psychological Association.

References will be made to additional ethical codes, such as, but not limited to, the Specialty Guidelines for Forensic Psychologists (American Psychological Association, 2013).

Please refer to the policies located in the Student Rights and Responsibilities and section of the Academic Catalog and Student Handbook for additional conduct requirements.

Student Professional Evaluation and Student Review Process

The course content and experiential activities offered by the MA Forensic Psychology, Professional Counselor Licensure program are designed to afford students the opportunity to advance their intellectual and professional development and functioning. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and performance. This feedback will come from a variety of sources and may include faculty, supervisors, peers, and/or clients. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program, students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function as a professional. Students are also formally evaluated with regard to their professional comportment at the end of specific courses in the curriculum. Additionally, all students are reviewed by program faculty and administration with respect to their overall program performance during the student review process at least twice per academic year.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in Professional Development and Practicum Readiness during the semester/term scheduled by the department. Academic advisors are assigned to students when they enter the program and students will be notified of this assignment by the department.

A multi-tiered support system is in place, including support from the academic advisor, department chair, and student support counselor.

Practicum and Internship

The MA Forensic Psychology, Professional Counselor Licensure program is committed to training highly competent and ethical clinicians who will ultimately contribute to the mental health field. Toward that end, students are required to complete relevant coursework in combination with clinical training for successful completion of their master's degree.

Forensic practicum/internships are closely supervised educational and training experiences in which the knowledge, skills, and attitudes developed in the classroom can be directly applied to forensic and/or clinical populations. All sites are approved by the Office of Placement and Training (OPT) and allow students the opportunity to work with high-risk populations in an array of settings, such as prisons, jails, detention centers, police departments, special treatment units, state psychiatric hospitals, substance abuse facilities, and community-based programs for victims and offenders. These formative experiences integrate the science and practice of forensic psychology and counseling in real world situations. Through intensive supervision and mentorship, students begin to develop their professional identities, clarify their

professional strengths and weaknesses, and understand their roles as clinicians and/or providers of forensic services to a broad and diverse range of populations within a variety of settings.

Students must accrue a minimum of 700 hours of clinical training over the course of a 9-to-12-month practicum and internship under the supervision of a master's level licensed clinician or psychologist (e.g., LCSW, LPC, LCPC, LPCC, LMFT, licensed psychologist or psychiatrist). Students are expected to attend practicum between 16 to 24 hours per week and must participate in at least one hour of weekly individual supervision. In addition, students will complete at least 280 hours to direct client contact, which may include a variety of clinical activities such as diagnostic and/or intake interviewing; individual, group, or family therapy; crisis intervention; and milieu therapy. Students are also responsible for administrative and case management tasks, including, but not limited to victim advocacy, consultation, applied research, and/or court attendance.

Faculty reviews each student's progress in the program to inform decisions regarding student's readiness to apply to practicum/internship.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee. Each distance learning program version student is responsible for identifying potential practicum/internship sites.

Forensic Competency Examination (FCE)

All students are required to pass the Forensic Competency Examination (FCE), a program capstone with the purpose of demonstrating proficiency in the core competencies of the program. The FCE is completed while students are accruing their internship hours in order to fulfill program requirements. Students must pass at least one practice FCE prior to completing the final examination.

The FCE is a summative assessment of the program learning outcomes used to measure a student's knowledge of assessment, diagnosis, case conceptualization, and self-evaluation based on an actual case from the student's internship experience.

More specific information related to the FCE is provided to students during the practicum and internship seminar courses.

Counselor Preparation Comprehensive Examination (CPCE)

All students are required to successfully complete The Center for Credentialing & Education (CCE)'s Counselor Preparation Comprehensive Exam (CPCE). The CPCE test items measure a student's knowledge of the 8 content areas outlined by the National Board of Certified Counselors:

- Human Growth and Development
- Social and Cultural Diversity
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Career Development
- Assessment and Testing
- Research and Program Evaluation
- Professional Counseling Orientation and Ethical Practice

The CPCE is taken prior to graduation and students must be in good academic standing to be eligible. The CPCE is a graduation requirement and students must retake the exam until they achieve a passing score.

The Curriculum

Required Core: 45 Credit Hours

Additional Core for California: 10 Credit Hours

Practicum and Internship:

- Semester Based - Chicago and Washington DC: 6 Credit Hours
- Semester Based - California (Anaheim and Los Angeles): 6 Credit Hours
- Term Based - Distance Learning: 9 Credit Hours

Electives:

- Semester Based - Chicago and Washtington DC: 9 Credit Hours
- Term Based - Distance Learning: 6 Credit Hours

Total Program Credit Hours - Chicago, Washington DC, and Distance Learning: 60 Credit Hours

Total Program Credit Hours - California (Anaheim and Los Angeles): 61 Credit Hours

Required Core (45 Credit Hours)

Progression Requirements

- TCS 385 - Introduction to Research Methods (0 credit hours)
  TCS 385 This requirement must be fulfilled during the first semester or first two terms.
  OR
- TCS 390 - Introduction to Statistics (0 credit hours)
  TCS 390 This requirement must be fulfilled during the first semester or first two terms.

- FO 607 - Trauma and Crisis Intervention (3 credit hours)
- FO 608 - Professional Development Group (1 credit hour)
- FO 610 - Introduction to Forensic Psychology (2 credit hours)
- FO 611 - Ethics and Professional Issues (3 credit hours)
- FO 612 - Human Growth and Development (3 credit hours)
- FO 613 - Psychopathology (3 credit hours)
- FO 614 - Research Methods (3 credits)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)
- FO 627 - Forensic Documentation, Report Writing, and Testifying (3 credits)
- FO 635 - Group Processes of Therapy (3 credits)
- FO 636 - Family Systems and Family Therapy (3 credits)
- FO 637 - Theories of Counseling and Psychotherapy (3 credits)
- FO 638 - Career Development and Counseling (3 credits)
- FO 703 - Social and Cultural Foundations in Counseling (3 credit hours)
- FO 707 - Assessment in Counseling (3 credits)
- FO 736 - Counseling Techniques for Helping Relationships (3 credit hours)
  CPCE - Semester-Based Program Versions

- FO 800 - Counselor Preparation Comprehensive Exam (0 credit hours) (Course work equivalent to 5 credit hours)

CPCE Term-Based Program Versions

- FO 6300 - Counselor Preparation Comprehensive Examination A (0 credit hours) (Course work equivalent to 3 credit hours)
- FO 6301 - Counselor Preparation Comprehensive Examination B (0 credit hours) (Course work equivalent to 3 credit hours)

Residency Requirement - Distance Learning Program Version Only

- FO 750 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- FO 760 - Residency II (0 credit hours) (Course work equivalent to 3 credit hours)

Required Core - Anaheim and Los Angeles (10 Credit Hours)

These additional courses are required for students residing in California and completing this program.

- FO 677 - Human Sexuality and Sexual Deviance (2 credits)
- FO 679 - Family/Partner Violence (2 credits)
- FO 696 - Introduction to Clinical Psychopharmacology (3 credits)
- FO 697 - Advanced Forensic Counseling & Therapeutic Tools (3 credits)

Practicum and Internship

Practicum and Internship Required Hours

- Semester Based - Chicago and Washington DC: 6 credit hours
- Semester Based - Anaheim and Los Angeles: 6 credit hours
- Term Based - Distance Learning: 9 credit hours

Semester Based - Chicago and Washington DC

- FO 644 - Practicum (3 credits) (Course work equivalent to 5 credit hours)
- FO 645 - Internship I (3 credits) (Course work equivalent to 5 credit hours)
- FO 650 - Internship IIA (0 credits) (Course work equivalent to 5 credit hours)

Semester Based - Anaheim and Los Angeles

- FO 680 - Clinical Practicum I (3 credits) (Course work equivalent to 5 credit hours)
- FO 681 - Clinical Practicum II (3 credits) (Course work equivalent to 5 credit hours)
- FO 996 - Clinical Practicum IIIA (0 credits) (Course work equivalent to 5 credit hours)

Term Based - Distance Learning

- FO 6100 - Clinical Practicum IA (0 credit hours) (Course work equivalent to 3 credit hours)
- FO 6101 - Clinical Practicum IB (3 credit hours)
- FO 6200 - Internship IA (0 credit hours) (Course work equivalent to 3 credit hours)
- FO 6201 - Internship IB (3 credit hours)
- FO 6202 - Internship IIA (0 credit hours) (Course work equivalent to 3 credit hours)
- FO 6203 - Internship IIB (3 credit hours)

Electives (varies by program version)

Electives - Some electives are required for licensure in some states as noted

- Chicago and Washington DC program versions - 9 credit hours
- Distance Learning program version - 6 credit hours
- Anaheim and Los Angeles program versions have no elective credit hours available

- FO 600 - Violence and Risk Assessment (3 credit hours)
- FO 601 - Evaluation and Treatment of the Adult Offender (3 credit hours)
- FO 602 - Evaluation and Treatment of the Juvenile Offender (3 credit hours)
- FO 603 - Mental Health Law (3 credit hours)
- FO 604 - Psychology of Law Enforcement (3 credit hours)
- FO 605 - Correctional Counseling and Rehabilitation (3 credit hours)
- FO 606 - Evaluating and Treating the Sex Offender (3 credit hours)
- FO 617 - Clinical and Diagnostic Interviewing (3 credits)
  FO 617 is required for students seeking licensure in Nebraska, Ohio, and Oklahoma.
- FO 704 - Biological Bases of Behavior and Psychopharmacology (3 credit hours)
  FO 704 is required for students seeking licensure in New Mexico, Vermont, and West Virginia.
- FO 715 - Diagnosis and Treatment Planning (3 credit hours)
  FO 715 is required for students seeking licensure in Maryland, New Mexico, Ohio, Tennessee, Texas, West Virginia, and Wisconsin.
- FO 716 - Advanced Internship (3 credit hours)
  FO 716 is required for students seeking licensure in Rhode Island.
- FO 718 - Hostage Negotiations (3 credit hours)
- FO 720 - Human Sexuality (3 credit hours)
  FO 720 is required for students seeking licensure in Nevada, Vermont, and West Virginia.
- FO 722 - Technology in Counseling & Therapy (3 credit hours)
  FO 722 is required for students seeking licensure in Arkansas.
- FO 730 - Couples and Family Counseling (3 credit hours)
  FO 730 is required for students seeking licensure in Nevada.
- FO 731 - Clinical Mental Health Counseling (3 credit hours)
  FO 731 is required for students seeking licensure in Indiana, Massachusetts, and Wisconsin.
- FO 732 - Grief Counseling (3 credit hours)
  FO 732 is required for students seeking licensure in Nevada.
- FO 733 - Advanced Ethics and Legal Considerations (3 credit hours)
  FO 733 is required for student seeking licensure in Texas.
- FO 734 - Community Engagement (3 credit hours)
- FO 735 - Forensic Mediation and Dispute Resolution (3 credit hours)
- FO 737 - Internship II (3 credit hours) *Available in Chicago and Washington DC only*

Special Topics and Independent Study

- FO 609 - Special Topics I (1 credit hour)
- FO 639 - Special Topics II (2 credits)
- FO 643 - Special Topics III (3 credits)
- FO 651 - Independent Study I (1 credit)
- FO 652 - Independent Study II (2 credits)
- FO 653 - Independent Study III (3 credits)

Clinical Training Extension Courses - MA Forensic Psychology

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two

semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START
"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

CLINICAL PRACTCIUM EXTENSION - LOS ANGELES AND ANAHEIM CAMPUSES ONLY
This course should be used when a clinical practicum extension is approved for a single term in a semester-based program.

- FO 5000 - Clinical Practicum IIIB (Extension) (0 credit hours) (Course equivalent to 5 credit hours)
This courses should be used when a clinical practicum extension is approved for a semester in semester-based programs.
- FO 5001 - Clinical Practicum IV (Extension) (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training itnternship extension is approved for a semester in semester-based programs.

- FO 900 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- FO 6017 - Internship Extension IV (0 credit hours) (Course equivalent to 5 credit hours)
These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- FO 5005 - Internship Extension IIB (0 credit hours) (Course equivalent to 5 credit hours) (Chicago and Washington DC only)
- FO 6010 - Internship Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- FO 6011 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)
- FO 6012 - Internship Extension IVA (0 credit hours) (Course work equivalent to 5 credit hours)
- FO 6013 - Internship Extension IVB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
FO 6014 (semester length), FO 6015 (term length), and/or FO 6016 (term length) may be used only when directed by an approved Petition for Policy Exception.

- FO 6014 - Internship Extension V (0 credit hours) (Couse equivalent to 5 credit hours)
- FO 6015 - Internship Extension VA (0 credit hours) (Course work equivalent to 5 credit hours)
- FO 6016 - Internship Extension VB (0 credit hours) (Course equivalent to 5 credit hours)

MA Industrial and Organizational Psychology

Anaheim - Chicago - Los Angeles - Washington DC - Distance Learning

Program Overview

The 40 credit hour MA Industrial and Organizational Psychology (I/O) program trains students in the essential diagnostic and consultative skills to help organizations and the individuals within them solve problems and leverage strengths to perform effectively and efficiently. Students not only learn how to design and implement I/O assessments and solutions, but they also benefit by participating in these very same practices to identify their own strengths and to improve developmental areas.

The program is comprised of two tracks: Internship/Thesis and Applied Research Project (ARP). The ARP Track is designed for students with a minimum of three years relevant post baccalaureate work experience.

The Internship/Thesis Track is offered in Anaheim, Chicago, Los Angeles, Dallas, San Diego, and Washington D.C.

The Human Resources Concentration is offered in Chicago only.

The Applied Research Project Track is offered Online only.

Program Philosophy

The MA Industrial and Organizational Psychology program has adopted the Society of Industrial and Organizational Psychologists' (SIOP) recommended areas of study as the basis for its curriculum. It provides students with a broad knowledge of the scientific literature and theoretical principles of organizational and industrial psychology and the application of these principles to the variety of work settings in which I/O psychologists are employed. Students develop an understanding of the way organizations operate, gain the essential assessment, intervention, and consultation skills to help organizations and the individuals within them solve problems, enhance performance, and manage the complexities of today's work environment. The emphasis is on training students to assume professional responsibilities in human resources, consulting, management positions, and organizational-development.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Develop assessment, intervention, and evaluation strategies and convey these I/O principles in language appropriate for the audience.
- Demonstrate the ability to form effective professional relationships based on attitudes and communication skills that foster respect, trust, open dialogue, and collaboration, regardless of differences in background, education, points of view or position in the organization.
- Demonstrate oral and written communication that is grammatically correct, logical, succinct, consumer-oriented and of professional quality. Students will demonstrate non-defensive, learning-oriented, responses to constructive feedback.

Diversity

- Demonstrate knowledge of the role of individual differences in the workplace and the ability to establish and benefit from collaborative professional relationships with others, regardless of differences in background, work roles, and points of view.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in their professional practice.

Scholarship

- Demonstrate their knowledge of I/O theories, their ability to apply these theories and their appreciation for scientific knowledge.

- Demonstrate the ability to critically review the work of others, including probing for more information, searching for logic flaws, and the creation of alternative solutions to problems.
- Demonstrate ability to comprehend of data and information presented in research articles and apply to organizational problems.
- Demonstrate their knowledge of test development, descriptive statistics, data management, basic statistical procedures, and program evaluation principles.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Internship/Thesis Track

Application to the MA Industrial and Organizational Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects your work history)
- Two Letters of Recommendation
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applied Research Project Track

Application to the MA Industrial and Organizational Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

- 3 years minimum work or volunteer experience. Documentation can include, but is not limited to:
    - Resume/CV
    - Letter from employer
    - Service award from a volunteer organization
    - Other documentation

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?
- Two Letters of Recommendation

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Industrial Organizational Psychology Internship/Thesis Track
- MA Industrial Organizational Psychology Applied Research Project Track

Thesis/Internship Track Progression Requirements

To progress through this program, students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 380 - Introduction to Psychology and TCS 390 - Introduction to Statistics
- A grade of "C" or higher in a comparable course at The Chicago School
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Applicants accepted with no previous undergraduate psychology coursework will be required to register for TCS 380 in their first ground semester or online term. All students must then meet this progression requirement by the end of their first semester (second term for online students) of study. Students who do not successfully fulfill this requirement will not be allowed to register in any future coursework in the program of study until this requirement is met. Extensions can be granted by the Program Chair or designee when extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration.

Applied Research Project (ARP) Track Progression Requirements

To progress through this program, students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 380 - Introduction to Psychology, TCS 385 - Introduction to Research Methods, and TCS 390 - Introduction to Statistics;
- A grade of "C" or higher in a comparable course(s) at The Chicago School; or
- A grade of "C" or higher in a comparable course(s) at another institutionally accredited institution

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Degree Completion Requirements

- Successful completion of 40 credits hours of coursework OR successful completion of 46 credit hours of coursework (Chicago campus students completing HR Concentration)
- Successful completion of 600 hour internship pre-approved by the faculty internship supervisor (Internship Track Students Only)
- Successful completion of Thesis (Thesis Track Students Only)
- Successful completion of Applied Research Project (Applied Research Project Track Students Only)

Track Requirement

Students must choose their track (internship/thesis or applied research project) upon admission.

Internship/Thesis Track (On-Ground)

Internship Option

Students who choose the internship option complete two 300 hour internships (for a total of 600 hours of internship experience). The internship should involve the student in learning specific, transferable, I/O-relevant or HR-relevant professional skills. All internship must be pre-approved by the faculty internship supervisor. Students registered in the Internship Track incur a one-time $195 Experiential Learning Technology Fee.

Thesis Option

Students may choose to complete a thesis instead of completing the internship requirements. The thesis option is comprised of two courses, Thesis I and Thesis II. The student must get approval from the Business Psychology Department Chair to enroll in these courses. The student must also select a faculty member to serve as thesis advisor. This faculty member will supervise the thesis.

Note: Students pursuing this option do not have an option for a general elective but will take a diversity elective.

Applied Research Project Track (Online Only)

Students with sufficient work experience in the field may qualify to enroll in the Applied Research Project (ARP) Track. Students in the ARP track complete classwork over the course of their studies that guide them through the

process of writing the Applied Research Project. A faculty member will approve and supervise the project through these courses.

Ethical Guidelines

Students are expected to develop a working knowledge of the ethical and legal issues pertaining to work in the domain of I/O psychology including, but not limited to, APA's current Ethical Principles of Psychologists and Code of Conduct for Psychologists; relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's Uniform Guidelines on Employee Selection Procedures, 1978) as well as the professional norms, standards, and guidelines relevant to the profession (e.g., Specialty Guidelines for the Delivery of Services by Industrial-Organizational Psychologists, 1981; Principles for the Validation and Use of Personnel Selection Procedures, 1987; and Standards for Educational and Psychological Tests, 1985, see www.siop.org).

Human Resources Concentration Option (Chicago Campus only, Internship Track Only, Total Program Credits with HR Concentration: 46 Credit)

On the Chicago campus only (and only for students in the Internship Track), students may choose to declare a concentration in Human Resources. The MA Industrial and Organizational Psychology with an HR Concentration has been endorsed by the Society of Human Resources Management (SHRM). An analysis of the MA Industrial and Organization Psychology curriculum was conducted to determine the degree of overlap between program competencies and the Society of Human Resource Management (SHRM) content areas and competencies. Consequently, students who obtain the MA Industrial and Organizational Psychology with a concentration in Human Resources will be prepared to sit for the Society Human Resource Management - Certified Professional (SHRM-CP) assuming any experiential requirements have been met for the examination. Aligning ourselves with an organization like SHRM enhances our ability to prepare our students to be successful human resources professionals.

The concentration in Human Resources will offer our students additional training and education to become successful human resources professionals. The IO training will provide students will the skills to develop, create, and implement assessments, interventions, and process to improve organizational effectiveness, while the Human Resources training will provide them with a solid foundation in the management of human resources.

The Curriculum: Internship/Thesis Track

Required Core: 13 credit hours

Track: 7 credit hours

Seminar: 12 credit hours

Internship Option: 2 credit hours

Thesis Option (replaces Internship I and II and one elective (3 credit hours) when approved by Chair): 5 credit hours

Electives: 6 credit hours (3 credit hours must be Diversity Elective)

Program Total

M.A. Industrial and Organizational Psychology (Internship and Thesis Tracks): 40 credit hours

Required Core

Progression Requirements - Internship/Thesis Track

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 390 - Introduction to Statistics (0 credit hours)

- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)

Seminars (Choose Four Courses)

- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 531 - Organizational Attitudes and Survey Development (3 credit hours)

Track Courses

- IO 400 - Professional Development Seminar (3 credit hours)
- IO 520 - Personnel Psychology (3 credit hours)
- IO 591 - Ethics (1 credit hour)

Internship Option Courses

- IO 593 - Internship I (1 credit hour) (Course equivalent to 5 credit hours)
- IO 599 - Internship II (1 credit hour) (Course equivalent to 5 credit hours)

Thesis Option Courses

- IO 584 - Thesis I (2 credit hours) (Course equivalent to 5 credit hours)
- IO 594 - Thesis II (3 credit hours) (Course equivalent to 5 credit hours)

Electives*

Students in the Internship Option choose one.

- IO 540 - Special Topics in I/O Psychology (2 credit hours)
- IO 541 - Special Topics (3 credit hours)
- IO 550 - Compensation and Benefits Administration (3 credit hours)
- IO 551 - Legal Issues (3 credit hours)

- IO 552 - Professional Coaching (3 credit hours)
- IO 554 - Data Management (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 556 - Strategic Human Resource Management (3 credit hours)
- IO 558 - Negotiation and Conflict Resolution (3 credit hours)
- IO 559 - Talent Management and Succession Planning (3 credit hours)
- IO 560 - Training Facilitation and Instructional Design (3 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 562 - Critical Thinking and Business Writing (3 credit hours)
- IO 563 - Project Management (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)
- IO 575 - Legal Issues in Healthcare Leadership (3 credit hours)
- IO 576 - Strategic Planning in Healthcare Diversity (3 credit hours)
- IO 581 - Independent Study I (1 credit hour)
- IO 582 - Independent Study II (2 credit hours)
- IO 583 - Independent Study III (3 credit hours)
- IO 696 - Special Topics I (1 credit hour)
- IO 697 - Special Topics II (2 credit hours)
- IO 698 - Special Topics III (3 credit hours)

Diversity Electives

- IO 557 - Managing Organizational Diversity (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)
- IO 566 - Global Business, An Introduction (3 credits)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)

  * Not all Electives are offered every term or semester.

Concentration Option (Internship/Thesis Track Students Only)

Human Resource Concentration

The Human Resource concentration incorporates the Diversity Course requirement by making the Managing Changes in Global HR Diversity course a required course. In addition, 3 other courses must be completed to receive the Human Resources Concentration: Business & Financial Literacy, SHRM-CP/SPC Certification Preparation Course, and Strategic Human Resource Management. Each of these four courses is 3 credit hours each.

- IO 534 - Business and Financial Literacy for HR Professionals (3 credit hours)
- IO 535 - SHRM-CP/SPC Certification Preparation Course (3 credit hours)
- IO 556 - Strategic Human Resource Management (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)

The Curriculum: Applied Research Project Track (Online Only)

Required Core: 13 credit hours

Seminar: 12 credit hours

ARP Sequence: 6 credit hours

Electives: 9 credit hours (3 credit hours must be Diversity Elective)

Total Program

M.A. Industrial and Organizational Psychology: 40 credit hours

Required Core

Progression Requirements - Applied Research Project Track

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 390 - Introduction to Statistics (0 credit hours)
- TCS 385 - Introduction to Research Methods (0 credit hours)

- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)

Seminars

- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)

ARP Sequence

- IO 611 - The Applied Research Project: Intro to ARP and ARP Needs Assessment (1 credit hour) (Course equivalent to 5 credit hours)
- IO 612 - The Applied Research Project: Literature Review (1 credit hour) (Course equivalent to 5 credit hours)
- IO 613 - The Applied Research Project: Intervention and Program Evaluation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 614 - The Applied Research Project: Professional Ethics (1 credit hour) (Course equivalent to 5 credit hours)
- IO 615 - The Applied Research Project: Final Deliverable and Showcase Preparation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 616 - The Applied Research Project: ARP Showcase Defense (1 credit hour) (Course equivalent to 5 credit hours)

Electives

- IO 540 - Special Topics in I/O Psychology (2 credit hours)
- IO 541 - Special Topics (3 credit hours)
- IO 550 - Compensation and Benefits Administration (3 credit hours)

- IO 551 - Legal Issues (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 559 - Talent Management and Succession Planning (3 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 571 - Development and Deployment of Employee Surveys (3 credit hours)
- IO 572 - Productive Labor Relations (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)
- IO 575 - Legal Issues in Healthcare Leadership (3 credit hours)
- IO 576 - Strategic Planning in Healthcare Diversity (3 credit hours)
- IO 577 - Quality Management in Healthcare Organizations (3 credit hours)
- IO 581 - Independent Study I (1 credit hour)
- IO 582 - Independent Study II (2 credit hours)
- IO 583 - Independent Study III (3 credit hours)
- IO 588 - Strategic and Organizational Planning (3 credit hours)
- IO 589 - Survey of Quality Management and Process Control (3 credit hours)
- IO 696 - Special Topics I (1 credit hour)
- IO 697 - Special Topics II (2 credit hours)
- IO 698 - Special Topics III (3 credit hours)

Diversity Electives

- IO 557 - Managing Organizational Diversity (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)
- IO 568 - International Business Skills (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)

Internship Extension

- IO 767 - Internship Extension (0 credit hours) (Course equivalent to 5 credit hours)

Earning an Industrial and Organizational Psychology Generalist Certificate

A student in the MA Industrial/Organizational Psychology program may earn an Industrial and Organizational Psychology Generalist Certificate following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.

- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of IO 510 - Organizational Behavior (3 credit hours)
- Successful completion of any two additional three credit hours courses from the MA Industrial and Organizational Psychology program, with the exception of ARP, Thesis, or courses with unfulfilled prerequisites.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.
- IO 510 - Organizational Behavior (3 credit hours)
  Students choose any two three credit hours courses from the online MA Industrial and Organizational Psychology program, with the exception of ARP, Thesis, or courses with unfulfilled prerequisites.

Earning an Organizational Leadership Certificate

A student in the MA Industrial Organizational psychology program may earn an Organizational Leadership Certificate following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework as identified below.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.
- IO 525 Organizational Leadership (3 credit hours)
- Students choose any two three credit hours courses from the distance learning MA Organizational Leadership program, with the exception of ARP, Thesis, or courses with unfulfilled prerequisites.

Research Project Extension Courses - Semester-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 401 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 402 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 4031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 4032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 404 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 405 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 4061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 4062 - Research Project Extension 6 (Summer 2) (1.5 credit hours)(Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 407 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 408 - Research Project Extension 8 (3 credit hours)(Course equivalent to 5 credit hours)
- RPX 4091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 4092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 410 - Research Project Extension External IRB (1 credit hour)(Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 451 - Research Project Extension 1 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 452 - Research Project Extension 2 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 453 - Research Project Extension 3 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 454 - Research Project Extension 4 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 455 - Research Project Extension 5 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 456 - Research Project Extension 6 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 457 - Research Project Extension 7 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 458 - Research Project Extension 8 (1.5 credit hours)(Course work equivalent to 5 credit hours)
- RPX 459 - Research Project Extension 9 (1.5 credit hours) (Course work equivalent to 5 credit hours)

- RPX 460 - Research Project Extension 10 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 461 - Research Project Extension 11 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 462 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours) Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment
- RPX 463 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 464 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 465 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 466 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 467 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 468 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 469 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 470 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

MA International Psychology

Distance Learning

Program Overview

The MA International Psychology program is designed for adults who are interested in starting to work in the international psychology field or individuals that are already working in the international field and would like to have an additional master's degree that could potentially make a difference in their ability to participate in global mental health, international organizations and environmental fields. This program will bring a unique perspective of age-old global challenges in order to encourage the promotion of new solutions offering students the ability to apply a continuum of theoretical psychological concepts from Western to non-Western dimensions to further understand global practices and explore behaviors across cultures and diverse groups. Throughout the program students will learn and develop a personal paradigm to understand globalization, the principles of humanitarianism including the universality of human rights, and will be encouraged to develop a fundamental sense of belonging and interconnectedness, with the global community to advocate for social justice, social responsibility and the respect and dignity of all living-organisms and peoples adopting actions shaped by universal ethical principles.

The MA International psychology is a 36 credit hour program, consisting of core courses totaling 27 credits, (including a capstone project and field experience course) and 9 credits of elective courses that will ensure graduates are well prepared to work as international psychologists and respond to the needs of current and future demands in the field. This degree program offers the opportunity to acquire and build knowledge and abilities through the completion of a comprehensive core of courses.

Program Philosophy

The MA International Psychology introduces the philosophy of psychology as a transformational field supporting the development of agents of change who are able to critically reflect about their identities, as cultural beings that promote social justice, and to identify and understand their impact on others. The field of international psychology proposes a

new paradigm that facilitates the integration of psychological theory, research and practice that is context and culture specific on an attempt to respond to of current global challenges such as trauma generated by poverty, migration, abuses inter-group conflicts, and matters pertaining to the process of globalization and environment change.

Program Learning Outcomes

Upon successful completion of this program student will be able to:

Professional Practice

- Design and evaluate ethical domestic/international programs and interventions based upon national and global theories, research, and the scientific professional literature to guide the development and evaluation of interventions in global mental health, international, organizational, and environmental fields.
- Develop professional bridges within and across borders to facilitate culturally competent verbal and written communication, scholarship, and shared knowledge.

Diversity

- Effectively evaluate the process of economic and political globalization and its impact in diverse populations, socio-cultural identity construction, systems of power, human rights, provision of assistance to humankind and environmental threats.

Professional Behavior

- Evaluate ethical principles endorsed by the Universal Declaration of Ethical Principles for Psychologists and the American Psychological Association to choose actions that are shaped by universal ethics, respect, and care for the rights of all life.

Scholarship

- Evaluate major Western and Non-Western theories influencing the development of the field of international psychology, life-span development and psychopathologies, supported by empirical findings, including historical and current trends.
- Analyze variations in International, Cross-Cultural and Multicultural research, and master research methodology and techniques of data collection and analysis.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA International Psychology program is open to any person who has earned a bachelor degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee.
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- Resume/CV indicating work history.
- Essay answering the following questions:
    - How will the successful completion of this program support your professional career goals?
    - Please identify and discuss the factors impacting your past academic performance.
    - What strategies would you use to improve upon your past academic performance?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago Schol does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA International Psychology

Articulation Protocols

The Chicago School has established a protocol between the MA International Psychology and the PhD International Psychology programs to allow qualified students to enroll in doctoral level courses while completing their master's degree that will count toward the doctoral degree.

- Early Acceptance into PhD International Psychology
- PhD International Psychology to MA International Psychology

Field Experience Requirements

The courses within the MA International Psychology program, including the field experience, are not eligible for substitution with study abroad courses. The field experience course equips the MA students in International Psychology with the essential skills, competencies, and knowledge required to effectively engage in the field of International Psychology.

Degree Completion Requirements

- Successful completion of 36 credit hours
- Successful completion of Capstone Project
- Successful completion an approximately nine-day international field experience.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Academic Partnership with the Peace Corps

The Chicago School signed a Memorandum of Agreement with the Peace Corps to offer the Paul D. Coverdell Fellows Program to returned Peace Corps Volunteers applying to The Chicago School's MA in International Psychology. For information about the Coverdell Fellows Program, including program eligibility and student benefits, please visit the program webpage: http://www.thechicagoschool.edu/online/peace-corps-fellowship-program/

Earning a Certificate in Crisis-Informed Care for a Diverse, Globalized World

Students may petition for degree conferral of the Certificate in Crisis-Informed Care for A Diverse, Globalized World upon successful completion of 3 the following courses. For some students completion of certificate requirements may add 3 credit hours to total program credit hours.

IN550 OR IN535	Process of Acculturation, Immigration and Refugee Status OR Culture Centered Interventions - Program Design and Evaluations	3
IN551 OR IN552	Crisis Response - Trauma and Crisis Intervention OR Community Resilience and Healing	3
One of the following		
IN552	Community Resilience and Healing	3
IN560	Global Management - Decision Making, Negotiation and Problem Solving	3
IN562	Communication in Global Organizations	3

All students seeking conferral of the Certificate in Crisis-Informed Care for a Diverse, Globalized World must meet the additional requirements listed below:

- Student meets Financial/Financial Aid Good Standing.
- Student meets Academic Good Standing at the time the requirements for the certificate (or degree) were completed.
- Student's cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.

- The petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

Ethical Guidelines

Students are expected to engage in all graduate work, including but not limited to course work, field placement and scholarship, with a high degree of integrity and professionalism. It is essential that students approach professional working relationships, collegial relationships, and client/partner-contact with respect. Further, students are expected to adhere to the Universal Declaration of Ethical Principles for Psychologists and the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct* as well as the "evolving universal code of ethics" (Gauthier, 2005). Students who choose to seek employment in the field of psychology shall not work beyond their level of competence and shall not use titles governed by credentialing statutes and/or regulations unless authorized by the relevant jurisdictional authority. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to Student Community Standards for disciplinary action and possible dismissal.

Capstone Project and Field Experience

This program culminates in a capstone project and field experience that is a collaborative participatory action project with an identified local community service agency supporting social justice and human rights on an international or global scale. Agencies will specifically address underserved, marginalized and vulnerable populations. Preparation for the capstone project and field experience on-ground work will begin in the following courses: Introduction to International Psychology, Universal Ethics and Professional Development (IN500), International Psychology and Socio-Cultural Systems (IN528), and Culture Centered Interventions - Program Design and Evaluations (IN535). The capstone project will require the integration and synthesis of knowledge and abilities gained in previous coursework to develop a culturally sensitive project. Students will develop the project based on the needs expressed by the community agencies or organizations. The participatory action projects will be grounded in an existing theoretical or conceptual framework in the field of international psychology. Supporting literature and recommendations for best practices and evidence-based strategies will be identified in international peer-reviewed journals.

Students will participate in an approximately nine-day field experience at an international destination to develop a more complex understanding of the socio-cultural, historical, political and economic practices and structures affecting the dynamics of people, organizations, and environments. The goal is to facilitate the development of interculturally competent skills for interaction and an understanding of how to engage in respectful and ethical relations with global populations. Students will consider the impact of their own culture on global cultures. They will also analyze cross-cultural theories and research in order to design appropriate interventions.

The capstone project and field experience form the summative assessment component of this program and they are designed as a culminating experience to satisfy the requirements of the competencies of the MA in International Psychology.

The Curriculum

Required Core: 27 credit hours

Electives: 9 credit hours

Program Total

M.A. International Psychology: 36 credit hours

Required Core

- IN 500 - Introduction to International Psychology, Universal Ethics and Professional Development (3 credit hours)
- IN 507 - Global Perspectives of Psychopathology (3 credit hours)
- IN 514 - An International Analysis of Life Span Development (3 credit hours)
- IN 521 - Global Mental Health and Human Rights (3 credit hours)
- IN 528 - International Psychology and Socio-Cultural Systems (3 credit hours)
- IN 535 - Culture Centered Interventions - Program Design and Evaluations (3 credit hours)
- IN 542 - Statistics (3 credit hours)
- IN 549 - International, Cross-Cultural and Multicultural Research Methods (3 credit hours)
- IN 595 - Capstone/Field Experience (3 credit hours) (course fee varies)

Electives

- IN 550 - Process of Acculturation, Immigration and Refugee Status (3 credit hours)
- IN 551 - Crisis Response - Trauma and Crisis Intervention (3 credit hours)
- IN 552 - Building Community Resilience and Healing (3 credit hours)
- IN 560 - Global Management - Decision Making, Negotiation and Problem Solving (3 credit hours)
- IN 561 - International Entrepreneurship (3 credit hours)
- IN 562 - Communication in Global Organizations (3 credit hours)
- IN 570 - Environment and Globalization Process (3 credit hours)
- IN 571 - Environmental Global Strategies - Social Responsibility, Social Change and Public Action (3 credit hours)
- IN 572 - Growing Global - Relationship of Society and Environment (3 credit hours)
- IN 553 - Digital Transformation I: Disruptive Innovations (3 credit hours)
- IN 554 - Digital Transformation II: Disruptive Corporations (3 credit hours)
- IN 555 - Digital Transformation III: Change Management (3 credit hours)

MA Marriage, Couples, and Family Therapy

Los Angeles - Anaheim - Distance Learning

Program Overview

The MA Marriage, Couples, and Family Therapy (MA MCFT) program provides strong preparation in the development of essential diagnostic, therapeutic, and consultative skills from a systemic and relational context. Students are prepared to work with a variety of clinical populations, including individuals, couples, families, children, and groups that span the developmental spectrum, as well as with a variety of emotional, intellectual, and psychological conditions and disorders. The program has adopted the practitioner-scholar model, based on the belief that a competent mental health practitioner must have both a broad knowledge of the scientific and theoretical principles in the clinical practice of Marriage and Family Therapy and the ability to apply that knowledge to specific clinical situations. The Master of Arts in Marriage, Couples, and Family Therapy program at Los Angeles, Anaheim, San Diego, and Distance

Learning is accredited by The Council on Accreditation for Marriage and Family Therapy Education (COAMFTE) effective November 1, 2022.

Program Philosophy

The mission of the MA Marriage, Couples, and Family Therapy program is to prepare marriage and family therapists who serve the mental health profession through competence, personal integrity and academic excellence. This is realized through a curriculum that integrates the theoretical foundations of psychotherapy and marriage and family, essential diagnostic, clinical and consultative skills, and clinical field placement into appropriate practice in a variety of settings and with diverse populations. Recognizing that our students are intrinsically motivated to help others, we acknowledge the significance of promoting an environment that is sensitive to difference and preparing clinicians, who actively develop their multicultural competence. Thus, the program seeks to engage faculty and students in the preparation of therapists who meet the needs of diverse communities.

Program Mission

The MA Marriage, Couples and Family Therapy department is committed to training ethical Marriage & Family Therapists to serve diverse communities through a systemic lens that emphasizes family systems, recovery, and resilience.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- **Foundational Knowledge.** Graduates will be able to apply foundational and contemporary family theories and therapy models in the treatment of individuals, couples, and families across treatment settings.
    - *Student learning outcome*: Students will demonstrate a knowledge of family systems and social constructionist theories and be able to successfully apply systemic theories in clinical practice.
    - *Student learning outcome*: Students will qualify for state MFT Associate status necessary for continued progression toward MFT Licensure, consistent with AAMFT and CAMFT guidelines.
    - *Student learning outcome*: Students will demonstrate knowledge of recovery-oriented care and effective practices in community mental health.
- **Assessment and Diagnosis**. Graduates will be able to provide effective diagnostic and assessment services to a diverse set of clients experiencing major mental health issues as well as common presenting problems utilizing a biopsychosocial, systems approach to family-oriented mental health care.
    - *Student learning outcome*: Students will demonstrate the ability to identify the optimal entry point for intervention within a larger systemic framework.
- **Intervention**. Graduates will demonstrate efficacy in providing evidence based practices with a diverse range of individuals, couples, and families, with a focus on developing competencies in evolving contemporary challenges, problems, and/or recent developments.
    - *Student learning outcome*: Students will demonstrate the ability to select appropriate interventions to address relational difficulties within a systemic framework.
    - *Student learning outcome*: Students will demonstrate awareness of social responsibility, becoming agents of relational change through an understanding of their own role as therapist within the larger community.
    - Students will demonstrate the ability to competently engage in technology practices using a systemic, multi-disciplinary approach.

Diversity

- **Individual and Cultural Differences.** Students will develop competencies in understanding and applying knowledge of diversity, power, privilege and oppression across all cultural contexts in domestic and international settings. This will facilitate the practice of marriage and family therapy in a culturally competent frame.
    - *Student learning outcome*: Students will demonstrate an awareness of diversity and social justice issues, as well as demonstrate competence in working with diverse clinical populations.

Professional Behavior

- **Ethics**: Graduates will exhibit professional and ethical behavior and understand legal responsibilities consistent with professional standards and code of ethics in Marriage and Family therapy.
    - *Student learning outcome*: Students will be knowledgeable of and successfully apply appropriate state legal guidelines necessary for the competent practice of marriage and family therapy.
    - *Student learning outcome*: Students will become AAMFT and CAMFT members, abiding by the Code of Ethics for each.
- **Professional Relationships**: Graduates will identify as Marriage and Family Therapists and demonstrate skills necessary to effectively communicate with interdisciplinary colleagues to coordinate client care utilizing a systemic, integrative perspective.
    - *Student learning outcome*: Students will demonstrate knowledge of their legal and ethical obligations within the context of the larger healthcare system and an associated understanding of their role within it.

Scholarship

- **Research and Evaluation:** Graduates will have an understanding of foundational and current knowledge in marriage and family therapy research and evaluation methods, especially within the context of biopsychosocial health across the lifespan in families, couples, and individuals.
    - *Student learning outcome*: Students will demonstrate knowledge of MFT effectiveness research including evidenced based practices, empirically supported treatments, and outcome-based evaluation.
    - *Student learning outcome*: Students will demonstrate knowledge of the systemic changes across the lifespan and ability to apply that knowledge to effect change within the associated systems.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/.

Application to The Chicago School's MA Marriage, Couples, and Family Therapy program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate of GPA 3.0 or higher on a 4.0 scale.

- Official Transcripts
- Students must submit official transcripts from all schools where a degree was earned.
- It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Resume or CV
- Essay - Please answer the following within three double-spaced, typed pages (approximately 500 to 750 words). Marriage and Family Therapy is a vast discipline with many career options. In essay format, please cite specific experiences and examples to respond to the prompts below:
    - Please describe yourself and why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity.
    - Detail your understanding of the profession of Marriage and Family Therapy and how your personal and professional experiences prepare you for this profession.
    - Your professional career goals as they relate to this discipline and how you anticipate this program will assist you in reaching your goals.
- Admissions Interview
- Three Letters of Recommendation
- Appropriate recommendations are from professors and/or supervisors from significant work or volunteer experiences, who can appraise your academic or professional performance.

The Graduate Record Examination (GRE) is not required, however students who have taken the exam may submit their scores to enhance their application. Scores should be sent directly to the school (GRE School Code: 1119) for consideration. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Marriage, Couples, and Family Therapy - On Campus
- MA Marriage, Couples, and Family Therapy - Distance Learning

Articulation Protocols

The Chicago School has also established protocols between the MA Marriage, Couples, and Family Therapy program and the programs listed below to allow qualified students to enroll in doctoral level courses while completing their master's degree that will count toward the doctoral degree. Click on the link of the program that interests you for details.

Early Acceptance into PsyD Marital and Family Therapy

Professional Performance Evaluation (PPE) Requirements

PPEs are completed at the end of each semester for all students, reflecting the faculty's consensus regarding each student's performance throughout the MA Marriage, Couples, and Family Therapy program. The recording of PPEs is an important way that faculty and others assist in the comprehensive evaluation of the students' progress towards the degree requirements. PPEs also provide essential feedback to students and faculty advisors about areas for attention and focus in advising and remediation. Any PPE score below 3 is cause for concern and may result in action up to and including placement on an Academic Development Plan (ADP) or a referral to the Student Community Standards Committee with a recommendation for dismissal. The department chair and Faculty Advisor will be notified when students receive a PPE score below 3.

Degree Completion Requirements

- Successful completion of 60 credit hours (64 credit hours for LPCC Track students)
- Successful completion of 300 hours of face to face supervised clinical experience in a mental health setting, at least 100 of which shall be with clients engaged in an ongoing relationship outside of the therapeutic context.
- Successful completion of 100 hours of MFT relational/systemic supervision from a program clinical supervisor that must include a minimum of 50 hours of MFT relational/systemic supervision utilizing observable data.
- Successful completion of Clinical Competency Evaluation (CCE)
- Successful completion of Written Comprehensive Exam (WCE)
- Successful completion of residency requirements (Distance Learning students only)

Progression Requirement - Practicum

Each practicum course must be successfully completed for the student to advance to the next practicum experience. A student who successfully completes the first semester or term of a practicum course but who does not successfully complete the subsequent course and/or who does not pass the Clinical Competency Examination (CCE) or the Written Comprehensive Exam (WCE) may be required, in a written academic development plan authored by the program's core faculty or the Student Community Standards Committee, to complete an entire practicum sequence, including repeating any previously passed courses and related clinical hours that are part of the sequence. A student may be allowed only two attempts to complete any given practicum sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Student Professional Evaluation and Student Review Process

The course content and experiential activities offered by the MA Marriage, Couples, and Family Therapy program at The Chicago School are designed to afford students the opportunity to advance their intellectual and professional development and functioning. Throughout the program of study, students are given feedback concerning their personal, academic, and professional strengths, developmental needs, and performance. This feedback will come from a variety of sources including faculty, supervisors, peers, and clients. Students are expected to respond and incorporate this feedback in a mature and professional manner. Throughout their matriculation in the program students are expected to explore and recognize the effects their personal beliefs, issues, emotions, and behaviors have on others and on their ability to function as a marriage and family therapist. Additionally, all students are reviewed annually by program faculty and administration with respect to their overall program performance during the Student Review Process.

Ethical Guidelines

The Chicago School expects that all students will be knowledgeable of and adhere to the "Ethical Principles of Psychologists and Code of Conduct," as published by the California Association of Marriage and Family Therapists, as well as the "Code of Ethics" of the American Association of Marriage and Family Therapists. In addition, no student shall obtain part- or full-time employment that is beyond the scope of their cumulative training in the field of psychology or MCFT and shall not use titles governed by licensure statutes, unless so licensed by the state. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of psychotherapy or professional counseling is subject to discipline and possible removal.

Practicum

The practicum experience is designed to meet licensure requirements as well as to enhance the learning experience of the student through practical application of didactic classroom instruction. The practicum requires a total of ten credit hours over four semesters during which time the student participates in a clinical training field placement where the student accumulates a minimum of 300 face-to-face contact hours of supervised clinical experience in a mental health setting, at least 100 of which shall be with couples and families. In addition, the student is required to attend a regularly scheduled practicum seminar during which students will participate in clinical case consultation, case presentations, and complete a clinical case report.

At the end of the third practicum seminar, students will complete a Clinical Competency Evaluation (CCE) which consists of a full clinical case report, tape, and transcripts, as well as a presentation of this case to the class and instructor. The CCE provides an important assessment of a student's competency in meeting key programmatic outcomes. Students registered in this program incur a one-time $195 Experiential Learning Technology Fee. Each distance learning program version student is responsible for identifying potential practicum/internship sites.

Clinical Competency Evaluation (CCE)

During the practicum seminar, students will conduct a formal case presentation and submit a 10-minute transcript and tape of an actual client session. In Practicum II, a clinical case presentation outline will be completed and turned into the instructor along with the tape and transcript. For Practicum III, students will complete a Clinical Competency Evaluation (CCE) which consists of a Clinical Case Report (CCR,) a tape and transcript as well as a formal oral presentation of the case to the class and instructor. The CCE results will determine if a student successfully passes practicum. If a student does not pass the first time, the student will be able to submit a second CCE, tape and transcript using a different interview. Students are advised to meet with their seminar instructor to review the first CCE and prepare to pass the CCE the next time. Failure to pass a second CCE means that the student has failed practicum and the student will need to complete practicum again.

Written Comprehensive Examination (WCE)

All students are required to successfully complete the Written Comprehensive Exam. The information tested by the exam covers the program competencies. The comprehensive examination is generally administered twice a year and taken during the last year of enrollment in academic coursework. Students must be in good academic standing to be eligible to take the Written Comprehensive Examination. Additional information regarding registering, qualifying, format and dates of the exam can be obtained from the Department Chair of the program. Students who are unable to pass the Written Comprehensive Examination will be allowed to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from their faculty advisor concerning their performance on the examination. Assistance from faculty in constructing additional experiences and instruction aimed at enabling them to pass this program requirement can be offered. Any student who fails the Comprehensive Examination a third time will be referred to the Student Community Standards Committee.

Residency (Distance Learning Program Version)

Students enrolled in the MA Marriage, Couples, and Family Therapy distance learning program version are required to participate in two mandatory, in-person residencies. Each residency spans three days and is held at a Chicago School or affiliated institution ground campus. These residencies are a vital component of the academic program, providing students with essential practitioner skill-building experiences.

The first on-ground residency takes place in the first year of the program, with the second residency scheduled for the second year. These immersive sessions complement the weekly synchronous components, asynchronous modules, assignments, and assessments conducted throughout the program. Moreover, the residencies play a crucial role in preparing students for subsequent programmatic fieldwork courses.

The Curriculum

Required Core: 60 credit hours

Licensed Professional Clinical Counselor Track: 4 credit hours

Program Totals:

Coursework Only: 60 credit hours

LPCC Track: 64 credit hours

Required Core

60 credit hours

- MM 515 - Psychopathology in the Family Context (3 credit hours)
- MM 521 - Child and Adolescent Treatment (3 credit hours)
- MM 523 - Couples Therapy, Theory, and Techniques (3 credit hours) ($147 course fee)
- MM 526 - Diagnosis and Treatment of Mental and Emotional Disorders in Family Systems (3 credit hours)
- MM 528 - Diversity in Family Therapy (3 credit hours)

- MM 532 - Sexual Issues in Marriage and Family Therapy (3 credit hours)
- MM 538 - Individual and Family Development Across the Lifespan (3 credit hours)
- MM 545 - Professional, Legal, and Ethical Issues in Marriage and Family Therapy (3 credit hours)
- MM 547 - Assessment in Marriage and Family Therapy (3 credit hours)
- MM 549 - Psychopharmacology and Collaborative Care (3 credit hours)
- MM 555 - Research Methods in Marriage and Family Therapy (3 credit hours)
- MM 557 - Recovery, Trauma, and Crisis Counseling within the Community (3 credit hours)
- MM 560 - Group Counseling and Systems (3 credit hours)
- MM 563 - Systems Theory and Family Therapy I (3 credit hours) (course fee $215)
- MM 564 - Systems Theory and Family Therapy II (3 credit hours)
- MM 565 - Systemic Perspectives on Counseling Theories (2 credit hours)
- MM 566 - Treatment of Addictions in Family Systems (3 credit hours)
- MM 569 - Practicum Readiness Assessment (0 credit hours) ($70 course fee)
- MM 590 - Comprehensive Examination (0 credit hours) ($70 course fee) (Course equivalent to 3 credit hours)

MARRIAGE AND FAMILY THERAPY PRACTICUM COURSES

Campus-Based Program Versions

- MM 575 - Marriage and Family Therapy Practicum IA (2 credit hours) (Course equivalent to 5 credit hours) (course fee $69)
- MM 579 - Marriage and Family Therapy Practicum 1B (0 credit hours) (Course equivalent to 5 credit hours)
- MM 582 - Marriage and Family Therapy Practicum II (3 credit hours) (Course equivalent to 5 credit hours)
- MM 583 - Marriage and Family Therapy Practicum III (3 credit hours) (Course equivalent to 5 credit hours)
- MM 578 - Marriage and Family Therapy Practicum IV (2 credit hours) (Course equivalent to 5 credit hours)

MARRIAGE AND FAMILY THERAPY PRACTICUM COURSES

Distance Learning Program Version

- MM 591 - Marriage and Family Therapy Practicum IA (0 credit hours) (Course equivalent to 5 credit hours) (course fee $69)
- MM 592 - Marriage and Family Therapy Practicum IB (2 Credit Hours) (Course equivalent to 5 credit hours)
- MM 593 - Marriage and Family Therapy Practicum IIA (0 credit hours) (Course equivalent to 5 credit hours)
- MM 594 - Marriage and Family Therapy Practicum IIB (3 Credit Hours) (Course equivalent to 5 credit hours)
- MM 595 - Marriage and Family Therapy Practicum IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- MM 596 - Marriage and Family Therapy Practicum IIIB (3 Credit Hours) (Course equivalent to 5 credit hours)
- MM 597 - Marriage and Family Therapy Practicum IVA (0 credit hours) (Course equivalent to 5 credit hours)
- MM 598 - Marriage and Family Therapy Practicum IVB (2 Credit Hours) (Course work equivalent to 5 credit hours)

RESIDENCY REQUIREMENT

Students enrolled in the MA Marriage, Couples, and Family Therapy distance learning program version must complete both Residency 1 and Residency 2 to fulfill graduation requirements.

- MM 602 - Residency 1 (0 credit hours) (Course equivalent to 3 credit hours)
- MM 603 - Residency 2 (0 credit hours) (Course equivalent to 3 credit hours)

Licensed Professional Clinical Counselor Track

4 credit hours; available only to students enrolled at the Los Angeles and Anaheim campuses.

- MM 514 - Introduction to Counseling Skills in Systemic Therapy (1 credit hour)

Students enrolled in the Licensed Professional Clinical Counselor track will choose one of these two courses:

- MM 652 - Career Assessment (3 credit hours)
- FO 638 - Career Development and Counseling (3 credits)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- MM 619 - Practicum Extension I (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

MM628 *must be used to complete hours related to the requirement for relationship/system supervision hours utilizing observable data. CTX courses are appropriate only for completing general training hours.*

- MM 628 - Relational/Systemic Practicum Extension (1 credit hour) (Course equivalent to 5 credit hours)

These following courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CTX 510 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

MA Organizational Leadership

Distance Learning

Program Overview

The MA Organizational Leadership program is designed for working adults interested in making a difference in organizations through ethical leadership, informed by an evidence-based psychological perspective. The curriculum offers the knowledge and skills drawn from psychological research and is aligned with an established contemporary taxonomy of leadership competencies based on social psychological theories. Graduates are prepared to excel as ethical leaders and managers, be sensitive to and understand diverse populations, and contribute to education, research, and policy-making in a variety of organizational environments.

The MA Organizational Leadership is a 40 credit hour program, consisting of a core of 34 credits, including capstone, and 6 credits of an emphasis area. To ensure graduates are well prepared for present and future leadership roles and demands, this degree program offers the opportunity to build knowledge and skills through the completion of a comprehensive core of courses as well as having the ability to deepen an area of interest through the selection of courses from electives in general or industrial/organizational psychology. This program prepares students for advancement into PhD programs in Organizational Leadership or Business Psychology.

Program Philosophy

This program examines field of psychology from an organizational leadership perspective. It is intended to develop professionals who can apply knowledge about principles of psychology and leadership to work more effectively with specific populations. The program includes coursework in leadership, research, ethics, interpersonal dynamics, and a variety of electives to support each student's unique career goals-preparing graduates to apply the principles of psychology and leadership theory in a broad range of settings, to more effectively lead individuals and organizations to success.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Demonstrate oral and written communication that is grammatically correct, logical, succinct, and of publishable quality and non-defensive, learning oriented responses to constructive feedback.

Diversity

- Demonstrate knowledge of the role of individual differences in the workplace and the ability to establish and benefit from collaborative professional relationships, regardless of differences in background, work roles, and points of view.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in their leadership practice through leadership decision-making based on ethical considerations and guidelines.
- Demonstrate professional behavior through constructive and appropriate interactions with others.

Scholarship

- Apply the principles of social science research to the field of organizational leadership.
- Demonstrate comprehension of data and information presented in statistical reports and social science research articles.
- Critically review leadership scholarship including probing for more information, identifying logic flaws, and creating alternative solutions.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MA Organizational Leadership program is open to any person who has earned a bachelor degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Additional factors that are considering in admission include the following:

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation.

- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Personal Statement (between 250 and 500 words for each question)
    - Please describe a challenge that you navigated successfully and how you will use what you have learned from that experience to be successful in your program.
    - How will the successful completion of this program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MA Organizational Leadership

Degree Completion Requirements

- Successful completion of 40 credit hours of coursework
- Successful completion of Capstone Project

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to engage in all graduate work, including but not limited to course work, research, and scholarship, with a high degree of integrity and professionalism. It is essential that students approach professional working relationships, collegial relationships, and client/partner-contact with respect. Further, students are expected to adhere to the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct* as well as the "evolving universal code of ethics" (Gauthier, 2005). Students who choose to seek employment in the field of psychology shall not work beyond their level of competence and shall not use titles governed by credentialing statutes and/or regulations unless authorized by the relevant jurisdictional authority. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to Student Community Standards for disciplinary action and possible dismissal.

Capstone Project

The MA Organizational Leadership program culminates in a capstone project that is a critical analysis of a best-selling popular management non-fiction book selected from the list provided. This analysis intends to identify the evidence-based theories that would support the assertions made by the author. Based on theory and its supporting literature, the student will identify strengths and shortcomings of the author's approach, explaining (based on theory) why the approach would succeed or fail, and under what conditions. This project focuses on developing critical thinking, expanding awareness of diversity and ethics, applying theory to practice, and developing information literacy skills.

Additionally, this capstone project forms the summative assessment of the program, and is designed to satisfy the requirements of the competencies of the MA Organizational Leadership program for a culminating experience.

The Curriculum

Required Core: 34 credit hours

Electives: 6 credit hours

Program Total

M.A. Organizational Leadership: 40 credit hours

Required Core

- IO 510 - Organizational Behavior (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)
- ML 600 - Change Management for Leaders (3 credit hours)

- ML 601 - Capstone I (1 credit hour)
- ML 602 - Capstone II (1 credit hour)
- ML 603 - Capstone III (1 credit hour)
- MP 611 - Gender and Leadership Style (3 credit hours)

Electives

Students choose 6 credit hours of coursework in the MA Industrial and Organizational Psychology or MA Applied Psychology program.

Earning a Certificate in Organizational Leadership

A student in the MA Organizational Leadership program may earn a Certificate in Organizational Leadership following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they may submit the Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate and, is required for conferral. Eligibility guidelines for the certificate are contained in the catalog under which the student was admitted.

The Specific requirements are as follows:

- Financial/Financial Aid Good Standing.
- Academic Good Standing at the time the requirements for the certificate were completed.
- Cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- Successful completion of all certificate coursework as identified on the program of study page.
- The Petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All Student Community Standards (SCS) referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by SCS before the certificate can be conferred.

The Curriculum

Required Core: 3 credit hours

Elective Courses: 6-7* credit hours

Program Total: 9-10* credit hours

***Students who choose IO519 Statistics and Lab as an elective will complete 7 total credit hours of electives, resulting in 10 credit hours total.**

- IO 525 - Organizational Leadership (3 credit hours)
  Choose two from below:
- IO 510 - Organizational Behavior (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)
- MP 611 - Gender and Leadership Style (3 credit hours)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- MP 525 - Research Methods in Psychology (3 credit hours)

MA Psychopharmacology

Distance Learning

Program Description

The MA Psychopharmacology program is program designed to provide general knowledge of psychopharmacology and medical conditions that are relevant to mental health care. It is designed for practitioners and leaders who are not psychologists or doctoral psychology students, but who have undergraduate/graduate degrees in related fields. Program students may include licensed clinical social workers, hospital staff, nurses, and related fields in psychology (e.g., Mental Health Counseling, Marriage and Family Therapy, Applied Behavior Analysis). Participants will learn how to increase their current competency in assessment, diagnosis, and intervention, and engage in case-based learning that will enhance their collaborative practice skills. The MA in Psychopharmacology does not lead to prescriptive licensure.

Program Learning Outcomes

Upon successful of this program students will be experienced in the following program competencies:

Professional Practice

- **Patient Assessment**: Students will be able to evidence knowledge of skills needed to conduct a reliable and valid assessment, differential diagnosis and provide psychopharmacological treatment options.

Diversity

- **Diversity**: Students will be able to show knowledge of the role of ethnic, racial and other individual differences in human physiology (e.g. single nucleotide polymorphisms) that may affect therapeutic and adverse responses to psychopharmacological agents.

Professional Behavior

- **Ethics**: Students will be knowledgeable of the importance of personal integrity and ethical behavior in psychopharmacology practice through sound decision making based on ethical considerations and guidelines
- **Professionalism**: Students will be able to show professional behavior through constructive and appropriate interactions with others.

Scholarship

- **Science:** Students will be able to evidence competency in the fundamental concepts in psychopharmacology such as pharmacodynamics, pharmacokinetics and drug interactions.
- **Research:** Students will be able to evidence comprehension of data and information presented in the psychopharmacology research literature including meta-analysis studies of drug efficacy, and produce an applied research project (ARP).

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Master of Arts in Psychopharmacology distance learning degree program is open to any person who has earned a bachelor's degree in psychology or related field (e.g., nursing) from an institutionally accredited institution, and, who meets The Chicago School entrance requirements.

- Completed application
- Resume or Curriculum Vitae
- $50 application fee
- An undergraduate (or graduate, if applicable) GPA of a 3.0 or higher on a 4.0 scale is expected for admission.
- Completion of the following two prerequisites in prior undergraduate or graduate coursework (3 semester credits or quarter credit equivalent for each course) with a grade of "B" or better:
    - Abnormal Psychology
    - Research Methods or Basic Statistics
- Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If an applicant is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the applicant's tuition upon enrollment.

Standard Full Time Schdule

- MA Psychopharmacology

Degree Completion Requirements

Completion of 31 credit hours to include:

- Successful completion of Capstone course

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

The Curriculum

Required Core: 31 credit hours

Required Core

- PS 514 - Capstone Examination: Applied Research Project (1 credit hour)
- PS 521 - Psychiatric Procedural Skills (2 credit hours)
- PS 528 - Clinical Medicine Across the Lifespan (3 credit hours)
- PS 540 - Psychopharmacology I: General Principles (3 credit hours)
- PS 545 - Psychopharmacology II: Evidence-Based Patient Treatment and Management (2 credit hours)
- PS 600 - Clinical Anatomy and Integrated Science (2 credit hours)
- PS 607 - Advanced Pathophysiology (2 credit hours)
- PS 615 - Clinical Biochemistry & Neurochemistry (2 credit hours)
- PS 620 - Clinical Neuroscience: Neuroanatomy, Neurophysiology (2 credit hours)
- PS 625 - Advanced Physical Assessment (2 credit hours)
- PS 635 - Diagnostic Methods (2 credit hours)
- PS 650 - Substance Abuse & Chronic Pain Management (2 credit hours)
- PS 655 - Pharmacology (3 credit hours)
- PS 665 - Special Populations: Pediatric & Geriatric Psychopharmacology (2 credit hours)
- PS 675 - Professional, Ethical & Legal Issues in Psychopharmacology Practice (1 credit hour)

Master of Public Health

Master of Public Health

Distance Learning

Program Overview

The Chicago School's 21st Century curriculum embraces the evolving U.S. healthcare landscape, which has seen dramatic change following the implementation of The Patient Protection and Affordable Care Act while developing a global mindset to respond to the challenges of a highly interconnected world. The rigorous, interdisciplinary curriculum integrates theory, scientific research, professional practice and innovation - all framed by career-focused community engagement - offering the knowledge and skills required by a changing healthcare marketplace.

The Chicago School's Master of Public Health (MPH) program consists of 42 credit hours, including 27 credits of core courses, 9 credits in a chosen concentration, and 6 credits of applied practice experience culminating in a capstone project. A distinctive feature of the program is the opportunity to engage in a global public health experience, which can be fulfilled through one of three flexible pathways:

1. Traditional international travel for immersive learning,
2. Individualized experiences within local or state-level communities that reflect global health issues, or
3. A virtual international experience that connects students with global health initiatives.

These options allow students to gain hands-on experience that aligns with their personal, professional, and accessibility needs while deepening their understanding of health disparities and culturally responsive public health practices. Through this experiential component, students develop critical skills in global health strategy, cross-cultural communication, and community engagement, preparing them to lead in diverse public health settings.

The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Compare and contrast the structure, function, and organization of public health and healthcare systems in the United States and globally; and apply systems thinking tools to understand public health issues.
- Identify public health needs, design and execute interventions to promote, preserve and protect the communities' health.
- Assess the impact of public health programs, ensuring community partnerships are built and sustained in the process.
- Apply principles and practices of ethics, leadership, and management to empower stakeholders as they collaborate throughout the process of evidence based decision making to improve health behaviors and outcomes.

Diversity

- Drawing from the literature on the social determinants of health, students will create culturally competent solutions for public health concerns keeping in mind the cultural norms, values and practices of diverse populations, as well as the inequities experienced by those groups.
- Advocate for policies, and programs whose goals include improving health outcomes and health equity among diverse communities.

Professional Behavior

- Determine appropriate communication strategies and modalities to communicate public health content based on need of the audience and environment.
- Public health professionals will engage ethically and professionally with the communities they serve and on interprofessional teams.

Scholarship

- Apply epidemiological methods that use both quantitative and qualitative research methods to examine public health challenges and utilize tools and techniques of biostatistics, informatics, computer programming to interpret findings that inform further research, policy and practice.
- Evaluate the public health impact of policy and understand the process associated with policy-making.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the MPH Program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements.

Factors that are considered in admission to the MPH Program are:

- Generally, an undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants must submit official transcripts from all schools where a degree was earned.
- Application fee: $50
- Resume or Curriculum Vitae
- Interview with Program Chair of Faculty Designee (by phone or video conference)

- Two-page personal statement/essay answering the following questions:
    1. How will your personal and professional accomplishments, academic background, and experience contribute to your success in the MPH Program?
    2. How will the successful completion of the MPH Program support your professional career goals?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School of does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Master of Public Health

Degree Completion Requirements

- Successful completion of 42 credit hours of coursework
- Successful completion of 75 hours of applied practice experience over an 8-week semester

On average, a student who progresses successfully through the academic program should expect to complete the Master of Public Health degree in 27 months. A student must complete all degree requirements within 39 months.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Articulation Protocol

The Chicago School has established a protocol between the Master of Public Health program and the BA Psychology program to allow qualified students to students to enroll in master's level courses while completing their bachelors degree that will then count toward the master's degree. Click on this Link for details.

Applied Practice Experience Requirements

MPH students complete a minimum of 75 hours of fieldwork over an 8-week semester. Through supervised applied practice experience, students apply public health principles to real-world challenges. Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

The Curriculum

Required Core: 33 credit hours

Electives/Concentation: 9 credit hours

Program Total

Master of Public Health: 42 credit hours

Required Core

- PH 500 - Foundations of Public Health and Public Health Policy (3 credit hours)
- PH 507 - Public Health Law, Regulation, and Ethics (3 credit hours)
- PH 516 - Research Methods in Public Health (3 credit hours)
- PH 521 - Fundamentals of Epidemiology (3 credit hours)
- PH 529 - Global Issues of Culture, Health and Wellness (3 credit hours) (course fee varies)
- PH 535 - Dimensions of Community Assessment, Environmental, and Occupational Health (3 credit hours)
- PH 543 - Public Policy Development: Essentials of Communication, Collaboration, Advocacy (3 credit hours)
- PH 550 - Healthcare Access and U.S. Payment Systems (3 credit hours)
- PH 557 - Public Health Assessment, Program Design, and Evaluation (3 credit hours)
- PH 677 - Applied Practice Experience (3 credit hours)
- PH 684 - Integrative Learning Experience (3 credit hours)

Concentrations

Mental Health and Behavioral Aspects of Public Health

Students gain an understanding of the psychological aspects of health and wellness and develop effective community public health interventions to support mental health.

- PH 690 - Psychological Context of Health and Healthy Behaviors (3 credit hours)
- PH 691 - Essentials of Risk Management (3 credit hours)
- PH 692 - Holistic Wellness: Populations and Community (3 credit hours)

Public Policy Development and Advocacy

Students develop skills essential to community engagement, collective policy development and advocacy at the local, state, and national levels.

- PH 700 - Health Policy Analysis: Overview to Implementation (3 credit hours)
- PH 701 - Seminar in Legislation Advocacy and Public Policy Development (3 credit hours)
- PH 702 - International Healthcare Policy (3 credit hours)

Master of Science

MS Applied Behavior Analysis

Anaheim - Chicago - Dallas - Los Angeles - Distance Learning - Washington DC

Program Overview

Applied Behavior Analysis (ABA) is the ethical evaluation, design, and implementation of environmental changes to produce socially significant improvements in behavior. The MS Applied Behavior Analysis program incorporates the content areas and practicum requirements for eligibility to become a Board Certified Behavior Analyst® (BCBA®) by the Behavior Analyst Certification Board® (BACB®) in addition to providing a solid foundation in the philosophy, science, and application of behavior analysis. Please see further information about professional licensure and certification below.

The aim of the program is to prepare students for a rewarding career in the rapidly growing field of Applied Behavior Analysis. Graduates serve many different populations including children, adults, and seniors and may work in residential, school, and community-based settings. Individuals served may have no diagnoses (e.g., school children in a regular education class or teachers seeking to be more effective) or may have diagnoses such as autism, behavioral difficulties, developmental disabilities, mental illness, and a variety of geriatric conditions.

The MS Applied Behavior Analysis program develops students into professionals who can support individuals and organizations as well as select, implement, and manage effective systems to improve outcomes across a variety of settings. The program provides students with a solid understanding of the science and philosophy of Behavior Analysis as the foundation that informs applied behavior analysis, the experimental analysis of behavior, and service delivery domains to produce graduates who rely on the science of behavior to contribute to the betterment of society.

The Master of Science (MS) in Applied Behavior Analysis - Chicago Campus version (semester based) is accredited by the Association for Behavior Analysis International (ABAI) Accreditation Board effective November 20, 2019.

The Master of Science (MS) in Applied Behavior Analysis - Distance Learning program version (term-based) is accredited by the ABAI Accreditation Board effective July 2022.

The Master of Science (MS) in Applied Behavior Analysis - Dallas Campus version (semester based) is accredited by the ABAI Accreditation Board effective July 2, 2025.

Program Philosophy

The program is designed to prepare students in a wide variety of specialization areas within ABA. Although it is common for lay people to assume that ABA is relevant only to individuals with autism or other developmental and/or intellectual disabilities, behavior analysis can be applied to any population or problem. Thus, students can focus not only on issues related to the assessment and treatment of Autism Spectrum Disorders, but also on the assessment and treatment of severe behavior problems, instructional design, organizational behavior management, and applications with non-traditional populations such as geriatric, individuals with traumatic brain injury, and regular and special education. Thus, while ABA techniques are typically associated with application to individuals with disabilities, they are also invaluable to individuals in the general population and in solving societal problems that require behavior change.

The curriculum is designed to infuse the scientist-practitioner model across these domains and teach students to be consumers of new research findings, evaluators of their own interventions and programs using empirical methods, and researchers, producing new data from their own settings and reporting these data to the applied and scientific community.

In summary, the program's mission is to provide students with the scientific, analytical, and conceptual tools they need to provide effective, ethical, and practical behavior-analytic interventions to the diverse populations that they serve. The vision of the program is to provide the most comprehensive and effective graduate training in ABA, and to that end, the faculty provide the students with the most up-to-date information and research, and encourage critical analysis of the research with an emphasis on using it to drive practice. The program emphasizes not only knowledge of the research and assessment and intervention techniques, but sound understanding of the basic concepts and principles of behavior analysis, so that students will have the conceptual and scientific underpinnings necessary to understand why interventions work, how to measure their effects, and to make appropriate program modifications when they do not. Because ABA is based on a rapidly developing and evolving behavioral technology grounded in research, the knowledge base is constantly changing. It is the program's mission to remain at the forefront of the development of this field.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Students will design, train, and evaluate interventions by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.

Diversity

- Students will evaluate the impact of historical barriers to equity and inclusion across diverse populations and advocate for change.

Professional Behavior

- Students will evaluate ethical dilemmas in accordance with behavior-analytic ethical guidelines, and communicate effectively with clients, stakeholders, and other professionals.

Scholarship

- Students will critically evaluate behavior-analytic and other psychological research and apply best practices in conducting research effectively and ethically.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's MS Applied Behavior Analysis program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors that are considered in admission will include:

- Completed application and $50 application fee.
- Generally, an undergraduate GPA 3.0 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to submit additional documentation:

- 3 Letters of Recommendation from academic professors or professional or volunteer experience supervisors
- Essay answering the following questions (approximately 500-750 words). Essay must specifically address the program/specialization for which you are applying.
- In an essay format, please describe:
    - Why you chose this particular program/specialization Cite specific experiences and examples.
    - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity.
    - Your professional career goals as they relate to this specialization.
    - Why you believe this program will assist you in reaching these goals.

Standardized Testing

The Graduate Record Examination (GRE) is not required for master's level applicants. Scores should be sent directly to the school (GRE School Code: 1119) for consideration. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MS Applied Behavior Analysis - Research Track
- MS Applied Behavior Analysis - Practitioner Track
- MS Applied Behavior Analysis - Legacy Program Version (49 credits)
- MA Applied Behavior Analysis - Legacy Program Version (34 credits)

Degree Completion Requirements:

- Research Track
    - Successful completion of 39 credit hours
    - Successful completion of Advanced Research Project
- Practitioner Track
    - Successful completion of 38 credit hours
    - Successful completion of Advanced Applied Project

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver.

Articulation Protocols

The Chicago School has also established protocols between the MS Applied Behavior Analysis program and the programs listed below to allow qualified students to receive transfer credit for courses taken in other The Chicago School programs that can be counted toward degree completion requirements for either program.Click on the link of the program that interests you for details

BA Psychology to MS Applied Behavior Analysis

Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association and the Behavior Analyst Certification Board® during and after their work at The Chicago School. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

Advanced Research Project OR Advanced Applied Project

Students are also required to complete a thesis (Advanced Research Project, in the Research Track) or a non-thesis option (Advanced Applied Project, in the Practitioner Track). The thesis must be a data-based empirical evaluation, but does not necessarily need to mark an original contribution to the published literature (it may be a replication and extension). The primary function of the Master's thesis is to demonstrate that students are actively learning to function as scientist-practitioners who are continually engaged in making data-based assessment and treatment decisions. The applied project is a demonstration that the student can assess and treat a client effectively and ethically from start to finish. The applied project process is as stringent as the thesis option and demonstrates similar skills but focuses on application rather than experimentation. The course sequence facilitates student completion of theses and applied projects with a carefully designed course sequence that has the necessary steps toward thesis and project completion embedded into the required coursework. Any student considering going on to a Ph.D. program should choose the Research Track.

Training

Practicum courses meet the experiential learning requirements of the Association for Behavior Analysis International (ABAI), and accounts for a portion of the supervision hours required by the BACB® . For a full explanation of supervision requirements, please visit the BACB® website. This is three credits in the Research Track and six credits in the Practitioner Track.

Each distance learning program version student is responsible for identifying potential practicum/internship sites and having it approved by the Director of Clinical Training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

The Curriculum

Required Core: 29 credit hours

Research Track: 10 credit hours

Practitioner Track: 9 credit hours

Program Total

MS Applied Behavior Analysis with Research Track: 39 credit hours

MS Applied Behavior Analysis with Practitioner Track: 38 credit hours

Required Core

- AB 537 - Introduction to the Experimental Analysis of Behavior (3 credit hours)
- AB 540 - Concepts and Principles in Behavior Analysis I (3 credit hours)
- AB 541 - Concepts and Principles in Behavior Analysis II (3 credit hours)
- AB 545 - Measurement and Design in Behavior Analysis (3 credit hours)
- AB 548 - Diversity in Clinical Practice (2 credit hours)
- AB 556 - Behavior Change Procedures I (3 credit hours)
- AB 557 - Behavior Change Procedures II (3 credit hours)
- AB 564 - Behavior Assessment (3 credit hours)
- AB 565 - Professional Ethics and Issues in Behavior Analysis (3 credit hours)
- AB 578 - Comprehensive Examination (0 credit hours) (Course equivalent to 3 credit hours) (course fee $125)
- AB 582 - Special Topics II (2 credit hours)
- AB 590 - Professional Development Group (1 credit hour)

Research Track

Students enrolled in the Research Track will take these courses for a total of ten credit hours in addition to the core 29 credit hours for a total of 39 credit hours.

- AB 552 - Verbal Behavior (2 credit hours)
- AB 560 - Advanced Research Project I (1 credit hour) (Course equivalent to 5 credit hours)
- AB 561 - Advanced Research Project II (1 credit hour) (Course equivalent to 5 credit hours)
- AB 562 - Advanced Research Project III (1 credit hour) (Course equivalent to 5 credit hours)
- AB 579 - Scientific Writing (2 credit hours)
  Term Based Practicum Courses
  Students enrolled in term-based program versions as well as students enrolled in semester based program versions will enroll in term based practicum courses aligned with their track.
- AB 630 - Practicum I (0.5 credit hour) (Course work equivalent to 3 credit hours)
- AB 631 - Practicum II (0.5 credit hour) (Course work equivalent to 3 credit hours)
- AB 632 - Practicum III (0.5 credit hour) (Course work equivalent to 3 credit hours)
- AB 633 - Practicum IV (0.5 credit hour) (Course work equivalent to 3 credit hours)
- AB 634 - Practicum V (0.5 credit hour) (Course work equivalent to 3 credit hours)

- AB 635 - Practicum VI (0.5 credit hour) (Course work equivalent to 3 credit hours)

Practitioner Track

Students enrolled in the Practitioner Track will take these courses for nine credit hours in addition to the core 29 credit hours for a total of 38 credit hours.

- AB 566 - Advanced Applied Project I (1 credit hour) (Course work equivalent to 5 credit hours)
- AB 567 - Advanced Applied Project II (1 credit hour) (Course work equivalent to 5 credit hours)
- AB 568 - Advanced Applied Project III (1 credit hour) (Course work equivalent to 5 credit hours)
  Term Based Practicum Courses
  Students enrolled in term-based program versions as well as students enrolled in semester based program versions will enroll in term based practicum courses aligned with their track.
- AB 650 - Practicum: Verbal Behavior I (1 credit hour)
- AB 651 - Practicum: Verbal Behavior II (1 credit hour)
- AB 652 - Practicum: Skills Acquisition I (1 credit hour)
- AB 653 - Practicum: Skills Acquisition II (1 credit hour)
- AB 661 - Practicum: Fundamentals of Behavior Reduction I (1 credit hour)
- AB 662 - Practicum: Fundamental of Behavior Reduction II (1 credit hour)

Extension Courses

- AB 940A - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)
- AB 941A - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 3 credit hours)
- AB 997A-D - Practicum Extension (0 credit hours) (Course equivalent to 3 credit hours)
- EBC 567A-D - Individual Supervision Extension (0 credit hours) (Course equivalent to 3 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 401 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 402 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 4031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 4032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 404 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 405 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 4061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 4062 - Research Project Extension 6 (Summer 2) (1.5 credit hours)(Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 407 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 408 - Research Project Extension 8 (3 credit hours)(Course equivalent to 5 credit hours)
- RPX 4091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 4092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 410 - Research Project Extension External IRB (1 credit hour)(Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Master's Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based master's degree programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 451 - Research Project Extension 1 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 452 - Research Project Extension 2 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 453 - Research Project Extension 3 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 454 - Research Project Extension 4 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 455 - Research Project Extension 5 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 456 - Research Project Extension 6 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 457 - Research Project Extension 7 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 458 - Research Project Extension 8 (1.5 credit hours)(Course work equivalent to 5 credit hours)
- RPX 459 - Research Project Extension 9 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 460 - Research Project Extension 10 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 461 - Research Project Extension 11 (1.5 credit hours) (Course work equivalent to 5 credit hours)
- RPX 462 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment
- RPX 463 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 464 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 465 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 466 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 467 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 468 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 469 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 470 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

MS Biomedical Sciences

Distance Learning

Program Overview

The 30 credit hour Master of Science in Biomedical Sciences (MSBS) program provides a comprehensive and flexible pathway for students pursuing advanced health professions education and careers in the biomedical and health sectors. The curriculum integrates the study of biochemical, cellular, physiological, and neurological processes with training in evidence-based practice and research methodology, strengthening students' analytical, critical thinking, and scientific inquiry skills.

The program offers multiple concentration pathways, including Pre-Medical Studies, Data Science in Healthcare, and Public Health allowing students to align their academic experience with their professional goals. Across all pathways, students develop the ability to apply biomedical knowledge to real-world challenges in clinical, research, analytical, and population health contexts. Graduates are prepared for competitive applications to medical and other health professions programs, as well as for emerging careers in healthcare, research, data science, and public health, positioning them to contribute meaningfully to improved health outcomes and the evolving healthcare landscape.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Apply and integrate knowledge of core biomedical science disciplines in preparation for advanced studies or professional practice.
- Demonstrate written, oral and interpersonal communication competencies required in a medical or scientific environment and necessary for professional advancement.

Diversity

- Describe and integrate the historical, social and cultural systems that affect the behaviors, interactions and holistic health of individuals and communities.

Professional Behavior

- Critically assess and apply ethical principles when carrying out professional obligations and encourage similar behaviors in others.
- Demonstrate the interpersonal competencies necessary to function effectively as a member of an interprofessional team.

Scholarship

- Demonstrate critical thinking in the acquisition and application of biomedical scientific knowledge.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the MS Biomedical Sciences program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee
- Generally, a cumulative undergraduate GPA 3.0 or higher on a 4.0 scale.
- Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

Applicants with a cumulative GPA below 3.0 are required to complete an interview with the chair of the program or designee.

Preparatory Coursework

Applicants must demonstrate successful completion of the following undergraduate coursework with a grade of C or higher or graduate coursework with a grade of B- or higher:

- Biology (6 Credit Hours)
- Chemistry (6 Credit Hours)
- Psychology (3 Credit Hours)

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

MS Biomedical Sciences Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in organic chemistry with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options

- A grade of "C" or higher in TCS 300 Organic Chemistry I;
- A grade of "C" or higher in a comparable course at the Chicago School; or
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Standard Full Time Schedule

- MS Biomedical Sciences

Articulation Protocols

The Chicago School has an established an articulation protocol with the Illinois College of Osteopathic Medicine to provide the opportunity for expedited enrollment applications between programs as listed below:

From MS Biomedical Sciences to the Illinois College of Osteopathic Medicine

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Degree Completion Requirements

- Successful completion of 16 credit hours of core curriculum coursework
- Successful completion of 14 credit hours in one of three concentrations:
    - Pre-Medical Studies Concentration
    - Data Science in Healthcare Concentration
    - Public Health Concentration
- Successful completion of Capstone Project

The Curriculum

Total Program Credits: 30 Credit Hours

- Required Core: 16 credit hours
- Concentration: 14 credit hours
    - Pre-Medical Studies - 11 credit hours plus 3 credit hours electives
    - Data Science In Healthcare - 14 credit hours
    - Public Health - 12 credit hours plus 2 credit hours electives

Required Core: 16 Credit Hours

Progression Requirements

- TCS 300 - Organic Chemistry I (0 credit hours)
  TCS 300 - This requirement must be fulfilled during the first semester or first two terms.

- MBS 501 - Biomedical Foundation I: Biochemical and Metabolic Processes (2 credit hours)
- MBS 505 - Evidence-based Practices (1 credit hour)
- MBS 510 - Biomedical Foundations II: Cellular and Molecular Processes (2 credit hours)
- MBS 515 - Research Methods (1 credit hour)

- MBS 520 - Foundations of Human Anatomy and Physiology (3 credit hours)
- MBS 535 - Biopsychosocial Aspects of Medical Conditions (2 credit hours)
- MBS 540 - Humanities and Medical Ethics (1 credit hour)
- MBS 545 - Pathophysiology (3 credit hours)
- MBS 580 - Capstone (1 credit hour)

Pre-Medical Studies Concentration

11 credit hours plus 3 credit hours electives from the list below

- MBS 525 - Neuroanatomy and Neurophysiology (3 credit hours)
- MBS 530 - Principles of Microbiology and Infectious Disease (3 credit hours)
- MBS 550 - Fundamentals of Immunology (2 credit hours)
- PS 655 - Pharmacology (3 credit hours)

Data Science in Healthcare Concentration

14 credit hours (no electives available)

- MBS 590 - Introduction to Biomedical Data Science (2 credit hours)
- MBS 591 - Programming for Health Data Science (3 credit hours)
- MBS 592 - Advanced Biostatistics & Predictive Analytics (3 credit hours)
- MBS 593 - Machine Learning in Healthcare (3 credit hours)
- MBS 594 - Data Visualization & Communication (3 credit hours)

Public Health Concentration

12 credit hours plus 2 credit hours electives from the list below

- PH 500 - Foundations of Public Health and Public Health Policy (3 credit hours)
- PH 507 - Public Health Law, Regulation, and Ethics (3 credit hours)
- PH 543 - Public Policy Development: Essentials of Communication, Collaboration, Advocacy (3 credit hours)
- PH 550 - Healthcare Access and U.S. Payment Systems (3 credit hours)

Electives: Credit Hours Vary by Concentration

Electives

- Pre-Medical Studies Concentration - 3 credit hours
- Data Science in Healthcare Concentration - no electives available
- Public Health Concentration - 2 credit hours
- CC 510 - Psychopathology and Introduction to Psychopharmacology (3 credit hours)
- HS 505 - Healthcare Law and Ethics (or PH507) (3 credit hours)
- MBS 555 - Introduction to Epidemiology and Public Health (2 credit hours)
- MBS 560 - Genetics in Human Health and Disease (2 credit hours)
- MBS 565 - Artificial Intelligence in Biomedical Sciences (1 credit hour)
- MBS 570 - Professional Development in Biomedical Sciences (1 credit hour)

MS Clinical Psychopharmacology

Distance Learning

Program Overview

The Chicago School Master of Science in Clinical Psychopharmacology (MSCP) is a 10 term (20 month) doctoral and postdoctoral education and training program for psychologists in psychopharmacology for prescriptive authority. The program is designed to educate clinical psychology practitioners and leaders who wish to expand their knowledge base in psychopharmacology and medical conditions that are relevant to mental health care. The MSCP Program also allows for doctoral student admission. Participants will learn how to increase their competency in psychological and physical assessment, diagnosis, and intervention relative to working with persons who are prescribed psychotropic medications, and engage in case-based learning that will enhance their collaborative practice skills.

To be certified as having fulfilled the APA Model Education and Training Program in Psychopharmacology for Prescriptive Authority, the student must complete the didactic, experiential, and capstone components of the program, typically within five years of the initiation of post-doctoral training.

The program uses distance learning teaching methods and applied case-based learning to train psychologists to integrate medical approaches into their client care. The MS Clinical Psychopharmacology program consists of 31 credit hour didactic courses, and includes a research project. The program will take 10 terms (20 months) to complete.

The Master of Science in Clinical Psychopharmacology program has been granted designation by the American Psychological Association (APA) Designation Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority.

Program Learning Outcomes

Upon successful of this program students will be able to:

Professional Practice

- Be able to perform a reliable, valid and clinically sound assessment, formulate a clinical diagnosis and generate treatment options individualized to the specific characteristics and therapeutic goals of the patient.
- Accepts and evaluates feedback and supervision from both medical and mental health professionals non-defensively and actively seeks to modify his/her behavior appropriately.

Diversity

- Collaborate with people differing from the student in terms of age, gender, race, ethnicity, cultural background, religious difference, sexual orientation, or differing ability. The student will be able to listen to and learn from the perspectives of others who differ from him/herself.
- Apply the knowledge on identity related to race, ethnicity, gender, sexual orientation, socioeconomic status, age, religious belief, and ability, to promote more accurate and individualized clinical psychopharmacology assessment and treatment interventions.

Professional Behavior

- Able to perform a competent clinical assessment, formulate a diagnosis and generate treatment options that delineate ethical practices.
- Able to show ethical professional behavior according to a code of ethics.

- Able to show collaborative and team-oriented professional relationships with other medical and mental health professionals.

Scholarship

- Apply the theories of clinical psychopharmacology to assessment, diagnosis and treatment management.
- Able to use descriptive statistics and statistical procedures common to clinical psychopharmacology such as meta-analysis in a clinical research project.
- Evaluate and apply research findings to clinical psychopharmacological practice.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Master of Science in Clinical Psychopharmacology program is open to any person who has completed or has been admitted to a doctoral degree program in clinical psychology from an institutionally accredited institution and meets other entrance requirements.

- Completed application
- $50 application fee
- Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Applicants who have not yet completed a doctoral degree program in clinical psychology or who have been admitted to a doctoral degree program in clinical psychology must submit a transcript of any coursework completed. If no courses have yet been completed, applicants must submit an official letter of admission.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- MS Clinical Psychopharmacology

Concurrent Enrollment Protocols

The Chicago School has established protocols between selected doctoral programs (listed below) and the MS Clinical Psychopharmacology program for concurrent enrollment. Click on the link of the listed program for details and enrollment requirements.

- PsyD School Psychology Chicago
- PsyD Applied Clinical Psychology Southern California and Distance Learning
- PsyD Clinical Forensic Psychology Southern California

- PsyD Clinical Psychology Anaheim
- PsyD Clinical Psychology Chicago
- PsyD Clinical Psychology Dallas (includes XULA)
- PsyD Clinical Psychology Los Angeles
- PsyD Clinical Psychology Washington DC

Degree Completion Requirements

Completion of 31 credit hours to include:

- Successful Completion of Clinical Research Project
- Successful Completion of 200 item exam in PS 680 with a passing grade

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Licensure for Prescriptive Authority

For information on where The Chicago School meets or does not meet licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Concurrent Enrollment

The Chicago School has established agreements between selected doctoral programs (listed below) and the MS Clinical Psychopharmacology program for concurrent enrollment. Click on the link of the listed program for details.

- PsyD School Psychology

The Curriculum

Program Totals

M.S. Clinical Psychopharmacology: 31 credit hours

Required Courses

Total Credit Hours: 31

- PS 600 - Clinical Anatomy and Integrated Science (2 credit hours)
- PS 607 - Advanced Pathophysiology (2 credit hours)

- PS 615 - Clinical Biochemistry & Neurochemistry (2 credit hours)
- PS 620 - Clinical Neuroscience: Neuroanatomy, Neurophysiology (2 credit hours)
- PS 625 - Advanced Physical Assessment (2 credit hours)
- PS 630 - Clinical and Procedural Skills (2 credit hours)
- PS 635 - Diagnostic Methods (2 credit hours)
- PS 640 - Clinical Medicine & Patient Evaluation (3 credit hours)
- PS 645 - Problem Based Clinical Learning (2 credit hours)
- PS 650 - Substance Abuse & Chronic Pain Management (2 credit hours)
- PS 655 - Pharmacology (3 credit hours)
- PS 660 - Clinical Psychopharmacology (3 credit hours)
- PS 665 - Special Populations: Pediatric & Geriatric Psychopharmacology (2 credit hours)
- PS 670 - Clinical Research Project (1 credit hour)
- PS 675 - Professional, Ethical & Legal Issues in Psychopharmacology Practice (1 credit hour)
- PS 680 - Applied Clinical Review and Examination (0 credit hours) (Course Fee $260) (Course work equivalent to 3 credit hours)

Education Specialist

EdS School Psychology

Chicago

Program Overview

The EdS School Psychology will educate well-rounded specialist-level graduates who will fill the increasingly varied roles of today's school psychologist. The school psychologist is called upon to help students, teachers, administrators, and parents overcome obstacles to learning and personal development which include, but are not limited to, family disruptions, mental health problems and disabilities, inadequate exposure to instruction (i.e., medical illness, poor attendance, etc.), and academic difficulties. The program is fully accredited by the National Association of School Psychologists (NASP).

Program Philosophy

The department's philosophy embraces the premise that the creation of humane and effective learning environments requires the application of professional judgment acquired through the integration of educational and psychological theory, scholarship, and professional practice. Further, the department endorses a deep commitment to understanding and respecting individual and cultural differences, while considering the systems in which the individual functions. The curriculum and training opportunities are based on the practitioner-scholar model which specifies a competency-based approach and is integrated with a standards-based approach to learning. The expected outcome of this method is consistent with the role of the "master" school psychologist who is able to treat and empower students, families, and communities to bring about positive change, plan preventive services, and enhance both educational and psychological problem-solving at all levels.

A competency-based education philosophy permeates every element of The Chicago School and the EdS School Psychology program. Graduates of the EdS School Psychology program will demonstrate the knowledge, skills, and dispositions consistent with those recognized by the National Council for Accreditation of Teacher Education

(NCATE), and the knowledge and performance bases defined as the critical skills for school psychology professionals by the National Association of School Psychologists (NASP). These key competencies are articulated in the 2020 NASP Domains of Practice. This philosophical approach provides empirical evidence that instruction in the program addresses all of the NASP Domains, and that graduates have demonstrated their success in meeting each of the domains. The program curriculum and assessment system ensures that students will know the field of School Psychology and have a thorough understanding of the principles and concepts in the NASP Standards for the School Psychologist.

Program Mission

The mission of the program is to provide students with a broad-based education that promotes best practices, cultural sensitivity, and innovation to support the needs of children and families. We are committed to preparing graduates who transform our profession, schools, and communities.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Use psychological and educational assessment measures in a nondiscriminatory, valid, and reliable manner to make data based decisions.
- Select, design, implement, and evaluate effective multi-tiered evidence-based preventative and responsive academic, social and life skills practices and interventions for children and adolescents.
- Demonstrate knowledge of supervision models and demonstrate effective supervision practices.
- Demonstrate knowledge of consultation and change models and will demonstrate effective consultation practices with families, schools, and systems, while respecting and collaborating with other roles and professions.
- Use positive and clear communication to develop and maintain effective relationships with a wide range of individuals, including children, families, peers, professionals and community members.

Diversity

- Apply an understanding of individual and cultural differences effectively in multicultural and pluralistic social contexts.

Professional Behavior

- Demonstrate a commitment to professional ethics and standards for School and Clinical Psychologists as defined by the National Association of School Psychologists and the American Psychological Association.
- Students will behave in ways that reflect the values and attitudes of psychology, demonstrate integrity, develop a professional identity, engage in self-reflection, and demonstrate openness and responsiveness to feedback and supervision

Scholarship

- Plan, conduct, and evaluate applied psychological and educational research.

Licensure

For information on where The Chicago School meets or does meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to the EdS School Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission are:

- GPA from undergraduate and any graduate schools,
- successful work history after completion of the baccalaureate degree,
- an admission essay, and
- three letters of recommendation from academic professors or professional or volunteer supervisors.
- Generally, an undergraduate GPA of a 3.2 or higher on a 4.0 scale is required for admission.
- An admissions interview

Applicants with a cumulative undergraduate GPA below 3.0 are required to submit additional documentation. Students who have completed a graduate degree with a GPA of 3.0 or higher are not required to submit additional documentation.

Please answer the following question in a three-page, double-spaced, typed essay of approximately 500-750 words. The essay must specifically address the program/specialization for which you are applying. Psychology is a vast discipline with many career options. In an essay format, please describe:

• Why you chose this program/specialization, making sure to cite specific experiences and examples.

• Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity.

• Your professional career goals as they relate to this specialization.

• Why do you believe this program will assist you in reaching these goals.

Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

The EdS School Psychology program requires two undergraduate courses (a course in psychology and a course in either statistics or research methods) that must be completed prior to enrollment, with a grade earned of "C" or better.

The Graduate Record Examination (GRE) is not required, however it strongly encouraged that applicants who have taken the exam submit their scores to enhance their application. Scores should be sent directly to the school (GRE School Code: 1119) for consideration. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with the $50.00 (USD) application fee in order to be evaluated.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and the student is quickly notified of the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- EdS School Psychology

Degree Completion Requirements

- Successful completion of 68 credits of required coursework
- Successful completion of beginning practicum in first year: 160 hours (embedded in professional development seminar) (by second year for blended modality)
- Successful completion of second year practicum (3rd year for students in the blended modality): 550 hours total (6 credits)
- Successful completion of third year internship experience (4th year for students in the part-time blended programs): 1200 hours, full-time (4 credits)
- Students are required to take both the Illinois School Psychologist Content Exam (237) and the Praxis II School Psychologist exam. Students are required to pass at least one of the exams to graduate and become certified as a school psychologist.

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (beginning and intermediate). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Illinois School Psychologist Content Exam (237) or the Praxis II School Psychologist Exam.

A student who does not successfully complete either the Illinois School Psychologist Content Exam (237) or the Praxis II School Psychologist Exam or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Graduates will demonstrate commitment to the ethical guidelines adopted by the National Association of School Psychologists' Professional Conduct Manual, which contains "Principles for Professional Ethics" and the "Standards for the Provision of School Psychological Services" and those adopted by the American Psychological Association's (APA) Ethical Principles of Psychologists. For example, students shall not engage in employment beyond the scope of their training and may not use titles governed by certification and licensure statutes. Students that fail to adhere to ethical and legal guidelines appropriate for the practice of School Psychology are subject to discipline.

Practicum and Internship

The Chicago School requirements for school placements exceed the NASP *Standards for Training and Field Placement Programs in School Psychology*.

Three field experiences are required and earn a total of 12 academic credits:

- First year beginning practicum: 160 hours (embedded in professional development seminar)
- Second year practicum (3rd year for students in the blended modality): 550 hours total (6 credits)
- Third year internship experience (4th year for students in the blended modality): 1200 hours, full-time (4 credits)

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

School Psychology Exit Criteria

Transitions points represent key assessments of knowledge, skills, and dispositions for each year of the school psychology training. Students may not proceed to the next level of training until proficiency is demonstrated in the knowledge, skills, and dispositions at each point. Only then is a student permitted to transition to the next level. Note that all years of training require students to demonstrate proficiency through capstone activities submitted in via an electronic portfolio. Capstone activities are summative assignments that require the student to demonstrate knowledge, comprehension, application, integration, and synthesis in the content areas studied.

Prior to beginning any field placement, each student's progress is reviewed by a committee of program faculty through a student review process. First year review determines which students meet the requirements to qualify for a practicum. Following the completion of the majority of practicum hours, students may go through an internship qualifying review, using a similar format and process. At the midway point and at completion of field placements, student performance is evaluated on all dimensions of the NASP and Illinois standards by a committee including the School Psychology faculty and the Office of Placement and Training. A remediation plan may be designed, if needed, to help any student reach the required standards of performance. Students who are unsuccessful with remediation plans may be discharged from the program. To complete the program of study, the student must "pass" practicum and achieve overall supervisor rating of "competency" on the Internship Accomplishment Form-Final.

Students are required to take both the Illinois School Psychologist Content Exam (237) and the Praxis II School Psychologist exam. Students are required to pass at least one of the exams to graduate and become certified as a school psychologist.

The EdS School Psychology Curriculum

Required Core: 68 credit hours

Total Program

Ed.S. School Psychology: 68 credit hours

Required Core

- SP 410 - Consulting in Schools (3 credit hours)
- SP 415 - Professional Development and Beginning Practicum I (1 credit hour)
- SP 416 - Professional Development and Beginning Practicum II (1 credit hour)
- SP 417 - Professional Development III (2 credit hours)
- SP 430 - Clinical and Diagnostic Interviewing (3 credit hours)
- SP 440 - Practicum Preparation I (0 credit hours)
- SP 441 - Practicum Preparation II (0 credit hours)
- SP 446 - Ethics and Law in School Psychology (2 credit hours)
- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 501 - Behavioral Assessment (3 credit hours)
- SP 504 - Affective & Social Bases of Behavior: Functioning and Assessment (3 credit hours)
- SP 509 - Educational Assessment (3 credit hours)
- SP 517 - Neurodiversity, Psychopathology & Intervention I (3 credit hours)
- SP 522 - Crisis Prevention, Intervention and Trauma Informed Practice in Schools (3 credit hours)(course fee $120)
- SP 524 - School Based Interventions (3 credit hours)
- SP 528 - Diversity in Clinical Practice (3 credit hours)
- SP 532 - Psycho-educational Assessment I (3 credit hours)
- SP 536 - Systems Theory and Practice (3 credit hours) (Course fee $25)
- SP 540 - Intermediate Practicum and Seminar in School Psychology I (3 credit hours)
- SP 544 - Intermediate Practicum and Seminar in School Psychology II (3 credit hours)
- SP 548 - Applied Group and Individual Processes of Therapy (3 credit hours)
- SP 556 - Psycho-educational Assessment II (3 credit hours)
- SP 557 - Neurodiversity, Psychopathology and Intervention II (3 credit hours)
- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 565 - Statistics (3 credit hours)
- SP 572 - Infant to Preschool Assessment (2 credit hours)
- SP 620 - Internship I (2 credit hours) (Course work equivalent to 5 credit hours)
- SP 621 - Internship II (2 credit hours) (Course work equivalent to 5 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START
"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESP 505 - Practicum II Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- SP 546 - Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- SP 625 - Internship Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Earning an MEd Psychology Degree

A student in the EdS in School Psychology program may earn an MEd Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the degree, they are required to submit Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. Eligibility guidelines are contained in the catalog under which the student was admitted. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for the award of an MEd Psychology degree are as follows:

Academic and Financial Aid Good Standing

Successful Completion of the following courses:

- SP 415 - Professional Development and Beginning Practicum I (1 credit hour)
- SP 416 - Professional Development and Beginning Practicum II (1 credit hour)
- SP 430 - Clinical and Diagnostic Interviewing (3 credit hours)
- SP 446 - Ethics and Law in School Psychology (2 credit hours)
- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 501 - Behavioral Assessment (3 credit hours)
- SP 509 - Educational Assessment (3 credit hours)
- SP 528 - Diversity in Clinical Practice (3 credit hours)
- SP 532 - Psycho-educational Assessment I (3 credit hours)
- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 556 - Psycho-educational Assessment II (3 credit hours)
- SP 565 - Statistics (3 credit hours)

Doctor of Education

EdD Educational Psychology and Technology

Online

Program Overview

The EdD Educational Psychology and Technology program focuses on educating students to become practitioners who are able to apply educational and psychological theories to practice and conduct evidence-based research to inform practice. The ultimate goal of an EdD program is to bridge the gap between research and practice, which is the overall focus of this program. At the end of the program, graduates will be agents of change. Specifically, graduates will be able to understand how people and organizations learn, and they will be able to use appropriate technology to improve individual learning outcomes and/or support organizational productivity and sustainability.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Apply psychological theory and technology to facilitate a variety of effective teaching and learning assessment and evaluation strategies.
- Act as a proactive agent of change to provide guidance at various levels of an organization to integrate the psychology of teaching and learning with technology.
- Effectively implement and instruct innovative application of multimedia technologies in learning environments.
- Implement practices inclusive of pedagogical methods and technological tools that influence cross-disciplinary opportunities for enhancing educational and organizational approaches and procedures.

Diversity

- Apply ethical standards that demonstrate respect for diversity, equality, and inclusion considerations in the use of technology through an educational psychology theoretical lens.
- Analyze issues of human rights and equality and how access to education, wealth, opportunities, and privileges differ within a society.

Professional Behavior

- Evaluate individual values, strengths and weaknesses in order to further develop leadership styles and improve leadership effectiveness within multiple learning systems and their use of technology to improve performance.

Scholarship

- Design and conduct efficacious and original research to ethically and positively impact and advance the body of knowledge.
- Formulate theory-based and research-driven strategies for incorporating current technology with what is known about the psychology of learning, teaching and instructional design.

Artificial Intelligence

- Apply evidence-based practices in the implementation and evaluation of artificial intelligence tools, using insights from these technologies to enhance learning, decision-making, and organizational outcomes.

- Interpret artificial intelligence generated outputs to inform evidence-based decision-making and improve instructional strategies and organizational processes.

- Assess artificial intelligence applications for equity, accessibility, and bias, ensuring their responsible and ethical use across diverse settings.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's EdD Educational Psychology and Technology program is open to any person who has earned a master's degree from an institutionally accredited institution and who meets other entrance requirements, including meeting at least one of the following requirements. Prospective students must enter with:

- A Master's degree in psychology, education, educational psychology, educational leadership, curriculum and instruction, instructional design/technology or a related field**, OR;**
- At least 6 credit hours of Master's level courses related to psychology, education, educational psychology, educational leadership, curriculum and instruction, instructional design/technolog or a related field with a passing grade of B or higher, **OR;**
- At least three years of professional work experience in an educational field or setting. Prospective students may include but are not limited to teachers, school administrators, curriculum developers, school counselors, principals, corporate training directors, and professionals in related fields.

Applicants who otherwise meet the admissions requirements of the program, but who have not previously completed at least 6 credit hours of Master's level courses related to psychology, education, educational psychology, educational leadership, curriculum and instruction, instructional design/technolog or a related field with a passing grade of B or higher or who do not have a minimum of three years of professional work experience in an educational field or setting will be required to fulfill these admission requirements prior to enrolling in this program through the completion of Preparatory Coursework. Applicants should review the Preparatory Coursework policy for additional details.

Applicants who are required to complete Preparatory Coursework must satisfy the 6 credit hours requirement prior to enrolling in this program by successfully completing two (2) of the following courses:

- MP 505 Diversity and Psychology
- MP 510 Psychology of the Life Span
- MP 530 The Social Psychology of Cultures

Applicants will be judged on their overall ability to successfully complete graduate work. Factors and materials to be considered for admission will include:

- Application Fee: $50
- Resume or Curriculum Vitae
- Graduate GPA 3.0 or higher on a 4 point scale
- Official College/University Transcripts
- Personal Statement/Essay
    - Please answer the following questions (approximately two pages, double-spaced in length):

        o Provide a brief description of your professional goals. How will the knowledge, skills, and expertise that you gain from this program help you achieve these goals?

        o EdD programs are often structured to prepare students to advocate for positive change in their professional settings. How might this program assist you in making informed changes in your future professional settings?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- EdD Educational Psychology and Technology

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of competency examination
- Successful completion of the doctoral capstone project

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

The Chicago School is committed to preparing professionals for work in a multicultural and diverse society. In keeping with this commitment, the content of all courses is informed 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 to serve individuals of diverse backgrounds and needs. Faculty and students convey attitudes respectful of these individual and cultural differences.

Competency Examination

Students will create a professional ePortfolio for their competency examination requirement that includes a collection of their most meaningful coursework completed during their doctoral studies. The ePortfolio will be carefully constructed and organized to demonstrate students' development of skills needed to perform within their current or future career settings. Students will complete ePortfolio assignments in several EPT courses in order to prepare for the competency examination. Students can utilize their ePortfolio as part of their professional resumes to market their ability to perform specific job skills or to demonstrate interests in particular fields.

Doctoral Capstone Project

Successful completion of a doctoral capstone is an essential aspect of Educational Psychology and Technology students' academic experiences and professional development. The capstone project allows the department to evaluate the student's ability to apply Educational Psychology and Technology theory and engage in scholarly inquiry. Additionally, through the capstone process, students demonstrate their ability to think critically and creatively about relevant research or workplace issues found within the field.

The Educational Psychology and Technology Department expectations for doctoral capstones are as follows:

- The capstone project must contribute to knowledge in the field of Educational Psychology and Technology.
- Peer-reviewed scholarly journals must be integrated with an emphasis on Educational Psychology and Technology and related disciplines such as Education, Psychology, Educational Technology, Instructional Design, and other relevant fields of study.
- The Capstone Committee must be composed of a Capstone Chair and two Readers. The Capstone Chair is assigned by the department. The Capstone Chair and Committee provide individualized support, feedback, and direction throughout the development and completion of the Capstone project.
- The capstone topic and committee members must be approved by both the Department Chair and the Capstone Chair.
- Students must receive approval from their Capstone Committee for enrollment in capstone courses.
- The Capstone Committee must approve students' capstone proposal before they are able to submit an IRB application, if applicable.

The Curriculum

Required Core: 51 credit hours

Electives/Concentration: 9 credit hours

Program Total

Ed.D. Educational Psychology & Technology: 60 credit hours

Required Core

- EP 600 - The Psychology of Learning (3 credit hours)
- EP 607 - Qualitative Methods in Educational Research (3 credit hours)
- EP 614 - The Psychology of Motivation and Emotion in Learning (3 credit hours)
- EP 621 - Quantitative Methods in Educational Research (3 credit hours)
- EP 628 - The Theory and Profession of Educational Technology (3 credit hours)
- EP 636 - Statistics (3 credit hours)
- EP 705 - Proseminar in Technology and Education (3 credit hours)
- EP 715 - Action Research (3 credit hours)
- EP 717 - Program Evaluation (3 credit hours)
- EP 725 - Cognition across the Lifespan and Technology's Impact (3 credit hours)
- EP 732 - Integrating Technology in Learning Systems (3 credit hours)
- EP 739 - Ethics and Standards in Educational Psychology and Technology (3 credit hours)
- EP 746 - Culture's Place in Learning and Technology (3 credit hours)
- EP 799 - Competency Examination (0 credit hours) (Course work equivalent to 3 credit hours)

Concentrations

Students will choose one concentration.

Instructional Design Concentration

- EP 763 - Development for Multimodal Learning (3 credit hours)
- EP 764 - Instructional Design (3 credit hours)
- EP 765 - Computational Thinking (3 credit hours)

Higher Education Learning and Technology Concentration

- EP 767 - Teaching with Technology in Higher Education (3 credit hours)
- EP 768 - Uses of Technology in Curriculum Development in Higher Education (3 credit hours)
- EP 769 - Online Learning Design and Practice (3 credit hours)

K-12 Education Learning and Technology Concentration

- EP 771 - Teachers and Technology Based Changes (3 credit hours)
- EP 772 - K-12 Education and Impact of Technology (3 credit hours)
- EP 773 - Improvement and Sustainability of Online Education in K-12 Systems (3 credit hours)

Capstone Project

Students will choose a project path from the below list.

Capstone Project: Traditional Dissertation

- EP 750 - Dissertation Development I: Proposal Development (3 credit hours)
- EP 751 - Dissertation Development II: Proposal Defense/IRB (3 credit hours)
- EP 752 - Dissertation Development III: Data Analysis (3 credit hours)
- EP 753 - Dissertation Development IV: Dissertation Completion (3 credit hours)

Capstone Project: Action Research

- EP 780 - Action Research I: Proposal Writing (3 credit hours)
- EP 781 - Action Research II: Proposal Presentation (3 credit hours)
- EP 782 - Action Research III: Data Analysis and Interpretation (3 credit hours)
- EP 783 - Action Research IV: Final Defense (3 credit hours)

Capstone Project: Professional Practice Project

- EP 790 - Professional Practice Project I: Project Development (3 credit hours)
- EP 791 - Professional Practice Project II: Project Design Presentation (3 credit hours)
- EP 792 - Professional Practice Project III: Evaluation and Impact Assessment (3 credit hours)
- EP 793 - Professional Practice Project IV: Final report and Project Defense (3 credit hours)

Extension Courses

- EP 953A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- EP 953B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- EP 954A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- EP 954B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Earning a Certificate in Instructional Design

Earning a Certificate in Instructional Design

A student in the EdD in Educational Psychology and Technology program may earn a Certificate in Instructional Design following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the certificate, they are required to submit Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the certificate. Eligibility guidelines are contained in the catalog under which the student was admitted.

The specific requirements for award of a Certificate in Instructional Design are as follows:

- Academic and Financial Aid Good Standing
- Successful Completion of the following courses:

Core:

EP 628 The Theory and Profession of Educational Technology

EP 732 Integrating Technology in Learning Systems

EP 715 Action Research I

Concentration:

EP 763 Development for Multimodal Learning

EP 764 Instructional Design

EP 765 Computational Thinking

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

Doctor of Philosophy

PhD Behavior Analysis

Chicago - Dallas - Los Angeles - Washington D.C. - Distance Learning

Program Overview

Through the integration of theory and practice, the 61 credit hour post-master's PhD in Behavior Analysis program provides a solid foundation in the philosophy, science, and application of behavior analysis, promoting an interdisciplinary and translational approach to clinical practice.

At the PhD level, the program expands upon the knowledge and skills learned in the MS program by strengthening students' research, clinical, and leadership skills. The aim is to prepare students for a rewarding career in the rapidly growing field of Applied Behavior Analysis. Doctoral graduates are lead practitioners and researchers in educational, clinical, and business settings who can successfully respond to the diverse needs of consumers of behavioral interventions and therapies, and who can teach and mentor students of behavior analysis in university settings.

In addition, students may specialize in the expanding field of Organizational Behavior Management.

Program Philosophy

The PhD Behavior Analysis program is designed to prepare students in a wide variety of specialization areas within ABA. Although it is common for lay people to assume that ABA is relevant only to people with autism or other

developmental disabilities, behavior analysis is applied to numerous populations and problems. Thus, in the program, students can focus not only on issues related to the assessment and treatment of Autism Spectrum Disorders, but also on the assessment and treatment of severe behavior problems, instructional design, organizational behavior management, and applications with non-traditional populations such as geriatrics, people with traumatic brain injury, and regular and special education. Thus, while ABA techniques apply to people with disabilities, they are just as useful to people in the general population.

The PhD Behavior Analysis program provides training to students related to all four domains of Behavior Analysis (i.e., Philosophy, Experimental Analysis of Behavior, Applied Behavior Analysis, and Service Delivery). Further, the programs and curricula are designed to infuse the scientist-practitioner model across these domains and teach students to be consumers of new research findings, evaluators of their own interventions and programs using empirical methods, and researchers, producing new data from their own settings and reporting these data to the applied and scientific community.

In summary, the PhD Behavior Analysis program's mission is to provide students with the scientific, analytical, and conceptual tools they need to provide effective, ethical, and practical behavior-analytic interventions and to contribute to the research agenda as applied to the diverse populations that they serve. The vision of the program is to provide the most comprehensive and effective graduate training in behavior analysis, and to that end, the faculty provide the students with the most up-to-date information and research, and encourage critical analysis of the research with an emphasis on using it to drive practice. The behavior analysis doctoral program emphasizes the investment in contributing to research and/or to become clinical leaders in our field. Because behavior analysis is based on a rapidly developing and evolving behavioral technology grounded in research, the knowledge base is constantly changing. It is our Mission in the PhD Behavior Analysis program at The Chicago School to remain at the forefront of the development of this field.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Assess, design, and apply advanced behavior-analytic interventions.
- Train others to select, design, and conduct behavior-analytic assessments and interventions.

Diversity

- Describe multicultural and diversity issues and the historical variables that contribute to them, and apply the analysis to solving individual and social problems.

Professional Behavior

- Evaluate behavior to arrange contingencies that establish and maintain ethical behavior.
- Communicate and collaborate effectively with clients, stakeholders, and other professionals; disseminate research and information to the professional community and the general public; and lead advocacy efforts for clients, agencies, and groups.

Scholarship

- Design, conduct, synthesize, and evaluate original behavior-analytic research.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School of Professional Psychology's PhD Behavior Analysis program is open to any person who has earned a master's degree as specified below from an institutionally accredited institution and who meets other entrance requirements.

The school admits applicants whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as a professional behavior analyst. Applicants will be judged on their overall ability to engage in graduate work. Application requirements to be considered for admission include:

- Application Fee ($50)
- Generally a graduate GPA of a 3.0 or higher on a 4.0
- Successful work history
- Admission essay(s);
    - Please answer the following two questions in separate documents (approximately 700 words each).
        - Describe the areas of behavior analysis that most interest you and explain how the completion of the doctoral program in Behavior Analysis will facilitate achieving your professional goals.
        - Doctoral students are paired with a faculty advisor in the research areas of interest as much as possible. What area(s) of research are of interest to you and why?
- 3 Letters of recommendation from academic professors or professional or volunteer experience supervisors.
- Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Admission Interview.
- Master's degree from an accredited university that includes a master's thesis or equivalent project such as:
    - *Applied Project.* The applied project is a demonstration that the student can assess and treat a client effectively and ethically from start to finish, focusing on application rather than experimentation. This is also known as a case study where a student completed an assessment, developed an intervention, monitored the intervention's effectiveness, and interpreted the results of the intervention.
    - *Capstone Project.* A major project course is a comprehensive capstone that aims to equip students with the necessary skills and knowledge to conduct research and produce a high-quality research paper or major project. These typically include various topics such as literature reviews, a correlational study, or a survey study.

Applicants for admission to the PhD Behavior Analysis program must also have one of the following:

- Board Certified Behavior Analyst (BCBA®) certification in good standing or eligible for BCBA® certification
- Completion of an ABAI approved degree having an ABAI approved Verified Course sequence (VCS)
    - If you are unsure whether your master's degree is from a qualified VCS, please check the VCS directory to locate your program at https://www.abainternational.org/vcs/directory.aspx
- Completion of an ABAI Tier 1 or Tier 2a approved program, or Tier 2b recognized program

- If you are unsure whether your program is an ABAI Tier 1 accredited, Tier 2a, or Tier 2b recognized program, please check the following website to locate your program: https://accreditation.abainternational.org/apply/accredited-programs.aspx

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PhD Behavior Analysis (all locations)

Related legacy programs

- PhD Applied Behavior Analysis (all legacy versions)
- PhD Psychology with Specializations (all legacy versions)

Degree Completion Requirements

- Successful completion of required coursework
- Successful completion of residency (Online Only)
- Successful completion of Comprehensive Examination
- Successful completion of Dissertation

Policies

The following policies are located underAcademic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to learn and to follow the ethical guidelines of the American Psychological Association, the Association for Behavior Analysis International, and the Behavior Analyst Certification Board® during and after their work at The Chicago School. A class in ethics is required at the Masters level, and student adherence to ethical codes is evaluated both formally and informally.

Professional Development Group

All PhD Behavior Analysis students are required to enroll in an Advanced Professional Development Group during their first semester or term in the program. Their instructor serves as their academic advisor until they select a dissertation chair. The Advanced Professional Development Group class is graded on a pass/fail basis.

Comprehensive Examination

Students are required to take and pass an oral examination defense of their dissertation proposal before submitting their dissertation research to the Institutional Review Board (IRB) for approval. Students have two chances to pass each component. When passed, the student becomes a Doctoral Candidate and can proceed to their dissertation research.

Dissertation

Students are also required to complete a dissertation. The dissertation must be a data-based empirical evaluation that marks an original contribution to the published literature. The PhD Behavior Analysis course sequence facilitates student completion of the dissertation with a carefully designed course sequence that has the necessary steps toward dissertation completion embedded into the required coursework. Students receive detailed information about the dissertation process and related requirements during their first year in the program.

Students may not begin work on their dissertation unless they have completed a thesis either as part of a master's degree program or in Research Experience I-III (PA 660 PA 661 PA 662).

More specific information is located in the Program Guidebook.

The Curriculum

Required Core: 37 credit hours

Concentrations (choose one):

- Generalist: 9 credit hours
- Organizational Behavior Management: 18 credit hours

Electives: Total number is dependent on concentration choice.

- **Generalist:** 15 credit hours
- **Organizational Behavior Managment:** 6 credit hours

Program Total: 61 credit hours

Required Core (37 credit hours)

- PA 602 - Advanced Professional Development (1 credit hour)
- PA 603 - History and Philosophy of Behaviorism (3 credit hours)
- PA 604 - Essentials of Instructional Design (3 credit hours)
- PA 606 - Ethics, Diversity, and Multiculturalism in Behavior Analysis (3 credit hours)
- PA 607 - Comprehensive Exam (0 credit hours) (Course work equivalent to 5 credit hours) (credit/no credit)
- PA 620 - Advanced Applied Behavior Analysis (3 credit hours)
- PA 621 - Foundations of Behavioral Acquisition (3 credit hours)

- PA 649 - Translational Research (3 credit hours)
- PA 651 - Advanced Behavioral Research (3 credits)
- PA 652 - Statistical Analysis (3 credit hours)
- PA 686 - Critical Analysis of Research in Verbal Behavior (3 credit hours)
- PA 714 - Experimental Analysis of Behavior (3 credits)
- PA 756 - Dissertation Development I (1 credit hour) (Course work equivalent to 5 credit hours)
- PA 757 - Dissertation Development II (1 credit hour) (Course work equivalent to 5 credit hours)
- PA 758 - Dissertation Development III (1 credit hour) (Course work equivalent to 5 credit hours)
- PA 759 - Dissertation Development IV (1 credit hour) (Course work equivalent to 5 credit hours)
- PA 760 - Dissertation Development V (1 credit hour) (Course work equivalent to 5 credit hours)
- PA 761 - Dissertation Development VI (1 credit hour) (Course work equivalent to 5 credit hours)

Residency courses are required for students in the Online program only.

- PA 800 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- PA 801 - Residency II (0 credit hours) (Course work equivalent to 3 credit hours)
- PA 802 - Residency III (0 credits) (Course work equivalent to 3 credit hours)

Concentration Options

Generalist (9 credit hours)

- PA 608 - Clinical Supervision (3 credit hours)
- PA 609 - College Teaching (3 credit hours)
- PA 650 - Research Methods in Psychology and Education (3 credit hours)

Organizational Behavior Management (18 credit hours)

- PA 610 - Organizational Behavior Management (3 credit hours)
- PA 611 - Behavioral Economics (3 credit hours)
- PA 612 - Behavioral Systems Analysis (3 credit hours)
- PA 613 - Research Methods in Organizational Behavior Management (3 credit hours)
- PA 614 - Performance Management (3 credit hours)
- PA 615 - Consultation (3 credit hours)

Electives

- PA 616 - Acceptance and Commitment Therapy (3 credit hours)
- PA 617 - Behavioral Interventions (3 credit hours)
- PA 625 - Verbal Behavior (3 credit hours)
- PA 637 - Introduction to Experimental Analysis of Behavior (3 credit hours)
- PA 639 - Science and Human Behavior (3 credit hours)
- PA 642 - Seminal Writings in Behavior Analysis (3 credit hours)
- PA 643 - Canonical Writings of B.F. Skinner (3 credit hours)
- PA 644 - Analysis and Treatment of Developmental Disabilities (3 credit hours)
- PA 645 - Experimental Behavioral Pharmacology (3 credit hours)
- PA 646 - Traumatic Brain Injury (3 credit hours)
- PA 647 - Advanced Precision Teaching (3 credit hours)
- PA 648 - Scholarship and Dissemination in Behavior Analysis (3 credit hours)

- PA 660 - Research Experience I (1 credit hour) (Course work equivalent to 3 credit hours)
- PA 661 - Research Experience II (1 credit hour) (Course work equivalent to 3 credit hours)
- PA 662 - Research Experience III (1 credit hour) (Course work equivalent to 3 credit hours)
- PA 687 - Special Topics I (1 credit)
- PA 688 - Special Topics II (2 credits)
- PA 689 - Special Topics III (3 credits)
- PA 810 - Independent Study I (1 Credit Hour)
- PA 811 - Independent Study II (2 credit hours)
- PA 812 - Independent Study III (3 credit hours)

Extension Courses

- PA 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PA 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PA 959A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PA 959B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PA 960A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PA 960B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)

- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

PhD Business Psychology: Consulting Track

Chicago - Los Angeles - Distance Learning - Washington D.C.

Program Overview

The PhD Business Psychology (Consulting Track) is a post-master's doctoral program that trains doctoral-level professionals for careers in academic research as well as corporate, consulting, and other work settings. The curriculum is a unique blend of business and organizational psychology that prepares students to conduct empirical research with a multi-disciplinary approach that contributes to new knowledge to the scholarly literature while addressing real-world individual, group and organizational problems. The program combines research skills with psychological theory to help graduates succeed in their roles as academicians, organizational leaders, or consultants.

Program Philosophy

The PhD Business Psychology program has adopted a distinctive blend of general psychology and business competencies, aimed at supporting the professional in a competitive market that demands both relational and performance success. It provides students with a broad knowledge of individual and organizational psychology together with a foundation in business principles to allow students to address the wide variety of work settings which leaders and consultants encounter.

The consulting track requires a master's degree in psychology or a related area. This track prepares students to apply the principles of business psychology in consulting environments, helping to improve individual, group, and organizational functioning in both for-profit and nonprofit settings.

The PhD Business Psychology program prepares students to build their careers and assume professional responsibilities as professional psychologists in the executive ranks, management consulting, strategic HR, and organizational effectiveness positions.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Produce written documents that are well researched, cited, and organized for easy reading and understanding. Students will be able to deliver presentations targeted to business and academic audiences.
- Describe and apply effective practices within the field of Business Psychology or Organizational Leadership.

Diversity

- Explain and build upon the role that individual and group differences play in the workplace (e.g., race, gender, age, national culture, cognitive style, socio-economic status, job title/power and etc.). Students will be able to demonstrate cross-cultural competence and operate within a framework of global diversity.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in professional practice.
- Form effective professional relationships based on attitudes and communication skills that foster trust, open dialogue, and collaboration, regardless of differences in background, education, position in the organization, points of view or other personal characteristics.

Scholarship

- Cite the theoretical knowledge and research integral to their fields of study. Students will be able to describe the philosophies of science underpinning their field's theoretical knowledge and research. Students will be able to apply published research to the development of new areas for scholarly study. Students will be able to

design and conduct research studies. Students will be able to analyze and interpret the data produced by research.
- Analyze and evaluate the work of others, including probing for more information, searching for logic flaws, and creating alternative solutions to problems.

Admissions Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Business Psychology doctoral program is open to any person who has earned a master's degree from an institutionally accredited institution with 36 hours in psychology, behavioral science or management, and whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as a professional. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee.
- Generally, a graduate GPA 3.2 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Two Letters of Recommendation
- Essay (between 500-750 words)
    - Please write a personal statement of your desire to become a business psychology practitioner at the doctoral level, what experiences or insights have led you to pursue a doctoral degree in this program, and how this program will support your efforts in working with richly diverse colleagues and clients.
- Statement of Research Interests (up to 500 words)
    - Please share your research interests (regarding business psychology/organizational leadership), and why you believe this is worth studying?

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PhD Business Psychology - Consulting Track Onsite
- PhD Business Psychology - Consulting Track Distance Learning

PhD Business Psychology: Consulting Track Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 380 Introduction to Psychology and TCS 390 Introduction to Statistics;
- A grade of "C" or higher in a comparable course(s) at The Chicago School; or
- A grade of "C" or higher in a comparable course(s) at another institutionally accredited institution

Applicants accepted who are missing either one or both of the two (2) courses will be required to register for the applicable TCS course(s) in their first ground semester or online term. All students must meet this progression requirement by the end of their first semester (second online term) of study. Students who do not successfully fulfill this requirement will not be allowed to register in any future coursework in the program of study until this requirement is met. Extensions can be granted by the Program Chair or designee when extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration.

Degree Completion Requirements

- Successful completion of 61 credit hours of coursework
- Successful completion of Comprehensive Comptenecy Examination
- Successful completion of dissertation

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Residency Requirements

Online students are engaged in two brief residencies (roughly three and a half days each) at one of our campuses-providing an opportunity for face-to-face interaction and networking with fellow students from around the globe who bring a wealth of diverse business experiences and perspectives. At the first residency, students meet with their cohorts and faculty members and engage in focused seminars. At the second residency, students participate in their competency exam.

Ethical Guidelines

PhD Business Psychology program students are expected to develop a working knowledge of the ethical and legal issues pertaining to work in the domain of organizational psychology, including, but not limited to, the current APA Ethical Principles of Psychologists and Code of Conduct for Psychologists; relevant federal, state, and local laws, statutes, regulations, and legal precedents (e.g., the Equal Employment Opportunity Commission's *Uniform Guidelines on Employee Selection Procedures*, 1978); as well as the professional norms, standards, and guidelines relevant to the profession (e.g., Specialty Guidelines for the Delivery of Services by Industrial-Organizational Psychologists, 1981; Principles for the Validation and Use of Personnel Selection Procedures, 1987; and Standards for Educational and Psychological Tests, 1985).

Comprehensive Examination (CE)

Every student is required to pass a comprehensive competency examination. The aim of this assessment exercise is to evaluate the student's knowledge of theory, research, and practice. This is also an opportunity to assess the student's ability to demonstrate this knowledge and skill in simulations of work scenarios in order to judge his or her abilities as a future business psychologist. The Comprehensive Examination is taken upon completion of the second year of doctoral courses.

Dissertation

Completion of the dissertation is an essential aspect of Business Psychology students' academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to think critically and creatively about an applied issue in business psychology and to produce new research in the field. The dissertation should clearly and concisely demonstrate the student's command of the research in a specific area of business psychology. In the dissertation, will conduct empirical research using quantitative, qualitative, or mixed methods to produce new knowledge within the theoretical framework that comprises the PhD Business Psychology curriculum.

The Curriculum

Require Core: 58 credit hours

Electives: 3 credit hours

Program Total

Ph.D. Business Psychology: Consulting Track: 61 credit hours

Required Core

Progression Requirements

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 390 - Introduction to Statistics (0 credit hours)

- IO 519 - Statistics and Lab (4 credit hours) Students who completed IO519 in any Chicago School master's program will have this course associated to this degree.
- PB 400 - Professional Development Seminar (3 credit hours)
- PB 451 - Social Psychology/Behavioral Economics (3 credit hours)
- PB 455 - Research Methods (3 credit hours)
- PB 530 - Individual Interviewing and Assessment (3 credit hours)
- PB 534 - Business Development for Consulting Psychologists (3 credit hours)
- PB 535 - Business and Financial Literacy (3 credit hours)
- PB 536 - Strategic and Organizational Planning (3 credit hours)
- PB 537 - Change Management (3 credit hours)
- PB 538 - Advanced Consulting Skills (3 credit hours)
- PB 552 - Professional Coaching (3 credit hours)
- PB 565 - Group Facilitation (3 credit hours)
- PB 566 - Intergroup Conflict Resolution (3 credit hours)
- OL 621 - Qualitative Research Methods (3 credit hours)

- PB 580 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 620 - Competency Examination (3 credit hours)

Student choose between one of the following two classes.

- PB 528 - Advanced Statistics (3 credit hours)
- OL 623 - Advanced Qualitative Research Methods (3 credit hours)

Dissertation Courses - Semester-Based Program Version

- PB 610 - Dissertation Development I (3 credit hours) (Course work equivalent to 5 credit hours)
- PB 611 - Dissertation Development II (3 credit hours) (Course work equivalent to 5 credit hours)
- PB 612 - Dissertation Development III (3 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Courses - Term-Based Program Version

- PB 630 - Dissertation Milestone IA (1.5 credit hours)
- PB 631 - Dissertation Milestone IB (1.5 credit hours)
- PB 632 - Dissertation Milestone IIA (1.5 credit hours)
- PB 633 - Dissertation Milestone IIB (1.5 credit hours)
- PB 634 - Dissertation Milestone IIIA (1.5 credit hours)
- PB 635 - Dissertation Milestone IIIB (1.5 credit hours)

Electives

- PB 568 - Large Group Methods (3 credit hours)
- PB 573 - Advanced Interviewing and Assessment (3 credit hours)
- PB 574 - Talent Management and Succession Planning (3 credit hours)
- PB 575 - Psychometrics for I/O Psychologists (3 credit hours)
- PB 622 - Special Topics I (1 credit hour)
- PB 623 - Special Topics II (2 credit hours)
- PB 624 - Special Topics III (3 credit hours) (course fee varies)
- OL 539 - Personality and Life Span in the Workplace (3 credit hours)
- OL 549 - Systems Theory (3 credit hours)
- OL 551 - Group and Team Leadership (3 credit hours)
- OL 554 - Management Philosophy and Practice (3 credit hours)
- OL 556 - Emerging Theories of Leadership (3 credit hours)
- OL 560 - Ethical and Cultural Considerations (3 credit hours)
- OL 573 - Organizational Diagnosis and Cultural Dynamics (3 credit hours)
- OL 576 - Strategic Change Management (3 credit hours)
- OL 621 - Qualitative Research Methods (3 credit hours)
- OL 623 - Advanced Qualitative Research Methods (3 credit hours)
- OL 634 - Virtual and Global Leadership (3 credit hours)
- OL 637 - Team Interventions (3 credit hours)
- OL 640 - Governance in Non-profit (3 credit hours)
- OL 641 - Supervising and Coaching Employees (3 credit hours)
- OL 642 - Strategic Human Resources Effectiveness (3 credit hours)
- OL 643 - Social Entrepreneurship (3 credit hours)

- OL 645 - Contemporary Challenges and Opportunities in DEI (3 credit hours)
- OL 646 - The Role of Technology in Organizations (3 credit hours)
- OL 647 - Public Policy Leadership (3 credit hours)
- OL 650 - Envisioning the New Health and Human Service Organization (3 credit hours)
- OL 651 - Community Building and Social Transformation in Health and Human Service Organization (3 credit hours)
- OL 652 - Ethical, Practical, and Economic Challenges in Health and Human Service Organization (3 credit hours)
- OL 653 - Advanced Consulting Skills (3 credit hours)
- OL 654 - Business Development for Consulting Psychologists (3 credit hours)
- OL 655 - Large Group Methods (3 credit hours)
- OL 657 - Professional Coaching (3 credit hours)
- OL 658 - Group Facilitation (3 credit hours)
- OL 672 - Special Topics III (3 credit hours) (course fee varies)
- OL 677 - Independent Study III (3 credit hours)

Extension Courses

- PB 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PB 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 958A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 958B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 959A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PB 959B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)

- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)

  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)

  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

PhD Business Psychology: I/O Track

Los Angeles - Chicago - Washington D.C. - Distance Learning

Program Overview

The PhD Business Psychology (I/O Track) is a post-bachelors or post-master's doctoral program that trains doctoral-level professionals for a career in academic research as well as for corporate, consulting, and other work settings. The curriculum is a unique blend of business, industrial and organizational psychology that prepares students to conduct empirical research with a multi-disciplinary approach that contributes to new knowledge to the scholarly literature while addressing real-world individual, group and organizational problems. The program combines research skills with psychological theory to help graduates succeed in their roles as academicians, organizational leaders, or consultants.

Applicants can enter the program with either post-bachelors or post-masters. When entering with only a Bachelor's degree, the first two years of the program will work towards an I/O Master's degree. If the applicant has an I/O or equivalent Masters, then the applicant can enter the program for a three year post-masters doctoral program.

Program Philosophy

The PhD Business Psychology program has adopted a distinctive blend of general psychology and business competencies, aimed at supporting the professional in a competitive market that demands both relational and performance success. It provides students with a broad knowledge of individual and organizational psychology together with a foundation in business principles to allow students to address the wide variety of work settings which leaders and consultants encounter.

The PhD Business Psychology program prepares students to build their careers and assume professional responsibilities as professional psychologists in the executive ranks, management consulting, strategic HR, and organizational effectiveness positions.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Produce written documents that are well researched, cited, and organized for easy reading and understanding. Students will be able to deliver presentations targeted to business and academic audiences.
- Describe and apply effective practices within the field of Business Psychology or Organizational Leadership.

Diversity

- Explain and build upon the role that individual and group differences play in the workplace (e.g., race, gender, age, national culture, cognitive style, socio-economic status, job title/power and etc.). Students will be able to demonstrate cross-cultural competence and operate within a framework of global diversity.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in professional practice.
- Form effective professional relationships based on attitudes and communication skills that foster trust, open dialogue, and collaboration, regardless of differences in background, education, position in the organization, points of view or other personal characteristics.

Scholarship

- Cite the theoretical knowledge and research integral to their fields of study. Students will be able to describe the philosophies of science underpinning their field's theoretical knowledge and research. Students will be able to apply published research to the development of new areas for scholarly study. Students will be able to design and conduct research studies. Students will be able to analyze and interpret the data produced by research.
- Analyze and evaluate the work of others, including probing for more information, searching for logic flaws, and creating alternative solutions to problems.

Admissions Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Business Psychology doctoral program is open to any person who has earned a bachelor or master's degree from an institutionally accredited institution in Psychology, the Behavioral Sciences, or Management and who meets other entrance requirements. For all applicants entering the I/O Track Post-Master's degree, the master's degree must be equivalent to at least 36 semester hours. The Chicago School admits applicants whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as a professional. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee.
- Generally, an undergraduate GPA of 3.0 or higher on a 4.0 scale if entering at the post-bachelor's entry point and a graduate GPA 3.2 or higher on a 4.0 scale if entering at the post-master's entry point.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance the application.
- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects the applicant's work history)
- Two Letters of Recommendation
- Essay (between 500-750 words)
    - Please write a personal statement of your desire to become a business psychology practitioner at the doctoral level, what experiences or insights have led you to pursue a doctoral degree in this program, and how this program will support your efforts in working with richly diverse colleagues and clients.
- Statement of Research Interests (up to 500 words)
    - Please share your research interests (regarding business psychology/organizational leadership), and why you believe this is worth studying?
- For students entering with a master's degree, 21 hours of the following foundational IO Psychology graduate courses including all the following requirements:
    - Selection
    - Two internship courses or an Applied Project/Thesis equivalent
    - Performance appraisal

- Training
- Survey
- Principles of industrial/organizational psychology

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Post Bachelor's PhD Business Psychology IO Track - Onsite
- Post Bachelor's PhD Business Psychology IO Track - Distance Learning
- Post Master's PhD Business Psychology IO Track - Onsite
- Post Master's PhD Business Psychology IO Track - Distance Learning

PhD Business Psychology: I/O Track Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 380 Introduction to Psychology and TCS 390 Introduction to Statistics;
- A grade of "C" or higher in a comparable course(s) at The Chicago School; or
- A grade of "C" or higher in a comparable course(s) at another institutionally accredited institution

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Degree Completion Requirements

- Successful completion of 61 credit hours of coursework (post-master's entry) or 97 credit hours of coursework (post-baccalaureate)
- Successful completion of two 300 credit hour internships (post-baccalaureate Master's Level Foundational Internship/Thesis Track)
- Successful completion of the Applied Research Project course series (post baccalaureate Master's Level Foundational Applied Research Project Track)
- Successful completion of comprehensive competency examination
- Successful completion of dissertation

Internship (Foundational Master's Level Internship/Thesis Track)

Students who enter the program post-baccalaureate will complete two 300 credit hour internships (for a total of 600 hours of internship experience). The internship should involve the student in learning specific, transferable, I/O-relevant or HR-relevant professional skills. All internship must be pre-approved by the faculty internship supervisor. Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Applied Research Project (Foundational Master's Level Applied Research Project Track)

Students who enter the program post-baccalaureate will complete an Applied Research Project. Students with sufficient work experience in the field may qualify to enroll in the Applied Research Project (ARP) Track. Students in the ARP track complete classwork over the course of their studies that guide them through the process of writing the Applied Research Project. A faculty member will approve and supervise the project through these courses.

Comprehensive Examination (CE)

Every student is required to pass a comprehensive competency examination. The aim of this assessment exercise is to evaluate the student's knowledge of theory, research, and practice. This is also an opportunity to assess the student's ability to demonstrate this knowledge and skill in simulations of work scenarios in order to judge his or her abilities as a future business psychologist. The Comprehensive Examination is taken upon completion of the second year of doctoral courses.

Dissertation

Completion of the dissertation is an essential aspect of Business Psychology students' academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to think critically and creatively about an applied issue in business psychology and to produce new research in the field. The dissertation should clearly and concisely demonstrate the student's command of the research in a specific area of business psychology. In the dissertation, will conduct empirical research using quantitative, qualitative, or mixed methods to produce new knowledge within the theoretical framework that comprises the PhD Business Psychology curriculum.

The Curriculum

I/O Track: 52 credit hours

Electives: 9 credit hours

Foundational Master's Level (Internship/Thesis & ARP Tracks): 36 credit hours

Program Total

Ph.D. Business Psychology: I/O Track (post-master's entry) : 61 credit hours

Ph.D. Business Psychology: I/O Track (post-baccalaureate entry): 97 credit hours

I/O Track - Required Core

Progression Requirements

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 390 - Introduction to Statistics (0 credit hours)

- IO 519 - Statistics and Lab (4 credit hours) Students who completed IO519 in any Chicago School master's program will have this course associated to this degree.
- PB 400 - Professional Development Seminar* (3 credit hours)
- PB 439 - Adult Development and Work (3 credit hours)
- PB 447 - Cognitive Psychology (3 credit hours)
- PB 451 - Social Psychology/Behavioral Economics (3 credit hours)
- PB 455 - Research Methods (3 credit hours)
- PB 468 - Systems Theory (3 credit hours)
- PB 535 - Business and Financial Literacy (3 credit hours)
- PB 536 - Strategic and Organizational Planning (3 credit hours)
- PB 537 - Change Management (3 credit hours)
- PB 530 - Individual Interviewing and Assessment (3 credit hours)
- PB 580 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 620 - Competency Examination (3 credit hours)
- PB 528 - Advanced Statistics (3 credit hours)
- OL 621 - Qualitative Research Methods (3 credit hours)

Electives

- PB 573 - Advanced Interviewing and Assessment (3 credit hours)
- PB 574 - Talent Management and Succession Planning (3 credit hours)
- PB 622 - Special Topics I (1 credit hour)
- PB 623 - Special Topics II (2 credit hours)
- PB 624 - Special Topics III (3 credit hours) (course fee varies)
- OL 623 - Advanced Qualitative Research Methods (3 credit hours)
- OL 634 - Virtual and Global Leadership (3 credit hours)
- OL 637 - Team Interventions (3 credit hours)
- OL 640 - Governance in Non-profit (3 credit hours)
- OL 641 - Supervising and Coaching Employees (3 credit hours)
- OL 642 - Strategic Human Resources Effectiveness (3 credit hours)
- OL 643 - Social Entrepreneurship (3 credit hours)
- OL 645 - Contemporary Challenges and Opportunities in DEI (3 credit hours)
- OL 646 - The Role of Technology in Organizations (3 credit hours)
- OL 647 - Public Policy Leadership (3 credit hours)
- OL 675 - Independent Study I (1 credit hour)
- OL 676 - Independent Study II (2 credit hours)

Dissertation Courses - Semester-Based Program Version

- PB 610 - Dissertation Development I (3 credit hours) (Course work equivalent to 5 credit hours)
- PB 611 - Dissertation Development II (3 credit hours) (Course work equivalent to 5 credit hours)
- PB 612 - Dissertation Development III (3 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Courses - Term-Based Program Version

- PB 630 - Dissertation Milestone IA (1.5 credit hours)
- PB 631 - Dissertation Milestone IB (1.5 credit hours)
- PB 632 - Dissertation Milestone IIA (1.5 credit hours)
- PB 633 - Dissertation Milestone IIB (1.5 credit hours)
- PB 634 - Dissertation Milestone IIIA (1.5 credit hours)
- PB 635 - Dissertation Milestone IIIB (1.5 credit hours)

Foundational Master's Level Courses (Internship/Thesis Track)

- IO 400 - Professional Development Seminar (3 credit hours)
- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 520 - Personnel Psychology (3 credit hours)
- IO 591 - Ethics (1 credit hour)
- IO 593 - Internship I (1 credit hour) (Course equivalent to 5 credit hours)
- IO 599 - Internship II (1 credit hour) (Course equivalent to 5 credit hours)

  Choose four of the following five courses (12 credits)
- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 531 - Organizational Attitudes and Survey Development (3 credit hours)

  Diversity Elective (3 credits) - See M.A. I/O Catalog page for a complete list of offerings

  General Elective (3 credits) - See M.A. I/O Catalog page for a complete list of offerings

Foundational Master's Level Courses (ARP Track)

- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)

  Diversity Elective (3 credits) See MA Industrial and Organizational Psychology page for a complete list of offerings

  General Elective (6 credits) See MA Industrial and Organizational Psychology page for a complete list of offerings
- IO 611 - The Applied Research Project: Intro to ARP and ARP Needs Assessment (1 credit hour) (Course equivalent to 5 credit hours)

- IO 612 - The Applied Research Project: Literature Review (1 credit hour) (Course equivalent to 5 credit hours)
- IO 613 - The Applied Research Project: Intervention and Program Evaluation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 614 - The Applied Research Project: Professional Ethics (1 credit hour) (Course equivalent to 5 credit hours)
- IO 615 - The Applied Research Project: Final Deliverable and Showcase Preparation (1 credit hour) (Course equivalent to 5 credit hours)
- IO 616 - The Applied Research Project: ARP Showcase Defense (1 credit hour) (Course equivalent to 5 credit hours)

Extension Courses

- IO 767 - Internship Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PB 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PB 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 958A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 958B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PB 959A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PB 959B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Earning a Master of Arts in Industrial and Organizational Psychology

A student in the post-bachelor PhD Business Psychology (I/O Track) program may earn an MA in Industrial and Organizational Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the master's degree, they are required to submit a Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements are as follows:

- Academic and Financial Aid Good Standing
- Successful completion of foundational required coursework.

The Curriculum: Internship/Thesis Track

Required Core: 13 credit hours

Track: 7 credit hours

Seminar: 12 credit hours

Internship Option: 2 credit hours

Thesis Option (replaces Internship I and II and one elective (3 credit hours) when approved by Chair): 5 credit hours

Electives: 6 credit hours (3 credit hours must be Diversity Elective)

Program Total

M.A. Industrial and Organizational Psychology (Internship and Thesis Tracks): 40 credit hours

Required Core

- IO 510 - Organizational Behavior (3 credit hours)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Consulting for Business Psychologists (3 credit hours)
- IO 519 - Statistics and Lab (4 credit hours)

Seminars

(Choose Four Courses)

- IO 522 - Performance Appraisal (3 credit hours)
- IO 523 - Job Analysis and Employee Selection (3 credit hours)
- IO 524 - Training: Theory, Design, and Evaluation (3 credit hours)
- IO 525 - Organizational Leadership (3 credit hours)
- IO 531 - Organizational Attitudes and Survey Development (3 credit hours)

Track Courses

- IO 400 - Professional Development Seminar (3 credit hours)
- IO 520 - Personnel Psychology (3 credit hours)
- IO 591 - Ethics (1 credit hour)

Internship Option Courses

Internship Option Courses

- IO 593 - Internship I (1 credit hour) (Course equivalent to 5 credit hours)
- IO 599 - Internship II (1 credit hour) (Course equivalent to 5 credit hours)

Thesis Option Courses

- IO 584 - Thesis I (2 credit hours) (Course equivalent to 5 credit hours)
- IO 594 - Thesis II (3 credit hours) (Course equivalent to 5 credit hours)

Electives*

Students in the Internship Option choose one.

- IO 552 - Professional Coaching (3 credit hours)
- IO 554 - Data Management (3 credit hours)
- IO 555 - Work Team Dynamics (3 credit hours)
- IO 556 - Strategic Human Resource Management (3 credit hours)
- IO 558 - Negotiation and Conflict Resolution (3 credit hours)
- IO 540 - Special Topics in I/O Psychology (2 credit hours)
- IO 550 - Compensation and Benefits Administration (3 credit hours)
- IO 551 - Legal Issues (3 credit hours)
- IO 559 - Talent Management and Succession Planning (3 credit hours)
- IO 560 - Training Facilitation and Instructional Design (3 credit hours)
- IO 561 - Consumer Motivation (3 credit hours)
- IO 562 - Critical Thinking and Business Writing (3 credit hours)
- IO 563 - Project Management (3 credit hours)
- IO 573 - Reaching the Target Market: Qualitative Research Methods (3 credit hours)
- IO 574 - Understanding Consumer Perceptions: Quantitative Research Methods (3 credit hours)
- IO 575 - Legal Issues in Healthcare Leadership (3 credit hours)
- IO 576 - Strategic Planning in Healthcare Diversity (3 credit hours)
- IO 581 - Independent Study I (1 credit hour)
- IO 582 - Independent Study II (2 credit hours)
- IO 583 - Independent Study III (3 credit hours)
- IO 696 - Special Topics I (1 credit hour)
- IO 697 - Special Topics II (2 credit hours)
- IO 698 - Special Topics III (3 credit hours)

Diversity Electives

- * Not all Electives are offered every term or semester.

- IO 557 - Managing Organizational Diversity (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)
- IO 568 - International Business Skills (3 credit hours)
- IO 578 - Beyond Compliance: Building Ethical Organizations (3 credit hours)
- IO 579 - Promoting Diversity (3 credit hours)

Concentration Option (Internship/Thesis Track Students Only) Human Resource Concentration

The Human Resource concentration incorporates the Diversity Course requirement by making the Managing Changes in Global HR Diversity course a required course. In addition, 3 other courses must be completed to receive the Human Resources Concentration: Business & Financial Literacy, SHRM-CP/SPC Certification Preparation Course, and Strategic Human Resource Management. Each of these four courses is 3 credit hours each.

- IO 534 - Business and Financial Literacy for HR Professionals (3 credit hours)
- IO 535 - SHRM-CP/SPC Certification Preparation Course (3 credit hours)
- IO 556 - Strategic Human Resource Management (3 credit hours)
- IO 564 - Managing Changes in Global HR Management (3 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

PhD Counselor Education and Supervision

Distance Learning

Program Overview

The purpose of the Distance Learning post master's PhD Counselor Education and Supervision program is to engage learners in the evaluation of the theoretical and practical aspects of counseling through both qualitative and quantitative research, and to prepare them to act as educators and leaders in the field of counseling. PhD Counselor Education and Supervision learners will be equipped with the knowledge and experiences necessary to assume leadership roles in both academic and professional settings, having been equipped with the highest degrees of professional and ethical standards.

The Distance Learning PhD Counseling Education and Supervision program is accredited by The Council of Accreditation of Counseling and Related Educational Programs (CACREP) effective July 11, 2022. More information about CACREP accreditation is available here. Ultimately, the objectives of the PhD Counselor Education and Supervision program are to ensure the development of professionals who apply knowledge about principles of counseling, education and supervision to work more effectively with specific populations. Graduates will be able to select, implement, and supervise educational methodologies to meet the individual, group and organizational needs of specific populations, including non-profit, for-profit and institutional and non-institutional settings.

Program Mission

The mission of the PhD Counselor Education and Supervision is to prepare mental health professionals as leaders who possess the skills to educate, motivate, advocate and innovate within the field of counseling, and foster the development of a robust professional identity for the counseling profession.

Program Philosophy

The purpose of the post master's PhD Counselor Education and Supervision program is to engage learners in the evaluation of the theoretical and practical aspects of counseling through both qualitative and quantitative research, and

to prepare them to act as educators and leaders in the field of counseling. The program adopts a constructivist framework, promoting an academic environment that is sensitive to difference. Counselor Education and Supervision learners will be equipped with the knowledge and experiences necessary to assume leadership roles in both academic and professional settings, having been equipped with the highest degrees of professional and ethical standards.

The aims of the PhD Counselor Education and Supervision program are to ensure the development of professionals who apply knowledge about principles of counseling, education and supervision to work more effectively with specific populations. Graduates will be able to select, implement, and supervise educational methodologies to meet the individual, group and organizational needs of specific populations, including non-profit, for-profit and institutional and non-institutional settings.

Program Learning Outcomes

Professional Practice

- Program prepares students to apply the theories of leadership, teaching and supervision to counseling education; analyze learning outcomes assessed within the field of counselor education and supervision; design and implement instructional theory and teaching methods relevant to counselor education, and leadership theory, leadership roles and interprofessional collaboration, and advocacy; to design assessment of learning outcomes within the field of counselor education; evaluate assessment designs used in the examining learning outcomes within the field of counselor education.
- Program prepares students to utilize theoretical applications to the treatment of individuals and groups within the context of counselor education and supervision; analyze tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation; design tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation; evaluate tools pertaining to the principles and practice of counseling, career development, group work, family systems, and consultation.
- Program prepares students to demonstrate proficiency in the utilization of theoretical applications in the treatment of individuals and groups within the context of counselor education and supervision; the ability to analyze interviews, case histories, psychometric instruments, observations and related methods to generate best practices; generate reports through the interpretation of various data on individuals and groups in the context of counselor education and supervision; critique procedures used to select, administer, and interpret tests designed to assess individuals (i.e. intelligence, aptitudes, abilities, interests, etc.), and the ethical use and interpretation of data.

Diversity

- Program prepares students to apply knowledge on identity related to race, ethnicity, gender, sexual orientation, socioeconomic status, age, religious belief, and ability, to issues in counselor education and supervision; the ability to select interventions that acknowledge, preserve and promote diversity of race, ethnicity, gender, sexual orientation, socio-economic status, age, religious belief and ability; the ability to revise existing interventions that are not inclusive and to compare and critique policies mindful of the impact of privilege, prejudice, oppression, culture and sociopolitical structures.

Professional Behavior

- Program prepares students to apply the ethical standards and guidelines of counseling, counselor education and counselor supervision to issues, cases and situations discussed in the classroom and at their practicum site; analyze professional ethical standards (e.g. ACA Code of Ethics, others relevant codes of ethics) and laws as they relate to the professional delivery of services in the field of counselor education and supervision; design activities, interventions, and research that take into consideration the demands imposed by professional ethics upon the field of counselor education and supervision; evaluate issues and research in the field of counselor education and supervision from the perspective of ethics.

Scholarship

- Program prepares students to apply the principles of social science research to the field of counselor education and supervision; analyze the strengths and limitations of using qualitative and quantitative research in the field of counselor education and supervision; design research methodologies that may be used to further knowledge in the field of counselor education and supervision; evaluate studies to identify gaps and opportunities to refine the existing body of knowledge in the field of counselor education and supervision.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

The Chicago School's PhD Counselor Education and Supervision program will give primary consideration to applicants with a master's degree in counseling from a CACREP accredited institution who are licensed professional counselors (LCPC, LPC) or license-eligible), or other state equivalent license-eligible for professional licensure. Those not possessing a counseling degree from a CACREP accredited institution or not currently eligible for licensure will be evaluated on a case by case basis. It is preferred that applicants have one to two years of counseling experience prior to admission. Generally, a graduate GPA of a 3.0 or higher on a 4.0 scale is required for admission. Applicants will be judged on their overall ability to do graduate work.

In order to be admitted into the PhD Counselor Education and Supervision program under these conditions, applicants must demonstrate successful completion of the following master's level core courses:

- Counseling Theory
- Human Growth and Development
- Counseling/Helping Skills
- Legal, Ethical and Professional Issues in Counseling
- Career Counseling
- Group Counseling, Group Work, Group Dynamics
- Multicultural Counseling
- Research and Evaluation
- Assessment, Appraisal, Diagnosis

Applicants must submit the following as part of the application process:

- Resume or Curriculum Vitae
- Official transcripts from all institutionally accredited graduate institutions where credit was earned
- Three Letters of Recommendation from current employer/supervisor or current/former faculty members
- Proctored Admission Essay
- Admission Interview

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PhD Counselor Education and Supervision

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of in-person of residency requirements
- Successful completion of a minimum of 600 hours internship across the following domains: teaching, leadership and advocacy, research and scholarship.
- Successful completion and copy editing of dissertation

Progression Requirement - Internship

A student who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat the internship sequence.

Progression Requirement - Residencies

Residency 2 must be completed by the end of the second year in the program. Students who do not successfully fulfill their Residency 2 will not be allowed to register in any further courses in the program until the requirement is met. Extensions may be requested from the Program Chair or designee, if extenuating circumstances prevent completion of the requirement in the specified timeframe. Requests for an extension must be submitted in writing to the Program Chair for consideration.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Dissertation

Doctoral students write a doctoral dissertation in the final year of their program of study. The dissertation utilizes measurement, data collection, and research design methods to address a problem of the student's choosing. The dissertation makes an original contribution to the field of counseling education or supervision, and is structured as a formal product using the American Psychological Association (APA) format. The literature review provides a complete statement of all issues relevant to the topic. Students may present dissertation data at conferences (e.g., the ABAI conference) and summarize dissertation data for publication in a scholarly journal.

Residency

Students in the Distance Learning Ph.D. Counselor Education and Supervision Distance Learning program attend two, in-person, mandatory residencies. Each residency takes place during three days at The Chicago School university ground campus. Students must successfully complete in-person residencies as a requirement of their respective academic program. The first on ground residency occurs during the first year of the program. The second residency occurs during the second year of the program. Additionally, courses require mandatory weekly synchronous components and asynchronous modules, assignments, and assessments with instructors.

Fieldwork

The PhD Counselor Education and Supervision program requires a minimum of 700 hours of supervised field work consisting of a minimum of 100 hours of practicum and 600 hours of internship.

100 hours of practicum. Students are responsible for finding their own practicum sites, which must be approved by the PhD Counselor Education and Supervision faculty and Department Chair.

600 hours of internship, which must include:

- Mandatory 200 hours across teaching, leadership/advocacy and research/scholarship
- Mandatory 100 hours of supervision
- The remaining 300 hours of internship may also include professional leadership and consultation, and will be developed in conjunction with Program Faculty and/or Dissertation Chair.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Program Mission

The mission of the Ph.D. in Counselor Education and Supervision (CES) program is to prepare competent, ethical, and culturally responsive counselor educators and supervisors who advance the well-being of individuals and communities in a diverse, multicultural, and global society. Rooted in the values of cultural humility, social justice, and equitable access to mental health care, the program equips graduates to integrate theory, research, and supervision-informed practice in service to diverse and marginalized populations. Through applied scholarship and reflective professional identity development, CES graduates are prepared to evaluate outcomes, contribute meaningfully to the counseling profession, and lead with integrity in globally diverse contexts.

The Curriculum

Required Core: 54 credit hours

Electives: 6 credit hours

Program Total

Ph.D. Counselor Education and Supervision: 60 credit hours

- CE 549 - Advanced Counseling Theories (3 credit hours)
- CE 550 - Advanced Group Counseling (3 credit hours)
- CE 554 - Telebehavioral Approaches in Counseling and Supervision (3 credit hours)
- CE 555 - Counseling Supervision (3 credit hours)
- CE 589 - Teaching and Learning in Counselor Education (3 credit hours)

- CE 610 - Professional Identity, Leadership, and Advocacy in Counselor Education and Supervision (3 credit hours)
- CE 618 - Advanced Research Methods (3 credit hours)
- CE 619 - Qualitative Research Methods (3 credit hours)
- CE 622 - Quantitative Research and Statistics (3 credit hours)

Students either Advanced Quantitative or Advanced Qualitative Research:

- CE 625 - Advanced Quantitative Research (3 credit hours)
- CE 626 - Advanced Qualitative Research (3 credit hours)
- CE 630 - Advanced Counseling Assessment and Program Evaluation (3 credit hours)
- CE 645 - Advanced Multicultural/Diversity Issues in Counselor Education and Supervision (3 credit hours)
- CE 604 - Practicum Readiness Assessment (0 credit hours)
- CE 646 - Advanced Practicum I (1.5 credit hours)
- CE 647 - Advanced Practicum II (1.5 credit hours)
- CE 770A - Counselor Education and Supervision Internship I A (1.5 credit hours)
- CE 770B - Counselor Education and Supervision Internship I B (1.5 credit hours)
- CE 771A - Counselor Education and Supervision Internship II A (1.5 credit hours)
- CE 771B - Counselor Education and Supervision Internship II B (1.5 credit hours)
- CE 772A - Counselor Education and Supervision Internship III A (1.5 credit hours)
- CE 772B - Counselor Education and Supervision Internship III B (1.5 credit hours)
- CE 700 - Dissertation Proposal (3 credit hours)
- CE 704 - Dissertation I (1 credit hour) (Course work equivalent to 5 credit hours)
- CE 705 - Dissertation II (1 credit hour) (Course work equivalent to 5 credit hours)
- CE 706 - Dissertation III (1 credit hour) (Course work equivalent to 5 credit hours)
- CE 800 - Capstone (0 credit hours) (Course work equivalent to 3 credit hours)

Electives

- CE 551 - Career Counseling (3 credit hours)
- CE 552 - Advanced Teledelivery in Counselor Education and Supervision (3 credit hours)
- CE 553 - Advanced Crisis and Trauma in Counseling and Supervision (3 credit hours)
- CE 760 - Independent Study I (1 credit hour)
- CE 761 - Independent Study II (2 credit hours)
- CE 765 - Special Topics in Counselor Education and Supervision I (3 credit hours)
- CE 766 - Special Topics in Counselor Education and Supervision II (3 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs

- CTX 510 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

  BY APPROVED POLICY EXCEPTION ONLY

  CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

  INTERNSHIP EXTENSION

  These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- CTX 610 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

  BY APPROVED POLICY EXCEPTION ONLY

  CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Manuscript Preparation Courses (Extensions)

- CE 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- CE 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

PhD International Psychology

Distance Learning and Washington D.C.

Program Overview

The Chicago School's PhD in International Psychology program attracts passionate and pragmatic learners who want to make a difference in an increasingly diverse and global world. It seeks to bring a rich variety of international perspectives into the field of psychology and to examine psychological phenomena from a global lens. The International Psychology program-the first of its kind in the nation-prepares graduates to assume leadership positions in multinational organizations or organizations with international missions. The program goal is to empower students and faculty to be advocates for international psychology initiatives.

Graduates are equipped with (a) advanced research and program evaluation skills; (b) a rich appreciation for the individual and group consequences of global events; (c) the ability to apply psychological principles in the development of policy; (d) the ability to assist individuals and organizations in understanding and collaborating with diverse cultural populations; (e) the ability to write grants, (f) the ability to design and evaluate the efficacy of international programs.

The curriculum offers excellent preparation to apply theories of international psychology to practice in the field. Students are required to choose a specialization to support their personal interests and career focus. The two concentrations available for specialization are: Organizations and Systems and Trauma Studies.

The Ph.D. International Psychology program is taught in online and blended formats. This is a non-clinical, non-licensure, post-masters, 60 credit hour degree program, for individuals working in or desiring to work in the global arena. The program is designed for working professionals.

Program Philosophy

The program espouses the philosophy of psychology as a transformational discipline focusing on broad competencies rather than narrow skills or type of education. Graduates function as scholars, faculty, advocates and consultants in a wide variety of domestic/global settings and contexts. The program emphasizes theory, research, and scholarship from a global psychology perspective. The models of research and scholarship that are introduced and encouraged are

culturally sensitive, multimodal and reflective of multiple ways of knowing. Graduates develop cultural competencies and are aware that behavior should always be considered within its specific context.

The program concentrations are predicated on the belief that a competent international psychologist must have both a broad knowledge of the scientific and theoretical principles of psychology from a global perspective and the ability to apply that knowledge in culturally sensitive ways and in diverse settings. The curriculum exposes students to a broad range of theoretical principles, international scientific research, and relevant practice skills in class assignments and in international settings. Finally, the program is structured to be flexible in order to adapt course content to reflect developments in the field and emphasizes critical thinking, social justice, willingness to comply with ethical principles, the role of personal values, and cultural diversity. As global transformational agents of change, students are expected to reflect critically on their identities as cultural beings, and to understand their impact on others. International psychology is a new field that facilitates the broadening of psychological theory, research, and practice to include global perspectives and cultural contexts.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Demonstrate an understanding of the intellectual heritage of psychology and the historical and philosophical underpinnings of the different traditions and concepts in psychology, including those with roots outside the United States and Europe.

Diversity

- Demonstrate cultural humility, knowledge of individual differences and diversity (broadly defined to include culture, gender, sexual orientation, disability, etc.), design and/or deliver competent psychological services to diverse populations across varied settings, and engage in program management, program evaluation and scholarly work that is sensitive to issues of individual differences and diversity.

Professional Behavior

- Thoughtfully and skillfully engage in self-reflection and discover, recognize, describe, and manage the behaviors and perspectives that facilitate or impede effectiveness in communicating with individuals, groups or systems.
- Demonstrate an understanding of and a willingness to abide by the Universal Declaration of Ethical Principles for Psychologists and The American Psychological Association Ethical Principles of Psychologists and Code of Conduct in the areas of justice and respect for people's rights and dignity; and in their scholarly and professional activities, to demonstrate a deep understanding of social justice issues and a commitment to the development, empowerment, and well-being of all people.

Scholarship

- Demonstrate competence in qualitative, quantitative, and mixed method research design, data analysis, and data interpretation, as well as competence in the critical review and evaluation of the broad range of research literature relevant to International Psychology. Graduates generate an original piece of research and scholarship, and disseminate the results to the profession and broader community. They engage in practice that reflects and is informed by the changing and expanding scientific knowledge base in the field.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PhD International Psychology program is open to any person who has earned a master's degree from an institutionally accredited institution in psychology, the behavioral sciences, or related field, and who meets additional entrance requirements. Students must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts be submitted from all schools where credit was earned to ensure a complete application.

Preferred candidates have three or more years of work experience prior to admission. The Graduate Record Examination is not required for admission. Letters of recommendation may be required on a case-by-case basis.

Please answer the following question in 500 words:

- Describe your interest in a Ph.D. program with a primary focus in international psychology. Incorporate in your response how you believe completing this program will enhance your professional career and how you might use your training to work in diverse settings with people of many backgrounds.

Ph.D. International Psychology, Trauma Studies Concentration

An applicant to the Trauma Studies concentration must enter with a master's degree in Psychology or a related field such as Counseling Psychology, Pastoral Counseling, Social Work, Psychiatric Nursing, and/or Marriage and Family Therapy, from an institutionally accredited institution. Applicants with a master's degree in a field not listed may qualify if they demonstrate evidence of working in the field of trauma for at least 2 years (professional experience), and who have successfully completed 10 credit hours of undergraduate psychology course work (beyond what is required below).

In addition, applicants must have completed at least one course in Abnormal Psychology/Psychopathology at the undergraduate or graduate level and one course in Mental Health or Mental Health related content at the undergraduate or graduate level (with a grade of "C" or better).

Preparatory Coursework, Trauma Studies Concentration

Students may complete these requirements at The Chicago School prior to enrollment in the program. The requirements may be fulfilled through successful completion of one or two of the following The Chicago School courses (as applicable):

- Abnormal Psychology/Psychopathology - one of the following courses
    - IN 507 Global Perspectives of Psychopathology
    - BA 350 Abnormal Psychology
    - BA 426 Abnormal Child and Adolescent Psychology
- Mental Health or Mental Health-related content - one of the following courses
    - IN 551 Crisis Response - Trauma and Crisis Intervention
    - BA 360AS Neuropsychology for Addiction Studies
    - AS 400 Alcohol and Other Drugs in Our Society: Introduction to Chemical Dependency
    - MP 541 Trauma and Crisis Intervention

Ph.D. International Psychology, Organizations and Systems Concentration

Students seeking admissions to the Organizations and Systems concentration must enter with a master's degree from an institutionally accredited institution and show evidence of (2) courses of undergraduate or graduate psychology coursework (with grade of "C" or better).

Preparatory Coursework Organizations and Systems Concentration

Students may complete these requirements at The Chicago School prior to enrollment in the program. The requirements may be fulfilled through successful completion of one or two of The Chicago School courses (as applicable):

- BA 300 Fundamentals of Psychology
- BA 320 Developmental Psychology
- BA 330 Behavioral Psychology
- BA 350 Abnormal Psychology
- BA 360 Neuropsychology
- BA 370 Educational Psychology
- BA 406 The Psychology of Business Management
- BA 409 Psychology in an International Context
- BA 426 Abnormal Child and Adolescent Psychology
- BA 427 Learning and Cognition in Children and Adolescents
- BA 435 Organizational Development
- BA 446 Social Psychology and Culture

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

PhD International Psychology Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 390 Introduction to Statistics
- A grade of "C" or higher in a comparable course at The Chicago School
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Standard Full Time Schedule

- PhD International Psychology - Distance Learning
- PhD International Psychology - Washington DC

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of dissertation to include completion of all manuscript preparation tasks
- Successful completion of Comprehensive Examinations
- Successful completion of two field experiences

- Attendance at two residences (Distance Learning Students only)

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Residency Requirements (Online Students Only)

Students enrolled in the Ph.D. International Psychology Online program must attend two Residency sessions at The Chicago School (campus locations may vary). The three-day residencies focus on special topics in international psychology and research methodology. Both residencies provide in-depth learning and opportunities for face-to-face mentoring for dissertation work and program learning. Residencies are also an opportunity for students to build relationships with their classmates/cohorts and program faculty. Students are required to attend two residencies. Failure to complete the residency requirements will result in failure in the program.

Ethical Guidelines

Students are expected to engage in all graduate work, including but not limited to course work, field experience trips, and scholarship, with a high degree of integrity and professionalism. It is essential that students approach professional working relationships, collegial relationships, and client/partner-contact with respect for individuals, groups, and cultures. Further, students are expected to adhere to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct and the "evolving universal code of ethics" (Gauthier, 2005). Students who choose to seek employment in the field of psychology shall not work beyond their level of competence and shall not use titles governed by credentialing statutes and/or regulations unless authorized by the relevant jurisdictional authority. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to Student Community Standards for disciplinary action and possible dismissal.

Field Experience Requirements

All students participate in two required, minimum nine-day international Field Experiences at an international destination selected by the program (one in year two and the other in year three). The courses within the PhD in International Psychology Program, including the field experiences, are not eligible for substitution with study abroad courses. The field experience courses equip the PhD students in International Psychology with the essential skills, competencies, and knowledge required to effectively engage in the field of International Psychology.

Field Experience I

All enrolled students will participate in a minimum nine-day field experience at an international destination selected by the program. Students should be aware of the following components of this experience

- Up to three of the nine days may be spent in travel.
- Students will be in the country for up to seven nights and will have five to six full days for the field/service learning experience. Coursework will be based on the number of students in the cohort, available opportunities level of international experience, and professional interests.
- The Chicago School creates professional agreements with one or more international organizations in the country in order to facilitate the course activities.

- A minimum of one full time The Chicago School faculty member will accompany students during this first international field experience.
- Students may not bring family or friends on Field Experience trips.

Field Experience II

Students are required to participate in a second field experience with their cohort, for a minimum of nine days. While most students will participate in the option developed by the program, some students may be approved to select another option.

All enrolled students will participate in a minimum nine-day field experience at an international destination selected by the program. Components of this experience include:

- Up to three of the nine days may be spent in travel to the destination country.
- Students will be in the assigned country for up to seven nights, with five to six full days of field/service-learning experience.
- The Chicago School will arrange an agreement with one or more international organizations in country in order to facilitate the course activities.
- A minimum of one full time The Chicago School faculty member will accompany students during this second international field experience.
- Students may not bring family or friends on the field experience trips.

Successful completion of both Field Experience courses is required for graduation from the program. Assessment of performance includes coursework and projects completed in the course prior to the travel component, in addition to work assignments and projects conducted during travel (critical self-reflection). In addition to demonstrating integration of knowledge and concepts of the program, students are expected to demonstrate **appropriate professional and ethical behavior** on site during field experience.

Comprehensive Examination

Every student is required to pass written and oral Comprehensive Examinations. The aim of the written examination is to evaluate the student's knowledge of Research Methods, Diversity, Foundational Literature, and Ethics in the field. The oral exam involves a presentation by the student of their Dissertation Proposal. Comprehensive Examinations are conducted during the second year of a student's doctoral study. Students must receive a grade of 80% or better on each exam to pass Comprehensive Exams.

Students who fail the first attempt at comprehensive exams are provided a second opportunity to take the exams. This may involve a schedule modification (as students who do not pass comprehensive exams are not eligible to complete IP903). Students who fail will be given a second opportunity to take the exam and may be placed on an Academic Development Plan (ADP) and required to prepare a plan for retaking the exam. After two failed attempts, students will be referred to Student Community Standards (SCS), which may result in dismissal from the program.

Students who fail a section are required to retake that exam section. Students who pass only one of the four written sections will be required to retake the entire exam (all four sections) during the next scheduled Comprehensive Exam sitting. Students are required to use the new Study Guide for the next exam. Students who fail the Oral Exam (Dissertation Proposal Defense) are required to retake by or at the next exam session, and may not move forward with their dissertation until they pass. Online students may petition the Department Chair to request a virtual/video conference oral exam if travel to another Residency is not feasible.

Doctoral Candidacy:

In order to advance to candidacy and assume the title "doctoral candidate," a student must be in good standing in the program and have successfully completed the following:

- Dissertation Proposal Preparation (IP901 course)

- Completion of the first Field Experience Course
- Pass the Dissertation Proposal Defense
- Pass the Comprehensive Exams

Dissertation

Completion of an original dissertation research study is an essential and significant aspect of the doctoral student's academic experience and professional education. The dissertation represents the student's ability to examine the literature on a psychological phenomenon, identify a gap in the IP field, and conduct research that will address global issues. The dissertation represents the student's ability to think critically and creatively about relevant research issues in international psychology, and to contribute to global improvement.

The International Psychology program requirements for dissertation research are as follows:

- The dissertation must be international in nature and contribute to the overall international psychology literature (topic to be approved by the Department Chair, Departmental Dissertation Lead Faculty, and Dissertation Chair).
- The standard of references and resources used in the dissertation must be peer-reviewed journals and professional publications in psychology (or related fields such as social work, sociology, and organizational psychology). Additional resources may be incorporated at the discretion of the Dissertation Chair.
- Students are not eligible to apply for graduation/Commencement until they have passed the dissertation defense (without significant revisions). Participation in Commencement includes application deadlines - please consult with Student Support Services for further information.

The Curriculum

Required Core: 50 credit hours

Concentration: 10 credit hours

Program Total

Ph.D. International Psychology: 60 credit hours

Required Core

Progression Requirement

- TCS 390 - Introduction to Statistics (0 credit hours)

- IP 790 - Ethics and Professional Development (3 credit hours)
- IP 798 - Foundations of International Psychology (3 credit hours)
- IP 800 - Foundations of Global Mental Health (3 credit hours)
- IP 802 - Psychological, Socio-Cultural and Political Dimensions of Organizations (3 credit hours)
- IP 803 - Humanitarianism and Mental Health Care Delivery (3 credit hours)
- IP 805 - Cultural Perspectives: Individuals, Families and Communities (3 credit hours)
- IP 820 - Intermediate Statistics (3 credit hours)
- IP 822 - Qualitative Design and Research Methods (3 credit hours)
- IP 824 - Quasi-experimental and Applied Research Methods (3 credit hours)

- IP 825 - Evaluation and Applied Research Methodology in Global Contexts (3 credit hours)
- IP 844 - Theoretical Perspectives of Acculturation and Assimilation (3 credit hours)
- IP 690 - The Social Psychology of Cultures (Field Experience I) (3 credit hours) (course fee varies)
- IP 901 - Dissertation Proposal Preparation (3 credit hours)
- IP 902 - Dissertation 1: Proposal Completion and IRB (3 credit hours) (Course work equivalent to 5 credit hours)
- IP 903 - Dissertation 2: Data Reporting and Analysis (3 credit hours) (Course work equivalent to 5 credit hours)
- IP 904 - Dissertation 3: Final Draft Preparation and Defense (3 credit hours) (Course work equivalent to 5 credit hours)
- IP 920 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 925A - Residency II (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 925B - Written Comprehensive Exam (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 925C - Dissertation Proposal Defense (Oral Comprehensive Exams) (0 credit hours) (Course work equivalent to 3 credit hours)

  Choose one of the following core courses:
- IP 801 - International Perspectives in Disability and Rehabilitation Psychology (2 credit hours)
- IP 806 - Organizational and Cultural Dynamics (2 credit hours)
- IP 815 - Cultural Diversity in Communications and Social Marketing (2 credit hours)
- IP 896 - Psychosocial Perspectives of Genocide, Democide and Politicide (2 credit hours)

Concentrations

Organizations & Systems Concentration

- IP 691 - Organizations & Systems (Field Exp. II) (3 credit hours) (course fee varies)
- IP 840 - Psychology of Organizations & Systems from a Global Perspective (2 credit hours)
- IP 842 - Psychology of Decision-Making in a Global Context (2 credit hours)
- IP 897 - Change Management (3 credit hours)

Trauma Studies Concentration

- IP 692 - Trauma Studies (Field Exp. II) (3 credit hours) (course fee varies)
- IP 850 - Assessment of Psychosocial and Mental Health Reactions to Traumatic Stress (3 credit hours)

  Choose two courses:
- IP 852 - Terrorism and Mass Violence: Impacts on Mental Health (2 credit hours)
- IP 898 - Psychosocial Considerations of Domestic and International Terrorism (2 credit hours)
- IP 899 - Refugee Issues and Trauma (2 credit hours)
- IP 900 - Trauma-based Program Development: Spirituality and Indigenous Healing (2 credit hours)

Optional Crisis-Informed Care Track

Ph.D. students who have successfully completed the courses below may petition for conferral of the Crisis-Informed Care for a Diverse, Globalized World Certificate through the Office of the Registrar, provided they meet the following requirements:

- Student meets Financial/Financial Aid Good Standing.
- Student meets Academic Good Standing at the time the requirements for the certificate (or degree) were completed.
- Student's cumulative GPA for the coursework required for the certificate must meet the graduation requirements of the certificate.
- The petition for Degree Conferral must be submitted within 1 year from the date the final certificate requirement was completed.
- All SCS referrals for behavioral misconduct or issues of professional comportment must be deemed as fully remediated by Student Community Standards before the certificate can be conferred.

Selection of the Optional Crisis-Informed Care Track will add 3 credit hours to students' program total.

- IP 802 - Psychological, Socio-Cultural and Political Dimensions of Organizations (3 credit hours)
- IP 844 - Theoretical Perspectives of Acculturation and Assimilation (3 credit hours)
  Students choose either
- IN 551 - Crisis Response - Trauma and Crisis Intervention (3 credit hours)
  or
- IN 552 - Building Community Resilience and Healing (3 credit hours)

Extension Courses

- IP 951B - Dissertation 2: Data Reporting and Analysis Extension (1 credit hour) (Course work equivalent to 5 credit hours)
- IP 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- IP 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- IP 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 958A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 958B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- IP 959A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- IP 959B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)

  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)

  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)

- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

PhD Organizational Leadership

Anaheim - Chicago - Los Angeles - Washington D.C. - Distance Learning

Program Overview

Businesses large and small increasingly recognize the critical distinction between a manager and a leader-between someone who merely assigns tasks, and someone who paints a vision and then inspires employees to work effectively toward achieving it. Organizational leadership professionals work in both for-profit and nonprofit settings, helping to clearly define and communicate organizational objectives and strategy. They ensure that business processes are as effective and efficient as possible, build trust, bolster morale, and help each employee grow professionally and contribute meaningfully to advancing an organization's mission. Curriculum includes coursework in leadership, research, ethics, interpersonal dynamics, and a range of electives to support each student's unique career goals-preparing graduates to apply the principles of psychology and leadership theory in a broad range of settings, to more effectively lead individuals and organizations to success. Graduates are able to select, implement, and manage appropriate leadership methodologies to meet individual, group and organizational needs in non-profit and for-profit settings.

Program Philosophy

The Chicago School offers a PhD degree in Organizational Leadership. This program examines field of psychology from an organizational leadership perspective. It is intended to develop professionals who can apply knowledge about principles of psychology and leadership to work more effectively with specific populations. The program includes coursework in leadership, research, ethics, interpersonal dynamics, and a range of electives to support each student's unique career goals preparing graduates to apply the principles of psychology and leadership theory in a broad range of settings, to more effectively lead individuals and organizations to success. Graduates are able to select, implement, and manage appropriate leadership methodologies to meet individual, group and organizational needs in non-profit and for-profit settings.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Produce written documents that are well researched, cited, and organized for easy reading and understanding. Students will be able to deliver presentations targeted to business and academic audiences.
- Describe and apply effective practices within the field of Business Psychology or Organizational Leadership.

Diversity

- Explain and build upon the role that individual and group differences play in the workplace (e.g., race, gender, age, national culture, cognitive style, socio-economic status, job title/power and etc.). Students will be able to demonstrate cross-cultural competence and operate within a framework of global diversity.

Professional Behavior

- Demonstrate personal integrity and ethical behavior in professional practice.
- Form effective professional relationships based on attitudes and communication skills that foster trust, open dialogue, and collaboration, regardless of differences in background, education, position in the organization, points of view or other personal characteristics

Scholarship

- Cite the theoretical knowledge and research integral to their fields of study. Students will be able to describe the philosophies of science underpinning their field's theoretical knowledge and research. Students will be able to apply published research to the development of new areas for scholarly study. Students will be able to design and conduct research studies. Students will be able to analyze and interpret the data produced by research.
- Analyze and evaluate the work of others, including probing for more information, searching for logic flaws, and creating alternative solutions to problems.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Organizational Leadership doctoral program is open to any person who has earned a master's degree from an institutionally accredited institution within the behavioral sciences, organizational discipline or other related field, and who meets other entrance requirements. Applicants will be judged on their overall ability to do graduate work.

Factors and materials to be considered for admission will include:

- Completed application and $50 application fee.
- Generally, a graduate GPA 3.2 or higher on a 4.0 scale.
- Official Transcripts
    - Students must submit official transcripts from all schools where a degree was earned.
    - It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.
- Resume/CV or Work History (e.g. employer letter, LinkedIn profile, or other document that reflects your work history)
- Two Letters of Recommendation
- Essay (between 500-750 words)
    - Please write a personal statement of your desire to become an organizational leadership consultant or practitioner at the doctoral level, what experiences or insights have led you to pursue a doctoral degree in this program, and how this program will support your efforts in working with richly diverse colleagues and clients.
- Statement of Research Interests (up to 500 words)
    - Please share your research interests (regarding business psychology/organizational leadership), and why you believe this is worth studying.
- Preferred 3 or more years of work experience prior to admission

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PhD Organizational Leadership Onsite
- PhD Organizational Leadership Distance Learning

PhD Organizational Leadership Progression Requirements

To progress through this program students must successfully complete or have successfully completed at least one (1) undergraduate course in psychology and one (1) undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 390 Introduction to Statistics and TCS 380 Introduction to Psychology
- A grade of "C" or higher in a comparable course at The Chicago School
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Articulation Agreements

The Chicago School has established agreements between The MA Applied Psychology and the PhD Organizational Leadership program to allow qualified students to enroll in doctoral level courses while completing their master's degree that will then count toward the doctoral degree. Click on this MA Applied Psychology to PhD Organizational Leadership for details.

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of dissertation
- Successful completion of Competency Examination
- Attendance at two residences that are three and a half day each (online students only)

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Residency Requirements (Online Students Only)

Online students are engaged in two brief residencies (roughly three and a half days each) at one of our campuses-providing an opportunity for face-to-face interaction and networking with fellow students from around the globe who bring a wealth of diverse leadership experiences and perspectives. At the first residency, students meet with their cohorts and faculty members and engage in focused seminars. At the second residency, students participate in their competency exam.

Field Experience Requirements

Students must have access to an organizational environment that will be available for use in research and reference for coursework.

Ethical Guidelines

Students are expected to engage in all graduate work, including but not limited to course work, research, and scholarship, with a high degree of integrity and professionalism. It is essential that students approach professional working relationships, collegial relationships, and client/partner-contact with respect. Further, students are expected to adhere to the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct* as well as the "evolving universal code of ethics" (Gauthier, 2005). Students who choose to seek employment in the field of psychology shall not work beyond their level of competence and shall not use titles governed by credentialing statutes and/or regulations unless authorized by the relevant jurisdictional authority. Students who fail to comply with ethical and professional behavior guidelines are subject to department remediation and/or referral to Student Community Standards for disciplinary action and possible dismissal.

Competency Examination

Every student is required to pass a Competency Examination (CE). The aim of this assessment exercise is to evaluate the student's knowledge of theory, research, and practice. This is also an opportunity to assess the student's ability to demonstrate this knowledge and skill in simulations in order to judge his or her abilities as a future organizational leader. The Comprehensive Examination is taken at the end of the student's second year in the doctoral program

Dissertation

Completion of the dissertation is an essential aspect of a students' academic experience and professional education. It provides the school the opportunity to evaluate the student's ability to apply Organizational Leadership theory and research and to think critically and creatively about an issue in the field.

The dissertation should clearly and concisely demonstrate the student's command of the research in a specific area of Organizational Leadership. In the dissertation, the student will critically evaluate and synthesize relevant research and theory in the topic chosen for study. The student's dissertation committee is responsible for determining the appropriateness and acceptability of the dissertation proposal and for final approval of the dissertation.

The Curriculum

Intensive course work that balances theory and practice culminates in completion of the competency exam and the dissertation. Students entering post-master's must complete 60 graduate semester hours of study:

Required Core: 54 credit hours

Electives: 6 credit hours

Program Total

Ph.D. Organizational Leadership: 60 credit hours

Required Core

Progression Requirements

- TCS 380 - Introduction to Psychology (0 credit hours)
- TCS 390 - Introduction to Statistics (0 credit hours)

- IO 519 - Statistics and Lab (4 credit hours) Students who completed IO519 in any Chicago School master's program will have this course associated to this degree.
- PB 400 - Professional Development Seminar (3 credit hours)
- PB 455 - Research Methods (3 credit hours)
- OL 539 - Personality and Life Span in the Workplace (3 credit hours)
- OL 549 - Systems Theory (3 credit hours)
- OL 551 - Group and Team Leadership (3 credit hours)
- OL 554 - Management Philosophy and Practice (3 credit hours)
- OL 556 - Emerging Theories of Leadership (3 credit hours)
- OL 560 - Ethical and Cultural Considerations (3 credit hours)
- OL 573 - Organizational Diagnosis and Cultural Dynamics (3 credit hours)
- OL 576 - Strategic Change Management (3 credit hours)
- OL 580 - Residency I (0 credit hours) (Course work equivalent to 3 credit hours)
- OL 620 - Competency Examination (3 credit hours)
- OL 621 - Qualitative Research Methods (3 credit hours)
- OL 705 - Leadership Self-Development (2 credit hours)

Students choose one of the following:

- OL 623 - Advanced Qualitative Research Methods (3 credit hours)
- PB 528 - Advanced Statistics (3 credit hours)

Dissertation Courses - Semester-Based Program Version

- OL 631 - Dissertation Maintenance I (3 credit hours) (Course work equivalent to 5 credit hours)
- OL 632 - Dissertation Maintenance II (3 credit hours) (Course work equivalent to 5 credit hours)
- OL 633 - Dissertation Maintenance III (3 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Courses - Term-Based Program Version

- OL 660 - Dissertation Milestone IA (1.5 credit hours)
- OL 661 - Dissertation Milestone IB (1.5 credit hours)
- OL 662 - Dissertation Milestone IIA (1.5 credit hours)
- OL 663 - Dissertation Milestone IIB (1.5 credit hours)
- OL 664 - Dissertation Milestone IIIA (1.5 credit hours)
- OL 665 - Dissertation Milestone IIIB (1.5 credit hours)

Electives

Choose six hours of elective courses:

- OL 634 - Virtual and Global Leadership (3 credit hours)
- OL 637 - Team Interventions (3 credit hours)
- OL 640 - Governance in Non-profit (3 credit hours)
- OL 641 - Supervising and Coaching Employees (3 credit hours)
- OL 642 - Strategic Human Resources Effectiveness (3 credit hours)
- OL 643 - Social Entrepreneurship (3 credit hours)
- OL 645 - Contemporary Challenges and Opportunities in DEI (3 credit hours)
- OL 646 - The Role of Technology in Organizations (3 credit hours)
- OL 647 - Public Policy Leadership (3 credit hours)
- OL 650 - Envisioning the New Health and Human Service Organization (3 credit hours)
- OL 651 - Community Building and Social Transformation in Health and Human Service Organization (3 credit hours)
- OL 652 - Ethical, Practical, and Economic Challenges in Health and Human Service Organization (3 credit hours)
- OL 653 - Advanced Consulting Skills (3 credit hours)
- OL 654 - Business Development for Consulting Psychologists (3 credit hours)
- OL 655 - Large Group Methods (3 credit hours)
- OL 657 - Professional Coaching (3 credit hours)
- OL 658 - Group Facilitation (3 credit hours)
- OL 670 - Special Topics I (1 credit hour)
- OL 671 - Special Topics II (2 credit hours)
- OL 672 - Special Topics III (3 credit hours) (course fee varies)
- OL 675 - Independent Study I (1 credit hour)
- OL 676 - Independent Study II (2 credit hours)
- OL 677 - Independent Study III (3 credit hours)
- PB 451 - Social Psychology/Behavioral Economics (3 credit hours)
- PB 528 - Advanced Statistics (3 credit hours)
- PB 530 - Individual Interviewing and Assessment (3 credit hours)
- PB 534 - Business Development for Consulting Psychologists (3 credit hours)
- PB 535 - Business and Financial Literacy (3 credit hours)
- PB 536 - Strategic and Organizational Planning (3 credit hours)
- PB 537 - Change Management (3 credit hours)
- PB 538 - Advanced Consulting Skills (3 credit hours)
- PB 552 - Professional Coaching (3 credit hours)
- PB 565 - Group Facilitation (3 credit hours)
- PB 566 - Intergroup Conflict Resolution (3 credit hours)
- PB 568 - Large Group Methods (3 credit hours)
- PB 573 - Advanced Interviewing and Assessment (3 credit hours)
- PB 574 - Talent Management and Succession Planning (3 credit hours)
- PB 575 - Psychometrics for I/O Psychologists (3 credit hours)
- PB 624 - Special Topics III (3 credit hours) (course fee varies)

Extension Courses

- OL 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

- OL 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- OL 958A - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- OL 958B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- OL 959A - Manuscript Preparation (MP) Extension (0 credit hours) - (Course work equivalent to 5 credit hours)
- OL 959B - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Research Project Extension Courses - Term-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in term-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with semester based research project extension courses.

- RPX 551 - Research Project Extension 1 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 552 - Research Project Extension 2 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 553 - Research Project Extension 3 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 554 - Research Project Extension 4 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 555 - Research Project Extension 5 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 556 - Research Project Extension 6 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 557 - Research Project Extension 7 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 558 - Research Project Extension 8 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 559 - Research Project Extension 9 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 560 - Research Project Extension 10 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 561 - Research Project Extension 11 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 562 - Research Project Extension 12 (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 13 through 18, and External IRB A and B require the written approval of the department prior to enrollment.
- RPX 563 - Research Project Extension 13 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 564 - Research Project Extension 14 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 565 - Research Project Extension 15 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 566 - Research Project Extension 16 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 567 - Research Project Extension 17 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 568 - Research Project Extension 18 (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 569 - Research Project Extension External IRB A (0.5 credit hour) (Course equivalent to 5 credit hours)
- RPX 570 - Research Project Extension External IRB B (0.5 credit hour) (Course equivalent to 5 credit hours)

Doctor of Psychology

PsyD Applied Clinical Psychology

Anaheim - Los Angeles - Distance Learning

Program Overview

The PsyD Applied Clinical Psychology Post Master's program is based upon the practitioner-scholar model of education, integrating eight core competencies developed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Applied Clinical Psychology Department faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous coursework, challenging practica, an integrative Internship and an innovative, applicable dissertation. The Doctor of Applied Clinical Psychology program is recognized for its excellent training in culturally competent service provision and offers students a remarkably wide variety of training opportunities.

Program Philosophy

The Applied Clinical Psychology Department has adopted the practitioner-scholar model and the NCSPP Core Competency model of training. These models are predicated on the belief that competent practitioners must have both a

broad knowledge of scientific and theoretical principles at the core of psychology, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The doctoral department does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across four general theory areas, and then choose a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- The student will demonstrate, proficiency in the administration, scoring, and interpretation of standard assessment tools; the collection and incorporation of information from multiple sources to inform decision making and diagnosis; effective clinical inference that links gathered data with resulting diagnosis and recommendations; effective communication of assessment results and recommendations and the identification and conceptualization of client strengths and limitations. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Assessment Competency, 2019)
- The student will demonstrate the ability to develop plausible formulations for understanding psychological phenomenon using theory; the use of theory to guide formulations regarding the conditions that create, maintain, and change behavior or distress; effectively implement and revise treatment strategies and evaluate the effectiveness of a chosen intervention approach or strategy. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Intervention Competency, 2019)
- The student will demonstrate an understanding of the business aspects of psychological practice and the laws, standards, and regulations that affect practice. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Management and Supervision Competency, 2019)

- The student will demonstrate the effective use of and openness to supervision and professional review, demonstrate an openness to feedback and describe their approach to the clinical supervision of others. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Management and Supervision Competency, 2019)

Diversity

- The student will articulate one's personal culture and its impact on held values, relationships, and worldview; an understanding of worldview and the psychological impact of privilege, prejudice, oppression, culture, and sociopolitical structures and the ability to differentiate between individual variation, characteristic variation across culture and pathology. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Diversity Competency, 2019) Furthermore, consistent with the Chicago School ILO's, the student will demonstrate the attitudes and skills to effectively and ethically advocate for equity and inclusion.

Professional Behavior

- The student will be able to demonstrate application of ethical and professional standards to interactions with clients and with others (peers, supervisors, faculty, professionals in other disciplines, etc.) and will demonstrate an understanding of their intersection with legal obligations. .
- The student will demonstrate the capacity to develop and maintain a constructive therapeutic alliance with clients and a constructive working alliance with others (including peers, faculty, supervisors, professionals in other disciplines, etc.) as well as an openness to feedback and accurate self-reflection. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Relationship Competency, 2019

- The student will demonstrate effective presentation skills and the ability to teach others through oral or written presentation of material. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Consultation and Education Competency, 2019)

- The student will demonstrate the ability to serve as an effective peer consultant. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Consultation and Education Competency, 2019)

Scholarship

- The student will demonstrate the ability to organize, synthesize, and interpret scholarly information; and incorporate scholarly findings into clinical practice. (NCSPP Model of Training/Educational Model Requirements - Core Competencies - Research and Evaluation Competency, 2019)

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Residency

Students in the distance learning program version of the PsyD Applied Clinical Psychology program attend four, in-person, mandatory residencies. Each residency is two and one-half days and takes place at a Chicago School or affiliate ground campus. Students must successfully complete all four in-person residencies as a requirement of their doctoral program. The residencies occur during the fall and spring semesters of the program during the first two years. The residencies are designed to bring together community aspects, research aspects, and clinical skills work including therapy and assessment that are best accomplished in person and supplement and extend work completed during the online coursework.

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (practicum I and II). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Comprehensive Examination.

A student who does not successfully complete the Comprehensive Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical

faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Applied Clinical Psychology program is open to any person who has earned a master's degree in a mental health field from an institutionally accredited institution and who meets other entrance requirements. The school admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as professional psychologists. Applicants will be judged on their overall ability to do graduate work.

Factors considered in admission are: GPA from undergraduate and graduate schools, successful work history after completion of the baccalaureate and master's degree, essays, and letters of recommendation from academic professors or supervisors, and professional or volunteer experiences. Generally a graduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the Department. Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their applications.

The PsyD Applied Clinical Psychology program requires specific pre-requisite courses that must be completed in a student's Master's program or completed as part of the elective options while enrolled in the doctorate program at The Chicago School. Graduate coursework used to meet pre-requisite requirements will be considered for transfer or waver on a case-by-case basis. Based upon the evaluation of these materials selected candidates may be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50 (US) fee in order to be evaluated.

In your role as a psychology student, you will likely assist individuals from diverse backgrounds in a variety of contexts. Please tell us in 750 words (three-typed pages) why you want to earn a Psy.D. in Applied Clinical Psychology. Include your career aspirations and describe some of the challenges you might encounter when working with diverse individuals.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and applicants will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Applied Clinical Psychology (all versions)

Degree Completion Requirements

- Successful completion of 66 credit hour of coursework

- Successful completion of 800 hour practicum
- Successful completion of Comprehensive Exam
- Successful completion of dissertation
- Successful completion of residencies (distance learning students only)
- Successful completion of a 1,500 hour internship

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

The Chicago School expects that all Applied Clinical Psychology Department students will be knowledgeable of and adhere to the APA Ethical Guidelines as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two things that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

First, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology.

In accordance with California state law, no student may serve under the title of "psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as psychological assistants, researchers, or psychometricians under the supervision of a professional psychologist who is duly licensed or certified by the appropriate state agency.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a student may not establish or continue psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from coursework, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology and in part by the larger society. Should a student's ability to engage in professional practice change, for

example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with training department goals and the focus on ethical behavior, it is deemed inappropriate for Applied Clinical Psychology Department students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure, as a result, is viewed as inconsistent with these training objectives, and unethical for doctoral-level students.

The California Board of Psychology prohibits independent practice in clinical psychology by non-licensed individuals. Regardless of previous credentials, participation in a psychology training program indicates that the student is committed to developing a professional identity as a psychologist and to developing professional skills within a psychological framework. The development of this identity occurs throughout the course of graduate-level training. It is appropriate for graduate students, whatever their previous experience, to view themselves as psychologists-in-training.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor or Licensed Clinical Social Worker) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.
- The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.
- A student who fails to comply with the requirements of this section will be referred to the department chair for intervention, remediation, or disciplinary action, or for referral to Student Community Standards for disciplinary action and possible dismissal.

Self Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship at School, or a supervising relationship on practicum.

Practicum

The practicum is an integral component of clinical training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

Students in the PsyD Applied Clinical Psychology program are required to complete 800 hours in the Practicum. Those students who completed a practicum in their master's program will be able to apply for a waiver of 200 hours from the current 800-practicum hour requirement. Students who wish to apply for a waiver must do so by the end of their first semester or the deadline for applying to practicum sites, whichever comes first. Students must have been in a practicum experience that lasted at least 600 hours during their master's program. They must have provided psychotherapy during the practicum. Their psychotherapy work must have been supervised by a licensed professional (MFT, LCSW, or Psychologist). They must offer proof that they met the above requirements to the Applied Clinical Psychology Director of Training who will make the final determination, and process the waiver.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee. Each distance learning program version student is responsible for identifying potential practicum/internship sites.

Comprehensive Exam

The ACP Comprehensive Exam will focus on the 8 areas of professional psychological practice identified by ASPPB:

1. Biological Bases of Behavior
2. Cognitive-Affective Bases of Behavior
3. Social and Cultural Bases of Behavior
4. Growth and Lifespan Development
5. Assessment and Diagnosis
6. Treatment, Intervention, and Prevention and Supervision
7. Research Methods and Statistics
8. Ethical/Legal/Professional Issues

The Comprehensive Exam will be modeled after the EPPP to evaluate the student's knowledge of the above domains as well as competency to practice at an internship level in an ethical and culturally sensitive manner. Ultimately, the Comprehensive Exam allows the department to assess the student's abilities as a future clinical psychologist.

Dissertation

The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation provides the school with the opportunity to formally evaluate the student's ability to contribute to the field by applying theory and research to areas of clinical psychology, thinking critically and creatively about professional psychology, and demonstrating self-direction and professional/scholarly writing. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge. The student's Dissertation Committee is responsible for assessing the student's abilities and critical thinking, determining the professional standards the dissertation must meet, and giving final approval to the dissertation.

Internship

All students are required to complete a 1,500 hour Internship following the completion of all coursework, practicum, and dissertation requirements. During their internship, students integrate academic knowledge with clinical skills and

demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The Curriculum

Required Core: 60 credit hours

Electives: 6 credit hours

Program Total

Psy.D. Applied Clinical Psychology: 66 credit hours

Required Core

- PP 501 - Advanced Professional Development (2 credit hours)
- PP 506 - Advanced Intervention: Psychodynamic Theories (3 credit hours)
- PP 507 - Advanced Intervention: Cognitive-Behavioral Theories (3 credit hours)
- PP 508 - Advanced Intervention: Family Theories (3 credit hours)
- PP 511 - Diagnostic and Clinical Interviewing (2 credit hours)
- PP 516 - Child and Adolescent Psychology (3 credit hours)
- PP 513 - Intellectual Assessment (3 credit hours)
- PP 514 - Advanced Psychological Assessment (3 credit hours)
- PP 515 - Advanced Legal and Ethical Principles (3 credit hours)
- PP 517 - Diversity (3 credit hours)
- PP 518 - Psychopathology (3 credit hours)
- PP 519 - Trauma & Crisis Intervention (3 credit hours)
- PP 521 - Training in Alcoholism and Chemical Dependency Detection and Treatment (2 credit hours)
- PP 635 - Advanced Clinical Psychopharmacology (2 credit hours)
- PP 642 - Advanced Group Therapy (2 credit hours)
- PP 461 - Clinical Practicum Seminar I (3 credit hours)
- PP 462 - Clinical Practicum Seminar II (3 credit hours)
- PP 560 - Dissertation I: Advanced Statistics and Research Design (3 credit hours) (Course equivalent to 5 credit hours)
- PP 566 - Dissertation II: Literature Review (1 credit hour) (Course equivalent to 5 credit hours)
- PP 567 - Dissertation III: Proposal (1 credit hour) (Course equivalent to 5 credit hours)
- PP 568 - Dissertation IV: Data Collection (1 credit hour) (Course equivalent to 5 credit hours)
- PP 569 - Dissertation V: Data Analysis (1 credit hour) (Course equivalent to 5 credit hours)
- PP 570 - Dissertation VI: Dissertation Defense (1 credit hour) (Course equivalent to 5 credit hours)
- PP 595 - ACP Comprehensive Exam (3 credit hours)(course fee $100)
  These term-based dissertation courses are offered only during the summer semester and replace corresponding dissertation courses as indicated in the course descriptions. Both the A and the B term-based courses must be taken to replace a semester-based course.
- PP 535 - Dissertation II: Literature Review A (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 536 - Dissertation II: Literature Review B (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 537 - Dissertation III: Proposal A (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 538 - Dissertation III: Proposal B (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 539 - Dissertation IV: Data Collection A (.5 credit hour) (Course equivalent to 5 credit hours)

- PP 540 - Dissertation IV: Data Collection B (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 541 - Dissertation V: Data Analysis A (.5 credit hour)(Course equivalent to 5 credit hours)
- PP 542 - Dissertation V: Data Analysis B (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 543 - Dissertation VI: Dissertation Defense A (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 544 - Dissertation VI: Dissertation Defense B (.5 credit hour) (Course equivalent to 5 credit hours)

Internship Courses

Students must complete a 1,500 hour internship over three credit hours.

The Director of Clinical Training will determine whether the student should be in a 1 credit (full-time) internship course or a .5 credit (part-time) internship course based on the number of hours a student plans to accrue on the training site in the semester. These courses (PP581 though PP 589) may be mixed and matched depending the student's training site schedule.

Students will enroll in one of these courses when the Clinical Training Director determines that the internship is classified as "full-time."

- PP 581 - Internship I (1 credit hour) (Course equivalent to 5 credit hours)
- PP 582 - Internship II (1 credit hour) (Course equivalent to 5 credit hours)
- PP 583 - Internship III (1 credit hour) (Course equivalent to 5 credit hours)

Students will enroll in one of these courses when the Clinical Training Director determines that the internship is classified as "part-time."

- PP 584 - Internship I - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)
- PP 585 - Internship II - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)
- PP 586 - Internship III - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)
- PP 587 - Internship IV - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)
- PP 588 - Internship V - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)
- PP 589 - Internship VI - Part-time (0.5 credit hours) (Course equivalent to 3 credit hours)

Distance Learning Residency Courses

Students enrolled in the distance learning program version must complete each of these required residencies.

- PP 661 - Residency I (0 credit hours)
- PP 662 - Residency II (0 credit hours)
- PP 663 - Residency III (0 credit hours)
- PP 664 - Residency IV (0 credit hours)

Electives

- PP 525 - Neuropsychological Assessment (3 credit hours)
- PP 622 - Diversity and Special Populations (2 credit hours) (course fee varies)
- PP 644 - Sport Psychology (2 credit hours)
- PP 627 - Geropsychology (2 credit hours)
- PP 640 - Principles of Forensic Psychology (2 credit hours)
- PP 607 - Advanced Psychoanalytic Theories (3 credit hours)
- PP 608 - Existential-Humanistic Psychology (2 credit hours)

- PP 645 - Erikson's Theory of Human Development (2 credit hours)
- PP 609 - Advanced Play Therapy (3 credit hours)
- PP 610 - Death and Dying (2 credit hours)
- PP 612 - Health Psychology (2 credit hours)
- PP 613 - Human Sexuality (2 credit hours)
- PP 618 - Perspectives in African American Mental Health (2 credit hours)
- PP 619 - Perspectives in Asian and Pacific Islander Mental Health (2 credit hours)
- PP 620 - Perspectives in LGBTQ+ Mental Health (2 credit hours)
- PP 643 - Perspectives in Middle Eastern and Arab Mental Health (2 credit hours)
- PP 629 - Perspectives in Latino Mental Health (2 credit hours)
- PP 646 - Perspectives in Women's Mental Health (2 credit hours)
- PP 650 - Special Topics I (1 credit hour)
- PP 651 - Special Topics II (2 credit hours)
- PP 652 - Special Topics III (3 credit hours)
- PP 655 - Independent Study I (1 credit hour)
- PP 656 - Independent Study II (2 credit hours)
- PP 657 - Independent Study III (3 credit hours)

Students in the Psy.D. Applied Clinical Psychology program will be allowed to take a maximum of two military psychology courses as part of their elective options.

- MI 610 - Professional Military Ethics and Culture (2 credit hours)
- MI 620 - Diversity and Disabilities in the Military (2 credit hours)
- MI 630 - Military Decision-Making Support Systems (2 credit hours)
- MI 640 - Military Education and Training (2 credit hours)
- MI 650 - Military Psychological Assessment (2 credit hours)
- MI 660 - Military Psychological Interventions (2 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- PP 467 - Practicum Extension I (0 credit hours) (Course equivalent to 5 credit hours)

- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)
  These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.
- PP 698 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

  INTERNSHIP EXTENSION
  These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.
- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)
  These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- PP 699 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)

- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

Manuscript Preparation Courses (Extensions)

- PP 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PP 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)

PsyD Clinical Forensic Psychology

Los Angeles - Anaheim

Program Overview

The field of Forensic Psychology focuses on the application of the scientific, technical, or specialized knowledge of psychology to the law and the legal system. The PsyD Clinical Forensic Psychology program bases its training on the practitioner-scholar model of education, integrating eight core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The program is designed so that students will gain a mastery of clinical forensic psychology, enabling them to bring broad and general concepts of clinical psychology into the legal and public policy arenas in an ethical, academically informed, and research-based manner.

Program Philosophy

The program operates under the practitioner-scholar model and the National Council of Schools and Programs of Professional Psychology (NCSPP) Core Competency model of training in clinical psychology. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles in the clinical practice of psychology and the ability to apply that knowledge to specific clinical situations. Furthermore, the program reflects the educational goals and competencies adopted by the National Invitational Conference on Education and Training in Law and Psychology: the Villanova Conference. The curriculum exposes students to the theoretical principles, scientific research, and clinical practice skills that enable students to assume professional responsibilities in a variety of forensic settings. The doctoral program endeavors to be flexible in order to adapt course content to reflect developments in the field and to emphasize critical thinking, sensitivity to ethical principles, the role of personal values, and cultural diversity.

Program Learning Outcomes

Upon successful completion of this program students will be to:

Professional Practice

- Demonstrate a comprehensive knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and the application of forensic assessment to psycholegal issues.
- Develop and maintain effective professional relationships with clients, peers, supervisors, faculty, and other professionals.
- Integrate an advanced knowledge of theory, research, and professional literature to guide interventions and promote optimal mental health and well-being.

Diversity

- Recognize and respect individual and group differences as well as practice with culture competence

Professional Behavior

- Organize professional activities by ethical and professional codes, standards, and guidelines; statutes, rules, and regulations; and relevant case law.
- Develop and maintain effective professional relationships with clients, peers, supervisors, faculty, and other professionals.

Scholarship

- Demonstrate an understanding of the research methods in the social and behavioral sciences, the benefits and limitations of research, and the scientific and professional literature relevant to the field of forensic psychology.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/.

Application to The Chicago School's PsyD Clinical Forensic Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements.

Applicants will be judged on their overall ability to do graduate work. Factors that are considered in admission are:

- $50 application fee
- Undergraduate and any graduate coursework
- GPA from undergraduate and any graduate schools; generally an undergraduate or graduate GPA of 3.0 or higher on a 4.0 scale is required for admission
- Successful work history after completion of the baccalaureate degree

- The admission essay
- Three letters of recommendation from academic professors or supervisors from professional or volunteer experiences, and
- The admission interview.

The field of Forensic Psychology focuses on psychology as it relates to the emergence of psychology, the law, and the legal system. In forensic settings you will likely assist individuals from diverse backgrounds in a variety of different contexts. Please tell us in 750 words (three-typed pages) reasons why you want to become a Forensic Psychologist. Describe your career aspirations and discuss some of the challenges you might encounter when working with diverse individuals.

The Graduate Record Examinations (GRE) are not required; however, an applicant may submit scores (GRE School Code 1119) if they wish to have them considered in the application process.

Applicants must submit official transcripts from all schools where a degree was earned. It is recommended that transcripts are submitted from all schools where credit was received to enhance their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation.

PsyD Clinical Forensic Psychology Preparatory Coursework Requirements

The program requires applicants to have successfully completed at least 15 semester hours of psychology (or related field) credit at the undergraduate or graduate level, including a course in Abnormal Psychology with a grade earned of 'C' or better in the course. The course in Abnormal Psychology can be completed in accordance with the policies outlined in the section below.

The remaining semester hours of psychology (or related field) credits must be completed prior to enrollment.

Applicants who otherwise meet the admissions requirements of the program, but who have not previously successfully completed at least one (1) course in Abnormal Psychology, will be required to fulfill this requirement prior to enrolling in this program through the completion of Preparatory Coursework.

Applicants should review the Preparatory Coursework policy for additional details. Applicants who are required to complete Preparatory Coursework must satisfy the following course requirement prior to enrolling in this program:

- MP 529 Psychopathology and Behavior Disorders

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and students will be notified regarding the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, an intent to enroll form and a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

PsyD Clinical Forensic Psychology Progression Requirements

To progress through this program students must successfully complete or have successfully completed one undergraduate course in statistics with an earned grade of 'C' or better during their first semester or first two terms. Students may successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in TCS 390 Introduction to Statistics
- A grade of "C" or higher in a comparable course at the Chicago School
- A grade of "C" or higher in a comparable course at another institutionally accredited institution

Standard Full Time Schedule

- PsyD Clinical Forensic Psychology

Articulation Protocols

The Chicago School has also established protocols between the PsyD Clinical Psychology program and the programs listed below to allow qualified students to receive transfer credit for courses taken in other The Chicago School programs that can be counted toward degree completion requirements for both programs. Click on the link of the program that interests you for details.

- MA Applied Forensic Psychology to PsyD Clinical Forensic Psychology
- MA Forensic Psychology, Professional Counselor Licensure to PsyD Clinical Forensic

Degree Completion Requirements

- Successful completion of 105 credit hours of coursework
- Successful completion 1,200 hours of supervised practicum; 600 hours accrued each academic year during two (2) consecutive semesters; over at least a nine (9) month period; and with at least 40-60% direct service hours.
- Successful completion of 2,000 hours of supervised internship at a site, and with supervision, that is acceptable for licensure by the California Board of Psychology.
- Successful completion of at least eight (8) Comprehensive Psychological Test Batteries, completed at Practicum and/or Internship
- Successful completion of Dissertation
- Successful completion of Clinical Forensic Competency Examinations (CFCE)

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (basic and intermediate). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Clinical Forensic Competency Examinations.

A student who does not successfully complete the Clinical Forensic Competency Examinations or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Ethical Guidelines

Students are expected to adhere to the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*, as well as the *Specialty Guidelines for Forensic Psychologists* (American Psychological Association, 2013). Acceptable student conduct is derived in large part from these sources of information.

All students are expected to demonstrate the highest form of academic integrity. This applies to all graduate work, including, but not limited to, course work, field placement, and scholarship. It is equally important that all students approach professional working relationships, collegial relationships, and client-contact with the highest level of professional integrity and respect.

As mental health practitioners, our primary responsibility is to the public we serve. Therefore, students are expected to be professionally suited for the field of psychology. Professional suitability is defined in part by the school, the field of psychology, and society at large. At any time, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate said risk of harm. Such action could range from requiring additional education and remediation to disciplinary action. Similarly, should a student demonstrate over time, and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be referred to Student Community Standards (SCS) with a departmental recommendation for dismissal from the school. Likewise, should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible and refer the student to SCS with a departmental recommendation for dismissal from the school.

No student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with state law, no student may serve under the title of "psychologist," "forensic psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state. Students may work as a psychological assistant or psychometrician under the supervision of a professional psychologist who is duly licensed or certified by the appropriate state agency. However, a student shall not perform any function that exceeds his/her level of training. Prior to commencing in any professional psychology practice, students shall ensure that the appropriate malpractice insurance is in effect.

Students who fail to comply with ethical and professional behavior guidelines or otherwise fail to demonstrate the appropriate ethics required for practice in the field of professional psychology are subject to department remediation and/or referral to SCS for disciplinary action up to and including dismissal from the school.

Independent Practice

Consistent with training department goals and the focus on ethical behavior, it is deemed inappropriate for Clinical Forensic Psychology doctoral students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect the quality of consumer mental health services, or be inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure is inconsistent with these training objectives and unethical conduct.

The California Board of Professional Psychology prohibit independent practice in clinical psychology by non-licensed individuals. Regardless of previous credentials, participation in a psychology training program indicates that the student is committed to developing a professional identity as a psychologist and professional skills within a psychological framework. The development of this identity occurs throughout the course of graduate-level training. It is appropriate for graduate students, whatever their previous experience, to view themselves as psychologists-in-training.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, or Marriage and Family Therapist) or may obtain such a license during his/her training at The Chicago School. Such students may practice within the scope of their license. However, the time demands of the practice as well as the resources required should not jeopardize the student's primary commitment to training in the department. Furthermore, the manner in which the student represents herself or himself to colleagues, clients, and the public (e.g., via marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.

A student who fails to comply with the requirements of this section will be subject to department remediation and/or referral to the Student Community Standards for disciplinary action up to and including dismissal from the school.

Practicum

The practicum is an integral component of clinical psychology training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting. All students are required to complete at least six semester hours each of Assessment and Therapy practicum. Additional Advanced and Supplemental practicum experiences are available. Practicum requires successful completion of at least 1,200 hours of supervised clinical training; at least 600 hours accrued each academic year during two (2) consecutive semesters; over at least a nine (9) month period; and with at least 40-60% direct service hours. Some or all Comprehensive Psychological Test Batteries may be completed at Practicum.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Clinical Forensic Competency Examinations (CFCE)

Students completing the Clinical Forensic Psychology PsyD program at the Los Angeles and Anaheim campus are required to complete the Assessment and Therapy Clinical Forensic Competency Examinations (CFCE), respectively. The aim of the Assessment CFCE is to evaluate the student's knowledge regarding psychological testing and psychometric theory, as well as her or his ability to assess the various dimensions of human experience in an ethical, culturally sensitive, and professional manner. The goal of the Therapy CFCE is to examine the student's ability to apply the theory, research, and practice of a chosen theory of intervention, as well as her or his ability to practice that theory competently and in an ethical, culturally sensitive, and professional manner. Ultimately, the CFCEs are both formative capstones used to measure student learning, and evaluative tools that allow the department to assess the student's abilities as a future clinical forensic psychologist.

The CFCE cases are presented during practicum seminar courses and scheduled by the seminar leader. Students formally present their CFCE cases within the spring semester of the Assessment and Therapy Practicum Seminars, respectively. The seminar leaders will provide additional information about specific guidelines and requirements in the course syllabus.

Dissertation

The dissertation is an essential aspect of a student's academic experience and clinical training. The purpose of the dissertation is two-fold: 1) to provide evidence of a student's mastery of the program's required research and content competencies; and 2) to provide faculty with a measurement of program effectiveness. The student uses the dissertation to demonstrate mastery of four critical research objectives: 1) professionalism, 2) methodological rigor, 3) conceptual rigor, and 4) contribution to the field of clinical forensic psychology. These objectives form a summative rubric for dissertation evaluation. The student's dissertation committee is responsible for assessing the student's abilities and giving final approval to the dissertation.

Internship

All students are required to complete an approved internship following the completion of all course work, practicum, and dissertation requirements. At internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical or clinical forensic population. Internship requires successful completion of at least 2,000 hours of supervised clinical training at a site, and with supervision, that is acceptable for licensure by the California Board of Psychology. Some or all Comprehensive Psychological Test Batteries may be completed at Internship.

The Curriculum

Required Core: 101 credit hours

Electives: 4 credit hours

Program Total

Psy.D. Clinical Forensic Psychology: 105 credit hours

Required Core

Progression Requirements

- TCS 390 - Introduction to Statistics (0 credit hours)
  TCS 390 This requirement must be fulfilled during the first semester or first two terms

- PF 610 - Introduction to Forensic Psychology (2 credit hours)
- PF 612 - Psychology of the Life Span: Infancy to Old Age (3 credit hours
- PF 613 - Psychopathology (3 credit hours)
- PF 619 - Clinical and Diagnostic Interviewing (3 credit hours)
- PF 621 - Mental Health Law (2 credit hours)
- PF 626 - Alcoholism and Chemical Substance Abuse Dependency (3 credit hours)
- PF 635 - Group Processes of Therapy (3 credit hours)
- PF 636 - Family Systems and Family Treatment (3 credit hours)
- PF 647 - Diversity in Forensic Psychology (3 credit hours)
- PF 702 - Professional Development Group (1 credit hour)
- PF 705 - History and Systems of Psychology (2 credit hours)
- PF 707 - Professional Ethics and Standards (3 credit hours)

- PF 710 - Intellectual and Achievement Assessment (3 credit hours)
- PF 711 - Personality Assessment (3 credit hours)
- PF 714 - Advanced Assessment (3 credit hours)
- PF 715 - Projective Methods of Assessment (2 credit hours)
- PF 717 - Forensic Assessment (2 credit hours)
- PF 720 - Cognitive and Affective Bases of Behavior (3 credit hours)
- PF 721 - Social Bases of Behavior (3 credit hours)
- PF 722 - Biological Bases of Behavior (3 credit hours)
- PF 723 - Psychopharmacology (2 credit hours)
- PF 730 - Introduction to Theories of Treatment and Intervention (3 credit hours)
- PF 732 - Cognitive-Behavioral Therapy (3 credit hours)
- PF 744 - Statistics I (3 credit hours)
- PF 745 - Research Methods (3 credit hours)
- PF 747 - Statistics II (3 credit hours)
- PF 756 - Trauma, Crisis, and Interventions (2 credit hours)
- PF 763 - Family/Partner Violence (2 credit hours)
- PF 768 - Human Sexuality and Sexual Deviance (2 credit hours)
- PF 798 - Psychometric Theory (3 credits)
- PF 773 - Basic Practicum I (3 credit hours) (Course equivalent to 3 credit hours)
- PF 774 - Basic Practicum II (3 credits hours) (Course equivalent to 3 credit hours)
- PF 777 - Intermediate Practicum I (3 credit hours) (Course equivalent to 3 credit hours)
- PF 778 - Intermediate Practicum II (3 credit hours) (Course equivalent to 3 credit hours)
- PF 810 - Psy.D. Clinical Forensic Competency Examination I (0 credit hours) (Course equivalent to 3 credit hours)
- PF 811 - Psy.D. Clinical Forensic Competency Examination II (0 credit hours) (Course equivalent to 3 credit hours)
- PF 781 - Dissertation I (1 credit hour) (Course equivalent to 5 credit hours)
- PF 782 - Dissertation II (1 credit hour) (Course equivalent to 5 credit hours)
- PF 783 - Dissertation III (1 credit hour) (Course equivalent to 5 credit hours)
- PF 784 - Dissertation IV (1 credit hour) (Course equivalent to 5 credit hours)
- PF 785 - Dissertation V (1 credit hour) (Course equivalent to 5 credit hours)
- PF 786 - Dissertation VI (1 credit hour) (Course equivalent to 5 credit hours)
- PF 787 - Dissertation VII (1 credit hour) (Course equivalent to 5 credit hours)

Students must complete 3 credit hours of internship.

Students may combine full time internship courses with part-time internship courses but the total for graduation must equal three credit hours. Advising with the Clinical Training Director is required before registering in part-time internship courses.

- PF 795 - Internship I (1 credit) (Course equivalent to 5 credit hours)
- PF 796 - Internship II (1 credit) (Course work equivalent to 5 credit hours) (Course fee $495)
- PF 797 - Internship III (1 credit) (Course equivalent to 5 credit hours)
- PF 800 - Internship I (Part Time) (.5 credit hours) (Course equivalent to 3 credit hours)
- PF 801 - Internship II (Part Time) (.5 credit hours) (Course equivalent to 3 credit hours)
- PF 802 - Internship III (Part Time) (.5 credit hours) (Course equivalent to 3 credit hours)
- PF 803 - Internship IV (Part Time) (.5 credit hours) (Course equivalent to 3 credit hours)
- PF 804 - Internship V (Part Time) (.5 credit hours) (Course equivalent to 3 credit hours)
- PF 805 - Internship VI (Part Time) (.5 credit hours) (auto half-time)

Electives

PF 618 is a requirement for students wishing to Petition for the M.A. Forensic Psychology (Non-Licensure) along the way.

- PF 618 - Violence and Risk Assessment (2 credit hours)
- PF 633 - Evaluating and Treating the Sex Offender (2 credit hours)
- PF 7910 - Advanced Practicum I (1 Credit Hour) (Course equivalent to 5 credit hours)
- PF 792 - Advanced Practicum II (1 credit hour) (credit/no credit) (Course equivalent to 5 credit hours)

Earning a Master of Arts Degree in Applied Forensic Psychology

Students in the PsyD Clinical Forensic Psychology program may be awarded an MA in Applied Forensic Psychology degree following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the master's degree, he or she is required to submit a Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. Students who meet the requirements are eligible to participate in the next scheduled commencement. Eligibility guidelines are contained in the catalogue under which the student was admitted. All students who file a Petition for Degree Conferral will be charged a fee.

The specific requirements for award of a Master of Arts in Applied Forensic Psychology degree are as follows:

- Good academic and professional standing
- Successful completion of the required coursework:
- PF 610 - Introduction to Forensic Psychology (2 credit hours)
- PF 613 - Psychopathology (3 credit hours)
- PF 618 - Violence and Risk Assessment (2 credit hours)
- PF 621 - Mental Health Law (2 credit hours)
- PF 626 - Alcoholism and Chemical Substance Abuse Dependency (3 credit hours)
- PF 633 - Evaluating and Treating the Sex Offender (2 credit hours)
- PF 707 - Professional Ethics and Standards (3 credit hours)
- PF 714 - Advanced Assessment (3 credit hours)
- PF 717 - Forensic Assessment (2 credit hours)
- PF 745 - Research Methods (3 credit hours)
- PF 756 - Trauma, Crisis, and Interventions (2 credit hours)
- PF 768 - Human Sexuality and Sexual Deviance (2 credit hours)
- PF 781 - Dissertation I (1 credit hour) (Course equivalent to 5 credit hours)

Manuscript Preparation Courses (Extensions)

- PF 953 - Manuscript Preparation (MP) Extension (0 credit hours)
- PF 954 - Manuscript Preparation (MP) Extension (0 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two

semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESP 505 - Practicum II Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESP 510 - Practicum III Early Start (Summer Term II) (0 credit hours) (Course equivalent to 5 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- CTX 510 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)

- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

  BY APPROVED POLICY EXCEPTION ONLY

  CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

  These courses should be used when a clinical training advanced practicum extension is approved for a single term in term or semester-based programs.
- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

  BY APPROVED POLICY EXCEPTION ONLY

  CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

  These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- CTX 610 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

  BY APPROVED POLICY EXCEPTION ONLY

  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.
- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

PsyD Clinical Psychology - Anaheim

Program Overview

The primary purpose of the PsyD Clinical Psychology degree program is to educate and train students in the major aspects of clinical practice. To help to ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (Ph.D.) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree program combines relevant research, applied theory, and field experience and is designed to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation courses), and some experience in psychological services is desirable.

The program employs the practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a dissertation in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association.

Included among the basic objectives of the program are the following:

Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis

Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach

Assisting practitioners to assume leadership positions within the healthcare delivery system

Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team

Preparing practitioners to evaluate and use clinical research applications of psychology

Accreditation

The Clinical PsyD Program at Anaheim Campus is accredited by the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Clinical Psychology program, in Anaheim, is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. The program admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as future professional psychologists. Applicants will be evaluated on their overall ability to do graduate work. Factors considered are: undergraduate performance, relevant work history (i.e., volunteer and professional experience, including, but not limited to, clinical, research, teaching and related experience), the content of essays describing applicants rationale for wanting to become a clinical psychologist and what the applicant would contribute to interactions with people form diverse backgrounds, writing skills, admission interviews, and recommendations from academic professors or supervisors from professional or volunteer experiences. . An undergraduate GPA of a 3.0 or higher on a 4.0 scale or a graduate GPA of 3.25 or higher on a 4.0 scale where a degree has been earned is required for admission to the Program. Applicants not meeting this requirement will not be considered. Applicants must submit the following:

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current Curriculum Vitae or résumé
- Three letters of recommendation
- Official transcripts from all post-secondary schools attended where transfer credit is being requested
- Essay:
  Please answer the following question within three-four double spaced approximately 1000 words). Discuss your rationale for applying to graduate school to become a Clinical Psychologist. Please include the following in your response:

    (i) your reason for selecting the PsyD in Clinical Psychology training model,

    (ii) your reason for selecting The Chicago School at Anaheim program,

    (iii) how your educational/training background and life experience prepared and lead you to select a career in Clinical Psychology,

    (iv) how your professional goals align with the university's mission to commit to service that embraces diverse communities of our society, and

    (v) your career aspirations.

Your personal statement should provide information that allows the program to determine your preparation and aptitude (academic and personal) for graduate level study and a career in Clinical Psychology. The use of AI for producing your personal statement is prohibited. The writing in your essay must be entirely your own work and submitted in APA Student Paper format.

The Clinical Psychology Doctoral Program, Anaheim Campus, requires 15 semester hours of psychology credit, including three specific courses (at the undergraduate or graduate level) that must be completed with a grade earned of 'C' or better prior to enrollment:

- Introduction to Psychology or General Psychology (waived if the applicant has an undergraduate or graduate degree in Psychology)
- Abnormal Psychology, Psychopathology, or Maladaptive Behavior
- Statistics
- Two additional psychology courses

Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50 (US) non-refundable fee in order to be evaluated. This fee may be waived for The Chicago School alumni, McNair Scholars and military personnel.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the Department faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the applicant will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Clinical Psychology - Anaheim

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successfully complete three full-time academic years of graduate study;
- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the Program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (practicum I, II, III, IV). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica, Comprehensive Examinations, and the Clinical Competency Examination.

A student who does not successfully complete the Comprehensive Examinations and/or the Clinical Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Program Aims

The PsyD Clinical Psychology program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. This model provides an integration of psychological theory, scientific inquiry, and evidence-based practice into the core clinical practice domains of assessment, diagnostics, intervention, supervision, and consultation; with awareness of multicultural and diversity factors. The program emphasizes the acquisition of knowledge, skills, and attitudes essential in the development of independently functioning professional health service psychologists. Considerable focus is also given to the ethical and legal parameters of practice.

Program Competencies

The program competencies are consistent with the APA Standards of Accreditation, the clinical psychology doctoral program prepares students to acquire the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in (i) the application of research and statistical methods in psychology to generate knowledge and to evaluate the effectiveness of research methods, and (ii) in psychometric science.

a. Students will demonstrate knowledge and application of research methods.

b. Students will demonstrate knowledge and application of quantitative/qualitative methods.

c. Students will demonstrate knowledge and application of psychometrics.

d. Students will demonstrate the ability to independently formulate, conduct, and disseminate scholarship.

2. Students will understand and apply ethical principles and professional legal standards that guide the practice of clinical psychology.

a. Students will demonstrate knowledge and application of the current APA Code of Ethics and the general ethical principles that serve as the foundation for this code.

b. Students will demonstrate knowledge and application of a model of ethical decision-making to resolve ethical issues or dilemmas.

c. Students will demonstrate knowledge and application of the general legal parameters that govern professional practice.

3. Students will demonstrate competency in individual and cultural diversity by demonstrating knowledge of the major theoretical models and empirical findings, and will apply knowledge about human diversity to clinical practice.

a. Students will demonstrate knowledge of the major theoretical models and empirical findings, including an awareness of social, political, economic, and cultural factors that impact individuals, institutions, systems, and communities.

b. Students will demonstrate an awareness of their own personal values, biases, and cultural identities that inform perceptions of self, others, and engagement with others.

c. Students will utilize cross-cultural skills and appropriate APA multicultural guidelines to provide services to persons with diverse cultural values and lifestyles.

4. Students will demonstrate knowledge of the requisite values, attitudes, and behaviors that exemplify their identities as professional psychologists.

a. Students will demonstrate self-reflection, and openness to supervision and feedback.

b. Students are encouraged to engage in life-long learning by attending educational and professional meetings, life-long learning events, subscribing to professional journals, or presenting scholarly work.

5. Students will demonstrate effective communication competencies and interpersonal skills.

a. Students will demonstrate clear, articulate, and integrative written communication skills.

b. Students will demonstrate clear, articulate, and integrative oral communication skills.

c. Students will demonstrate effective interpersonal skills in professional interactions.

6. Students will demonstrate competency in using assessment instruments and incorporating knowledge of psychopathology in the assessment process.

a. Students will demonstrate competency in selecting, administering, scoring, interpreting, and reporting psychological tests and measures.

b. Students will demonstrate competency in integrating interview data, psychological testing results, behavioral observations, and information from other sources to formulate an understanding of presenting concerns and to make recommendations.

c. Students will demonstrate competency in identifying relevant DSM criteria and utilizing other clinical information to generate diagnostic formulations.

d. Students will demonstrate competency in applying knowledge of psychopathology to case formulation and treatment planning.

7. Students will demonstrate competency in clinical interventions that are grounded in conceptual models of treatment and evidence-based practices.

a. Students will demonstrate knowledge of and apply evidence based clinical practices.

b. Students will demonstrate an ability to establish and maintain an effective working relationship and/or treatment alliance.

c. Students will demonstrate knowledge and competency in evaluating the effectiveness of interventions.

8. Students will demonstrate knowledge of the models and processes of supervision.

a. Students will evidence knowledge of supervision models and practices.

9. Students will demonstrate knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.

a. Students will evidence knowledge of consultation models and the role of a consultant.

b. Students will demonstrate competency in applying consultation practices—assessment and intervention—to specific referral questions from other professionals.

10. Students will demonstrate foundational knowledge underlying the science of psychology in the following areas: biological, cognitive-affective, and social bases of human behavior; and lifespan development and history and systems of psychology.

11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.

Clinical Training Overview

Clinical training is the supervised out-of-class contact of students with a clinical population. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, students should possess effective assessment and intervention skills, and practice in an ethical manner.

During clinical training, students advance through progressively more challenging levels of training. At each level, multiple faculty members and field supervisors assess a student's progress in multiple ways. In order to advance to the next level of clinical training, the student must complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

The Chicago School requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the PsyD Clinical Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics

Two additional courses in the field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirement

In order to complete the training segment of the program in a timely fashion, fall-entering students are expected to maintain a full-time course load (13 credit hours for fall and spring semesters, and 6 credit hours for summer session I) during the first full academic year. Students unable to do so must petition the department chair for a reduced course load in either semester. Subsequent academic years in the five-year program require no more than 25 credit hours.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practicum (for clinical psychology programs) must be completed by the end of the fifth year after matriculation. Comprehensive Examinations must be completed successfully no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from The Chicago School will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. Exceptions to this policy require departmental approval.

Degree Completion Requirements - PsyD Clinical Psychology

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- 98 credit hours, all of which must be completed by the end of the seventh year of matriculation. The total credit hours must include:
    - 69 credit hours of core course requirements*
    - 9 credit hours of elective course requirements
    - 2 credit hours of professionalization group requirements
    - 15 credit hours of practicum and practicum seminar requirements
    - 3 credit hours of clinical dissertation requirements
- Successful completion of the Clinical and Research Comprehensive Examination and Basic Science Comprehensive Examination
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the dissertation, including final signatures of the department chair, dissertation chair, and committee member
- Grade Point Average (GPA) of at least "B" (3.0 on a 4.0 scale), with no grades lower than "B-" or better in all courses
- Completion of Professionalization Group I and Professionalization Group II
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- 100 credit hours, all of which must be completed by the end of the seventh year of matriculation. The total credit hours must include:
    - 69 credit hours of core course requirements*
    - 9 credit hours of elective course requirements
    - 2 credit hours of professionalization group requirements
    - 15 credit hours of practicum and practicum seminar requirements
    - 3 credit hours of clinical dissertation requirements
    - 2 credit hours of supplemental practicum
- Successful completion of the Clinical and Research Comprehensive Examination and Basic Science Comprehensive Examination
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the dissertation, including final signatures of the department chair, dissertation chair, and committee member
- Grade Point Average (GPA) of at least "B" (3.0 on a 4.0 scale), with no grades lower than "B-" or better in all courses
- Completion of Professionalization Group I and Professionalization Group II
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the PsyD Clinical Psychology program at Anaheim are required to successfully complete 98 credit hours distributed as follows: scientific foundations requirements, 21 credit hours; statistics and research methodology requirements, 6 credit hours; ethics requirements, 3 credit hours; psychopathology requirements, 9 credit hours; diversity requirements, 3 credit hours; consultation and supervision requirements, 3 credit hours; assessment requirements, 9 credit hours; interventions requirements, 15 credit hours; professionalization group requirements, 2 credit hours; practicum requirements, 15 credit hours; elective requirements, 9 credit hours; dissertation requirements, 3 credit hours; internship requirements, 0 credit hours. Students who receive a grade below "B-" in any course must retake the course during the next academic year or sooner.

Professionalization Group Requirements

These discussion groups for first-year students are led by a full-time faculty member and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic and field training planning, general consultation on the PsyD in Clinical Psychology degree program, and questions emerging during the student's first-year academic experience. The Professionalization Group carries 1 academic credit hour for each semester (PP7110 and PP7111).

The objectives for these two courses are as follows:

- To assist and support students in developing identities as clinical psychology trainees and evolving clinical psychology professionals through readings, discussion, role play and classroom presentation.
- To introduce students to the ethical practice of psychology and contemporary issues in clinical psychology
- To orient students to the roles, norms, and expectations of graduate studies and professional practice
- To provide academic advisement and student advocacy

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to The Chicago School students for clinical field training. Within the series of practicum courses, the PsyD Clinical Psychology program provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

Full-time students will normally be placed in a Diagnostic Practicum and Seminar during their second year of study, in a Therapy Practicum and Seminar during their third year of study, and an Advanced Practicum during their fourth year of study. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Advanced Practicum (PP8310 and PP8311) carries 1.5 credit hours per semester over two semesters for 3 credit hours per academic year. Practicum usually begins in September and concludes in June. However, a limited number of practicum programs may begin in July or August, and finish in June. For each of the Diagnostic, Therapy, and Advanced Practicum years, the student will be required to spend a minimum of 600 hours in the practicum training experience.

A practicum may not be done in a student's place of employment, nor is any student transferred from the practicum requirements. Students who come to the PsyD Clinical Psychology program with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Practicum Eligibility

All students who enter the practicum application process must be in good academic standing, and have a minimum grade point average of 3.0 (on a scale of 4.0). Students must have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance for a minimum of two and one-half semesters.

Diagnostic Practicum

To be eligible for a Practicum, a student must have successfully completed or transferred the following courses:

Diagnostic Practicum Prerequisites

PP7110 - Professionalization Group I (1)

PP7111 - Professionalization Group II (1)

PP7230 - Psychometric Theory (3)

PP7300 - Psychopathology I (3)

PP7301 - Psychopathology II (3)

PP7330 - Child and Adolescent Psychopathology (3)

PP7365 - Clinical Interviewing (3)

PP7370 - Cognitive Assessment (3)

PP7373 - Integrative Assessment (2)

PP7520 - Personality Assessment (4)

PP8039 - Interventions II (3)

Therapy Practicum

Requirements for the Therapy Practicum include:

- Successful completion of the Diagnostic Practicum and Diagnostic CCE
- Good academic standing
- Successful completion of courses designated as Diagnostic Practicum prerequisites
- Successful completion of courses designated as Therapy practicum prerequisites

To be eligible for Therapy Practicum, in addition to the Diagnostic Practicum prerequisites, a student must have successfully completed the following courses:

Therapy Practicum Prerequisites

PP7100 - Professional Issues: Ethics, Conduct, and Law (3)

PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

PP8010 - Cognitive Behavioral Theory and Therapy (3)

PP8040 - Psychoanalytic Theory and Therapy (3)

PP8050 - Family and Couples Therapy (3)

PP8201 - Practicum I (3)

PP8202 - Practicum II (3)

The director of Clinical Training also has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both looking for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below a 3.0 after the spring grades are received. The Training Committee may make exceptions only after a thorough review of the student's academic and clinical suitability. If the GPA is at or above 3.0 after the spring grades are received, the student may, at the discretion of the director of Clinical Training, begin the practicum.

Advanced Practicum Prerequisites

Requirements for the Advanced Practicum include:

- Successful completion of the Diagnostic Practicum and Diagnostic CCE
- Successful completion of the Therapy Practicum and Therapy CCE
- Good academic standing

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the fall (15 weeks) and spring (15 weeks) semesters. These meetings allow the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Types of Practicum

Diagnostic Practicum

Emphasizes the clinical observation and diagnostic interviewing of clients and provides gradual exposure to psychological testing procedures.

Therapy Practicum

Emphasizes therapeutic intervention. Time is allocated to direct therapeutic contact, seminars and meetings, and supervision.

Advanced Practicum

Provides the opportunity for students to gain further experience in either testing, therapy, or a combination of both.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE) is a series of competency-based examinations, which are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students should be prepared to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore successful completion of coursework and practicum do not guarantee passing the CCE.

Comprehensive Examinations Requirements

All doctoral degree program students are required to successfully complete Comprehensive Examinations. The material covered in the Comprehensive Examinations covers the courses and material required of students during the first three years of study in the Psy. D. Clinical Psychology program. The examinations require students to be able to integrate the

material from those years into a form demonstrating both mastery of the material and ability to organize what they have learned in a coherent and logical manner.

Students who are unable to pass the Comprehensive Examinations will receive information concerning their performance on the examinations and assistance in constructing additional experiences and instruction aimed at enabling them to pass these program requirements.

Comprehensive Examination Prerequisites: Clinical and Research Exam

To be able to sit for the Comprehensive Examination, the student must have completed successfully all first and second-year courses, excluding the practicum. Courses that are transferred are considered successfully completed.

Comprehensive Examination Prerequisites: Scientific Foundations Exam

To be able to sit for the Comprehensive Examination (Scientific Foundations Exam), the student must have successfully completed all first, second, and third-year courses. Courses that are transferred are considered successfully completed.

Dissertation Requirements

The student should consult their dissertation chair as the primary resource for information about the process from start to finish. The *APA Publication Manual* (6th edition, revised, 2009) should be used as the guide to editorial style and typing instructions.

Dissertation Overview

The Dissertation is a training experience designed to provide students with a guided opportunity for producing a scholarly paper in which students build upon and consolidate research skills learned in the statistics and research methods course sequence and prior empirical observations and components of courses in the basic curriculum. A broad range of quantitative and qualitative methods of inquiry is permitted in the dissertation.

Internship Requirements

Internship Application Requirements

All students are required to complete a one-year (12-month) internship (see course listing below) as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fourth or fifth year of enrollment.

In order to be eligible to apply for internships, the student must have completed the following requirements:

- Be in good academic standing (i.e. must not be on academic/financial aid probation)
- Successfully pass the doctoral Comprehensive Examination (Part One and Part Two)
- Successfully pass the entire set of CCE tasks
- Resolved all grades of incomplete by October 1 of the year they apply
- Obtain dissertation proposal approval from all committee members, and the Institutional Review Board (if applicable)

Any student who does not meet one or more of these requirements, must petition the Training Committee in order to obtain permission to apply for internships.

The Curriculum

Required Core PsyD Clinical Psychology: 89 credit hours

Electives: 9 credit hours

Program Total

PsyD Clinical Psychology - Anaheim: 98 credit hours

Required Core - PsyD Clinical Psychology with Supplemental Practicum Track 91 credit hours

Electives: 9 credit hours

Program Total

PsyD Clinical Psychology with Supplemental Practicum Track - Anaheim: 100 credit hours

Required Core (89 Credit Hours)

- PP 7000 - History and Systems (3 credit hours)
- PP 7010 - Lifespan Development (3 credit hours)
- PP 7040 - Cognition and Affective Processes (3 credit hours)
- PP 7050 - Physiological Psychology (3 credit hours)
- PP 7060 - Social Psychology (3 credit hours)
- PP 7230 - Psychometric Theory (3 credit hours)
- PP 7360 - Clinical Psychopharmacology (3 credit hours)
- PP 7200 - Statistics and Research I (3 credit hours)
- PP 7201 - Statistics and Research II (3 credit hours)
- PP 7100 - Professional Issues: Ethics, Conduct, and Law (3 credit hours)
- PP 7300 - Psychopathology I (3 credit hours)
- PP 7301 - Psychopathology II (3 credit hours)
- PP 7330 - Child and Adolescent Psychopathology (3 credit hours)
- PP 7340 - Issues in the Assessment and Treatment of Diverse Populations (3 credit hours)
- PP 7350 - Consultation and Supervision (3 credit hours)
- PP 7370 - Cognitive Assessment (3 credit hours)
- PP 7373 - Integrative Assessment (2 credit hours)
- PP 7520 - Personality Assessment (4 credit hours)
- PP 7365 - Clinical Interviewing (3 credit hours)

- PP 8010 - Cognitive Behavioral Theory and Therapy (3 credit hours)
- PP 8039 - Interventions II (3 credit hours)
- PP 8040 - Psychoanalytic Theory and Therapy (3 credit hours)
- PP 8050 - Families and Couples Therapy (3 credit hours)
- PP 7110 - Professionalization Group I (1 credit hour)
- PP 7111 - Professionalization Group II (1 credit hour)
- PP 8201 - Practicum I (3 credit hours)
- PP 8202 - Practicum II (3 credit hours) (Course fee $120)
- PP 8315 - Diagnostic Practicum Completion (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8203 - Practicum III (3 credit hours)
- PP 8204 - Practicum IV (3 credit hours)
- PP 8316 - Therapy Practicum Completion (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8310 - Advanced Practicum and Seminar I (1.5 credit hours)
- PP 8311 - Advanced Practicum and Seminar II (1.5 credit hours)
- PP 8317 - Advanced Practicum Completion (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8400 - Dissertation Seminar (1 credit hour) (Course equivalent to 5 credit hours)
- PP 8401 - Dissertation I (1 credit hour) (Course equivalent to 5 credit hours)
- PP 8402 - Dissertation II (1 credit hour) (Course equivalent to 5 credit hours)
- PP 8900 - Internship I (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8901 - Internship II (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8902 - Internship III (0 credit hours) (Course equivalent to 5 credit hours)
- PP 8205 - Internship Preparation I (0 credit hours)
- PP 8206 - Internship Preparation II (Summer 1) (0 credit hours)
- PP 8208 - Internship Preparation II (Summer 2) (0 credit hours)
- PP 8207 - Internship Preparation III (0 credit hours)
  These term-based dissertation courses are offered only during the summer semester and replace corresponding dissertation courses as indicated in the course descriptions. Both the A and the B term-based courses must be taken to replace a semester-based course.
- PP 8406 - Dissertation IA (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8407 - Dissertation IB (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8408 - Dissertation IIA (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8409 - Dissertation IIB (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8404 - Dissertation Seminar A (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8405 - Dissertation Seminar B (.5 credit hour) (Course equivalent to 5 credit hours)

Electives (9 Credit Hours)

Students are required to complete 9 credit hours of electives. Students choose courses in consultation with their advisor. Students may complete one of the optional concentrations to fulfill the elective requirements.

- PP 7600 - Countertransference Experience (3 credit hours)
- PP 7615 - Health Psychology: Prevention, Stress, and Serious Illness (3 credit hours)
- PP 8032 - Advanced Psychoanalytic Psychotherapy and Supervision (3 credit hours)
- PP 8625 - Child & Family Forensics (3 credit hours)
- PP 8646 - Introduction to Neuropsychological Assessment (3 credit hours)
- PP 8670 - Human Sexuality (3 credit hours)
- PP 8011 - Advanced Cognitive Behavioral Psychotherapy (3 credit hours)
- PP 8990 - Special Topics (3 credit hours)

- PP 8950A - Group Therapy (3 credit hours)
- PP 8950B - Advanced Play Therapy (3 credit hours)
- PP 8950C - Brief Therapy (3 credit hours)
- PP 8950D - Substance Abuse Treatment (3 credit hours)
- PP 8950E - Development of a Private Practice (3 credit hours)
- PP 8051 - Independent Study I (1 credit hour)
- PP 8052 - Independent Study II (2 credit hours)
- PP 8053 - Independent Study III (3 credit hours)

Major Areas of Study, Emphasis, Experience, and Exposure

The Clinical PsyD program in Anaheim offers a broad and general training to prepare students for practice in health service psychology. The APA Council of Specialties of Professional Psychology (COSPP) (https://www.cospp.org/) has developed a taxonomy to identify program offerings that prepare students for practice in recognized specialty areas in health service psychology. While the program design ensures broad and general preparation for practice

as a clinical psychologist, students can elect to pursue advanced training and education in a specialty area. Students in the Anaheim Campus Clinical Psychology (PsyD) Program can choose from the following

specialties:

- Clinical Child and Adolescent Psychology (Major Area of Study)
- Forensic Psychology (Major Area of Study)
- Clinical Neuropsychology (Major Area of Study)

Students are not required to select an area of experience, emphasis, or major area of study. Rather, these options are available to students to pursue within the required curriculum if they desire such specialization.

Specialization at the desired level in the COSPP level is not guaranteed as some required elements are beyond the control of the program (e.g., required practicum training experiences).

Program elective courses are subject to change from year to year. Their offering is based on identified student interest (as determined by periodic surveys). Additional courses related to a topic area may be developed in addition to or to replace previously offered courses Special topics (elective) courses including Study Abroad courses may also be offered.

Clinical Child and Adolescent Psychology Required Courses (Major Area of Study) (9 Credit Hours)

Clinical Child and Adolescent Psychology is a specialty within clinical psychology that encompasses pediatric psychology. This field is dedicated to assessing, conceptualizing, and treating children and adolescents within a developmental and ecological framework. Clinical child and adolescent psychologists conduct research and provide psychological services to infants, toddlers, children, adolescents, and their families. Their work focuses on

understanding, preventing, diagnosing, and treating psychological, cognitive, emotional, developmental, behavioral, and family-related challenges in youth.

A key component of this field involves studying children's fundamental psychological needs and examining how family dynamics and social environments influence their emotional well-being, cognitive development, behavioral adaptation, and overall health. There is a strong emphasis on empirical research to inform and enhance evidence-based assessment and intervention strategies.

Pediatric Psychology, a subfield within clinical child and adolescent psychology, explores the relationships between physical health, cognitive development, social interactions, and emotional well-being in children, adolescents, and their families. Pediatric psychologists primarily work in pediatric healthcare settings, aiming to promote both psychological and physical health. They adopt a developmental perspective and utilize evidence-based practices in clinical care, education, training, and advocacy.

Clinical Child and Adolescent Psychologists are licensed professionals who practice in a variety of settings, including community-based clinics, public and private agencies, educational institutions, hospitals, medical clinics, and private practice. They hold a doctoral degree in clinical psychology, often with a specialization in child and adolescent psychology.

The Clinical Child and Adolescent Psychology Emphasis is designed to prepare students for internship and postdoctoral training in clinical child and adolescent psychology. Students who pursue this emphasis and work with a child and adolescent psychology faculty member for their dissertation must complete at least 12 course credits. This includes the required Child and Adolescent Psychopathology course, along with three additional electives in child and adolescent psychology (9 credit hours).

Students in this Emphasis will complete three (3) assessment and therapy practica and conduct a dissertation on a topic relevant to child and adolescent psychology under the supervision of a child and adolescent psychologist. This training prepares students for clinical internships specializing in child and adolescent psychology or pediatric psychology, as well as postdoctoral work in various settings.

*Students will also have the opportunity to complete up to two of the three phases required to become credentialed play therapists by the Association for Play Therapy.

This course is taken as part of the core curriculum:

- PP 7330 Child and Adolescent Psychopathology (3 credits)

Students must choose the following electives from the Child and Adolescent electives list:

- PP 7387 Psychological Assessment of Children and Adolescents (3 credits)
- PP 8710 Child Therapy (3 Credits)
- PP 8712 Adolescent Psychotherapy (3 Credits)

*Prior to graduation, students completing an Major Area of Study in Child and Adolescent Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Course Requirements

Students must satisfy all electives options with the following courses required for the concentration:

- PP 8710 - Child Therapy (3 credit hours)
- PP 8712 - Adolescent Psychotherapy (3 credit hours)
- PP 7387 - Psychological Assessment of Children and Adolescents (3 credit hours)

Forensic Psychology Required (Major Area of Study)

Forensic psychology involves the application of psychological principles to legal and judicial matters and is broadly divided into criminal and civil law. Criminal forensic psychology focuses on assessing individuals accused of crimes, serving as expert witnesses in criminal trials, and providing treatment in correctional settings. In contrast, civil forensic psychology applies psychological expertise to non-criminal legal issues, such as personal injury cases, wrongful termination claims, child custody disputes, and legislative matters. Additional areas of forensic psychology may include law enforcement and military psychology.

The curriculum provides a strong foundation in forensic psychology, covering key areas such as the structure of the legal system, expert witness testimony, deposition and trial procedures, and legal standards for expert witnesses. It also includes the application of psychology in various legal contexts, such as child custody evaluations, intimate partner violence cases, workplace discrimination claims, and forensic assessments. Students gain expertise in employment law, fitness-for-duty evaluations, competency assessments (e.g., to stand trial, make medical or financial decisions), juvenile transfer to adult court, and workers' compensation evaluations. Additionally, coursework explores criminal behavior, correctional psychology, forensic assessment, and report writing.

The Forensic Psychology Major Area of Study is designed to prepare students for internship, postdoctoral training, and future independent practice in forensic psychology. Students pursuing this major area of study will work with a faculty member specializing in forensic psychology, complete at least nine (9) forensic psychology course credits, participate in two (2) assessment/therapy practica, and conduct a dissertation on a forensic psychology topic, chaired by a faculty member with relevant expertise.

Student must choose the follow electives from the Forensic Psychology electives list:

- PP 8624 Criminal Psychology (3 credits)
- PP 8623 Correctional Psychology (3 credits)
- PP 8626 Civil Psychology and Law (3 credits)

*Prior to graduation, students completing a Major Area of Study in Forensic Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Dissertation Extension Courses

- PP 8504 - Dissertation Extension A-F (1 credit hour) (Course equivalent to 5 credit hours)
  These term-based dissertation extension courses are offered only during the summer semester and replace corresponding dissertation extension courses as indicated in the course descriptions. Both term-based courses (designated U1 and U2) must be taken to replace a semester-based course.
- PP 8505 - Dissertation Extension U1 (.5 credit hour) (Course equivalent to 5 credit hours)
- PP 8506 - Dissertation Extension U2 (.5 credit hour) (Course equivalent to 5 credit hours)
- PY 953L - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)

Clinical Neuropsychology (Major Area of Study)

Clinical Neuropsychology is a major area of study within clinical psychology dedicated to understanding the relationship between brain function and behavior. This field applies neuropsychological principles to individuals across the lifespan who experience acquired brain injuries, neurodevelopmental disorders, and other central nervous system conditions. Clinical neuropsychologists assess cognitive and behavioral functioning to answer key diagnostic questions and provide evidence-based recommendations.

Clinical neuropsychologists are licensed psychologists, and in some states, they hold a specific license in neuropsychology. They practice in diverse settings, including hospitals, medical clinics, universities, and private practice. Typically, clinical neuropsychologists hold a doctoral degree in clinical psychology with a specialization in clinical neuropsychology.

The Clinical Neuropsychology Major Area of Study, organized according to Houston Conference Guidelines, is designed to prepare students for internship and postdoctoral training in neuropsychology. Students selecting this specialization and working with a neuropsychology faculty mentor must complete at least nine (9) course credits in neuropsychology, two (2) neuropsychology-focused assessment practicums, and a dissertation on a neuropsychology-related topic under the supervision of a neuropsychologist.

This specialization prepares students for clinical internships in neuropsychology and postdoctoral training. The curriculum provides a strong foundation, covering neuroanatomy, neurophysiology, and neuropathology, followed by lifespan neuropsychological assessment, ethical considerations, and neuropsychological interventions.

Students must choose the following electives from the Clinical Neuropsychology Major Area of Study electives list:

- PP 7400 Neuroanatomy and Neuropathology (3 credits)
- PP 7401 Clinical Neuropsychology: Adult Populations (2 credits)
- PP 7402 Neuropsychology: Pediatric Populations (2 credits)
- PP 7403 Ethics in Neuropsychology and Neuropsychological Interventions (2 credits)

*Prior to graduation, students completing a Major Area of Study in Clinical Neuropsychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Supplemental Practicum Track - PsyD Clinical Psychology

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Practicum I-IV and Advanced Practicum I-V with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- PP 8312 - Advanced Practicum III (1 credit hour)
- PP 8313 - Advanced Practicum IV (1 credit hour)
- PP 8314 - Advanced Practicum V (0 credit hours)

Earning a Master of Arts Degree in Clinical Psychology

Upon successful completion of the first two years of coursework, outlined below, in the PsyD in Clinical Psychology degree program, the Diagnostic Practicum in year two, and the Clinical and Research Comprehensive Examination, students may petition to be granted the Master of Arts (MA) degree in Clinical Psychology.

- PP 7010 - Lifespan Development (3 credit hours)
- PP 7040 - Cognition and Affective Processes (3 credit hours)
- PP 7060 - Social Psychology (3 credit hours)
- PP 7100 - Professional Issues: Ethics, Conduct, and Law (3 credit hours)
- PP 7110 - Professionalization Group I (1 credit hour)
- PP 7111 - Professionalization Group II (1 credit hour)
- PP 7200 - Statistics and Research I (3 credit hours)
- PP 7201 - Statistics and Research II (3 credit hours)
- PP 7230 - Psychometric Theory (3 credit hours)
- PP 7300 - Psychopathology I (3 credit hours)
- PP 7301 - Psychopathology II (3 credit hours)
- PP 7330 - Child and Adolescent Psychopathology (3 credit hours)
- PP 7340 - Issues in the Assessment and Treatment of Diverse Populations (3 credit hours)
- PP 7365 - Clinical Interviewing (3 credit hours)
- PP 7370 - Cognitive Assessment (3 credit hours)
- PP 7373 - Integrative Assessment (2 credit hours)
- PP 7520 - Personality Assessment (4 credit hours)
- PP 8010 - Cognitive Behavioral Theory and Therapy (3 credit hours)
- PP 8039 - Interventions II (3 credit hours)
- PP 8040 - Psychoanalytic Theory and Therapy (3 credit hours)

- PP 8050 - Families and Couples Therapy (3 credit hours)
- PP 8201 - Practicum I (3 credit hours)
- PP 8202 - Practicum II (3 credit hours) (Course fee $120)
- PP 8315 - Diagnostic Practicum Completion (0 credit hours) (Course equivalent to 5 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- PY 4114 - Basic Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4115 - Intermediate Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4116 - Advanced Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- PP 7660 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used when a clinical training advanced practicum extension is approved for a single term in term or semester-based programs.

- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- PP 7670 - Internship Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

PsyD Clinical Psychology - Chicago

Chicago

Program Overview

The PsyD Clinical Psychology program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP) and the American Psychological Association Standards of Accreditation. Program faculty members actively engage in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous course work, challenging practicums, an integrative Internship, and a dissertation. The PsyD Clinical Psychology program is recognized for its excellent training in the provision of culturally competent services and offers students a wide variety of training opportunities.

Program Accreditation

The PsyD Clinical Psychology program at the Chicago Campus is accredited by the American Psychological Association.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

Vision

To inspire and transform students into engaged practitioner scholars who value diversity, professional competence & innovation, and serve those entrusted in their care with dignity and respect.

Mission

Students will engage in transformative personal and professional development, cultivating a commitment to lifelong learning, ethically guided professional practice, and an integrated appreciation for the value of diversity. Graduates will possess a demonstrated investment in providing expert psychological care, social advocacy in the profession and the various communities in which they live and serve.

Aim

The Program aim is to produce ethical, culturally sensitive, and competent health service psychologists.

Program Competencies:

The Clinical Psychology Doctoral Program (PsyD) has the following program learning outcomes. These learning outcomes are aligned with the institutional mission and learning goals of the Chicago School, the standards established by the Commission on Accreditation of the American Psychological Association and the mission of the Program:

- **Professional Practice**
  - **Assessment**: Students will demonstrate competency in conducting evidence-based assessment consistent with the scope of Health Service Psychology.
  - **Intervention:** Students will provide effective interventions derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.
  - **Consultation and Interprofessional/Interdiscipinary Skills**: Students will intentionally collaborate with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.
  - **Supervision**: Students will understand how to act as role models, provide mentoring and monitoring of trainees and others in the development of competence and skill in professional practice, provide effective evaluation of those skills, and maintain responsibility for the activities they oversee.
- **Diversity**:
  - **Individual and Cultural Diversity**: Students will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Students will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.
- **Professional Behavior**
  - **Ethics and Legal Standards:** Students will understand principles of ethical and legal behavior; integrate and adhere to the APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws, regulations, rules and policies through the application of sound ethical reasoning.
  - **Communication and Interpersonal Skills:** Students will develop and maintain effective relationships with a wide range of individuals, demonstrate proficiency at expressive and receptive communication, and demonstrate effective interpersonal skills.
  - **Professional Values, attitudes, and behaviors:** Students will behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding their personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and progressively respond professionally in increasingly complex situations with a greater degree of independence.
- **Scholarship**
  - **Research**: Students will demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's Clinical Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements.

At the Chicago School, we take great pride that our students represent a wide range of ethnic and cultural backgrounds as well as academic and professional experiences. We admit individuals with a record of academic achievement and personal maturity appropriate to doctoral study, as well as a commitment to service in the larger community.

Applicants for admission to the PsyD Clinical Psychology program at the Chicago Campus must meet the following requirements:

- Submission of all required application materials by the application deadline.
- A baccalaureate degree from a college or university that is institutionally accredited or an equivalent academic degree from a foreign college or university, earned by the official start of the applicant's intended term.
- An academic record that demonstrates the ability to fulfill the academic demands of a doctoral program. Successful applicants typically have an undergraduate grade point average of 3.2 or higher on a 4.0 scale.
- Completion of at least 18 credit hours of psychology, including one course in each of the following with a "B-" or better: Abnormal psychology; Lifespan (human development); Statistics. (An offer of admissions may be extended with coursework pending however all required courses must be successfully completed prior to the start of the intended term and verified through the submission of an official transcript.)
- Interview with faculty. Interviews are by invitation only. Applicants will be notified by the Office of Admission should an interview be granted.
- Demonstration, through written statements and interview, interest in and the basic interpersonal skills needed to begin training for the work of a clinical psychologist.

Details about the application process including deadlines and fees can be found on the Admissions website. Admission to the PsyD Clinical Psychology program is competitive and possession of the minimum requirements does not ensure admission.

The Admissions Committee evaluates applicants in a holistic manner, considering the following:

- Prior academic performance
- Content and clarity of written and verbal communication
- Strength of recommendation letters
- Personal and professional presentation throughout the admission process
- Community service interest and/or experience
- Research experience
- Prior sustained professional work experience and/or substantial volunteer experience in a human services field
- Evidence of integrity, motivation, and personal ethics
- Motivation and fit with the profession and The Chicago School mission

The Graduate Record Examinations (GRE) are not required; however, an applicant may submit scores (GRE School Code 1119) if they wish to have them considered in the application process. This is recommended for students whose undergraduate Cumulative GPA is below 3.2.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the Department faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the applicant will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Clinical Psychology - Chicago

Degree Completion Requirements - PsyD Clinical Psychology

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 106 credit hours of coursework
- Successful completion of Year 2 600-hour basic practicum
- Successful completion of Year 3 600-hour intermediate practicum
- Successful completion of Year 4 600-hour advanced practicum
- Successful completion of Clinical Competency Evaluation
- Successful completion of Assessment Competency Examination
- Successful completion of Dissertation
- Successful completion of 2,000 hour internship

Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 108 credit hours.
- Successful completion of Year 2 600-hour basic practicum

- Successful completion of Year 3 600-hour intermediate practicum
- Successful completion of Year 4 600-hour advanced practicum
- Successful completion of Supplemental Practicum as assigned by Clinical Training Director
- Successful completion of Clinical Competency Evaluation
- Successful completion of Assessment Competency Examination
- Successful completion of Dissertation
- Successful completion of 2,000 hour internship

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successfully complete three full-time academic years of graduate study;
- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the Program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (basic, intermediate, and advanced). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Clinical Competency Examination.

A student who does not successfully complete the Clinical Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Ethical Guidelines

The Chicago School expects that all PsyD Clinical Psychology students will be knowledgeable of and adhere to the *APA Ethical Guidelines* as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two characteristics that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

First, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with Illinois state law, no student may serve under the title of "psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as psychological assistants, researchers, or psychometricians under the supervision of a professional psychologist who is duly licensed or certified by the appropriate state agency.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a student may not establish or continue psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from course work, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology, and in part by the larger society. Should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with training goals and ethical behavior, it is deemed inappropriate for PsyD Clinical Psychology students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or be inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure is viewed as inconsistent with training objectives and unethical for students enrolled in a doctoral program.

The Illinois Clinical Psychology Licensing Act and BOP prohibits independent practice in clinical psychology by non-licensed individuals. Regardless of previous credentials, participation in a psychology training program indicates that the student is committed to developing a professional identity as a psychologist and to developing professional skills

within a psychological framework. The development of this identity occurs throughout the course of graduate-level training. It is appropriate for graduate students, whatever their previous experience, to view themselves as psychologists-in-training.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, or Marriage and Family Therapist) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.
- The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.
- A student who fails to comply with the requirements of this section will be referred to the department chair for intervention, remediation, or referral for disciplinary action including possible dismissal.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in PY 678 Foundations in Professional Practice and Research I and PY 679 Foundations in Professional Practice and Research II during their first two semesters in the program. The group's instructor serves as academic advisor for those enrollees. Students maintain the same academic advisor during the fall of their second year in the program, but may request a new academic advisor after that time. Generally, during the second year, the student's Dissertation Chair becomes his/her academic advisor, unless the student requests otherwise.

Student Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. Students are expected to actively reflect upon and effectively manage their personal reactions, including to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship, some course assignments, or a supervising relationship on practicum. Students who demonstrate substantial difficulty or delay in the development of these foundational skills may be reviewed for suitability for clinical practice.

Practicum and Practicum Readiness

The practicum is an integral component of clinical training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

First year students enroll in a required three course series of practicum readiness courses to prepare them for the practicum application process, develop professionalism and interviewing skills, and navigate the clinical training requirements of the program.

All students are required to take sixteen semester hours of Practicum. (six Basic, six Intermediate and four Advanced, see below). Basic practicum is primarily devoted to training in psychological assessment. Intermediate and Advanced practicums may be devoted to training in evidence-based models of intervention or advanced assessment training, or a combination of these activities. All practicums require two hours of supervision weekly offered by the practicum site, as well as small group seminars offered by the school. A minimum of 600 hours are completed by each student at each practicum level.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Clinical Competency Evaluation (CCE)

Every Program student is required to pass a Clinical Competency Examination (CCE). The aim of the CCE, broadly stated, is to evaluate the student's knowledge of the theory, research, and practice of an intervention, as well as competency to practice in an evidence-based, ethical, and culturally sensitive manner. The program evaluates student performance on the CCE to inform the programs assessment of a student's clinical competencies in intervention and assessment.

Statistics

All students are required to take the Department Proficiency Exam in Statistics which is offered each year on multiple occasions. A passing grade on the Proficiency Exam in Statistics is a prerequisite to PY428 Statistics II, a required course in the program. If a student does not pass the exam by the end of their second year in the Program they may enroll in PY427 Statistics I, the final exam of which includes the Proficiency Exam in Statistics. This final exam must be passed to fulfill the prerequisite for PY428. PY427 Statistics I is a remedial course and is not part of the program curriculum.

Dissertation

All students are required to complete a dissertation. The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation provides the school with the opportunity to formally evaluate the student's ability to contribute to the field by applying theory and research to areas of clinical psychology, thinking critically and creatively about the profession, and demonstrating self-direction and professional/scholarly writing. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge.

Internship

All students are required to complete a predoctoral following the successful completion of all course work, practicum, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The internship experience consists of a minimum of 2,000 hours of training over 12-24 months (full or part time, respectively). Appropriate sites for internship training include programs that are approved by the American

Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). The program requires students to apply to APA accredited sites only in Phase I and II of the APPIC match. The internship is a vital component of the educational requirements and is never waived or transferred. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Curriculum

The PsyD Clinical Psychology program is a 106 credit program that includes four years of intensive course work, and three years of required practica focused on both clinical assessment and clinical intervention. The program also requires a dissertation and a year of clinical internship. Students are able to individualize their clinical training to address their own professional and developmental interests, through the choices they make in elective areas, examples of which are described below.

On average, a student who progresses successfully through the academic program should expect to complete the Doctor of Psychology in Clinical Psychology degree in five academic years. The recommended plan is for four years of coursework followed by a full-time, APA-accredited internship. A student must complete all degree requirements within seven academic years. Exceptions to this policy require departmental approval.

Required Core - PsyD Clinical Psychology: 94 credit hours

Advanced Intervention: 3 credit hours

Advanced Assessment: 3 credit hours

Electives: 6 credit hours

Program Total

PsyD Clinical Psychology - Chicago: 106 credit hours

Required Core - PsyD Clinical Psychology with Supplemental Practicum Track 94 credit hours

Advanced Intervention: 3 credit hours

Advanced Assessment: 3 credit hours

Supplemental Practicum 2 credit hours

Electives: 6 credit hours

Program Total

PsyD Clinical Psychology with Supplemental Practicum Track - Chicago: 108 credit hours

Required Core

- PY 248 - Group Processes in Therapy (3 credit hours)
- PY 411 - Basic Practicum Seminar III (0 credit hours)
- PY 413 - Basic Practicum Seminar I (3 credit hours)
- PY 414 - Basic Practicum Seminar II (3 credit hours) (Course fee $120)
- PY 422 - Clinical and Diagnostic Interviewing (3 credit hours)
- PY 426 - History and Systems of Psychology (2 credit hours)

- PY 428 - Statistics II (3 credit hours)
- PY 432 - Psychopathology (3 credit hours)
- PY 434 - Intellectual Assessment (3 credit hours)
- PY 436 - Personality Assessment (3 credit hours)
- PY 443 - Diversity in Clinical Psychology I (2 credit hours)
- PY 446 - Diversity in Clinical Psychology II (2 credit hours)
- PY 447 - Cognitive-Affective Bases of Behavior (3 credit hours)
- PY 448 - Lifespan (3 credit hours)
- PY 449 - Biological Bases of Behavior (3 credit hours)
- PY 450 - Professional Issues and Ethics (3 credits)
- PY 451 - Social Bases of Behavior (3 credit hours)
- PY 454 - Quantitative Methods (3 credit hours)
- PY 458 - Research Methods: Qualitative (3 credit hours)
- PY 472 - Assessment Competency Examination (0 credit hours) (credit/no credit)
- PY 479 - Introduction to Human Neuropsychology (2 credit hours)
- PY 481 - Introduction to Clinical Psychopharmacology (2 credit hours)
- PY 500 - Supervision, Consultation & Professional Practice (2 credit hours)
- PY 501 - Intermediate Practicum Seminar I (3 credit hours)
- PY 502 - Intermediate Practicum Seminar II (3 credit hours)
- PY 503 - Intermediate Practicum Seminar III (0 credit hours) (Course equivalent to 5 credit hours)
- PY 604 - Advanced Practicum Seminar I (2 credit hours) (Course equivalent to 5 credit hours)
- PY 607 - Advanced Practicum Seminar II (2 credit hours) (Course equivalent to 5 credit hours)
- PY 608 - Advanced Practicum Seminar III (0 credit hours) (Course equivalent to 5 credit hours)
- PY 618 - Trauma: Theory and Treatment (2 credit hours)
- PY 638 - Psychometrics (2 credit hours)
- PY 646 - Substance Use Disorders (3 credit hours)
- PY 647 - Interdisciplinary Systems (1 credit hour)
- PY 650 - Internship I (0 credit hours)
- PY 651 - Internship II (0 credit hours)(Course equivalent to 5 credit hours)
- PY 652 - Internship III (0 credit hours) (Course equivalent to 5 credit hours)
- PY 654 - Dissertation Maintenance I (1 credit hour) (Course equivalent to 5 credit hours)
- PY 655 - Dissertation Maintenance II (1 credit hour) (Course equivalent to 5 credit hours)
- PY 656 - Dissertation Maintenance III (1 credit hour) (Course equivalent to 5 credit hours)
- PY 657 - Dissertation Maintenance IV (1 credit hour)((Course equivalent to 5 credit hours)
- PY 658 - Dissertation Maintenance V (1 credit hour) (Course work equivalent to 5 credit hours)
- PY 666 - Proposal Development Seminar I (1 credit hour) (credit/no credit)
- PY 667 - Proposal Development Seminar II (1 credit hour) (credit/no credit)
- PY 668 - Proposal Development Seminar III (1 credit hour) (credit/no credit)
- PY 671 - Basic Intervention: Psychodynamic (2 credit hours)
- PY 672 - Basic Intervention: Cognitive-Behavioral (2 credit hours)
- PY 673 - Basic Intervention: Existential-Humanistic (2 credit hours)
- PY 674 - Basic Intervention: Systems (2 credit hours)
- PY 678 - Foundations in Professional Practice and Research I (2 credit hours)
- PY 679 - Foundations in Professional Practice and Research II (1 credit hour)
- PY 750 - Clinical Competency Exam (0 credit hours) (Course equivalent to 3 credit hours)
- PY 4110 - Practicum Readiness I (0 credit hours)
- PY 4111 - Practicum Readiness II (0 credit hours)
- PY 4112 - Practicum Readiness IIIA (0 credit hours)

- PY 6501 - Internship Preparation IA (Summer I Term) (0 credit hours)
- PY 6502 - Internship Preparation IB (Summer II) (0 credit hours)
- PY 6503 - Internship Preparation II (0 credit hours)
- PY 6504 - Internship Preparation III (0 credit hours) (Course equivalent to 5 credit hours)

Advanced Assessment

Students choose one Advanced Assessment Elective

- PY 396 - Integrative Assessment: Introduction to Child and Adolescent Assessment (3 credit hours)
- PY 397 - Integrative Assessment: Introduction to Forensic Assessment (3 credit hours)
- PY 398 - Integrative Assessment: Introduction to Neuropsychological Assessment (3 credit hours)
- PY 694 - Integrative Assessment (3 credit hours)

Advanced Intervention Courses

All students are required to take an advanced intervention course. These courses provide for more in depth study of a specific approach to intervention. Students may take additional advanced intervention courses as electives. The Clinical Psy.D. Department does not advocate any single theoretical intervention approach. Rather, all Clinical Psy.D. students receive an excellent base in theory, conceptualization and technique by completing a Basic Intervention course in each of the four Intervention Orientations offered by the program and then complete Advanced Intervention Courses.

Advanced intervention courses prepare students for the Clinical Competency Examination which requires students to select a case from their training and demonstrate a thorough understanding of a client's presenting condition within a theoretical framework and the biological and social context of the presenting condition. Advanced Intervention courses prepare students to demonstrate an understanding of change using both basic and advanced theory and technique in the context of evidence-based practice.

- Students who receive a grade of "C" or "F" in any Advanced Intervention course may retake the same Advanced intervention course or another Advanced intervention course to replace the grade

To sit for the Clinical Competency Exam and to meet graduation requirements, the student must have received passing grades in Advanced Intervention.

- PY 690 - Advanced Intervention: Humanistic-Existential (3 credit hours)
- PY 691 - Advanced Intervention: Psychodynamic (3 credit hours)
- PY 692 - Advanced Intervention: Systems (3 credit hours)
- PY 693 - Advanced Intervention: Cognitive Behavioral Intervention (3 credit hours)

Major Areas of Study, Emphasis, Experience, and Exposure

The clinical PsyD program in Chicago offers a broad and general training to prepare students for practice in health service psychology. The APA Council of Specialties of Professional Psychology (COSPP) (https://www.cospp.org/) has developed a taxonomy to identify program offerings that prepare students for practice in recognized specialty areas in health service psychology.

While the program design ensures broad and general preparation for practice as a clinical psychologist, students can elect to pursue advanced training and education in a specialty area. Students in the Chicago Campus Clinical Psychology (Psy.D.) Program can choose from the following specialties:

- Forensic Psychology (Major Area of Study)

- Clinical Neuropsychology (Major Area of Study)
- Clinical Health Psychology (Emphasis)
- Clinical Child and Adolescent Psychology (Emphasis)

Students are not required to select an area of experience, emphasis, or major area of study. Rather, these options are available to students to pursue within the required curriculum if they desire such specialization.

Specialization at the desired level in the COSPP level is not guaranteed as some required elements are beyond the control of the program (e.g., required practicum training experiences).

Program elective courses are subject to change from year to year. Their offering is based on identified student interest (as determined by periodic surveys). Additional courses related to a topic area may be developed in addition to or to replace previously offered courses Special topics (elective) courses including Study Abroad courses may also be offered.

Forensic Psychology (Major Area of Study)

The Forensic Psychology specialty area provides advanced theoretical knowledge, research skills, and practical training in various aspects of forensic psychology, preparing students for careers in research, academia, clinical practice, or applied settings within the criminal justice system. The program includes elective coursework in the specialty area of forensic psychology, such as criminal behavior, forensic assessment, mental health law, preparing students to work with forensic involved individuals.

The program incorporates supervised practicum experiences in forensic settings (e.g., correctional facilities, forensic hospitals, clinics evaluating pre-trial defendants, or divorcing families) allowing students to gain hands-on experience working with diverse populations, conducting assessments, and providing psychological services within the legal and criminal justice systems. Students also complete their doctoral dissertation on a topic associated with Forensic Psychology or Psychology-Law.

Coursework in Forensic Psychology provides students with basic knowledge regarding the psychologists' roles in the legal system, including mental health law and the treatment and evaluation of offenders. Students will also be introduced to testifying as an expert witness and forensic report writing.

Students in the Forensic Psychology Major Area of Study complete 9 credit hours of combined core and elective course work:

This course must be chosen from Advanced Assessment electives:

- PY 397 - Integrative Assessment: Introduction to Forensic Assessment (3 credit hours)

Students choose three of the following electives (six credit hours) for a total of 9 credit hours:

- PY 519 - Violence and Risk Assessment (2 credits)
- PY 520 - Evaluation and Treatment of the Offender (2 credits)
- PY 523 - Mental Health Law (2 credits)
- PY 537 - Forensic Documentation, Report Writing and Testifying (2 credits)
- PY 757 - Forensic Neuropsychology (2 credits)

Note: Special Topics elective courses in this area may be offered and substituted for required courses by department approval.

Students completing a Major Area of Study in Forensic Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Neuropsychology (Major Area of Study)

Exposure to clinical neuropsychology is offered to all PsyD students and is part of our APA accredited program, as students complete required coursework in neuropsychology and psychopharmacology. Students interested in a more intensive focus in neuropsychology will have the opportunity to match into a Major Area of Study in Clinical Neuropsychology during their second year (2 to 3 spots per cohort). This offering is designed to provide intensive experience in clinical neuropsychology at the doctoral level without sacrificing general clinical training. To complete a Major Area of Study in Clinical Neuropsychology students must complete their dissertation in an area of neuropsychology under the advisement of our core neuropsychology faculty member. In addition, they must participate in our neuropsychology didactics, and complete core coursework (PY479 Introduction to Human Neuropsychology (2 credit hours) and PY481 Introduction to Clinical Psychopharmacology (2 credit hours), an Advanced Assessment Elective--PY398 Integrative Assessment: Introduction to Neuropsychological Assessment (3 credits), and at least one elective (2 credit hours) in neuropsychology. Students complete 9 credit hours in neuropsychology courses that cover the foundations of brain-behavior relationships and the practice of clinical neuropsychology. Clinical training will include at least two clinical neuropsychology practica, under the direct supervision of a clinical neuropsychologist, with at least 50% of each being dedicated to the provision of neuropsychological services to various patient populations.

Courses in our Clinical Neuropsychology Major Area of Study are taught by core and adjunct faculty who have completed education and training that is consistent with APA Division 40/Houston Guidelines. Students in the Clinical Neuropsychology Major Area of Study complete 9 credit hours of combined core and elective coursework:

These courses are taken as part of the core curriculum:

- PY 479 - Introduction to Human Neuropsychology (2 credit hours)
- PY 481 - Introduction to Clinical Psychopharmacology (2 credit hours)

This course must be chosen from Advanced Assessment electives:

- PY 398 - Integrative Assessment: Introduction to Neuropsychological Assessment (3 credit hours)

Students will choose a minimum of one course (two credit hours) from the following electives and the remaining four credit hours from this list or the general electives course list

- PY 725 - Pediatric Neuropsychology (2 credit hours)
- PY 707 - Advanced Assessment in Clinical Neuropsychology (2 Credit Hours) (Course equivalent to 5 credit hours)

Note: Special Topics elective courses in this area may be offered and substituted for required courses by department approval.

Students completing a Major Area of Study in Clinical Neuropyschology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

- PY 729 - Applied Research in Clinical Neuropsychology (2 credit hours)

Clinical Health Psychology (Emphasis)

Clinical Health Psychology involves the application of psychological principles and techniques to the problems of health, including working with people whose behaviors and difficulties impact health status. Clinical Health Psychologists use the skills of Clinical Psychology to assess the impact of psychosocial factors in the origin and course of physical conditions, illnesses, and disabilities. Clinical Health Psychologists use a variety of interventions aimed at helping people prevent illness, recover quickly, or live with chronic conditions in a way that maximizes their functional capacities and quality of life. Coursework in Health Psychology is part of the preparation for students who wish to work in Primary Care and other interprofessional settings.

We offer students interested in specializing in Clinical Health Psychology training in this specialty area via elective coursework and clinical practicum placement in a healthcare setting. Students complete a minimum of two electives

(four credit hours) of coursework and two clinical practica to meet the criteria for an Emphasis in Clinical Health Psychology.

Students taking program electives in the area of Clinical Health Psychology to gain an overall awareness of the role of professional psychologists as researchers, consultants, clinicians, patient-educators, and members of inter-professional teams. Students with coursework and experience in this area enhance their preparation to enter into an advanced practicum or internship opportunities in healthcare settings including primary care or a subspecialty area.

Students will choose a minimum of two courses (four credit hours) from the following electives (and the remaining two credit hours from this list or the general electives course list):

- PY 482 - Seminar in Pediatric Psychopharmacology (2 credits)
- PY 564 - Applied Stress Management (2 credits)
- PY 571 - Psychology of Aging (2 credits)
- PY 705 - Primary Care Psychology (2 credit hours)
- PY 706 - Introduction to Health Psychology (2 credit hours)
  Note: Special Topics elective courses in this area may be offered and substituted for required courses by department approval.

  Students completing an Emphasis in Clinical Health Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Child and Adolescent Psychology (Emphasis)

Clinical PsyD students interested in Clinical Child and Adolescent Psychology will take courses and complete two practica in clinical settings providing direct services to children, adolescents, and their families. Our Clinical Child and Adolescent Psychology Emphasis is designed to equip students with the specialized knowledge and skills necessary to assess, diagnose, and treat mental health issues in children and adolescents. Through a combination of coursework and clinical practica, students learn about typical and atypical development, including cognitive, emotional, social, and behavioral development in children and adolescents. They also are trained in various assessment tools and techniques specific to children and adolescents. This includes psychological testing, behavioral assessments, and understanding the unique presentations of mental health disorders in younger populations.

Students in the Clinical Child and Adolescent Psychology Emphasis complete a minimum of seven credit hours of combined core and elective coursework from the following list and the remaining two credit hours rom this list or the general electives list:

This course must be chosen from Advanced Assessment electives:

- PY 396 - Integrative Assessment: Introduction to Child and Adolescent Assessment (3 credit hours)

Students will choose a minimum of two (four credit hours) of the following electives:

- PY 482 - Seminar in Pediatric Psychopharmacology (2 credits)
- PY 539 - Introduction to Child and Adolescent Treatment (2 credits)
- PY 549 - Divorce in Clinical Practice (2 credits)
- PY 695 - Chicago Youth Gangs & Violence Prevention (2 credit hours)
- PY 718 - Advanced Play Therapy (2 credit hours)
- PY 719 - Child Trauma (2 credit hours)
- PY 725 - Pediatric Neuropsychology (2 credit hours)
- PY 726 - Pediatric Health Psychology (2 credit hours)
  Note: Special Topics elective courses in this area may be offered and substituted for required courses by department approval.

Students completing an Emphasis in Child and Adolescent Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Supplemental Practicum Track

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Practicum I-III, Intermediate Practicum I-III and Advanced Practicum I-III with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- PY 683 - Advanced Practicum IV (1 credit hour)
- PY 684 - Advanced Practicum V (1 credit hour)
- PY 685 - Advanced Practicum VI (0 credit hours)

Human Sexuality, Sexual Orientation and Gender Identity (SOGI) courses:

The following Human Sexuality, Sexual Orientation and Gender Identity courses introduce students to culturally competent behavioral health care for lesbian, gay, bisexual, and transgender individuals and their families across the lifespan. Culturally competent clinicians foster and promote psychological and emotional care, as well as behavioral interventions, that recognize and respect the intersection of sex, sexuality, sexual orientation, gender, gender identity, and gender expression for individuals, families and communities. They aspire to understand how issues of stigma and discrimination intersect, particularly for individuals who experience multiple forms of oppression. These clinicians also strive to understand and respect the historical and cultural context within which sexual orientations and gender identities are created.

The Human Sexuality, Sexual Orientation and Gender Identity courses provide a clinical foundation for students who are committed to expanding access to high-quality culturally competent mental health care for sexual minority individuals and their families across the lifespan. Special topics (elective) courses in this area may also be offered.

- PY 708 - Human Sexuality in Clinical Psychology (2 credit hours)
- PY 761 - Gender Identity: Development, Expression and Clinical Considerations (2 credits)
- PY 763 - Relational Lives of Sexual Minorities (2 credits)

Electives

The following is a list of courses that may be offered for elective credit in the program. Special topics courses that meet elective requirements may also be offered.

- PY 482 - Seminar in Pediatric Psychopharmacology (2 credits)
- PY 511 - Independent Study I (1 credit)
- PY 512 - Independent Study II (2 credits)
- PY 513 - Independent Study III (3 credits)
- PY 519 - Violence and Risk Assessment (2 credits)
- PY 520 - Evaluation and Treatment of the Offender (2 credits)
- PY 523 - Mental Health Law (2 credits)
- PY 533 - Psychology of Women (2 credits)
- PY 537 - Forensic Documentation, Report Writing and Testifying (2 credits)
- PY 549 - Divorce in Clinical Practice (2 credits)
- PY 561 - Special Topics I (1 Credit Hour)
- PY 562 - Special Topics II (2 Credit Hours)
- PY 563 - Special Topics III (3 Credit Hours)
- PY 564 - Applied Stress Management (2 credits)
- PY 565 - Psychotherapy and Spirituality (2 credits)
- PY 571 - Psychology of Aging (2 credits)
- PY 588 - Learning to Teach (2 credits) (Course equivalent to 3 credit hours)
- PY 695 - Chicago Youth Gangs & Violence Prevention (2 credit hours)
- PY 696 - Social Justice Advocacy in Psychology (2 credit hours)
- PY 697 - Feminist Therapy (2 credit hours)
- PY 698 - Dialectical Behavior Therapy Foundations (2 credit hours)
- PY 699 - Culturally Responsive Interventions (2 credit hours)
- PY 704 - Working with Transference Countertransference (2 credits)
- PY 705 - Primary Care Psychology (2 credit hours)
- PY 706 - Introduction to Health Psychology (2 credit hours)
- PY 708 - Human Sexuality in Clinical Psychology (2 credit hours)
- PY 709 - Loss and Mourning (2 credit hours)
- PY 715 - Refugee and IDP Trauma (2 credits)
- PY 716 - Suffering, Meaning, and Practices of Care (2 credit hours)
- PY 717 - Emotion Focused Therapy (2 credit hours)
- PY 718 - Advanced Play Therapy (2 credit hours)
- PY 719 - Child Trauma (2 credit hours)
- PY 725 - Pediatric Neuropsychology (2 credit hours)
- PY 726 - Pediatric Health Psychology (2 credit hours)
- PY 729 - Applied Research in Clinical Neuropsychology (2 credit hours)
- PY 757 - Forensic Neuropsychology (2 credits)
- PY 758 - Neuroanatomy and Neuropathology for Neuropsychologists (2 credits)
- PY 761 - Gender Identity: Development, Expression and Clinical Considerations (2 credits)
- PY 763 - Relational Lives of Sexual Minorities (2 credits)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

- PY 4113 - Practicum Readiness IIIB (0 credit hours)

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- PY 4114 - Basic Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4115 - Intermediate Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4116 - Advanced Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- PY 766 - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION
These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used when a clinical training advanced practicum extension is approved for a single term in term or semester-based programs.

- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- PY 767 - Internship Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Extension Courses

- PY 950A-F - Dissertation Extension (0 credit hours) (Course equivalent to 3 credit hours)
- PY 951A-F - Dissertation Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PY 952 - Dissertation Extension (0 credit hours) - Not F.A. eligible.

- PY 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PY 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 3 credit hours)

Earning a Master of Arts Degree in Clinical Psychology

A student in the PsyD in Clinical Psychology program may earn a MA in Clinical Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the master's degree, they are required to submit Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. Eligibility guidelines are contained in the catalog under which the student was admitted. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of a Master of Arts degree for the general Program student are as follows:

- Academic and Financial Aid Good Standing
- Successful completion of Basic Practicum I, II, and III
- Successful completion of the following courses:
- PY 411 - Basic Practicum Seminar III (0 credit hours)
- PY 413 - Basic Practicum Seminar I (3 credit hours)
- PY 414 - Basic Practicum Seminar II (3 credit hours) (Course fee $120)
- PY 422 - Clinical and Diagnostic Interviewing (3 credit hours)
- PY 426 - History and Systems of Psychology (2 credit hours)
- PY 434 - Intellectual Assessment (3 credit hours)
- PY 436 - Personality Assessment (3 credit hours)
- PY 443 - Diversity in Clinical Psychology I (2 credit hours)
- PY 446 - Diversity in Clinical Psychology II (2 credit hours)
- PY 448 - Lifespan (3 credit hours)
- PY 450 - Professional Issues and Ethics (3 credits)
- PY 638 - Psychometrics (2 credit hours)
- PY 671 - Basic Intervention: Psychodynamic (2 credit hours)
- PY 672 - Basic Intervention: Cognitive-Behavioral (2 credit hours)
- PY 673 - Basic Intervention: Existential-Humanistic (2 credit hours)
- PY 674 - Basic Intervention: Systems (2 credit hours)

PsyD Clinical Psychology - Dallas

Dallas

Program Overview

The PsyD Clinical Psychology program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Department faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous course work, challenging practica, an integrative Internship and an innovative, applicable dissertation. The PsyD Clinical Psychology program is recognized for its excellent training in culturally competent service provision and offers students a remarkably wide variety of training opportunities.

Program Accreditation

The PsyD Clinical Psychology program at the Dallas Campus is accredited, on contingency, by the American Psychological Association.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

Program Philosophy

The PsyD Clinical Psychology program has adopted the practitioner-scholar model and the NCSPP Core Competency model of training. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles at the core of psychology, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The doctoral department does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across several theories, and then choose a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis.

Program Mission

Through curricular and extra-curricular learning and training, students in the PsyD Clinical Psychology program at The Chicago School will experience a transformation in personal and professional identity manifested in a commitment to life-long learning and scholarship, sophisticated cultural awareness and competence, integrity and personal responsibility, psychological-mindedness, and a demonstrated investment in both the profession and the various communities in which they are engaged through their practices and lives.

Program Aim

The Program aims to prepare graduates for entry-level practice in health service psychology.

Program Learning Outcomes

Program Learning Outcomes (PLOs) address the Foundational and Functional Competency Domains expected of graduates of professional education and training programs in psychology proposed by the American Psychological Association.

Research: Students will demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

Individual and Cultural Diversity: Students will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Students will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

Ethical and Legal Standards: Students will understand principles of ethical and legal behavior; integrate and adhere to the APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws, regulations, rules and policies through the application of sound ethical reasoning.

Professional Values, Attitudes, and Behaviors: Students will behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding their personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and progressively respond professionally in increasingly complex situations with a greater degree of independence.

Communication and Interpersonal Skills: Students will develop and maintain effective relationships with a wide range of individuals, demonstrate proficiency at expressive and receptive communication, and demonstrate effective interpersonal skills.

Assessment: Students will demonstrate competency in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

Intervention: Students will provide effective interventions derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Supervision: Students will understand how to act as role models, provide mentoring and monitoring of trainees and others in the development of competence and skill in professional practice, provide effective evaluation of those skills, and maintain responsibility for the activities they oversee.

Consultation and Interprofessional/ Interdisciplinary Skills: Students will intentionally collaborate with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Licensure

For information on where The Chicago School meets or does not meet the program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Clinical Psychology program, on the Dallas Campus, is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance

requirements. The program admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as future professional psychologists. Applicants will be evaluated on their overall ability to do graduate work. Factors considered are: undergraduate performance, relevant work history (i.e., volunteer and professional experience, including, but not limited to, clinical, research, teaching and related experience), the content of essays, writing skills, admission interviews, and recommendations from academic professors or supervisors from professional or volunteer experiences. An undergraduate GPA of a 3.0 or higher on a 4.0 scale or a graduate degree in a related discipline with a GPA of 3.3 or higher on a 4.0 scale is required for admission to the Program. Applicants not meeting this requirement will not be considered.

Applicants must submit the following:

- Official transcripts from all schools where a degree was earned or credits were taken,
- Curriculum vitae or resume,
- Three letters of recommendation, and
- Two essays
    - Describe your rationale for wanting to become a clinical psychologist.
    - Describe your goals for contributing to the communities you will serve upon becoming a clinical psychologist.

The program faculty score each of the above items, along with the interview. The Clinical Psychology Doctoral Program requires 18 undergraduate or graduate semester hours of psychology credit, including three specific courses (Statistics, Abnormal Psychology, and Child/Human Development) that must be completed with a grade earned of 'C' or better prior to enrollment (please see the application for admission for detailed requirements).

Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50 (US) non-refundable fee in order to be evaluated. This fee may be waived for The Chicago School alumni, McNair Scholars and military personnel.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the Department faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the applicant will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission to secure a place in the incoming class. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Clinical Psychology - Dallas

Degree Completion Requirements - PsyD Clinical Psychology

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 106 credit hours of coursework
- Successful completion of 600-hour basic practicum in Year 2
- Successful completion of 600-hour intermediate practicum in Year 3
- Successful completion of 600-hour advanced practicum in Year 4
- Successful completion of Pre-Practicum Qualifying Examination (PPQE)
- Successful completion of Research Competency Examination (RCE)
- Successful completion of Scientific Psychology Competency Examination (SPCE)
- Successful completion of Clinical Comprehensive Examination-Oral/Written (CCE)
- Successful completion of dissertation
- Successful completion of 2,000-hour pre-doctoral internship
- Cumulative grade point average (GPA) of 3.00 or higher

Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 108 credit hours of coursework
- Successful completion of 600-hour basic practicum in Year 2
- Successful completion of 600-hour intermediate practicum in Year 3
- Successful completion of 600-hour advanced practicum in Year 4
- Successful completion of supplemental practicum as assigned by Clinical Training Director
- Successful completion of Pre-Practicum Qualifying Examination (PPQE)
- Successful completion of Research Competency Examination (RCE)
- Successful completion of Scientific Psychology Competency Examination (SPCE)
- Successful completion of Clinical Comprehensive Examination-Oral/Written (CCE)
- Successful completion of dissertation
- Successful completion of 2,000-hour pre-doctoral internship
- Cumulative grade point average (GPA) of 3.00 or higher

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successfully complete three full-time academic years of graduate study;

- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the Program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (basic, intermediate, and advanced). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Clinical Competency Examination.

A student who does not successfully complete the Pre-Practicum Qualifying Examination, Research Competency Examination, Scientific Psychology Competency Examination, and/or the Clinical Comprehensive Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Ethical and Professional Behavior

The Chicago School expects that all PsyD Clinical Psychology students will be knowledgeable of and adhere to the *APA Ethical Guidelines* as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two characteristics that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

First, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with Texas state law, no student may serve under the title of "psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a

student may not participate in psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from course work, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology, and in part by the larger society. Should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with training department goals and the focus on ethical behavior, it is deemed inappropriate for PsyD Clinical Psychology students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure, as a result, is viewed as inconsistent with these training objectives, and unethical for doctoral-level students.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, or Marriage and Family Therapist) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.
- The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.

A student who fails to comply with the requirements of this section will be referred to the department chair for intervention, remediation, or disciplinary action, or for referral to Studnet Community Standards for disciplinary action and possible dismissal.

Professional Performance Evaluation (PPE) Requirements

Professional Performance Evaluations (PPEs) are completed at the end of each Spring semester for all students as a part of their annual performance review in the Clinical PsyD Program. The PPE provides students with feedback regarding their interpersonal skills, communication skills, comportment, openness to feedback, and professional functioning. In addition, the PPE is used as a tool to assist students with engaging in the process of self-reflection.

A PPE may also be assigned to any student for whom a faculty member has grade/performance-related concerns, including attainment of competencies and comportment issues that should be addressed in a student advising meeting and during their annual performance review. The completion and review of PPEs is an important way for faculty and others to assist in the comprehensive evaluation of students' progress toward degree requirements. PPEs also provide essential feedback to students and advisors about areas for attention and focus in advising and remediation.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in a Professional Development Group during their first two semesters in the program to learn about their program of study and the requirements associated with completing their degree. Students are also assigned an Academic Advisor during their first year in the program, but may request a new Academic Advisor after that time. Generally, the student's Dissertation Chair becomes their Academic Advisor at the end of Year 2, unless the student requests otherwise.

Student Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such reactions negatively impact clinical work, professional interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship or some course assignments at The Chicago School, or a supervising relationship on practicum.

Practicum

The practicum is an integral component of clinical training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

All students are required to take six semester hours each of Basic and Intermediate Practica, and four semester hours of Advanced Practicum (see below). The first two-semester (Basic) practicum sequence is focused on developing rapport with clients, developing proficiency with diagnostic interviewing, differential diagnoses, developing case formulations and beginning to understand how to implement treatment and evaluate its outcome. The second practica (Intermediate) sequence is primarily focused on strengthening case formulation skills, understanding how to identify, implement, and appropriately modify evidence-based interventions, administer, interpret, and integrate assessment data, understanding how to evaluate treatment outcomes, and implementing relapse-prevention strategies. The third practica (Advanced) sequence enables students to work with specialized populations and begin to develop an area of emphasis. All practica

require individual and group supervision offered by the practicum site, as well as small group seminars offered by the school.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Examinations

Pre-Practicum Qualifying Examination (PPQE)

At the end of the first year, students will take a Pre-Practicum Qualifying Examination (PPQE) to assess their readiness for practicum by demonstrating competency in assessment and intervention, individual and cultural diversity, ethical/legal standards, professional values/attitudes, and communication/interpersonal skills. Students will be provided with a clinical vignette to review before they respond to questions to address their understanding of issues that are presented.

Research Competency Examination (RCE)

At the end of Statistics II and Lab, students will take the Research Competency Examination (RCE) to assess their readiness to begin their doctoral dissertation. Students will respond by demonstrating competency in research methodology, knowledge of psychometric theory, techniques of data analysis, the ethical principles of research, and basic knowledge of the impact of individual and cultural diversity on research. Students will create a research proposal in response to a question that they are asked to answer. In their proposal, students will demonstrate their understanding of research ethics, method and design, statistical analysis, and communication of results.

Scientific Psychology Competency Examination (SPCE)

Each student is required to take the Scientific Psychology Competency Examination (SPCE) at the end of Year Two. The purposes of the SPCE is to assess the student's basic knowledge in scientific psychology. The exam will cover the content areas of Biological Bases of Behavior, Social Bases of Behavior, Cognitive-Affective Bases of Behavior, Growth and Lifespan Development, and History and Systems of Psychology.

Clinical Comprehensive Exam (CCE-Written and Oral)

Every student is required to pass a Clinical Comprehensive Examination (CCE). The CCE has written and oral components and is given in the summer of Year Three, following the completion of Intermediate Practicum Seminar II. The CCE consists of a written paper and an oral presentation using a case vignette. The objectives of the CCE are to assess the student's functional competencies related to case conceptualization, basic clinical intervention and relationship-building skills, diagnosis, and assessment. Students must also demonstrate the ability to reflect upon and critique their own clinical work and effectiveness, as well as their understanding of diversity and difference variables upon rapport, case conceptualization, treatment planning, therapeutic intervention, and therapeutic effectiveness.

Dissertation

All students are required to complete a dissertation. The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge.

Internship

All students are required to complete an Internship following the completion of all course work, practicum, dissertation requirements, and after passing their comprehensive examinations. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The internship experience consists of a minimum of 2,000 hours of training over a 12-month period. Appropriate sites for internship training include programs that are approved by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). The internship is a vital component of the program of study and is never waived or transferred. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Curriculum

Required Core: PsyD Clinical Psychology 92 credit hours

Advanced Intervention Elective: 2 credit hours

Electives/Major Area of Study: 12 credit hours

Program Total PsyD Clinical Psychology - Dallas: 106 credit hours

Required Core: PsyD Clinical Psychology with Supplemental Practicum Track: 92 credit hours

Advanced Intervention Elective: 2 credit hours

Electives/Major Area of Study): 12 credit hours

Supplemental Practicum: 2 credit hours

Program Total PsyD Clinical Psychology with Supplemental Practicum Track - Dallas: 108 credit hours

Required Core (92 credit hours)

- PY 415TX - Professional Development Group I (1 credit hour)
- PY 416TX - Professional Development Group II (1 credit hour)
- PY 420TX - Psychopathology I: Child and Adolescent (2 credit hours)
- PY 421TX - Psychopathology II: Adult (2 credit hours)
- PY 425TX - Intellectual Assessment (3 credit hours)
- PY 426TX - History and Systems of Psychology (2 credit hours)
- PY 427TX - Statistics I and Lab (3 credit hours)
- PY 429TX - Clinical and Diagnostic Interviewing (2 credit hours)
- PY 430TX - Statistics II + Lab (3 credit hours)
- PY 437TX - Human Development Across the Lifespan (3 credit hours)
- PY 442TX - Personality Assessment (3 credit hours)
- PY 443TX - Diversity in Clinical Psychology I (2 credit hours)
- PY 446TX - Diversity in Clinical Psychology II (2 credit hours)
- PY 447TX - Cognitive-Affective Bases of Behavior (3 credit hours)
- PY 449TX - Biological Bases of Behavior (3 credit hours)
- PY 450TX - Professional Issues and Ethics (3 credit hours)

- PY 451TX - Social Bases of Behavior (3 credit hours)
- PY 452TX - Psychometrics (3 credit hours)
- PY 453TX - Advanced Assessment (3 credit hours)
- PY 455TX - Research Methods (3 credit hours)
- PY 464TX - Basic Intervention: Cognitive-Behavioral (3 credit hours)
- PY 468TX - Basic Intervention: Systems (3 credit hours)
- PY 479TX - Introduction to Human Neuropsychology (3 credit hours)
- PY 481TX - Introduction of Clinical Psychopharmacology (2 credit hours)
- PY 490TX - Social-Organizational Psychology (3 credit hours)
- PY 509TX - Motivation and Learning (3 credit hours)
- PY 500TX - Supervision, Consultation, & Professional Practice (3 credit hours)
- PY 508TX - Comprehensive Exam (0 credit hours) (Course equivalent to 3 credit hours) (Course fee $495)
- PY 640TX - Proposal Development Seminar (1 credit hour)
- PY 413TX - Basic Practicum Seminar I (3 credit hours)
- PY 414TX - Basic Practicum Seminar II (3 credit hours) (Course fee $120)
- PY 504TX - Intermediate Practicum Seminar I (3 credit hours)
- PY 502TX - Intermediate Practicum Seminar II (3 credit hours)
- PY 607TX - Advanced Practicum Seminar I (2 credit hours)
- PY 608TX - Advanced Practicum Seminar II (2 credit hours)
- PY 641TX - Dissertation Maintenance I (1 credit hour)
- PY 642TX - Dissertation Maintenance II (1 credit hour)
- PY 643TX - Dissertation Maintenance III (1 credit hour)
- PY 644TX - Dissertation Maintenance IV (1 credit hour)
- PY 645TX - Dissertation Maintenance V (1 credit hour)
- PY 650TX - Internship I (0 credit hours) (Course equivalent to 5 credit hours)
- PY 651TX - Internship II (0 credit hours) (Course equivalent to 5 credit hours)
- PY 652TX - Internship III (0 credit hours) (Course equivalent to 5 credit hours)

Advanced Intervention (2 credit hours)

All students are required to take one advanced intervention course. This course provides more in-depth study of a specific approach to intervention. Students who are interested in a focus on a specific theoretical approach to intervention are able to select from courses grounded in a specific theory. The Clinical Psy.D. Department does not advocate any single theoretical intervention approach. Rather, all Clinical Psy.D. students receive an excellent base in theory, conceptualization and technique by completing Basic and Advanced Intervention Courses. Advanced Intervention courses prepare students for the Clinical Comprehensive Examination (CCE) which consists of a written paper and an oral presentation using a case vignette. The objectives of the CCE are to assess the student's functional competencies related to case conceptualization, basic clinical intervention, relationship-building skills, diagnosis, and assessment.

Advanced Intervention courses prepare students to demonstrate an understanding of change using both basic and advanced theory and technique in the context of evidence-based practice.

Students who receive a grade of "C" or "F" in any Advanced Intervention course may retake the same Advanced Intervention course or another Advanced Intervention course to fulfill their Advanced Intervention course requirement.

- PY 470TX - Advanced Intervention: Systems Approaches to Individual Therapy (2 credit hours)
- PY 492TX - Advanced Intervention: Cognitive (2 credit hours)
- PY 493TX - Advanced Intervention: Behavioral (2 credit hours)

- PY 4931TX - Advanced Intervention: CBT - Behavioral Approaches for Children (2 credit hours)
- PY 497TX - Advanced Intervention: Family (2 credit hours)
- PY 498TX - Advanced Intervention: Couples (2 credit hours)

Major Areas of Study, Emphasis, Experience, and Exposure

The Clinical PsyD program in Dallas offers a broad and general training to prepare students for practice in health service psychology. The APA Council of Specialties of Professional Psychology (COSPP) (https://www.cospp.org/) has developed a taxonomy to identify program offerings that prepare students for practice in recognized specialty areas in health service psychology. While the program design ensures broad and general preparation for practice as a clinical psychologist, students can elect to pursue advanced training and education in a specialty area. Students in the Dallas Campus Clinical Psychology (PsyD) Program can choose from the following specialties:

• Clinical Child and Adolescent Psychology (Major Area of Study)

• Clinical Health Psychology (Major Area of Study)

Students are not required to select an area of experience, emphasis, or major area of study. Rather, these options are available to students to pursue within the required curriculum if they desire such specialization.

Specialization at the desired level in the COSPP level is not guaranteed as some required elements are beyond the control of the program (e.g., required practicum training experiences).

Program elective courses are subject to change from year to year. Their offering is based on identified student interest (as determined by periodic surveys). Additional courses related to a topic area may be developed in addition to or to replace previously offered courses Special topics (elective) courses including Study Abroad courses may also be offered.

Clinical Child and Adolescent Psychology (Major Area of Study)

Clinical Child and Adolescent Psychology is a specialty within clinical psychology that encompasses pediatric psychology. This field is dedicated to assessing, conceptualizing, and treating children and adolescents within a developmental and ecological framework. Clinical child and adolescent psychologists conduct research and provide psychological services to infants, toddlers, children, adolescents, and their families. Their work focuses on understanding, preventing, diagnosing, and treating psychological, cognitive, emotional, developmental, behavioral, and family-related challenges in youth.

A key component of this field involves studying children's fundamental psychological needs and examining how family dynamics and social environments influence their emotional well-being, cognitive development, behavioral adaptation, and overall health. There is a strong emphasis on empirical research to inform and enhance evidence-based assessment and intervention strategies.

Pediatric Psychology, a subfield within clinical child and adolescent psychology, explores the relationships between physical health, cognitive development, social interactions, and emotional well-being in children, adolescents, and their families. Pediatric psychologists primarily work in pediatric healthcare settings, aiming to promote both psychological and physical health. They adopt a developmental perspective and utilize evidence-based practices in clinical care, education, training, and advocacy.

Clinical Child and Adolescent Psychologists are licensed professionals who practice in a variety of settings, including community-based clinics, public and private agencies, educational institutions, hospitals, medical clinics, and private practice. They hold a doctoral degree in clinical psychology, often with a specialization in child and adolescent psychology.

The Clinical Child and Adolescent Psychology Major Area of Study is designed to prepare students for internship and postdoctoral training in clinical child and adolescent psychology. Students who pursue this specialization and work with a child and adolescent psychology faculty member for their dissertation.

Students in this Major Area of Study will complete all three practica in a setting and conduct a dissertation on a topic relevant to child and adolescent psychology under the supervision of a child and adolescent psychologist. This training prepares students for clinical internships specializing in child and adolescent psychology or pediatric psychology, as well as postdoctoral work in various settings.

*Students will also have the opportunity to complete up to two of the three phases required to become credentialed play therapists by the Association for Play Therapy.

Students must choose the following electives from the Child and Adolescent Electives list:

- PY 489TX - Pediatric Health Psychology (3 credit hours)
- PY 520TX - Psychological Assessment of Children and Adolescents (3 credit hours)
- PY 521TX - Advanced Child and Adolescent Psychopathology (3 credit hours)
- PY 522TX - Evidence-Based Child and Adolescent Treatment (3 credit hours)
  *Prior to graduation, students completing a Major Area of Study in Clinical Health Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Health Psychology (Major Area of Study)

Clinical Health Psychology is a specialty within clinical psychology that applies psychological principles and interventions to promote health, prevent and treat illness, and improve overall well-being. Clinical health psychologists work with individuals whose behaviors, emotions, and psychosocial difficulties impact their health status. They assess the role of psychological and social factors in the onset, progression, and management of physical conditions, illnesses, and disabilities.

Clinical health psychologists use evidence-based interventions to help individuals prevent illness, enhance recovery, and manage chronic health conditions in a way that optimizes their quality of life and functional abilities. They collaborate with healthcare teams in hospitals, primary care settings, rehabilitation centers, and specialty medical clinics, contributing their expertise to behavioral medicine, pain management, stress-related disorders, adherence to medical treatments, and lifestyle interventions. This field also emphasizes health promotion, disease prevention, and public health psychology, addressing broader systemic factors that influence physical and mental well-being.

Students interested in specializing in Clinical Health Psychology receive training through elective coursework, clinical practicum placements in healthcare settings, and conduct a dissertation on a topic relevant to clinical health psychology under the supervision of a health psychologist.

This specialized training prepares students to work in primary care, behavioral medicine, rehabilitation, and other interprofessional healthcare settings. Students complete four electives (12 credit hours) of coursework and two clinical practica, gaining foundational knowledge and applied experience in health psychology. By completing coursework and practicum experiences in this specialization, students enhance their preparation for advanced practicum placements, internships, and careers in healthcare settings, including primary care, hospital-based psychology, and specialty areas such as pain management, oncology, cardiology, and rehabilitation psychology.

Students must choose the following electives from the Child and Adolescent Electives list:

- PY 510TX - Biopsychological Aspects of Medical Disorders (3 credit hours)
- PY 511TX - Health Psychology/Behavioral Medicine (3 credit hours)
- PY 512TX - Epidemiology and Public Health Psychology (3 credit hours)
- PY 513TX - Integrated Primary Care (3 credit hours)

  *Prior to graduation, students completing a Major Area of Study in Clinical Health Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Electives (12 credit hours)

Students who do not wish to engage in a Major Area of Study may choose from any of the elective courses below to meet graduation requirements.

- PY 249TX - Group Therapy (3 credit hours)
- PY 250TX - Theories, Evaluations and Treatment of Addictions (3 credit hours)
- PY 588TX - Learning to Teach (3 credit hours)
- PY 573TX - Child Trauma (3 credit hours)
- PY 510TX - Biopsychological Aspects of Medical Disorders (3 credit hours)
- PY 511TX - Health Psychology/Behavioral Medicine (3 credit hours)
- PY 512TX - Epidemiology and Public Health Psychology (3 credit hours)
- PY 513TX - Integrated Primary Care (3 credit hours)
- PY 489TX - Pediatric Health Psychology (3 credit hours)
- PY 520TX - Psychological Assessment of Children and Adolescents (3 credit hours)
- PY 521TX - Advanced Child and Adolescent Psychopathology (3 credit hours)
- PY 522TX - Evidence-Based Child and Adolescent Treatment (3 credit hours)
- PY 561TX - Special Topics I (1 Credit Hour)
- PY 562TX - Special Topics II (2 Credit Hours)
- PY 563TX - Special Topics III (3 Credit Hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- PY 4114 - Basic Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4115 - Intermediate Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4116 - Advanced Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- PY 766TX - Practicum Extension I (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- PY 411TX - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- PY 503TX - Intermediate Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- PY 609TX - Advanced Practicum Extension I (0 credit hours) (Course equivalent 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used when a clinical training advanced practicum extension is approved for a single term in term or semester in semester-based programs.

- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

  INTERNSHIP EXTENSION
  These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.
- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)
  These courses should be used when a clinical training internship extension is approved for a single term in term or semester-based programs.
- PY 767TX - Internship Extension IA (0 credit hours) (Course equivalent 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Extension Courses

- PY 950TX A-F - Dissertation Extension (0 credit hours) (Course equivalent 3 credit hours)
- PY 951TX A-F - Dissertation Extension (0 credit hours) (Course equivalent 5 credit hours)
- PY 952TX - Dissertation Extension (0 credit hours) (not F.A. eligible)
- PY 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PY 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 3 credit hours)

Earning a Master of Arts Degree in Clinical Psychology

A student on the PsyD Clinical Psychology program may earn a Master of Arts Degree (MA) in Clinical Psychology following the successful completion of required coursework. At the beginning of the semester in which a student expects to be eligible for the master's degree, they are required to submit a Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meet the requirements is eligible to participate in the next scheduled commencement. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of the MA Clinical Psychology degree for are as follows:

Good academic and professional standing

Successful completion of Basic Practicum Seminar I and II

Successful completion of the following courses:

- PY 413TX - Basic Practicum Seminar I (3 credit hours)
- PY 414TX - Basic Practicum Seminar II (3 credit hours) (Course fee $120)
- PY 415TX - Professional Development Group I (1 credit hour)
- PY 416TX - Professional Development Group II (1 credit hour)
- PY 420TX - Psychopathology I: Child and Adolescent (2 credit hours)
- PY 421TX - Psychopathology II: Adult (2 credit hours)
- PY 425TX - Intellectual Assessment (3 credit hours)
- PY 426TX - History and Systems of Psychology (2 credit hours)
- PY 429TX - Clinical and Diagnostic Interviewing (2 credit hours)
- PY 437TX - Human Development Across the Lifespan (3 credit hours)
- PY 442TX - Personality Assessment (3 credit hours)
- PY 443TX - Diversity in Clinical Psychology I (2 credit hours)
- PY 446TX - Diversity in Clinical Psychology II (2 credit hours)
- PY 450TX - Professional Issues and Ethics (3 credit hours)
- PY 453TX - Advanced Assessment (3 credit hours)
- PY 464TX - Basic Intervention: Cognitive-Behavioral (3 credit hours)
- PY 468TX - Basic Intervention: Systems (3 credit hours)
- PY 411TX - Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours) if needed to complete hours

Supplemental Practicum Track

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for an internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Practicum I-II, Intermediate Practicum I-II , and Advanced Practicum I-VI with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- PY 683 - Advanced Practicum IV (1 credit hour)
- PY 684 - Advanced Practicum V (1 credit hour)
- PY 685 - Advanced Practicum VI (0 credit hours)

PsyD Clinical Psychology - Los Angeles

Los Angeles

Program Overview

The PsyD Clinical Psychology program bases its training on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP). Department faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous course work, challenging practica, an integrative Internship and an innovative, applicable dissertation. The PsyD Clinical Psychology program is recognized for its excellent training in culturally competent service provision and offers students a remarkably wide variety of training opportunities.

Program Accreditation

The PsyD Clinical Psychology program at the Los Angeles Campus is accredited by the American Psychological Association.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

Program Philosophy

The PsyD Clinical Psychology program has adopted the practitioner-scholar model and the NCSPP Core Competency model of training. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles at the core of psychology, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The doctoral department does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across four general theory areas, and then choose a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis.

Program Mission

Through curricular and extra-curricular learning and training, students in the PsyD Clinical Psychology program at The Chicago School will experience a transformation in personal and professional identity manifested in a commitment to life-long learning and scholarship, sophisticated cultural awareness and competence, integrity and personal responsibility, psychological-mindedness, and a demonstrated investment in both the profession and the various communities in which they are engaged through their practices and lives.

Program Aim

The Program aims to prepare graduates for entry-level practice in health service psychology.

Program Learning Outcomes

Scholarship**:**

- **Research:** Students will demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

Diversity:

- **Individual and Cultural Diversity:** Students will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Students will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

Professional Behavior:

- **Ethical and Legal Standards**: Students will understand principles of ethical and legal behavior; integrate and adhere to the APA Ethical Principles of Psychologists and Code of Conduct, as well as relevant laws, regulations, rules and policies through the application of sound ethical reasoning.
- **Professional Values, Attitudes, and Behaviors**: Students will behave in ways that reflect the values and attitudes of psychology, engage in self-reflection regarding their personal and professional functioning, actively seek and demonstrate openness and responsiveness to feedback, and progressively respond professionally in increasingly complex situations with a greater degree of independence.
- **Communication and Interpersonal Skills:** Students will develop and maintain effective relationships with a wide range of individuals, demonstrate proficiency at expressive and receptive communication, and demonstrate effective interpersonal skills.

Professional Practice:

- **Assessment:** Students will demonstrate competency in conducting evidence-based assessment consistent with the scope of Health Service Psychology.
- **Intervention**: Students will provide effective interventions derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.
- **Supervision**: Students will understand how to act as role models, provide mentoring and monitoring of trainees and others in the development of competence and skill in professional practice, provide effective evaluation of those skills, and maintain responsibility for the activities they oversee.
- **Consultation and Interprofessional/ Interdisciplinary Skills:** Students will intentionally collaborate with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Clinical Psychology program, in Los Angeles, is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. The program admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as future professional psychologists. Applicants will be evaluated on their overall ability to do graduate work. Factors considered are: undergraduate performance, relevant work history (i.e., volunteer and professional experience, including, but not limited to, clinical, research, teaching and related experience), the content of essays describing applicants rationale for wanting to become a clinical psychologist and what the applicant would contribute to interactions with people form diverse backgrounds, writing skills, admission interviews, and recommendations from academic professors or supervisors from professional or volunteer experiences. An undergraduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the Program. Applicants not meeting this requirement will not be considered.

Applicants must submit the following:

- official transcripts from all schools where a degree was earned,
- curriculum vitae or resume,
- three letters of recommendation, and
- two essays.
    - Please answer the following question within 2-4, double-spaced pages (up to approximately 1,000 words). Discuss your rationale for applying to graduate school to become a Clinical Psychologist. Please include the following in your response:
        - Your reason for selecting the Psy.D. in Clinical Psychology training model,
        - Your reasons for selecting The Chicago School at Los Angeles program,
        - How your educational/training background and life experience prepared and lead you to select a career in Clinical Psychology,
        - How your professional goals align with The Chicago School's mission to commit to service that embraces diverse communities of our society, and
        - Your career aspirations.

Your personal statement should provide information that allows the program to determine your preparation and aptitude (academic and personal) for graduate-level study and a career in Clinical Psychology.

For our second essay prompt we would like to use the following:

- In your role as a student, you are likely to work with and study with people from backgrounds, which have created differences between them in terms of power, privilege, access to resources, etc., and who hold differing beliefs about these dynamics. What academic and/or personal experiences do you think have been/will be helpful in preparing you to work with clients, patients or colleagues who have such differences in the above areas?

The program faculty scores each of the above items, along with the interview. The Clinical Psychology Doctoral Program requires 18 semester hours of psychology credit, including three specific courses (e.g., Statistics, Abnormal Psychology, and Child/Human Development) that must be completed with a grade earned of 'C' or better prior to enrollment (please see the application for admission for detailed requirements). An applicant missing the required undergraduate coursework or hours may substitute graduate coursework or hours, provided a grade of 'C' or better was earned in the course(s). Graduate coursework used to meet prerequisites will be considered for transfer on a case-by-case basis.

Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50 (US) non-refundable fee in order to be evaluated. This fee may be waived for The Chicago School alumni, McNair Scholars and military personnel.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the Department faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the applicant will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Clinical Psychology - Los Angeles

Degree Completion Requirements - PsyD Clinical Psychology

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 106 credit hours of coursework
- Successful completion of Year 2 600-hour basic practicum
- Successful completion of Year 3 600-hour intermediate practicum
- Successful completion of Year 4 600-hour advanced practicum
- Successful completion of Comprehensive Examination
- Successful completion of dissertation
- Successful completion of 2,000 hour internship
- Successful completion of eight assessment batteries and reports
- Cumulative grade point average (GPA) of 3.00 or higher

Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 108 credit hours of coursework

- Successful completion of Year 2 600-hour basic practicum
- Successful completion of Year 3 600-hour intermediate practicum
- Successful completion of Year 4 600-hour advanced practicum
- Successful completion of supplemental practicum as assigned by Clinical Training Director
- Successful completion of Comprehensive Examination
- Successful completion of dissertation
- Successful completion of 2,000 hour internship
- Successful completion of eight assessment batteries and reports
- Cumulative grade point average (GPA) of 3.00 or higher

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successfully complete three full-time academic years of graduate study;
- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the Program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (basic, intermediate, and advanced). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Competency Examination.

A student who does not successfully complete the Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Ethical and Professional Behavior

The Chicago School expects that all PsyD Clinical Psychology students will be knowledgeable of and adhere to the *APA Ethical Guidelines* as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two characteristics that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

First, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with Illinois and California state law, no student may serve under the title of "psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as psychological assistants, researchers, or psychometricians under the supervision of a professional psychologist who is duly licensed or certified by the appropriate state agency.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a student may not establish or continue psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from course work, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology, and in part by the larger society. Should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with training department goals and the focus on ethical behavior, it is deemed inappropriate for PsyD Clinical Psychology students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure, as a result, is viewed as inconsistent with these training objectives, and unethical for doctoral-level students.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, or Marriage and Family Therapist) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.
- The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.

A student who fails to comply with the requirements of this section will be referred to the department chair for intervention, remediation, or disciplinary action, or for referral to Student Community Standards for disciplinary action and possible dismissal.

Professional Performance Evaluation (PPE) Requirements

PPEs are completed at the end of the Summer semester for all first-year students, reflecting the faculty's consensus regarding each student's performance throughout their first year in the Clinical PsyD Program. It may also be completed for any students for whom a faculty member has grade/performance related comments related to attainment of competencies, progress and comportment that should be included in the academic file for consideration in student advising and review. PPEs may be submitted at any time concerns arise. The recording of PPEs is an important way that faculty and others assist in the comprehensive evaluation of the students' progress towards the degree requirements. PPEs also provide essential feedback to students and advisors about areas for attention and focus in advising and remediation. Any PPE score below 3 is cause for concern and may result in action up to and including a referral to Student Community Standards, placement on academic warning/probation, or dismissal. The department chair and Academic Advisor will be notified when students receive a PPE score below 3.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in a Professional Development Group during their first two semesters in the program. A student's Professional Development Group instructor automatically becomes her/his academic advisor. Students maintain the same academic advisor during their first year in the program, but may request a new academic advisor after that time. Generally, the student's Dissertation Chair becomes their academic advisor, unless the student requests otherwise.

Student Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional

interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship or some course assignments at The Chicago School, or a supervising relationship on practicum.

Practicum

The practicum is an integral component of clinical training. It provides a closely supervised clinical experience in which students use the knowledge obtained in the classroom to understand their clients and to develop skills in assessment, psychotherapy, and other discipline related areas. As such, the practicum serves to integrate the theoretical and practical aspects of the education of the professional psychologist. It allows students to become familiar with professional collaboration and consultation in a clinical setting.

All students are required to take four semester hours each of Basic and Advanced Practica, and six semester hours of Intermediate Practicum (see below). The first three-semester (Basic) practicum sequence is focused on developing rapport with clients, developing proficiency with diagnostic interviewing, differential diagnoses, developing case formulations and beginning to understand how to implement treatment and evaluate its outcome. The second three-semester (Intermediate) sequence is primarily focused on strengthening case formulation skills, understanding how to identify, implement, and appropriately modify evidence-based interventions, understanding how to evaluate treatment outcome and implementing relapse-prevention strategies. The third three-semester (Advanced) sequence enables students to work with specialized populations and begin to develop a specialization. All practica require individual and group supervision offered by the practicum site, as well as small group seminars offered by the school.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Comprehensive Examination (CE)

Every student is required to pass a comprehensive exam. The aim of the comprehensive exam, broadly stated, is to evaluate the student's knowledge of the theory, research, and practice of a chosen theory of intervention, as well as competency to practice that theory in an ethical and culturally sensitive manner. Ultimately, the comprehensive exam allows the department to assess the student's abilities as a future clinical psychologist.

Dissertation

All students are required to complete a dissertation. The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge.

Internship

All students are required to complete an Internship following the completion of all course work, practicum, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The internship experience consists of a minimum of 2,000 hours of training over a 12-24 month (full or part time, respectively) period. Appropriate sites for internship training include programs that are approved by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). The internship is a vital component of the educational department and is

never waived or transferred. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Curriculum

On average, a student who progresses successfully through the academic program should expect to complete the Doctor of Psychology in Clinical Psychology degree in five academic years. The recommended plan is for four years of coursework followed by a full-time internship. A student must complete all degree requirements within seven academic years. Exceptions to this policy require departmental approval.

Total program: 106 credit hours

Required Core: PsyD Clinical Psychology: 80 credit hours

Clinical Practica: 14 credit hours

Intervention Orientation: 3 credit hours

Electives (Generalist) or Major Area of Study, Emphasis, Experience, and Exposure: 9 credit hours

Program Total

PsyD Clinical Psychology - Los Angeles: 106 credit hours

Required Core PsyD Clinical Psychology with Supplemental Practicum Track: 80 credit hours

Clinical Practica: 14 credit hours

Supplemental Practicum: 2 credit hours

Intervention Orientation: 3 credit hours

Elective/Concentration (Emphasis): 9 credit hours

Program Total

PsyD Clinical Psychology with Supplemental Practicum Track - Los Angeles: 108 credit hour

Required Core

- PY 415L - Professional Development Group (1 credit)
- PY 426L - History and Systems of Psychology (2 credits)
- PY 427L - Statistics I (2 credits)
- PY 429L - Clinical and Diagnostic Interviewing (2 credits)
- PY 430L - Statistics II Lab (0 credit)
- PY 432L - Cognitive Assessment (3 credit hours)
- PY 438L - Statistics II (3 credits)
- PY 442L - Personality Assessment (3 credits)
- PY 447L - Cognitive-Affective Bases of Behavior (3 credits)
- PY 449L - Biological Bases of Behavior (3 credits)
- PY 450L - Professional Issues and Ethics (3 credits)
- PY 451L - Social Bases of Behavior (3 credits)
- PY 452L - Psychometrics (3 credits)

- PY 453L - Advanced Assessment (3 credits)
- PY 456L - Research Methods I: Quantitative Approaches (2 credit hours)
- PY 462L - Basic Intervention: Psychodynamic (3 credits)
- PY 464L - Basic Intervention: Cognitive-Behavioral (3 credits)
- PY 468L - Basic Intervention: Systems (3 credits)
- PY 478L - Introduction to Human Neuropsychology (3 credit hours)
- PY 481L - Introduction to Clinical Psychopharmacology (2 credits)
- PY 496L - Advanced Intervention: Group (2 credits)
- PY 508L - Comprehensive Exam (0 credits) (Course equivalent 3 credit hours)
- PY 617L - Research Methods II: Qualitative Methods and Program Evaluation (2 Credit Hours)
- PY 637L - Human Development Across the Lifespan (3 credit hours)
- PY 641L - Dissertation Maintenance I (1 credit) (Course equivalent 5 credit hours)
- PY 642L - Dissertation Maintenance II (1 credit) (Course equivalent 5 credit hours)
- PY 643L - Dissertation Maintenance III (1 credit) (Course equivalent 5 credit hours)
- PY 644L - Dissertation Maintenance IV (1 credit) (Course equivalent 5 credit hours)
- PY 645L - Dissertation Maintenance V (1 credit) (Course equivalent 5 credit hours)
- PY 649L - Internship Preparation Seminar (0 credits)
- PY 650L - Internship I (0 credits) (Course equivalent 5 credit hours)
- PY 651L - Internship II (0 credits) (Course equivalent 5 credit hours)
- PY 652L - Internship III (0 credits) (Course equivalent 5 credit hours)
  Students may enroll in Half-Time Internship courses (PY660L - PY665L; see Elective Courses below) in lieu of PY650L-652L if the student has received permission from the Program to complete a two-year half-time internship instead of a one-year full-time internship. Permission to complete a two-year half-time internship to meet the Program's internship requirements is only granted under extenuating circumstances.
- PY 670L - Proposal Development Seminar I (1 credit hour)
- PY 671L - Proposal Development Seminar II (2 Credit Hours)
- PY 701L - Alcohol and Chemical Substance Abuse and Dependency (2 credits)
- PY 5025L - Multicultural Perspectives and Inclusive Practices in Psychology (3 credit hours)
- PY 5026L - Psychopathology: Adult (3 credit hours)
- PY 5027L - Psychopathology: Child and Adolescent (2 credit hours)
- PY 6001L - Consultation and Professional Practice (2 credit hours)
- PY 6002L - Introduction to Child and Adolescent Treatment (3 credit hours)

Intervention Orientation

Intervention Orientation (choose one):

Students have the flexibility to tailor their training by selecting an intervention orientation that aligns with their theoretical perspectives and clinical interests. While the Clinical Psy.D. Department does not endorse a singular theoretical approach, all students receive a comprehensive foundation in intervention theory, case conceptualization, and technique through required Basic Intervention courses in cognitive-behavioral, humanistic-existential, psychodynamic, and systems approaches.

After completing the foundational coursework, students have the opportunity to refine their expertise by selecting one Advanced Intervention course, choosing from cognitive-behavioral, psychodynamic, or systems orientations. Faculty provide guidance in helping students identify the theoretical framework that resonates most with their views on the development, maintenance, and resolution of psychological distress, fostering professional growth and clinical effectiveness. Each student must complete at least one Advanced Intervention course in their chosen orientation, ensuring a strong integration of theory and practice as they prepare for advanced clinical work.

- PY 7001L PY7001L Advanced Intervention: Cognitive-Behavioral (3 credits)
- PY 7002L PY7002L Advanced Intervention: Psychodynamic (3 credits)
- PY 7003L PY7002L Advanced Intervention: Systems (3 credits)

Clinical Practica

Basic Practicum Sequence

- PY 409L - Basic Practicum Seminar I (2 credits for Fall, 2 credits for Spring, 0 credit for Summer) - (2 credits)
- PY 485L - Basic Practicum Seminar II (2 credits) (Course equivalent 3 credit hours) (Course fee $120)
- PY 411L - Basic Practicum Seminar III (0 credits) (Course equivalent 3 credit hours)

Intermediate Practicum Sequence

- PY 504L - Intermediate Practicum Seminar I (3 credits)
- PY 502L - Intermediate Practicum Seminar II (3 credits)
- PY 503L - Intermediate Practicum Seminar III (0 credits) (Course work equivalent to 3 credit hours)

Advanced Practicum Sequence

- PY 607L - Advanced Practicum Seminar I: Supervision (2 credits)
- PY 608L - Advanced Practicum Seminar II: Supervision (2 credits)
- PY 609L - Advanced Practicum Seminar III (0 credit hours) (Course equivalent 3 credit hours)

Major Areas of Study, Emphasis, Experience, and Exposure

The Clinical PsyD program in Los Angeles offers a broad and general training to prepare students for practice in health service psychology. The APA Council of Specialties of Professional Psychology (COSPP) (https://www.cospp.org/) has developed a taxonomy to identify program offerings that prepare students for practice in recognized specialty areas in health service psychology. While the program design ensures broad and general preparation for practice as a clinical psychologist, students can elect to pursue advanced training and education in a specialty area. Students in the Los Angeles Campus Clinical Psychology (PsyD) Program can choose from the following specialties:

• Clinical Child and Adolescent Psychology (Major Area of Study)

• Clinical Health Psychology (Major Area of Study)

• Clinical Neuropsychology (Major Area of Study)

Students are not required to select an area of experience, emphasis, or major area of study. Rather, these options are available to students to pursue within the required curriculum if they desire such specialization.

Specialization at the desired level in the COSPP level is not guaranteed as some required elements are beyond the control of the program (e.g., required practicum training experiences).

Program elective courses are subject to change from year to year. Their offering is based on identified student interest (as determined by periodic surveys). Additional courses related to a topic area may be developed in addition to or to replace previously offered courses Special topics (elective) courses including Study Abroad courses may also be offered

Clinical Child and Adolescent Psychology (Major Area of Study) (9 credits)

Child and Adolescent Clinical Psychology is a specialized area within clinical psychology that includes pediatric psychology. This field focuses on evaluating, conceptualizing, and treating psychological and developmental concerns in children and adolescents while considering their broader social and environmental contexts. Professionals in this area conduct research and provide psychological services to infants, toddlers, children, adolescents, and their families, addressing emotional, cognitive, behavioral, and developmental challenges.

A fundamental aspect of this specialty involves understanding the psychological needs of children and how their emotional well-being, cognitive growth, and behavioral patterns are shaped by family dynamics and environmental influences. Research plays a critical role in advancing evidence-based assessment and treatment methods, ensuring that interventions are grounded in scientific findings.

A related subfield, pediatric psychology, focuses on the connection between children's mental and physical health, exploring how cognitive and emotional factors interact with medical conditions. Pediatric psychologists typically work in healthcare settings, collaborating with medical teams to support children and families facing health-related challenges. Their approach emphasizes developmentally appropriate, research-based strategies in clinical care, education, and advocacy.

Child and adolescent clinical psychologists are licensed professionals who work in a variety of settings, including hospitals, schools, mental health clinics, community agencies, and private practice. They typically hold a doctoral degree in clinical psychology, often with a specialization in child and adolescent psychology, and are trained to provide assessment, intervention, consultation, and research in diverse clinical and educational environments.

The Clinical Child and Adolescent Psychology Major Area of Study prepares students for internship and postdoctoral training in clinical child and adolescent psychology. Students specializing in this area and working with a child and adolescent psychology faculty member for their dissertation must complete 14 course credits in the specialty. This includes two required courses: PY424L Psychopathology-Child and Adolescent (2 credits), PYxxxL Introduction to Child and Adolescent Treatment (3 credits), and three additional electives in child and adolescent psychology (9 credit hours total).

These courses are taken as part of the core curriculum:

- PY 5027L Psychopathology: Child and Adolescent (2 credit hours)
- PY 6002L Introduction to Child and Adolescent Treatment (3 credit hours)

Students must choose the following electives from the Child and Adolescent Electives list*:

- PY 7004L Advanced Assessment of Children and Adolescents (3 credit hours)
- PY 7005L Advanced Child and Adolescent Therapy (3 credit hours)
- PY 7006L Childhood Trauma and Resilience: Assessment, Treatment, and Recovery (3 credit hours)

Students completing a Major Area of Study in Child and Adolescent Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

*Students may select alternative electives within the specialized area as course substitutions, pending approval from their academic advisor.

**Prior to graduation, students completing a Major area of Study in Child and Adolescent Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Clinical Neuropsychology (Major area of Study) (9 credit hours)

Clinical Neuropsychology is a specialized field within clinical psychology that focuses on the connection between brain function and behavior. This discipline applies neuropsychological principles to assess, diagnose, and treat individuals across the lifespan who experience neurological conditions, including acquired brain injuries, neurodevelopmental disorders, and other central nervous system dysfunctions. Clinical neuropsychologists conduct comprehensive evaluations of cognitive, emotional, and behavioral functioning to guide diagnosis, treatment planning, and rehabilitation strategies.

The Clinical Neuropsychology Major Area of Study, structured according to the Houston Conference Guidelines, is designed to equip students with the knowledge and practical experience necessary for competitive internships and postdoctoral training in neuropsychology. Students who pursue this specialization will complete at least nine (9) course credits in neuropsychology, engage in two (2) supervised neuropsychology-focused assessment practicums, and conduct a dissertation on a neuropsychology-related topic under the mentorship of a neuropsychologist.

This specialization prepares students for clinical internships in neuropsychology and postdoctoral training. The curriculum provides a strong foundation, covering neuroanatomy, neurophysiology, and neuropathology, followed by lifespan neuropsychological assessment, ethical considerations, and neuropsychological interventions.

Students in the Clinical Neuropsychology (Major Area of Study) must choose these three neuropsychology electives* for a total of 9 credit hours:

- PY 7007L Advanced Applications in Neuropsychology (3 credits)
- PY 7008L Cognitive Rehabilitation: Adult and Pediatric (3 credits)
- PY 7009L Functional Neuroanatomy (3 credits)

*Students may select alternative electives within the specialized area as course substitutions, pending approval from their academic advisor.

**Prior to graduation, students completing a Major Area of Study in Clinical Neuropsychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Clinical Health Psychology (Major are of Study) (9 credits)

Clinical Health Psychology focuses on applying psychological theories and methods to health-related challenges, particularly in individuals whose behaviors and circumstances affect their overall well-being. Professionals in this field evaluate the role of psychosocial factors in the development, progression, and management of physical illnesses, medical conditions, and disabilities. They utilize a range of interventions designed to promote disease prevention, support recovery, and enhance the quality of life for individuals managing chronic health conditions. Training in health psychology, including relevant coursework, prepares students for roles in primary care, behavioral medicine, and interdisciplinary healthcare settings, where they collaborate with medical professionals to provide integrated patient care.

Students in this Major Area of Study will complete nine (9) credit hours of Clinical Health Psychology coursework, along with two practica, and conduct a dissertation on a topic relevant to Clinical Health Psychology under the supervision of a faculty expert in the field. This training prepares students for clinical internships specializing in Clinical Health Psychology, as well as postdoctoral opportunities in a variety of healthcare and academic settings.

Students in the Clinical Health Psychology (Major Area of Study) must choose these three health psychology electives* for a total of 9 credit hours:

- PY 7010L Biopsychosocial Aspects of Medical Disorders (3 credits)
- PY 7011L Health Promotion, Wellness, and Stress Management (3 credits)
- PY 7012L Pediatric Health Psychology: Assessment and Intervention (3 credits)

*Students may select alternative electives within the specialized area as course substitutions, pending approval from their academic advisor.

**Prior to graduation, students completing a Major Area of Study in Clinical Health Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements.

Elective Courses - Generalist

- PY 561L - Special Topics I (1 Credit Hour)
- PY 562L - Special Topics II (2 Credit Hours)
- PY 563L - Special Topics III (3 Credit Hours)
  These Practicum Maintenance courses (PY627L - PY629L) are designed to give students the opportunity to gain additional supervised clinical experience beyond the Program's required practicum experiences. Students may enroll in Practicum Maintenance courses (PY627L - PY629L) after receiving permission from the Director of Clinical Training to secure an additional practicum experience outside of the required Beginning, Intermediate, and Advanced practicum experiences.
- PY 627L - Practicum Maintenance I (1 credit hour) (Course work equivalent to 3 credit hours)
- PY 628L - Practicum Maintenance II (1 credit hour) (Course work equivalent to 3 credit hours)
- PY 629L - Practicum Maintenance III (1 credit hour) (Course work equivalent to 3 credit hours)
  Students may enroll in Half-Time Internship courses (PY660L - PY665L; see Elective Courses below) in lieu of PY650L-652L if the student has received permission from the Program to complete a two-year half-time internship instead of a one-year full-time internship. Permission to complete a two-year half-time internship to meet the Program's internship requirements is only granted under extenuating circumstances.
- PY 660L - Half-Time Internship I (0 credits) (Course work equivalent to 3 credit hours)
- PY 661L - Half-Time Internship II (0 credits) (Course work equivalent to 3 credit hours)
- PY 662L - Half-Time Internship III (0 credits) (Course work equivalent to 3 credit hours)
- PY 663L - Half-Time Internship IV (0 credits) (Course work equivalent to 3 credit hours)
- PY 664L - Half-Time Internship V (0 credits) (Course work equivalent to 3 credit hours)
- PY 665L - Half-Time Internship VI (0 credits) (Course work equivalent to 3 credit hours)
- PY 7004L - Advanced Assessment of Children and Adolescents (3 credit hours)
- PY 7005L - Advanced Child and Adolescent Therapy (3 credit hours)
- PY 7006L - Childhood Trauma and Resilience: Assessment, Treatment, and Recovery (3 credit hours)
- PY 7007L - Advanced Applications in Neuropsychology (3 credit hours)
- PY 7008L - Cognitive Rehabilitation: Adult and Pediatric (3 credit hours)
- PY 7009L - Functional Neuroanatomy (3 credit hours)
- PY 7010L - Biopsychosocial Aspects of Medical Disorders (3 credit hours)
- PY 7011L - Health Promotion, Wellness, and Stress Management (3 credit hours)
- PY 7012L - Pediatric Health Psychology: Assessment and Intervention (3 credit hours)
- PY 7001L - Advanced Intervention: Cognitive-Behavioral (3 credit hours)
- PY 7002L - Advanced Intervention: Psychodynamic (3 credit hours)
- PY 7003L - Advanced Intervention: Systems (3 credit hours)

Supplemental Practicum Track

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Practicum I-III, Intermediate Practicum I-III and Advanced Practicum I-VI with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- PY 683 - Advanced Practicum IV (1 credit hour)
- PY 684 - Advanced Practicum V (1 credit hour)
- PY 685 - Advanced Practicum VI (0 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START
"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- PY 4114 - Basic Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4115 - Intermediate Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4116 - Advanced Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION
These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- PY 766L - Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used when a clinical training advanced practicum extension is approved for a single term in term or semester-based programs

- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION

These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.

- PY 767L - Internship Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Extension Courses

- PY 950L A-F - Dissertation Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PY 951L A-F - Dissertation Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PY 952L - Dissertation Extension (0 credit hours) - Not F.A. eligible
- PY 953L - Manuscript Preparation (MP) Extension (0 credit hours) (Course equivalent to 5 credit hours)
- PY 954L - Manuscript Preparation (MP) Extension (0 credit hours)(Course work equivalent to 5 credit hours)

Earning a Master of Arts Degree in Clinical Psychology

A student on the PsyD Clinical Psychology program may earn an MA Clinical Psychology degree following the successful completion of required coursework. At the beginning of the semester in which a student expects to be eligible for the master's degree, they are required to submit a Petition for Degree Conferral to the Office of the Registrar.. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meet the requirements are eligible to participate in the next scheduled commencement. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of a MA Clinical Psychology degree for the general program student are as follows:

- Good academic and professional standing
- Successful completion of basic practicum
- Successful completion of the following courses (57 credit hours):
- PY 409L - Basic Practicum Seminar I (2 credits for Fall, 2 credits for Spring, 0 credit for Summer) - (2 credits)
- PY 411L - Basic Practicum Seminar III (0 credits) (Course equivalent 3 credit hours)

- PY 415L - Professional Development Group (1 credit)
- PY 426L - History and Systems of Psychology (2 credits)
- PY 427L - Statistics I (2 credits)
- PY 429L - Clinical and Diagnostic Interviewing (2 credits)
- PY 432L - Cognitive Assessment (3 credit hours)
- PY 442L - Personality Assessment (3 credits)
- PY 447L - Cognitive-Affective Bases of Behavior (3 credits)
- PY 449L - Biological Bases of Behavior (3 credits)
- PY 450L - Professional Issues and Ethics (3 credits)
- PY 451L - Social Bases of Behavior (3 credits)
- PY 453L - Advanced Assessment (3 credits)
- PY 456L - Research Methods I: Quantitative Approaches (2 credit hours)
- PY 462L - Basic Intervention: Psychodynamic (3 credits)
- PY 464L - Basic Intervention: Cognitive-Behavioral (3 credits)
- PY 468L - Basic Intervention: Systems (3 credits)
- PY 485L - Basic Practicum Seminar II (2 credits) (Course equivalent 3 credit hours) (Course fee $120)
- PY 637L - Human Development Across the Lifespan (3 credit hours)
- PY 5025L - Multicultural Perspectives and Inclusive Practices in Psychology (3 credit hours)
- PY 5026L - Psychopathology: Adult (3 credit hours)
- PY 5027L - Psychopathology: Child and Adolescent (2 credit hours)
- PY 6002L - Introduction to Child and Adolescent Treatment (3 credit hours)

PsyD Clinical Psychology - Washington DC

Washington, DC

Program Overview

The PsyD Clinical Psychology program is based on the practitioner-scholar model of education and training, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP) and the Cube model (Rodolfa et al., 2005). It is a progressive approach to graduate education in psychology, which also includes social engagement, multicultural training, and service to the community. Department faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous course work, challenging practica, an integrative internship, and an innovative, applicable dissertation. The Clinical Psychology Doctoral Program strives to provide excellence in training and culturally competent service provision while offering students wide variety of remarkable training opportunities.

Program Accreditation

The PsyD Clinical Psychology program at the Washington DC Campus is accredited by the American Psychological Association (APA).

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 First Street, NE, Washington, DC 20002

Phone: (202) 336-5979 / E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Philosophy

The PsyD Clinical Psychology program has adopted the practitioner-scholar model, which is informed by the NCSPP Core Competency model and the Cube model (Rodolfa et al., 2005). These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles at the core of psychology, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The doctoral department does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across four general theory areas, and then have the opportunity to take advanced therapy courses in a theoretical orientation in which to specialize. Students are continually challenged to reflect on the art and skills of professional practice, as well as on its scientific basis.

Aim

The PsyD Clinical Psychology program at The Chicago School, Washington, D.C. campus is committed to the preparation of health service psychologists, who are competent and effective in the field of clinical psychology and who are trained to ethically provide a broad range of psychological services to diverse and underserved populations. Following a practitioner-scholar model of training, the program's curriculum and training experiences promote the integration of psychological theory, science, and practice. Through the guidance of supportive mentoring relationships, students will be able to effectively utilize research, deliver evidence-based practices, and promote social justice in their practice of clinical psychology.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

- **Professional Practice**
    - **Profession Wide Competency: Assessment.** Graduates demonstrate competence in selecting, conducting, interpreting, and communicating evidence-based assessment results sensitively both orally and in written documents. They demonstrate understanding of psychometric properties, psychopathology/diagnosis, and human behavior within its context drawing on multiple sources and methods, consistent with the scope of Health Service Psychology.
    - **Profession Wide Competency: Intervention.** Graduates demonstrate competence in evidence-based, culturally-informed interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems. Additionally, graduates establish and maintain effective relationships

with the recipients of psychological services and evaluate intervention effectiveness utilizing ongoing evaluation and adapt intervention goals as needed.
    - **Profession Wide Competency: Supervision.** Graduates demonstrate knowledge of supervision roles and practices.
    - **Profession Wide Competency: Consultation and Interprofessional/Interdisciplinary Skills.** Graduates demonstrate knowledge and respect for the roles and perspectives of other professions and consultation roles and practices.
- **Diversity**
    - **Profession Wide Competency: Individual and Cultural Diversity.** Graduates demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. They must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics across all professional activities as well as also have an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
    - **Social Justice.** Graduates understand psychology through broader views of societal concerns, equality, oppression, fairness, interdependence and social responsibility, and appreciate the role that psychologists can play as social change agents.
- **Professional Behavior**
    - **Profession Wide Competency: Ethical and Legal Standards**. Graduates demonstrate knowledge of the APA Ethical Principles of Psychologists and Code of Conduct and other relevant laws and regulations, recognizing ethical dilemmas and engage in ethical decision-making and conduct self ethically.
    - **Profession Wide Competency: Professional Values and Attitudes.** Graduates behave in ways that reflect the values and attitudes of psychology, these professional values include integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Additionally, they engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness as well as actively seek and demonstrate openness and responsiveness to feedback and supervision.
    - **Profession Wide Competency: Communication and Interpersonal Skills**. Graduates develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and those receiving professional services. They produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. Additionally, they demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- **Scholarship**
    - **Profession Wide Competency: Research.** Graduates are able to integrate science and practice and demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Clinical Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. The school admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as professional psychologists. Applicants will be judged on their overall ability to do graduate work.

Factors considered in admission are:

- GPA from undergraduate and any graduate schools
- Successful work history after completion of the baccalaureate degree
- Essay Prompt: Please answer the following two questions in two separate documents (approximately 500 words each):
    - Please tell us about your goals in pursuing clinical psychology and how a doctoral degree from our program can help you in achieving those goals
    - In clinical psychology, you are likely to work with people with diverse social identities, backgrounds, and intersectionalities. What will you contribute to those interactions and what potential challenges do you foresee? What tools and resources will you use to overcome such challenges?
- 3 Letters of recommendation from academic professors or supervisors from professional or volunteer experiences.

Applicants invited to interview typically demonstrate an undergraduate or graduate GPA of 3.2 or higher on a 4.0 scale. Applicants must submit official transcripts from all schools where a degree was earned. Applicants are encouraged to submit transcripts from all schools where credit was received to enhance their applications.

The PsyD Clinical Psychology program requires 18 semester hours of psychology credits, including three specific courses (Statistics, Abnormal Psychology, and Child/Human Development) that must be completed prior to enrollment with a grade earned of 'C' or better (please see the application for admission for detailed requirements). Where an applicant is missing the required undergraduate coursework or hours, graduate coursework or hours may be substituted, provided that the student earned a grade of 'B' or better in the course. Graduate coursework used to meet prerequisites will be considered for transfer on a case-by-case basis. Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation. Applications must be submitted with a $50 (US) fee in order to be evaluated.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the department faculty. Interviews are by invitation only and are mandatory for full consideration.

Following the interview, the applicant will be notified of the Admission Committee's decision regarding his or her application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment

Standard Full Time Schedule

- PsyD Clinical Psychology - Washington DC

Degree Completion Requirements - PsyD Clinical Psychology

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 104 credit hours of coursework
- Successful completion of Year 2 600-hour (expected) basic practicum
- Successful completion of Year 3 600-hour (expected) intermediate practicum
- Successful completion of Year 4 600-hour (expected) advanced practicum
- Successful completion of Clinical Competency Evaluation
- Successful completion of Dissertation
- Successful completion of 2,000-hour doctoral internship

Degree Completion Requirements - PsyD Clinical Psychology Supplemental Practicum Track

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the PsyD Clinical Psychology program.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- Successful completion of 106 total credit hours of coursework
- Successful completion of Year 2 600-hour (expected) basic practicum
- Successful completion of Year 3 600-hour (expected) intermediate practicum
- Successful completion of Year 4 600-hour (expected) advanced practicum
- Successful completion of supplemental practicum as assigned by Clinical Training Director
- Successful completion of Clinical Competency Evaluation
- Successful completion of Dissertation
- Successful completion of 2,000-hour doctoral internship

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successful completion three full-time academic years of graduate study;
- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (basic, intermediate, and advanced). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica, the Competency Presentation Exams, and the Clinical Competency Evaluation.

A student who does not successfully complete the Competency Presentation Exams and the Clinical Competency Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Ethical Guidelines

The Chicago School expects that all PsyD Clinical Psychology students will be knowledgeable of and adhere to the *APA Ethical Guidelines* as published by the American Psychological Association. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two characteristics that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

First, no student shall obtain part-time or full-time employment that is beyond the scope of their cumulative training in the field of psychology. In accordance with state laws, no student may serve under the title of "psychologist," "clinical psychologist," or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as psychological assistants, researchers, or

psychometricians under the supervision of a professional psychologist who is duly licensed or certified by the appropriate state agency.

Students shall not perform any function that exceed their level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, students may not establish or continue psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in their course or while under their supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of professional psychology is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from course work, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that their is likely to cause harm to those they serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that they is not able to assume the responsibilities of the profession, they may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology, and in part by the larger society. Should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with the training department goals and the focus on ethical behavior, it is deemed inappropriate for PsyD Clinical Psychology program students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in psychology prior to appropriate licensure, as a result, is viewed as inconsistent with these training objectives and unethical for doctoral-level students.

Students may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor, Licensed Clinical Social Worker, or Marriage and Family Therapist) or may obtain such a license during their training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.

The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.

A student who fails to comply with the requirements of this section will be referred to the Department Chair for intervention, remediation, or disciplinary action, or for referral to Student Community Standards for disciplinary action and possible dismissal.

Professional Development Group and Academic Advisor Assignment

All students are required to enroll in a Professional Development Group during their first two semesters in the program and will be assigned an academic advisor in their first year. Students are expected to meet with their advisor at least once in the Fall and Spring semesters. After their first year, students may request a new academic advisor. Generally, the student's Dissertation Chair becomes their academic advisor, unless the student requests otherwise.

Student Disclosure of Personal Information

In accordance with the American Psychological Association (APA, 2002) Ethical Principles and Code of Conduct Standard 7.04, students should be aware that some Clinical PsyD courses may require disclosure of certain personal information related to the student's ability to understand the purposes of these courses and their application to the effective practice of clinical psychology. Students may be required to participate in learning activities that involve different levels of self-disclosure. Students may be evaluated in areas that include, but are not limited to, demonstration of sufficient: a) interpersonal and professional competence; b) self-awareness, self-reflection and self-evaluation; c) openness to processes of supervision; and d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner. Such reflection may be also required within the context of an advising relationship or a supervising relationship on practicum.

Practicum

Students participate in three years of organized, sequential, and well-supervised practicum experiences that increasingly expose them to the range of roles and responsibilities of a clinical psychologist. All practicum experiences are an extension of the students' academic coursework, and are defined by an annual training agreement that details such things as supervisory contact information, duration of training experience, available clinical activities, and methods of evaluating the students' performance and the site's training program.

Situated in the nation's capital, students in the Program have access to a diverse selection of practicum sites that offer experiences consistent with the Program's values and training goals. Sample placement sites include hospitals, community mental health clinics, college counseling centers, and forensic settings. The Practicum requirements include:

- Year 2: 600-hour (expected) basic practicum
- Year 3: 600-hour (expected) intermediate practicum
- Year 4: 600-hour (expected) advanced practicum

The first three-semester practicum sequence is primarily devoted to training in psychological assessment. The second three-semester sequence is primarily devoted to training in psychotherapy. The Advanced Practicum is designed to offer students advanced experience in a particular area of interest (e.g., neuropsychology) or help them secure additional experience in assessment or treatment. Advanced Practicum also has an emphasis on consultation and supervision. All practica require individual supervision offered by the practicum site, which can be complimented with group supervision. Students must be simultaneously enrolled in small group seminars offered by the school.

Competency Presentation Exams (CPEs) and Clinical Competency Evaluation (CCE)

Embedded within three of the assessment courses (Cognitive Assessment, Projective Assessment, and Advanced Assessment) Diversity in Clinical Psychology II and Supervision, Consultation, and Professional Practice are Competency Presentation Exams (CPEs). These exams allow the faculty to assess students' attainment of specific competencies. Students must demonstrate proficiency to progress in the program.

Every student is required to pass a Clinical Competency Examination (CCE). The aim of the CCE, broadly stated, is to evaluate the student's knowledge of the theory, research, and practice of a chosen theory of intervention, as well as competency to practice that theory in an ethical and culturally sensitive manner. Ultimately, the CCE allows the department to assess the student's abilities as a future clinical psychologist.

Dissertation

All students are required to complete a dissertation. The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge.

Internship

All students are required to complete an internship following the completion of all course work, practica, and dissertation requirements. On internship, students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice. Through intensive supervised training, students gain direct experience in applying their knowledge with a clinical population.

The internship experience consists of a minimum of 2,000 hours of training over a 12-24 month (full- or part-time, respectively) period. Appropriate sites for internship training include programs that are approved by the American Psychological Association (APA) and programs that are members of the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). Students interested in the Mid Atlantic Internship Consortium should review the program website. Students are required to register for Internship during each semester they are on internship. Registration for Internship automatically assigns full-time student status.

The Curriculum

On average, a student who progresses successfully through the academic program should expect to complete the Doctor of Psychology in Clinical Psychology degree in five academic years. The recommended plan is for four years of coursework followed by a full-time internship. A student must complete all degree requirements within seven academic years. Exceptions to this policy require departmental approval.

Required Core: PsyD Clinical Psychology: 90 credit hours

Intervention Orientation: 4 credit hours

Area of Emphasis/Electives: 10 credit hours

Program Total

Psy.D. Clinical Psychology, Washington, D.C.: 104 credit hours

Required Core PsyD Clinical Psychology with Supplemental Practicum Track: 90 credit hours

Intervention Orientation: 4 credit hours

Area of Emphasis/Electives: 10 credit hours

Supplemental Practicum: 2 credit hours

Program Total

PsyD Clinical Psychology with Supplemental Practicum Track - Washington, DC: 106 credit hours

Required Core

- PY 245D - Projective Personality Assessment (3 credit hours)
- PY 246D - Objective Personality Assessment (3 credit hours)
- PY 247D - Adult Psychopathology (3 credit hours)
- PY 415D - Professional Development Group (1 credit hour)
- PY 416D - Professional Development Group II (1 credit hour)
- PY 422D - Clinical and Diagnostic Interviewing (3 credits)
- PY 428D - Statistics II (3 credits)
- PY 430D - Statistics II Lab (0 credits)
- PY 431D - History and Systems of Psychology (3 credits)
- PY 432D - Cognitive Assessment (3 credits)
- PY 433D - Cognitive Assessment Lab (0 credits)
- PY 4361D - Personality Assessment Lab (0 credits)
- PY 443D - Diversity in Clinical Psychology I (2 credits)
- PY 446D - Diversity in Clinical Psychology II (2 credits)
- PY 447D - Cognitive-Affective Bases of Behavior (3 credits)
- PY 448D - Lifespan (3 credit hours)
- PY 449D - Biological Bases of Behavior (3 credits)
- PY 450D - Professional Issues and Ethics (3 credit hours)
- PY 451D - Social Bases of Behavior (3 credits)
- PY 453D - Advanced Assessment (3 credits)
- PY 455D - Research Methods (3 credits)
- PY 462D - Basic Intervention: Psychodynamic (3 credits)
- PY 464D - Basic Intervention: Cognitive-Behavioral (3 credits)
- PY 466D - Basic Intervention: Existential-Humanistic (3 credits)
- PY 468D - Basic Intervention: Systems (3 credits)
- PY 478D - Basic Practicum Seminar I (2 credit hours) (Course work equivalent to 3 credit hours)
- PY 485D - Basic Practicum Seminar II (2 credits) (Course work equivalent to 3 credit hours) (Course fee $120)
- PY 488D - Basic Practicum Seminar III (0 credits) (Course work equivalent to 3 credit hours)
- PY 500D - Supervision, Consultation & Professional Practice (3 credit hours)
- PY 504D - Intermediate Practicum Seminar I (3 credits)
- PY 507D - Intermediate Practicum Seminar II (Pass/Fail)(3 credits)
- PY 508D - Intermediate Practicum Seminar III (0 credits) (Course work equivalent to 4 credit hours)
- PY 575D - Child and Adolescent Psychopathology (3 credit hours)
- PY 604D - Advanced Practicum Seminar I (2 credits) (Course work equivalent to 3 credit hours)
- PY 607D - Advanced Practicum Seminar II (2 credits) (Course work equivalent to 3 credit hours)
- PY 608D - Advanced Practicum Seminar III (0 credits) (Course work equivalent to 3 credit hours)

- PY 631D - Proposal Development Seminar (1 credit hour) (Course work equivalent to 3 credit hours)
- PY 641D - Dissertation Maintenance I (1 credit hour) (Course work equivalent to 5 credit hours)
- PY 642D - Dissertation Maintenance II (1 credit hour) (Course work equivalent to 5 credit hours)
- PY 643D - Dissertation Maintenance III (1 credit hour) (Course equivalent 5 credit hours)
- PY 644D - Dissertation Maintenance IV (1 credit hour) (Course work equivalent to 5 credit hours)
- PY 650D - Internship I (credit/no credit)(0 credit hours) (Course work equivalent to 5 credit hours)
- PY 651D - Internship II (Pass/Fail)(0 credits) (Course work equivalent to 5 credit hours)
- PY 652D - Internship III (0 credits) (Course work equivalent to 5 credit hours)
- PY 669D - Introduction to Clinical Psychopharmacology (3 credit hours)
- PY 689D - Psychometrics (2 credit hours)

Intervention Orientation

The Clinical PsyD Department recognizes the strong evidence bases of the primary four theoretical orientations within the program: existential humanistic, cognitive behavioral, psychodynamic, and family systems. All clinical PsyD students receive a broad generalist base in theory, conceptualization and technique within these theoretical orientations by completing a basic intervention course in four intervention orientations. They then take advanced intervention course work in their third year of the program. The basic intervention courses combined with the advanced intervention courses and the intermediate practicum seminar all help prepare students for the Clinical Competency Examination (CCE; explained above). The CCE requires a thorough understanding of a client's presenting condition, the choice of treatment approach, and the understanding of change using both basic and advanced theory and technique.

Students may choose from the following (or other approved advanced intervention) courses based on interest and availability. Not all courses are offered every term.

- PY 490D - Advanced Intervention: Intrapsychic (2 credits)
- PY 491D - Advanced Intervention: Interpersonal (2 credits)
- PY 492D - Advanced Intervention: Cognitive (2 credits)
- PY 493D - Advanced Intervention: Behavioral (2 credits)
- PY 497D - Advanced Intervention: Family (2 credits)
- PY 498D - Advanced Intervention: Couples (2 credits)

Major Areas of Study, Emphasis, Experience, and Exposure

The clinical PsyD program in Washington DC offers a broad and general training to prepare students for practice in health service psychology. The APA Council of Specialties of Professional Psychology (COSPP) (https://www.cospp.org/) has developed a taxonomy to identify program offerings that prepare students for practice in recognized specialty areas in health service psychology.

While the program design ensures broad and general preparation for practice as a clinical psychologist, students can elect to pursue advanced training and education in a specialty area. Students in the Washington, DC Campus Clinical Psychology (PsyD) Program can choose from the following specialties:

- Forensic Psychology (Emphasis)
- Clinical Neuropsychology (Emphasis)
- Clinical Health Psychology (Emphasis)
- Clinical Child and Adolescent Psychology (Emphasis)

Forensic Psychology (Emphasis)

Students will complete at least three elective courses (6 credit hours) from the forensically-focused courses on this list. Students will also choose two courses (4 credit hours) from this list or general electives. Students will also complete at least one practicum at a forensic training site.

- PY 565D - Introduction to Forensic Psychology (2 Credit Hours)
- PY 5000D - Forensic Neuropsychology (2 credit hours)
- PY 5001D - Forensic Assessment (2 credit hours)
  Students completing an Emphasis in Forensic Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Neuropsychology (Emphasis)

Students will complete at least three of their five elective courses (6 credit hours) from in clinical neuropsychology focused courses from this list. Students willl choose two coures (4 credit hours) for their remaining electives from this list or general electives. Students will also complete at least two practica at neuropsychology-focused training sites.

- PY 479D - Introduction to Human Neuropsychology (2 credits)
- PY 5000D - Forensic Neuropsychology (2 credit hours)
- PY 5002D - Pediatric Neuropsychology (2 credit hours)
- PY 5003D - Neuropsychological Interventions (2 credit hours)
- PY 5004D - Neuropsychological Assessment (2 credit hours)
- PY 5005D - Disorders of Birth, Infancy, and Childhood: Brain-Behavior Implications (2 credit hours)
  Students completing an Emphasis in Clinical Neuropsychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Health Psychology (Emphasis)

Students will complete at least three elective courses (6 credit hours) in clinical health psychology related courses from this list. Student will also choose two electives (4 credit hours) for their remaining electives from this list or general electives. Students will also complete at least two practica at a health-focused training site.

- PY 5007D - Pediatric Psychology (2 credit hours)
- PY 5009D - Medical Psychology (2 credit hours)
- PY 5010D - Integrated Primary Care and Behavioral Health (2 credit hours)
- PY 5011D - Women's Health Psychology (2 credit hours)
- PY 5012D - Rehabilitation Psychology (2 credit hours)
  Students completing an Emphasis in Clinical Health Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Clinical Child and Adolescent Psychology (Emphasis)

Students will complete at least three elective courses (6 credit hours) in clinical and child and adolescent focused courses from this list. Students will also choose two courses (4 credit hours) for their remaining electives from this list or from general electives. Students will also complete at least two practica at a child and adolescent training site.

- PY 539D - Introduction to Child and Adolescent Treatment (2 credits)
- PY 5002D - Pediatric Neuropsychology (2 credit hours)
- PY 5005D - Disorders of Birth, Infancy, and Childhood: Brain-Behavior Implications (2 credit hours)
- PY 5006D - Play Therapy (2 credit hours)
- PY 5007D - Pediatric Psychology (2 credit hours)
- PY 5008D - Psychological Trauma in the Lives of Children and Adolescents (2 credit hours)
  Students completing an Emphasis in Child and Adolescent Psychology will have their coursework, practicum experiences, and doctoral dissertation reviewed by the Clinical Psychology (PsyD) Program administration to ensure that they have completed all requirements and provide written approval to the Registrar prior to degree conferral.

Supplemental Practicum Track

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Practicum I-III, Intermediate Practicum I-III, and Advanced Practicum I-III with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- PY 683 - Advanced Practicum IV (1 credit hour)
- PY 684 - Advanced Practicum V (1 credit hour)
- PY 685 - Advanced Practicum VI (0 credit hours)

Electives

Elecitve courses are scheduled based upon faculty expertise and student interest and subject to availability.

- PY 479D - Introduction to Human Neuropsychology (2 credits)
- PY 525D - Dialectical Behavior Therapy (2 credits)
- PY 527D - Integrative Psychotherapy (2 credits)
- PY 530D - Qualitative Research Methods (2 credits)
- PY 539D - Introduction to Child and Adolescent Treatment (2 credits)
- PY 561D - Special Topics I (1 credit)
- PY 562D - Special Topics II (2 credits)
- PY 563D - Special Topics III (3 credits)
- PY 565D - Introduction to Forensic Psychology (2 Credit Hours)
- PY 5000D - Forensic Neuropsychology (2 credit hours)
- PY 5001D - Forensic Assessment (2 credit hours)

- PY 5002D - Pediatric Neuropsychology (2 credit hours)
- PY 5003D - Neuropsychological Interventions (2 credit hours)
- PY 5004D - Neuropsychological Assessment (2 credit hours)
- PY 5005D - Disorders of Birth, Infancy, and Childhood: Brain-Behavior Implications (2 credit hours)
- PY 5006D - Play Therapy (2 credit hours)
- PY 5007D - Pediatric Psychology (2 credit hours)
- PY 5008D - Psychological Trauma in the Lives of Children and Adolescents (2 credit hours)
- PY 5010D - Integrated Primary Care and Behavioral Health (2 credit hours)
- PY 5011D - Women's Health Psychology (2 credit hours)
- PY 5012D - Rehabilitation Psychology (2 credit hours)
- PY 5013D - Acceptance & Commitment Therapy (2 credit hours)
- PY 5014D - Anxiety: integrative Approaches to Therapy and Technique (2 credit hours)
- PY 5015D - Community Crisis Intervention and Response: Building Resilience (2 credit hours)
- PY 5016D - Eating Disorders: Assessment & Treatment (2 credit hours)
- PY 5017D - Schema Therapy (2 credit hours)
- PY 5018D - Survey of Substance Use (2 credit hours)
- PY 5019D - The Climate Crisis: Clinical Psychology's Response (2 credit hours)
- PY 5020D - Understanding Trauma and PTSD: Treatment and Assessment (2 credit hours)
- PY 5021D - Psychosocial Wellbeing of Refugees (2 credit hours)
- PY 5023D - Psychology and the Black Experience (2 credit hours)
- PY 5024D - Community Trauma (2 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- PY 4114 - Basic Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4115 - Intermediate Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- PY 4116 - Advanced Summer Practicum Seminar Early Start (Summer Term II) (0 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- PY 766D - Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)

- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 514 - Advanced Practicum Extension IA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

INTERNSHIP EXTENSION
These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.

- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training internship extension is approved for a single term in term or semester-based programs.

- PY 767D - Internship Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY
CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Extension Courses

- PY 950D A-F - Dissertation Extension (0 credit hours) (Course work equivalent to 3 credit hours)
- PY 951D A-F - Dissertation Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PY 952D - Dissertation Extension (0 credit hours) - Not F.A. eligible
- PY 953D - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PY 954D - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)

Earning a Master of Arts Degree in Clinical Psychology

A student in the PsyD Clinical Psychology program can earn an MA Clinical Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the master's degree, they are required to submit a Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of a Master of Arts degree for the general Program student are as follows:

Academic and Financial Aid Good Standing

Successful completion of practicum

- PY 478D - Basic Practicum Seminar I (credit/no credit)(2 credit hours)(Course work equivalent to 3 credit hours)
- PY 485D - Basic Practicum Seminar II (2 credits) (Course work equivalent to 3 credit hours) (Course fee $120)
- PY 488D - Basic Practicum Seminar III (0 credits) (Course work equivalent to 3 credit hours)

Successful completion of the following courses:

- PY 245D - Projective Personality Assessment (3 credit hours)
- PY 246D - Objective Personality Assessment (3 credit hours)
- PY 247D - Adult Psychopathology (3 credit hours)
- PY 415D - Professional Development Group (1 credit hour)
- PY 416D - Professional Development Group II (1 credit hour)
- PY 422D - Clinical and Diagnostic Interviewing (3 credits)
- PY 432D - Cognitive Assessment (3 credits)
- PY 443D - Diversity in Clinical Psychology I (2 credits)
- PY 446D - Diversity in Clinical Psychology II (2 credits)
- PY 448D - Lifespan (3 credit hours)
- PY 450D - Professional Issues and Ethics (3 credit hours)
- PY 453D - Advanced Assessment (3 credits)
- PY 462D - Basic Intervention: Psychodynamic (3 credits)
- PY 464D - Basic Intervention: Cognitive-Behavioral (3 credits)
- PY 466D - Basic Intervention: Existential-Humanistic (3 credits)
- PY 468D - Basic Intervention: Systems (3 credits)
- PY 575D - Child and Adolescent Psychopathology (3 credit hours)

PsyD Marital and Family Therapy

Los Angeles - Anaheim

Program Overview

The PsyD Marital and Family Therapy (MFT) program is based on the practitioner-scholar model of education, integrating core competencies informed by the educational model of the National Council of Schools and Programs of Professional Psychology (NCSPP) and the American Association of Marriage and Family Therapy (AAMFT). MFT Department faculty are actively engaged in practice and scholarship, and incorporate a wide variety of clinical examples into classroom activities. Students learn through rigorous coursework and completion of a dissertation. The PsyD Marital in Family Therapy program strives to provide excellent training in culturally competent service provision and to offer students a wide variety of training opportunities.

Program Philosophy

The PsyD Marital and Family Therapy program has adopted the practitioner-scholar model and the NCSPP/AAMFT Core Competency model of training. These models are predicated on the belief that competent practitioners must have both a broad knowledge of scientific and theoretical principles at the core of MFT, which includes a solid understanding of a variety of scholarly work, as well as the ability to apply their knowledge to specific clinical situations. The doctoral department does not advocate any single theoretical orientation. Rather, students learn conceptualization and technique across four general theory areas, and then choose a theoretical orientation in which to

specialize. Students are continually challenged to reflect on the art and craft of professional practice, as well as on its scientific basis. Completion of the PsyD Marital and Family Therapy program does not qualify students for license.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Assessment: Students will demonstrate effective and ethical diagnostic and assessment services to a diverse set of clients. Students will examine techniques/methods to achieve the successful gathering together of those people relevant to the problem and its solution. Students will analyze guidelines for a successful integration of family therapy approach into social work agencies drawn from the experience of practitioners. Students will review models of family therapy and their implications for practitioners.
- Consultation: Students will demonstrate historical perspective of clinical supervision and consultation, including various evidence-based models of supervision. Students will examine ways of enhancing practice through facilitating reflection and critical thinking methods.
- Intervention: Students will provide a wide range of effective and ethical psychotherapeutic interventions to a diverse group of clients. Students Will examine common problems of infancy and early childhood. Students will examine common problem in adolescence. Students will show the influences on the problem development process. Student will Interpret clinical interviews for assessment and intervention purposes.

Diversity

- Students recognize that culture is best understood from a broad perspective and includes, but is not limited to, identities related to race, ethnicity, gender, sexual orientation, socioeconomic status, age, religious belief, and ability. It is evidenced by the ability to articulate one's personal culture and its impact on held values, relationships and worldview; an understanding of worldview, and the psychological impact of privilege, prejudice, oppression, culture and sociopolitical structures; the ability to differentiate between individual variation, characteristic variation across culture and human dysfunction in development, attitudes and reactions; and appreciation for the impact of culture on the historical and philosophical foundations of psychology.

Professional Behavior

- Ethics: Students will demonstrate the ability to apply ethical and professional standards to relationships with clients and with others (peers, supervisors, faculty, professionals in other disciplines, etc.); socialization into the profession through advisement, modeling and education and membership in professional organizations; an understanding of legal obligations that may or may not conflict with ethical guidelines; the development of skills in self-awareness, reflective practice and quality control; effective functioning in multiple professional roles; and commitment to life-long learning.
- Relationships: Students will demonstrate insight into personal attitudes and beliefs as they conduct clinical interviewing of clients, prepare individual treatment plans, and set appropriate psychotherapeutic goals.

Scholarship

- Students will demonstrate the ability to organize, synthesize and interpret scholarly information; the ability to design and critique approaches to systematic inquiry; the awareness of limits of certainty in different types of clinical inquiry; the understanding of foundational scientific knowledge in the field; and the recognition of scholarly knowledge production as a social, cultural and political process. Finally, scholarly findings should guide/direct clinical practice/interventions.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's PsyD Marital and Family Therapy program is open to any person who has earned a license-eligible master's degree in a mental health field from an institutionally accredited institution and who meets other entrance requirements.

Applicants will be judged on their overall ability to do graduate work. Factors considered in admission are:

- GPA from undergraduate and graduate schools;
- Successful work history;
- Admission essay(s);
- Three letters of recommendation from academic professors or professional or volunteer experience supervisors.
- Generally, graduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the school's PsyD Marital and Family Therapy program.
- Admission interview.

The field of marital and family therapy (MFT) focuses on psychology as it relates to an individual's relationships and the influences on them. In MFT settings, you will likely assist individuals from diverse backgrounds in a variety of different contexts. Please tell us in 750 words (three typed pages) the reasons why you want to receive your Psy.D. in Marital and Family Therapy. Include what your career aspirations are and some of the challenges you might encounter when working with diverse individuals.

Applicants must submit official transcripts from all schools where a degree was earned. must be submitted with the $50.00 (USD) application fee in order to be evaluated.

The PsyD Marital and Family (Post-Master's) program requires specific pre-requisite qualifying courses that must be completed in a student's master's program or completed as part of the elective options while enrolled in the doctoral program at The Chicago School. Graduate coursework used to meet prerequisites will be considered for graduate waiver on a case-by-case basis. Based upon the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and the student is quickly notified of the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission and in order to secure a place in the incoming class, a non-refundable tuition deposit of $250 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD Marital and Family Therapy

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Service Learning, and Transfer Credit/Course Waiver. Click the link above for detailed information.

Professional Performance Evaluation (PPE) Requirements

PPEs are completed at the end of each semester for all students in the first year of their doctoral coursework (courses with PM prefix), reflecting the faculty's consensus regarding each student's performance throughout their first year in the doctoral curriculum of the PsyD, Marital and Family Therapy Program. It may also be completed for any students for whom a faculty member has grade/performance related comments related to attainment of competencies, progress and comportment that should be included in the academic file for consideration in student advising and review. PPEs may be submitted at any time concerns arise. The recording of PPEs is an important way that faculty and others assist in the comprehensive evaluation of the students' progress towards the degree requirements. PPEs also provide essential feedback to students and advisors about areas for attention and focus in advising and remediation. Any PPE score below 3 is cause for concern and may result in action up to and including a referral to Student Community Standards, placement on academic warning/probation, or dismissal. The department chair and Academic Advisor will be notified when students receive a PPE score below 3.

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Successful completion of the Written Competency Exam
- Successful completion of Dissertation

Ethical Guidelines

The Chicago School expects that all Psy.D Marital and Family Therapy students will be knowledgeable of and adhere to the CAMFT/APA/AAMFT Ethical Guidelines as published by the American Psychological Association and the American Association of Marriage and Family Therapists. Sound ethical reasoning and accountability to the larger community for adherence to guidelines for ethical behavior are the two things that mark a profession as distinct from a career or job. As a result, several expectations of students are derived from the ethical code.

In accordance with California state law, no student may serve under the title of "marital and family therapist" or any closely related title or job function until granted an appropriate license by the state after the awarding of the doctoral degree. Students may, however, work as MFT trainees or interns under the supervision of a professional psychologist, marital and family therapist, social worker or psychiatrist who is duly licensed or certified by the appropriate state agency.

A student shall not perform any function that exceeds his/her level of training. Students shall ensure that the appropriate malpractice insurance is in effect prior to their commencement of any clinical practice. In addition, a student may not establish or continue psychotherapy with any department or affiliate faculty member under any circumstances or with any adjunct faculty member while registered in his or her course or while under his or her supervision. A student who fails to adhere to this policy or otherwise fails to demonstrate the appropriate ethics required for practice in the field of marital and family therapy is subject to discipline.

A second derivation of the ethical code is that of integrity. The Chicago School expects that all students demonstrate the highest form of academic integrity. This applies to all of their graduate work and studies ranging from coursework, to general scholarship, to interactions with faculty, staff, and students. Further, given that graduate students as part of their training gain access to extremely sensitive clinical information, The Chicago School expects that students show the highest form of professional integrity in their training settings. These expectations range from client contact, to professional communications, to representation as a student of the school. Integrity is taken very seriously and a violation of academic and professional standards is grounds for remediation, suspension, or expulsion.

A final derivation of the ethical code is that of professional suitability. As a field, our primary responsibility is to the public we serve. As a result, should a student show signs that he or she is likely to cause harm to those we serve, swift action will be taken to mitigate that risk for harm. Such action could range from requiring additional education and remediation for the student to disciplinary action such as suspension or expulsion. Should a student demonstrate, over time and despite efforts to remediate, that he or she is not able to assume the responsibilities of the profession, he or she may be dismissed from the school. Professional suitability is defined in part by the school, in part by the field of psychology and in part by the larger society. Should a student's ability to engage in professional practice change, for example through conviction of a crime that prevents licensure, the department may determine that completion of the program is not possible for the student.

Independent Practice

Consistent with training department goals and the focus on ethical behavior, it is deemed inappropriate for PsyD Marital and Family Therapy students to engage in professional activities that may infringe upon a primary commitment to training, negatively affect quality of consumer mental health services, or are inconsistent with ethical and legal standards. Students' participation in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession. Engaging in independent practice in MFT prior to appropriate licensure, as a result, is viewed as inconsistent with these training objectives.

A student may hold a valid license in another profession (e.g., Licensed Clinical Professional Counselor or Licensed Clinical Social Worker) or may obtain such a license during her/his training at The Chicago School. Such students may practice within the scope of their license consistent with the following:

- The demands of the practice in time or other resources must not jeopardize the student's primary commitment to training in the department.
- The manner in which students represent themselves to colleagues, clients and the public (e.g. marketing materials and reports of service) should not create a belief that the practice is under the auspices of or sanctioned by The Chicago School, that the practice is part of the school's training, or that the practice is that of a trained and licensed clinical psychologist.

A student who fails to comply with the requirements of this section will be referred to the department chair for intervention, remediation, or disciplinary action, or for referral to Student Community Standards for disciplinary action and possible dismissal.

Student Disclosure of Personal Information

Self-reflection, introspection, and an ability to examine personal reactions to clinical material are considered critical skills in student development. Students will be required to examine their personal reactions and the impact of their personal histories on the clinical services they are training to provide. Students will not be required to disclose personal information related to sexual history, history of abuse or neglect, personal psychotherapy or in-depth information regarding intimate relationships in course or department related activities. However, students are expected to actively reflect upon and effectively manage their personal reactions to people who are different from themselves along these and other dimensions, especially when such personal reactions negatively impact clinical work, professional

interactions, and ethical responsibilities. Such reflection may be required within the context of an advising relationship at School, or a supervising relationship on internship or practicum.

Dissertation

The dissertation is an essential aspect of a student's academic experience and clinical education at the school. The dissertation provides the school with the opportunity to formally evaluate the student's ability to contribute to the field by applying theory and research to areas of clinical psychology, thinking critically and creatively about professional psychology, and demonstrating self-direction and professional/scholarly writing. The dissertation should clearly and concisely demonstrate the student's command of the body of knowledge in a chosen area, as well as ability to critically evaluate and synthesize this knowledge. The student's Dissertation Committee is responsible for assessing the student's abilities and critical thinking, determining the professional standards the dissertation must meet, and giving final approval to the dissertation.

Comprehensive Examination

All students are required to successfully complete the PsyD MFT Comprehensive Exam (CE). The information tested on the exam covers the program areas of Agency Management, Research, Case Conceptualization, and Supervision.

There are two courses associated with the CE: PM801 and PM802. Registration in these courses is required to attempt related subsections of the PsyD MFT Comprehensive Examination (CE). PM801 covers the Research Subsection of the Competency Examination.PM802 covers the areas of Agency Management, Case Conceptualization, and Supervision. A passing grade on the related subsection(s) of the CE is required in order to receive credit for these courses. Students who are unable to pass any subsection of the CE will be allowed to retake that subsection a maximum of three times. Any student who fails the subsection(s) of the CE a third time is automatically referred to the Student Community Standards Committee for review and potential dismissal from the academic program.

The Curriculum

Program Total

Post-Master's Psy.D. Marital and Family Therapy: 60 credit hours

Required Core

- PM 601 - Etiology and Diagnostic Conceptualization of Mental Illness (3 credit hours)
- PM 602 - Clinical Consultation and Supervision (3 credit hours)
- PM 610 - Advanced Academic Writing (3 credit hours)
- PM 612 - Psychotherapy and Spirituality (1 credit hour)
- PM 615 - Existential Humanistic Approaches (2 credit hours)
- PM 621 - Clinical Psychopharmacology (2 credit hours)
- PM 611 - Advanced Application of Theories in Systemic Therapy (3 credit hours)
- PM 617 - History and Application of Systems Theories (3 credit hours)
- PM 619 - Evidence-Based Treatment Planning in Systemic Therapy (2 credit hours)
- PM 622 - Research Design and Program Development (3 credit hours)
- PM 623 - Recovery, Trauma, and Crisis Counseling within the Community (3 credit hours)

- PM 624 - Assessment in Systemic Therapy (3 credits)
- PM 632 - Qualitative Analysis (3 credit hours)
- PM 656 - Teaching and Technology in Higher Education Instruction (3 credit hours)
- PM 701 - Contemporary Approaches & Applications in Systemic Therapy Seminar I (3 credit hours)
- PM 702 - Contemporary Approaches & Applications in Systemic Therapy Seminar II (2 credit hours)
- PM 706 - Statistical Methods & Quantitative Analysis (3 credit hours)
- PM 715 - Community Clinical and Agency Management (3 credit hours)
- PM 724 - Grant Writing and Publication (2 credit hours)
- PM 741 - Private Practice Management (2 credit hours)
- PM 707 - Proposal Development (3 credit hours)
- PM 756 - Dissertation I: Proposal (1 credit hour) (Course work equivalent to 5 credit hours)
- PM 757 - Dissertation II: IRB Submission (1 credit hour) (Course work equivalent to 5 credit hours)
- PM 758 - Dissertation III: Data Collection (1 credit hour) (Course work equivalent to 5 credit hours)
- PM 759 - Dissertation IV: Data Analysis (1 credit hour) (Course work equivalent to 5 credit hours)
- PM 760 - Dissertation V: Defense (1 credit hour) (Course work equivalent to 5 credit hours)
- PM 801 - Comprehensive Examination I (0 credit hour) (Course work equivalent to 3 credit hours)
- PM 802 - Comprehensive Examination II (0 credit hours) (Course work equivalent to 3 credit hours)

Extension Courses

- PM 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- PM 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)

Research Project Extension Courses - Semester-Based Program Versions (Doctoral Level)

These courses are used in accordance with the Research Project Courses policy. Students in semester-based doctoral programs may use only these courses as extensions for dissertations, theses, advanced applied projects, advanced research projects, and applied research projects. RPX courses may not be repeated, substituted, or combined with term-based research project extension courses.

- RPX 501 - Research Project Extension 1 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 502 - Research Project Extension 2 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5031 - Research Project Extension 3 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5032 - Research Project Extension 3 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 504 - Research Project Extension 4 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 505 - Research Project Extension 5 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5061 - Research Project Extension 6 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5062 - Research Project Extension 6 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
  Research Project Extension 7, 8, 9, and External IRB require the written approval of the department prior to enrollment.

- RPX 507 - Research Project Extension 7 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 508 - Research Project Extension 8 (3 credit hours) (Course equivalent to 5 credit hours)
- RPX 5091 - Research Project Extension 9 (Summer 1) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 5092 - Research Project Extension 9 (Summer 2) (1.5 credit hours) (Course equivalent to 5 credit hours)
- RPX 510 - Research Project Extension External IRB (1 credit hour) (Course equivalent to 5 credit hours)

PsyD School Psychology

Chicago

Program Overview

The PsyD School Psychology degree is a 94 credit hour applied doctoral program that prepares students for licensure as School Psychologists and as Clinical Psychologists in the State of Illinois. It combines our NASP approved EdS curriculum with additional coursework, internship, and dissertation requirements to prepare graduates for clinical practice at the doctoral level.

Program Accreditation

The PsyD School Psychology program at the Chicago Campus is accredited by the National Association of School Psychologists (NASP).

The PsyD School Psychology program at the Chicago Campus is accredited by the American Psychological Association (APA).

Questions related to the program's APA accredited status should be directed to the Commission on Accreditation:

The American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, D.C. 20002-4242
202.336.5979

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Use psychological and educational assessment measures in a nondiscriminatory, valid, and reliable manner to make data based decisions.
- Select, design, implement, and evaluate effective multi-tiered evidence-based preventative and responsive academic, social and life skills practices and interventions for children and adolescents.
- Demonstrate knowledge of supervision models and demonstrate effective supervision practices.

- Demonstrate knowledge of consultation and change models and will demonstrate effective consultations practices with families, schools, and systems, while respecting and collaborating with other roles and professions.
- Use positive and clear communication to develop and maintain effective relationships with a wide range of individuals, including children, families, peers, professionals and community members.

Diversity

- Apply an understanding of individual and cultural differences effectively in multicultural and pluralistic social contexts.

Professional Behavior

- Demonstrate a commitment to professional ethics and standards for School and Clinical Psychologists as defined by the National Association of School Psychologists and the American Psychological Association.
- Students will behave in ways that reflect the values and attitudes of psychology, demonstrate integrity, develop a professional identity, engage in self-reflection, and demonstrate openness and responsiveness to feedback and supervision

Scholarship

- Plan, conduct, and evaluate applied psychological and educational research.

Licensure

For information on where The Chicago School meets or does not meet program licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Post Baccalaureate Admission Requirements

Application to The Chicago School's PsyD School Psychology program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements:

- Generally, an undergraduate GPA of a 3.2 or higher on a 4.0 scale is required for admission.
- Applicants must submit official transcripts from all schools where a degree was earned.
- Resume or Curriculum Vitae.
- An admission interview.
- Three letters of recommendation from academic professors or professional or volunteer supervisors.
- Admission essays:
    - **Essay one**: Please answer the following question in a three-page, double-spaced, typed essay of approximately 500-750 words. The essay must specifically address the program/specialization for which you are applying. Psychology is a vast discipline with many career options. In an essay format, please describe:
        - Why you chose this program/specialization, making sure to cite specific experiences and examples

        - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity.
        - Your professional career goals as they relate to this specialization.
        - Why do you believe this program will assist you in reaching these goals.
    - **Essay two:** Please answer the following question (approximately 250 words): Most school psychologists practice with the Ed.S. degree. Please indicate why you would like to pursue training at the doctoral level rather than at the Educational Specialist level. Feel free to include any areas of research that you would be interested in pursuing.
- Work experience recommended but not required for admission.
- Prerequisites: undergraduate courses (a course in psychology and a course in either statistics or research methods) that must be completed prior to enrollment, with a grade earned of "C" or better.
- $50.00 (USD) application fee.
- The Graduate Record Examinations (GRE) are not required; however, an applicant may submit scores (GRE School Code 1119) if they wish to have them considered in the application process. This is recommended for students whose undergraduate Cumulative GPA is below 3.2.

Post Specialist/Equivalent Degree Admission Requirements

Application to The Chicago School's Psy.D. School Psychology (completion) program is open to any person who has earned a specialist level certificate or degree in School Psychology or equivalent degree or credential from an institutionally accredited institution that is also NASP approved or accredited, who is currently credentialed or eligible to be credentialed as a National Certified School Psychologist (NCSP) (credential to be completed prior to completion of first year of instruction), and who meets other entrance requirements:

- Generally, an undergraduate GPA of a 3.2 or higher on a 4.0 scale is required for admission.
- Applicants must submit official transcripts from all schools where a degree was earned.
- Resume or Curriculum Vitae.
- An admission interview.
- Admission essays:
    - **Essay one**: Please answer the following question in a three-page, double-spaced, typed essay of approximately 500-750 words. The essay must specifically address the program/specialization for which you are applying. Psychology is a vast discipline with many career options. In an essay format, please describe:
        - Why do you believe this program will assist you in reaching these goals.
        - Your professional career goals as they relate to this specialization.
        - Why it is important to you to study this discipline at a school that emphasizes cultural awareness, competence, and understanding of diversity.
        - Why you chose this program/specialization, making sure to cite specific experiences and examples.
    - **Essay two:** Please answer the following question (approximately 250 words): Most school psychologists practice with the Ed.S. degree. Please indicate why you would like to pursue training at the doctoral level rather than at the Educational Specialist level. Feel free to include any areas of research that you would be interested in pursuing.
- Three letters of recommendation from academic professors or professional or volunteer supervisors.
- Work experience recommended but not required for admission.
- $50.00 (USD) application fee.

Applicant Notification

The Chicago School reviews applications on a rolling basis. Once review begins, complete applications will be considered by the Admission Committee and the student is quickly notified of the admission decision. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, in order to secure a place in the incoming class, a non-refundable tuition deposit of $500 will be required by the deposit deadline indicated in the offer of admission. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- PsyD School Psychology (Post Bachelor's Entry Point)
- PsyD School Psychology (Post Specialist Entry Point Fall 2026)
- PsyD School Psychology (Post Specialist Entry Point; prior to fall 2026)

PsyD School Psychology, Post Specialist Entry Point Progression Requirements

To progress through this program students must successfully complete or have successfully completed one graduate course in statistics and one graduate course in psychometrics with an earned grade of "B-" or better during their first academic year (three semesters). Students may successfully meet this progression requirement through one of the following options:

- A grade of "B-" or higher in SP550 Principles of Psychometrics and SP565 Statistics
- A grade of "B-" or higher in a comparable course at The Chicago School with approval of department faculty
- A grade of "B-" or higher in a comparable course at another institutionally accredited institution.

Articulation Protocols

The Chicago School has established protocols between the PsyD School Psychology program and the programs listed below to allow qualified students to associate courses taken in other The Chicago School programs so they can be counted toward degree completion requirements for both programs.Click on the link of the program that interests you for details.

EdS School Psychology and PsyD School Psychology

Degree Completion Requirements - PsyD School Psychology

Post Baccalaureate Degree Completion Requirements - 94 Credit Hours

- Successful completion of 94 hours of coursework
- Successful completion of 1260 hours of practicum:
    - Beginning Practicum: 160 hours minimum
    - Intermediate practicum: 550 hours minimum
    - Advanced practicum: 550 hours minimum
- Successful completion of a minimum of 2000 clock hours over 12 months minimum of supervised internship
- Successful completion of dissertation
- A student must complete all degree requirements within seven academic years. Exceptions to this policy require departmental approval.

Post Specialist/Equivalent Degree Completion Requirements - 41 Credit Hours

- Successful completion of 5 credit hours progression requirements
- Successful completion of 36 hours of coursework
- Successful completion of a minimum 550 hours of advanced practicum
- Successful completion of a minimum of 2000 clock hours over 12 months minimum of supervised internship
- Successful completion of dissertation
- A student must complete all degree requirements within six academic years. Exceptions to this policy require departmental approval.

Degree Completion Requirements - PsyD School Psychology Supplemental Practicum Track

Post Baccalaureate Degree Completion Requirements - 96 Credit Hours

- 96 credit hours. The total credit hours must include:
    - Post Baccalaureate Required Core: 94 credit hours
    - Supplemental Practicum Track: 2 credit hours
- Successful completion of 1260 hours of practicum:
    - Beginning Practicum: 160 hours minimum
    - Intermediate practicum: 550 hours minimum
    - Advanced practicum: 550 hours minimum
    - Supplemental Practicum as assigned by Clinical Training Director
- Successful completion of a minimum of 2000 clock hours over 12 months minimum of supervised internship
- Successful completion of dissertation
- A student must complete all degree requirements within seven academic years. Exceptions to this policy require departmental approval.

Post Specialist/Equivalent Degree Completion Requirements - 43 Credit Hours

- 43 credit hours. The total credit hours must include:
    - Progression Requirements: 5 Credit Hours
    - Post Specialist/Equivalent Degree Core: 36 credit hours
    - Supplemental Practicum Track: 2 credit hours

- Successful completion of a minimum 550 hours of advanced practicum
- Succcessful completion of supplemental practicum as assgned by Clinical Training Director
- Successful completion of a minimum of 2000 clock hours over 12 months minimum of supervised internship
- Successful completion of dissertation
- A student must complete all degree requirements within six academic years. Exceptions to this policy require departmental approval.

Residency Requirement

Students must complete coursework in residence at The Chicago School in part through full time study as defined here:

- Successfully complete three full-time academic years of graduate study;

- At least two of the three full-time academic years of graduate study must be at the student's home Chicago School campus;
- At least one of the full-time academic years must be in full-time residency (i.e., completed in the Program while enrolled full-time).

Progression Requirement - Practicum

Each level of practicum must be successfully completed for the student to advance to the next level (intermediate and advanced). A student who successfully completes the first semester of a practicum level but who does not successfully complete the second semester (or third semester where applicable) may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to complete the entire sequence, including repeating any previously passed courses that are part of the sequence before they can advance to the next level or to internship. A student may be allowed only two attempts to complete any given practicum sequence.

Progression Requirement - Internship

For a student to progress to internship, they must successfully complete all required practica and the Comphrensive Examination.

A student who does not successfully complete the Comprehensive Examination or who does not successfully complete internship may be required, in a written academic development or remediation plan authored by the program's clinical faculty or the Student Community Standards Committee, to repeat a successfully completed practicum experience before they can be advanced to internship, or to repeat the internship sequence.

Policies

The following policies are located under Academic Policies and Procedures : Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours.

Concurrent Enrollment

The Chicago School has established agreements between the PsyD School Psychology program and the MS Clinical Psychopharmacology program for concurrent enrollment. Click on the link below for details

- MS Clinical Psychopharmacology

Ethical Guidelines

Graduates will demonstrate commitment to the ethical guidelines adopted by the National Association of School Psychologists' *Professional Conduct Manual*, which contains "Principles for Professional Ethics" and the "Standards for the Provision of School Psychological Services" and those adopted by the American Psychological Association's (APA) *Ethical Principles of Psychologists*. For example, students shall not engage in employment beyond the scope of

their training and may not use titles governed by certification and licensure statutes. Students that fail to adhere to ethical and legal guidelines appropriate for the practice of School Psychology are subject to discipline.

Practicum

The practicum is an integral component of clinical training. Students receive closely supervised experience in order to apply assessment, intervention, and consultation skills learned in the classroom in a professional setting. All students take 12 credits of practicum courses over a two-year period. Upon completion of the program, all students will have completed 1200 clock hours of supervised field experience training.

Students registered in this program incur a one-time $195 Experiential Learning Technology Fee.

Internship

All students are required to complete an internship following the successful completion of all course work and practicum requirements. Students integrate academic knowledge with clinical skills and demonstrate the effective and ethical use of these skills in clinical practice.

The internship consists of a minimum of 2000 clock hours of supervised internship. Appropriate sites should meet the requirements for approval by the American Psychological Association (APA) and the Association of Psychology Pre-doctoral and Post-doctoral Internship Centers (APPIC). Registration for internship automatically assigns full-time student status.

Dissertation

Students must complete a dissertation that has been approved by the School Psychology Department faculty.

Comprehensive Exam

Students are required to take both the Illinois School Psychologist Content Exam (237) and the Praxis II School Psychologist exam. Students are required to pass at least one of the exams to graduate and become certified as a school psychologist.

The Curriculum

Post Baccalaureate Required Core

Post Baccalaureate Required Core: 94 credit hours

Post Baccalaureate Required Core with Advanced Clinical Practicum Track: 96 credit hours

- SP 410 - Consulting in Schools (3 credit hours)
- SP 415 - Professional Development and Beginning Practicum I (1 credit hour)
- SP 416 - Professional Development and Beginning Practicum II (1 credit hour)
- SP 417 - Professional Development III (2 credit hours)

- SP 430 - Clinical and Diagnostic Interviewing (3 credit hours)
- SP 440 - Practicum Preparation I (0 credit hours)
- SP 441 - Practicum Preparation II (0 credit hours)
- SP 446 - Ethics and Law in School Psychology (2 credit hours)
- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 501 - Behavioral Assessment (3 credit hours)
- SP 509 - Educational Assessment (3 credit hours)
- SP 504 - Affective & Social Bases of Behavior: Functioning and Assessment (3 credit hours)
- SP 517 - Neurodiversity, Psychopathology & Intervention I (3 credit hours)
- SP 522 - Crisis Prevention, Intervention and Trauma Informed Practice in Schools (3 credit hours)(course fee $120)
- SP 524 - School Based Interventions (3 credit hours)
- SP 532 - Psycho-educational Assessment I (3 credit hours)
- SP 528 - Diversity in Clinical Practice (3 credit hours)
- SP 536 - Systems Theory and Practice (3 credit hours) (Course fee $25)
- SP 540 - Intermediate Practicum and Seminar in School Psychology I (3 credit hours)
- SP 544 - Intermediate Practicum and Seminar in School Psychology II (3 credit hours)
- SP 548 - Applied Group and Individual Processes of Therapy (3 credit hours)
- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 556 - Psycho-educational Assessment II (3 credit hours)
- SP 557 - Neurodiversity, Psychopathology and Intervention II (3 credit hours)
- SP 565 - Statistics (3 credit hours)
- SP 572 - Infant to Preschool Assessment (2 credit hours)
- SP 700 - Advanced Doctoral Therapy and Practicum I (3 credit hours)
- SP 701 - Advanced Doctoral Therapy and Practicum II (3 credit hours)
- SP 714 - Advanced Psychology of Learning Seminar (3 credit hours)
- SP 720 - Developmental Psychology in a Multicultural World (3 credit hours)
- SP 730 - Dissertation Seminar I (3 credit hours)
- SP 731 - Dissertation Seminar II and Portfolio (3 credit hours)
- SP 734 - Doctoral Internship Preparation I (0 credit hours)
- SP 735 - Doctoral Internship Preparation II (0 credit hours)
- SP 736 - Doctoral Internship Preparation III (0 credit hours)
- SP 743 - Doctoral Internship I (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 744 - Doctoral Internship II (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 745 - Doctoral Internship III (0 credit hours) (Course work equivalent to 5 credit hours) (Course fee $495)
- SP 750 - History and Systems of Psychology (3 credit hours)
- SP 760 - Professional Practice in Doctoral School Psychology (3 credit hours)
- SP 770 - Research Methodology for Professional Practice (3 credit hours)
- SP 790 - Social Psychology (3 Credit Hours)

Post Specialist/Equivalent Required Core

Post Specialist/Equivalent Degree Core:

- Total 41 credit hours
    - 5 credit hours progression requirements
    - 36 credit hours core curriculum

Post Specialist/Equivalent Degree Core with Advanced Clinical Practicum Track:

- Total 43 Credit hours
    - 5 credit hours progression requirements
    - 36 credit hours corre curriculum
    - 2 credit hours advanced clinical practicum

Progression Requirements - Post Specialist Entry Point

- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 565 - Statistics (3 credit hours)

- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 504 - Affective & Social Bases of Behavior: Functioning and Assessment (3 credit hours)
- SP 700 - Advanced Doctoral Therapy and Practicum I (3 credit hours)
- SP 701 - Advanced Doctoral Therapy and Practicum II (3 credit hours)
- SP 714 - Advanced Psychology of Learning Seminar (3 credit hours)
- SP 720 - Developmental Psychology in a Multicultural World (3 credit hours)
- SP 730 - Dissertation Seminar I (3 credit hours)
- SP 731 - Dissertation Seminar II and Portfolio (3 credit hours)
- SP 734 - Doctoral Internship Preparation I (0 credit hours)
- SP 735 - Doctoral Internship Preparation II (0 credit hours)
- SP 736 - Doctoral Internship Preparation III (0 credit hours)
- SP 743 - Doctoral Internship I (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 744 - Doctoral Internship II (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 745 - Doctoral Internship III (0 credit hours) (Course work equivalent to 5 credit hours) (Course fee $495)
- SP 750 - History and Systems of Psychology (3 credit hours)
- SP 760 - Professional Practice in Doctoral School Psychology (3 credit hours)
- SP 770 - Research Methodology for Professional Practice (3 credit hours)
- SP 790 - Social Psychology (3 Credit Hours)

Supplemental Practicum Track

The Supplemental Practicum Track is a required sequence for students who, in the judgment of program faculty and the Director of Clinical Training, demonstrate deficiencies in clinical training or other academic needs that necessitate additional supervised experience. Students may be assigned this track to ensure adequate preparation for an internship, to address specific training gaps, or to maintain compliance with program standards for satisfactory academic progress.

This sequence provides additional supervised clinical training hours following completion of the standard practicum requirements. Enrollment requires prior completion of Beginning Practicum I-II, Intermediate Practicum I-II , and Advanced Doctoral Therapy Practicum I-II with a passing grade (either "Credit" or B- or higher). Assignment to this track is determined by faculty review and approval of the Director of Clinical Training.

The Supplemental Practicum Track is considered part of the doctoral stage of education and training within the APA Standards of Accreditation and, when assigned, is a required component of the student's academic plan.

- SP 710 - Advanced Doctoral Therapy and Practicum III (1 credit hour) (Course work equivalent to 5 credit hours)

- SP 711 - Advanced Doctoral Therapy and Practicum IV (1 credit hour) (Course work equivalent to 5 credit hours)
- SP 712 - Advanced Doctoral Therapy and Practicum V (0 credit hours) (Course work equivalent to 5 credit hours)

Dissertation Extension Courses

- SPD 950A-F - Dissertation Extension (1 credit hour) (Course work equivalent to 3 credit hours)
- SPD 951A-F - Dissertation Extension (1 credit hour) (Course work equivalent to 5 credit hours)
- SPD 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- SPD 953 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 5 credit hours)
- SPD 954 - Manuscript Preparation (MP) Extension (0 credit hours) (Course work equivalent to 3 credit hours)

Clinical Training Extension Courses

All Clinical Training Extension Courses require the approval of the department and may also require an approved Petition for Policy Exception. Under certain circumstances, departments may authorize up to two semesters (semester and term courses can be combined) without an approved policy exception, and an approved policy exception beyond those initial two semesters may not exceed one semester (one semester or two terms). Check course pre-requisites. Refer to the Training Course Extension Policy for parameters.

EARLY START

"Early Start" clinical training extension courses are to be used for students whose clinical training experience begins during the Summer II term but prior to the beginning of the Fall I semester (in semester-based programs). These courses do not count toward the limit on extension courses imposed by the Training Course Extension Policy.

- ESP 500 - Practicum I Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESP 505 - Practicum II Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)
- ESP 510 - Practicum III Early Start (Summer Term II) (0 credit hours) (Course equivalent to 5 credit hours)
- ESI 600 - Internship Early Start (Summer Term II) (0 credit hours) (Course work equivalent to 5 credit hours)

BASIC OR BEGINNING PRACTICUM EXTENSION

These courses should be used when a clinical training basic or beginning practicum extension is approved for a semester in semester-based programs.

- CTX 500 - Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 505 - Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training basic or beginning practicum extension is approved for a single term in term or semester-based programs.

- SP 546 - Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 515 - Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 520 - Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 525 - Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 530 (semester length), CTX 535 (term length), and/or CTX 540 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 530 - Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 535 - Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 540 - Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

INTERMEDIATE PRACTICUM EXTENSION

These courses should be used when a clinical training intermediate practicum extension is approved for a semester in semester-based programs.

- CTX 502 - Intermediate Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 507 - Intermediate Practicum Extension II (0 credit hours) (Course work equivalent to 5 credit hours)

These courses should be used when a clinical training intermediate practicum extension is approved for a single term in term or semester-based programs.

- CTX 512 - Intermediate Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 517 - Intermediate Practicum Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 522 - Intermediate Practicum Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 527 - Intermediate Practicum Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 532 (semester length), CTX 537 (term length), and/or CTX 542 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 532 - Intermediate Practicum Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 537 - Intermediate Practicum Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 542 - Intermediate Practicum Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

ADVANCED PRACTICUM EXTENSION

These courses should be used when a clinical training advanced practicum extension is approved for a semester in semester-based programs.

- CTX 504 - Advanced Practicum Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 509 - Advanced Practicum Extension II (0 credit hours) (Course equivalent to 5 credit hours)

These courses should be used for when a clinical training advanced practicum extension is approved for a single term in term or semester-based programs.

- SP 626 - Doctoral Therapy Practicum Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 519 - Advanced Practicum Extension IB (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 524 - Advanced Practicum Extension IIA (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 529 - Advanced Practicum Extension IIB (0 credit hours) (Course equivalent to 5 credit hours)

BY APPROVED POLICY EXCEPTION ONLY

CTX 534 (semester length), CTX 539 (term length), and/or CTX 544 (term length) may be used only when directed by an approved Petition for Policy Exception.

- CTX 534 - Advanced Practicum Extension III (0 credit hours) (Course equivalent to 5 credit hours)
- CTX 539 - Advanced Practicum Extension IIIA (0 credit hours) (Course equivalent to 5 credit hours)

- CTX 544 - Advanced Practicum Extension IIIB (0 credit hours) (Course equivalent to 5 credit hours)

  INTERNSHIP EXTENSION
  These courses should be used when a clinical training internship extension is approved for a semester in semester-based programs.
- CTX 600 - Internship Extension I (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 605 - Internship Extension II (0 credit hours) (Course work equivalent to 5 credit hours)
  These courses should be used when a clinical training internship extension is approved for a single term in term- or semester-based programs.
- SP 627 - Doctoral Internship Extension IA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 615 - Internship Extension IB (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 620 - Internship Extension IIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 625 - Internship Extension IIB (0 credit hours) (Course work equivalent to 5 credit hours)
  BY APPROVED POLICY EXCEPTION ONLY
  CTX 630 (semester length), CTX 635 (term length), and/or CTX 640 (term length) may be used only when directed by an approved Petition for Policy Exception.
- CTX 630 - Internship Extension III (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 635 - Internship Extension IIIA (0 credit hours) (Course work equivalent to 5 credit hours)
- CTX 640 - Internship Extension IIIB (0 credit hours) (Course work equivalent to 5 credit hours)

Earning an MEd Psychology Degree

A student in the EdS in School Psychology program may earn an MEd Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the degree, they are required to submit Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. Eligibility guidelines are contained in the catalog under which the student was admitted. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of an M.Ed. Psychology degree are as follows:

- Academic and Financial Aid Good Standing
- Successful Completion of the following courses:
- SP 415 - Professional Development and Beginning Practicum I (1 credit hour)
- SP 416 - Professional Development and Beginning Practicum II (1 credit hour)
- SP 430 - Clinical and Diagnostic Interviewing (3 credit hours)
- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 501 - Behavioral Assessment (3 credit hours)
- SP 509 - Educational Assessment (3 credit hours)
- SP 528 - Diversity in Clinical Practice (3 credit hours)
- SP 532 - Psycho-educational Assessment I (3 credit hours)
- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 556 - Psycho-educational Assessment II (3 credit hours)
- SP 565 - Statistics (3 credit hours)

Earning an EdS in School Psychology

A student in the PsyD in School Psychology program may earn an EdS School Psychology following the successful completion of required coursework and specific program requirements. At the beginning of the semester in which a student expects to be eligible for the degree, they are required to submit Petition for Degree Conferral to the Office of the Registrar. The petition is a request to conduct an audit to determine eligibility for the degree. A student who meets the requirements is eligible to participate in the next scheduled commencement. Eligibility guidelines are contained in the catalog under which the student was admitted. A student who files a Petition for Degree Conferral is charged a fee.

The specific requirements for award of an EdS School degree are as follows:

- Academic and Financial Aid Good Standing
- Successful completion of the following courses:
- SP 410 - Consulting in Schools (3 credit hours)
- SP 415 - Professional Development and Beginning Practicum I (1 credit hour)
- SP 416 - Professional Development and Beginning Practicum II (1 credit hour)
- SP 417 - Professional Development III (2 credit hours)
- SP 430 - Clinical and Diagnostic Interviewing (3 credit hours)
- SP 446 - Ethics and Law in School Psychology (2 credit hours)
- SP 449 - Biological and Cognitive Bases of Behavior (3 credit hours)
- SP 501 - Behavioral Assessment (3 credit hours)
- SP 504 - Affective & Social Bases of Behavior: Functioning and Assessment (3 credit hours)
- SP 509 - Educational Assessment (3 credit hours)
- SP 522 - Crisis Prevention, Intervention and Trauma Informed Practice in Schools (3 credit hours)(course fee $120)
- SP 524 - School Based Interventions (3 credit hours)
- SP 528 - Diversity in Clinical Practice (3 credit hours)
- SP 532 - Psycho-educational Assessment I (3 credit hours)
- SP 536 - Systems Theory and Practice (3 credit hours) (Course fee $25)
- SP 540 - Intermediate Practicum and Seminar in School Psychology I (3 credit hours)
- SP 544 - Intermediate Practicum and Seminar in School Psychology II (3 credit hours)
- SP 550 - Principles of Psychometrics (2 credit hours)
- SP 556 - Psycho-educational Assessment II (3 credit hours)
- SP 557 - Neurodiversity, Psychopathology and Intervention II (3 credit hours)
- SP 565 - Statistics (3 credit hours)
- SP 572 - Infant to Preschool Assessment (2 credit hours)
- SP 743 - Doctoral Internship I (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 744 - Doctoral Internship II (0 credit hours) (Course work equivalent to 5 credit hours)
- SP 745 - Doctoral Internship III (0 credit hours) (Course work equivalent to 5 credit hours) (Course fee $495)

Doctor of Osteopathic Medicine

Doctor of Osteopathic Medicine

Chicago

Program Overview

The Doctor of Osteopathic Medicine is a four-year, 184 credit program designed to prepare students for internships and residencies as practicing physicians.

Osteopathic medicine is a philosophy and practice of physician care in the United States, distinct in its whole-person approach and pioneering in its conceptualization of "wellness." This whole-person approach includes partnering with patients, considering the connection of body, mind, and spirit in delivering care, and recognizing the role of a physician's hands to diagnose and treat illness or injury. Emphasis on prevention and wellness is central in a philosophy that promotes the body's natural tendency toward health and self-healing. As medicine has changed and improved over the years, so has the practice of osteopathic medicine.

Osteopathic physicians (DOs) are trained and licensed to practice the full scope of medicine, including prescribing medications and performing surgery. Osteopathic medicine emphasizes an integrative approach to health care, and physicians are trained to actively listen and communicate with their patients to determine the best methods of care and treatment.

The Chicago School DO Program curriculum structure is based on a common undergraduate medical education model in which the first two years of the program are pre-clinical and delivered on-site at the university and the second two years of the program are clinical and delivered on-site at contracted medical facilities.

Program Accreditation

The Illinois College of Osteopathic Medicine has received Pre-Accreditation status from the Commission on Osteopathic College Accreditation (COCA) effective April 2025.

The Commission on Osteopathic College Accreditation
142 East Ontario Street
Chicago, IL 60611
(312) 202-8124
osteopathic.org/accreditation

Program Mission

The mission of the DO Program at The Chicago School is to train exceptional healthcare leaders to leverage the interconnection of physical and mental health to provide compassionate, patient-centered care of the highest quality.

Program Learning Outcomes

The Doctor of Osteopathic Medicine program has the following program learning outcomes, which are aligned with the institutional mission and learning goals of The Chicago School, the standards established by the Commission on Osteopathic College Accreditation, and the mission of the Program:

Professional Practice

- *Patient Care (PLO I)* - Demonstrate effective patient care that appropriately incorporates osteopathic principles; implements equitable, empathetic, and evidence-based practices; and includes patient education, health promotion and disease prevention.
- *Medical Knowledge (PLO II)* - Demonstrate and apply the knowledge of foundational science and clinical medicine, and do so in an integrated, patient-centered, holistic manner.

- *System-Based Practice (PLO III*) - Demonstrate a functional understanding of healthcare delivery systems and the ability to provide quality patient care within these systems.
- *Osteopathic Principles and Practices (PLO VII)* - Demonstrate and apply knowledge of osteopathic manipulative medicine. Develop and demonstrate an approach to patient care based upon the four tenets of osteopathic medicine.
- *Integrated Care (PLO VIII)* - Demonstrate the ability to provide patient-centered care that integrates the behavioral health needs of diverse populations across the lifespan.

Diversity

- *Professionalism (PLO V)* - Demonstrate professional behaviors that uphold the expectations of osteopathic medicine, including knowledge, humanistic behaviors, responsiveness to need, accountability, continuous learning, adherence to ethical principles, cultural competency, professional and personal self-care, and honest practices.

Professional Behavior

- *Interpersonal and Communication Skills (PLO VI)* - Demonstrate the interpersonal and communication skills necessary to establish and maintain positive professional relationships across the healthcare infrastructure.
- *Interprofessional Collaborative Practice (PLO IX)* - Demonstrate the ability to engage in effective interprofessional collaboration, communication, and teamwork with individuals from various healthcare disciplines to provide coordinated, patient-centered care.

Scholarship

- *Practice-Based Learning and Improvement (PLO IV)* - Demonstrate the ability to critically evaluate a clinical problem, formulate appropriate clinical questions, integrate evidence-based practices into patient care, and acquire additional knowledge for lifelong learning to continuously improve patient care and outcomes.

Licensure

For information on where The Chicago School meets or does not meet licensure eligibility requirements for the state in which you wish to be licensed, please visit: https://www.thechicagoschool.edu/admissions/licensure-disclosures/.

Admission Requirements

For information on where The Chicago School is currently authorized, licensed, registered, exempt or not subject to approval, please visit https://www.thechicagoschool.edu/why-us/state-authorization/

Application to The Chicago School's DO Program is open to any person who has earned a bachelor's degree from an institutionally accredited institution and who meets other entrance requirements. The program admits students whom it judges to possess sufficient academic aptitude, as well as the emotional and social maturity to function effectively as future osteopathic physicians. Applicants will be evaluated on their overall ability to do graduate work. All applications to IllinoisCOM must be submitted electronically through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Applicants that fail to submit required supplemental materials will not be further considered for admissions to IllinoisCOM. A candidate that receives an initial offer of admission to the IllinoisCOM must fulfill the conditions set forth in the Matriculation Acknowledgement in order to successfully matriculate into the program.

Applicants must submit the following:

- $50 non-refundable application fee
- GPA of 3.0 on a 4-point scale is recommended, with a recommended minimum of 3.3 in science, technology, engineering, or mathematics (STEM) subjects
- A minimum score of 500 on MCAT is recommended
- Official transcripts from all schools where a degree was earned and from all schools where the required courses for admission were obtained
- Resume or Curriculum Vitae
- Admission essay addressing these prompts:
    - Reflect on an experience from your education or personal background that shaped your understanding of how individual identities, lived experiences, and cultural perspectives influence healthcare.

        - How did this experience shape your perspective, and how might it guide your contributions to IllinoisCOM and the communities you serve and your engagement with the principles and practice of osteopathic medicine?
        - As IllinoisCOM evolves, how do you envision contributing to the college's developing identity, culture, and long-term impact? What does this opportunity represent to you personally, and how might you help shape the future of the college and its role in the broader healthcare community?
- Three letters of recommendation/evaluation. All letters must be on professional letterhead and be signed by the evaluator. Letter should include at least one frome each source:
    - A physician (preferably an osteopathic physician)
    - A source from your premedical institution(s)
- Prerequisite Coursework

    Applicants must have completed the following college or university courses, with a grade of C or above, to be considered:

    - Biology with labs: 12 credit hours (Minimum 4 credit in advanced topics, such as anatomy, cellular biology, or molecular biology. Must include two labs).
    - General Chemistry with labs: 8 credit hours (Minimum two courses. Any combination of general and inorganic chemistry. Must include two labs).
    - Organic Chemistry with labs: 8 credit hours. (Minimum two courses. Biochemistry may be substituted for one organic chemistry course. Must include two labs).
    - Physics with lab: 6 credit hours (Minimum two courses. Must include one lab).
    - English: 6 credit hours (Minimum two courses)
    - Humanities: 3 credit hours (Including but not limited to philosophy, theology, speech, debate, or theater).
    - Psychology: 3 Credit hours

Student Technical Standards

A candidate for admission to the Illinois College of Osteopathic Medicine (IllinoisCOM) Doctor of Osteopathic Medicine (DO) program must possess, or be able to achieve through reasonable accommodation, the technical standards and personal competencies set forth in the **Student Technical Standards Policy** that would enable the individual to carry out the activities described therein.

Applicant Notification

If, after initial review of all application materials the Admission Committee so recommends, the applicant will be invited for an interview day with members of the Department faculty. Interviews are by invitation only and mandatory for full consideration.

Post interview, the applicant will be notified of the Admission Committee's decision regarding their application. The Chicago School does not share information or provide any feedback regarding admission decisions.

If a student is offered admission, a non-refundable tuition deposit of $2,000 will be required by the deposit deadline indicated in the offer of admission to secure a place in the incoming class. The non-refundable deposit will be applied in full toward the student's tuition upon enrollment.

Standard Full Time Schedule

- Doctor of Osteopathic Medicine

Progression Requirements

- OMSI to OMSII: Successful completion or remediation of all required OMSI coursework, professional good standing, and completion of all required administrative elements as affirmed by the Dean of the Illinois College of Osteopathic Medicine.
- OMSII to OMSIII: Successful completion or remediation of all required OMSII coursework, passing COMLEX-USA Level 1, professional good standing, and completion of all required administrative elements as affirmed by the Dean of the Illinois College of Osteopathic Medicine.
- OMSIII to OMSIV: Successful completion or remediation of all OMSIII clinical rotations and assessments, passing COMLEX-USA Level 2-CE, professional good standing, and completion of all required administrative elements as affirmed by the Dean of the Illinois College of Osteopathic Medicine.

Degree Completion Requirements

- Successful completion of all required coursework
- Passing required national licensing exams
- Achieving passing scores on all assessments
- Maintaining professional and ethical good standing,
- Completing all program requirements within six calendar years from matriculation
- Completion of all required administrative elements

Residency Requirement

All portions of the curriculum must be completed in residence at The Chicago School. No transfer credit will be accepted for this program.

Policies

The following policies are located under Academic Policies and Procedures: Academic Calendar, Admissions Requirements, Attendance, Satisfactory Academic Progress, Credit Hour Residency Requirement, Service Learning, and Transfer and Nontraditional Credit Hours. Additional polices for students enrolled within the Iliinois College of Osteopathic Medicine are located in the Supplement to the Student Handbook for the Illinois College of Osteopathic Medicine.

The Curriculum

A student who progresses successfully through the academic program should expect to complete the Doctor of Osteopathic Medicine degree in four academic years. The recommended plan is for two years of pre-clincial coursework followed by two years of clinical clerkship rotations.

Pre-Clinical Coursework: 100 Credit Hours

Clinical Concurrent Coursework: 8 Credit Hours

Required Rotations: 44 Credit Hours

Elective Rotations: 32 Credit Hours

Program Total

Doctor of Osteopathic Medicine: 184 Credit Hours

Pre-Clinical Required Courses - 100 Credit Hours

The pre-clinical curriculum is designed with programmed increasing complexity to develop, over time, comprehensive medical knowledge and clinical skills that prepare IllinoisCOM students for their clinical rotations. In the Patient Centered Osteopathic Practice course series, didactic, experiential and simulation experiences will first focus on developing foundational clinical skills, performing a physical exam, collecting a patient history, and documenting a clinical encounter. System-specific coursework incorporating didactic, experiential, self-directed and medical simulation learning experiences will develop and assess clinical skills and foundational medical knowledge grounded in osteopathic principles and practices. Longitudinal coursework further emphasizes compassionate and holistic patient care through interprofessional and experiential learning.

OMS I - Fall Semester Coursework

- OMED 501 - Foundations of Human Structure and Function I: Cellular Function and Molecular Mechanisms (4 credit hours)
- OMED 502 - Foundations of Human Structure and Function II: Human Structure (5 credit hours)
- OMED 503 - Foundations of Human Structure and Function III: Mechanisms of Host Defense and Pathogens (4 credit hours)
- OMED 510 - Population and Evidence-Based Medicine (2.5 credit hour)
- OMED 520 - Mind and Medicine I (2.5 credit hour)
- OMED 530 - Humanities and Medical Ethics I (2.5 credit hour)
- OMED 550 - Patient Centered Osteopathic Practice I (5 credit hours)

OMS I - Spring Semester Coursework

- OMED 504 - Foundations of Human Structure and Function IV: Mechanisms of Disease and Drugs (3.5 credit hours)
- OMED 560 - Cardiopulmonary System (8 credit hours)
- OMED 665 - Hematologic System & Oncology (3.5 credit hours)
- OMED 531 - Humanities and Medical Ethics II (2.5 credit hour)
- OMED 521 - Mind and Medicine II (1.5 credit hour)
- OMED 511 - Introduction to Research Methods I (2.5 credit hour)
- OMED 551 - Patient Centered Osteopathic Practice II (5 credit hours)

OMS II - Fall Semester Coursework

- OMED 660 - Nervous System and Behavioral Science (6.5 credit hours)
- OMED 661 - Gastrointestinal System and Nutrition (5.5 credit hours)
- OMED 662 - Endocrine System and Metabolism (3.5 credit hours)
- OMED 610 - Introduction to Research Methods II (2.5 credit hour)
- OMED 620 - Mind and Medicine III (1.5 credit hour)

- OMED 650 - Patient Centered Osteopathic Practice III (5 credit hours)

OMS II - Spring Semester Coursework

- OMED 663 - Reproductive System and Development (4 credit hours)
- OMED 562 - Genitourinary System (4 credit hours)
- OMED 664 - Musculoskeletal System & Dermatology (3 credit hours)
- OMED 630 - Medical Practice and Professionalism (3.5 credit hour)
- OMED 652 - Transition to Clinical Rotations (4.5 credit hours)
- OMED 651 - Patient Centered Osteopathic Practice IV (3.5 credit hours)
- OMED 699 - OMSII Capstone (1 credit hour)

Clinical Rotations - 84 Credit Hours

The clinical curriculum expands and emphasizes the application of medical knowledge and the development of physician skills in the holistic treatment of patients in various clinical settings. Regional campuses of The Chicago School and our clinical site affiliates will provide students with core experiences in Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery, and Emergency Medicine. These core rotations, structured coursework, required rotations in Radiology and interprofessional behavioral health, and a breadth of elective and sub-internship options at our clinical affiliates offer a depth of learning experiences that ensure IllinoisCOM graduates mission-driven osteopathic physicians.

Clinical training sites will be in Illinois, California, Texas and the greater Washington, DC metropolitan area. These clinical site partners and the numbers of students assigned to those sites by IllinoisCOM are determined by mutual agreement between the Office of Clinical Affairs and the clinical sites.

OMS III Clinical Rotations (as scheduled)

- FMED 700 - Family Medicine Core (4 credit hours)
- IMED 700 - Internal Medicine I Core (4 credit hours)
- IMED 701 - Internal Medicine II Core (4 credit hours)
- SURG 700 - General Surgery I Core (4 credit hours)
- SURG 701 - General Surgery II Core (4 credit hours)
- RADS 700 - Radiology Rotation (4 credit hours)
- PEDS 700 - Pediatrics Core (4 credit hours)
- PSYC 700 - Psychiatry Core (4 credit hours)
- OBGY 700 - Obstetrics and Gynecology Core (4 credit hours)

OMS III - Fall Semester Coursework

- OMED 750 - Patient-Centered Osteopathic Practice V (2 credit hours)

OMS III - Spring Semester Coursework

- OMED 751 - Patient-Centered Osteopathic Practice VI (2 credit hours)
- OMED 799 - OMSIII Capstone (1 credit hour)

OMS IV Required Clinical Rotations (as scheduled)

- BEHH 800 - Behavioral Health (4 credit hours)
- EMED 800 - Emergency Medicine Core (4 credit hours)
- OMED 850 - Patient-Centered Osteopathic Practice VII (1.5 credit hours)
- OMED 851 - Patient-Centered Osteopathic Practice VIII (1.5 credit hours)

Clinical Rotation Electives

Students will complete one four week elective during OMS III and seven four week electives during OMS IV.

The Elective Program provides each student with the opportunity to select elective rotations in areas of their interest. The program makes available extensive resources in addition to offering great flexibility for planning an individualized program of study. The clinical teaching faculty provide a depth of background and a wide spectrum of interest. Electives serve to widen the student's experience in their medical education, and also provide the student with opportunities to strengthen areas of weakness and/or to pursue subjects of special interest.

- OMEL 810 - Family Medicine Elective (4 Credit Hours)
- OMEL 820 - Internal Medicine Elective (4 Credit Hours)
- OMEL 830 - Obstetrics/Gynecology Elective (4 Credit Hours)
- OMEL 840 - Pediatrics Elective (4 Credit Hours)
- OMEL 850 - Psychiatry Elective (4 Credit Hours)
- OMEL 860 - Radiology Elective (4 Credit Hours)
- OMEL 870 - Surgery Elective (4 Credit Hours)
- OMEL 880 - Emergency Medicine Elective (4 Credit Hours)
- OMEL 890 - Academic Medicine Elective (4 credit hours)
- OMEL 900 - Specialty Medicine Elective (4 credit hours)