

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

2018-2019 Academic Catalog and Student Handbook

Effective August 27, 2018

325 North Wells Street, Chicago, IL 60654 • 617 West 7th Street, Los Angeles, CA 90017

4199 Campus Drive, Irvine, CA 92612 • 901 15th Street NW, Washington, D.C. 20005

401 W. A Street at 1 Columbia Place, San Diego, CA 92101 • 2101 Waterview Parkway, Suite 100, Richardson, TX 75080

Programs also at:

Xavier University of Louisiana, 1 Drexel Drive, New Orleans, LA 70125

EDUCATION • INNOVATION • SERVICE • COMMUNITY

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

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The Chicago School of Professional Psychology's (TCSPP) 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 TCSPP. The Catalog neither constitutes a contract, either expressed or implied, between TCSPP or any of its affiliates and any applicant, student, or faculty member of TCSPP, nor does it provide any contractual rights to the courses or benefits stated herein. The Chicago School of Professional Psychology 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. TCSPP will make reasonable attempts to notify students promptly of any changes affecting them through communication methods deemed appropriate by TCSPP officials. All modifications or exceptions will be duly published in electronic or other form and will apply to students enrolled at TCSPP 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, Psy.D.

President

Institutional Statements

Vision

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

Mission

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

History

The Chicago School of Professional Psychology 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 Psy.D. 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, TCSPP 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. TCSPP 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. Today, more than 4,300 students are studying at TCSPP in one of more than 20 degree programs.

Philosophy

The Chicago School of Professional Psychology 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 school'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 values:

Education

•

Innovation

•

Service

•

Community



Accreditation

Institutional Accreditation

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

WASC Senior College and University Commission

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510.748.9001

Fax: 510.748.9797

www.wascsenior.org

Specialized Accreditations and Approvals

Some of TCSPP's degree programs are accredited by bodies specific to their professions. These program-specific accreditations are typically associated with a particular campus. Program-specific accreditations for which TCSPP is approved are listed below. Where a campus is not referenced, program-specific accreditation has not yet been sought or obtained. To view the status of all TCSPP accreditation activity click [here](#).

Chicago Campus

The Doctor of Psychology (Psy.D.) in Clinical Psychology program at Chicago is accredited by the American Psychological Association (APA). More information about APA accreditation is available [here](#).

[The American Psychological Association](#)

Office of Program Consultation and Accreditation

750 First Street, NE

Washington, DC 20002-4242

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

Web: www.apa.org/ed/accreditation

The Education Specialist (Ed.S) in School Psychology program is approved by the Illinois State Board of Education (ISBE), authorizing the institution to conduct the program and recommend candidates for certification by entitlement. More information about the Illinois State Board of Education is available at www.isbe.net.

Los Angeles Campus

The Doctor of Psychology (Psy.D.) in Clinical Psychology program at Los Angeles is accredited by the American Psychological Association (APA) effective July 22, 2018. More information about APA accreditation is available [here](#).

[The American Psychological Association](#)

Office of Program Consultation and Accreditation

750 First Street, NE

Washington, DC 20002-4242

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

Web: www.apa.org/ed/accreditation

Washington, D.C. Campus

The Doctor of Psychology (Psy.D.) in Clinical Psychology program at Washington, D.C. is accredited by the American Psychological Association (APA) effective December 3, 2015. More information about APA accreditation is available [here](#).

[The American Psychological Association](#)

Office of Program Consultation and Accreditation

750 First Street, NE

Washington, DC 20002-4242

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

Web: www.apa.org/ed/accreditation

The MA in Clinical Mental Health Counseling program at Washington, D.C. is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) effective July 20, 2018. More information about CACREP accreditation is available [here](#).

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

phone (703) 535-5990

Web: <https://www.cacrep.org/>

The Chicago School of Professional Psychology at Xavier University of Louisiana

The Doctor of Psychology (Psy.D.) in Clinical Psychology program at The Chicago School of Professional Psychology at Xavier University of Louisiana is not accredited by the American Psychological Association (APA). [Click here](#) to learn more about the APA accreditation process.

Online Campus

The MA in Clinical Mental Health Counseling online program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) effective January 19, 2018. More information about CACREP accreditation is available [here](#).

Council for Accreditation of Counseling and Related Educational Programs

1001 North Fairfax Street, Suite 510

Alexandria, VA 22314

phone (703) 535-5990
Web: <https://www.cacrep.org/>

State Authorizations

[The following information is current as of the date of this publication. For more current information please visit <http://www.thechicagoschool.edu/why-us/accreditation/>]

Alabama

The Chicago School of Professional Psychology has permission from the Alabama Commission on Higher Education to offer its online programs to Alabama students through December 15, 2018.

The Chicago School of Professional Psychology has been licensed by the Alabama Department of Postsecondary Education to offer its online programs to Alabama students through December 15, 2018.

Alaska

The Chicago School of Professional Psychology has authority to operate in the State of Alaska by way of an exemption granted by the Alaska Commission on Postsecondary Education pursuant to Alaska regulation 20 AAC 17.015(a)(8).

Arkansas

The Chicago School of Professional Psychology is certified to offer post-secondary degree programs by distance technology by the Arkansas Higher Education Coordinating Board. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301.

California

The Chicago School of Professional Psychology has authority to operate in the State of California by way of an exemption granted by the California Bureau for Private Postsecondary Education pursuant to California Education Code section 94874(i).

Illinois

The Chicago School of Professional Psychology is approved to operate and grant degrees in the State of Illinois by the Illinois Board of Higher Education.

Kansas

The Kansas Board of Regents has granted a Certificate of Approval to The Chicago School of Professional Psychology to operate an institution and provide postsecondary education in the state of Kansas.

[This approval was obtained exclusively for TCSPP's online program ONLY.]

Louisiana

The Chicago School of Professional Psychology is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Maryland

The Chicago School of Professional Psychology is registered with the Maryland Higher Education Commission to enroll Maryland students in fully online distance education programs. The Commission's registration of the fully online programs is not an authorization of the institution to operate in Maryland or an approval or endorsement of the institution's programs.

A student who is a resident of Maryland and who wishes to make a complaint about the institution should follow the process outlined [here](#).

Minnesota

The Chicago School of Professional Psychology is registered with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, www.ohe.state.mn.us, (651) 642-0533.

[This approval was obtained exclusively for TCSPP's online programs ONLY.]

Montana

The Chicago School of Professional Psychology is authorized to offer post-secondary degree programs in the State of Montana by the Montana University System Office of the Commissioner of Higher Education.

[This approval was obtained exclusively for TCSPP's online programs ONLY.]

New Mexico

The New Mexico Higher Education Department has registered The Chicago School of Professional Psychology as a private postsecondary out-of-state institution eligible to solicit students actively within the State of New Mexico.

[This approval was obtained exclusively for TCSPP's online programs ONLY.]

Oregon

The Chicago School of Professional Psychology has authority to operate in the State of Oregon by way of an exemption granted by the Oregon Higher Education Coordinating Commission pursuant to the Office of Degree Authorization's Oregon Administrative Rules (OAR) 583-030-0009.

Pennsylvania

The Chicago School of Professional Psychology has registered in Pennsylvania with the Bureau of Postsecondary and Adult Education as an out-of-state distance education provider to enroll residents of Pennsylvania in its online programs.

Utah

The Chicago School of Professional Psychology has met the requirements of Utah Code Ann. §13-34a-204 to be a registered postsecondary school legally authorized by the State of Utah.

Washington, D.C.

The District of Columbia Higher Education Licensure Commission has granted a Certificate of License to Operate an Institution of Higher Education to The Chicago School of Professional Psychology to offer courses or instruction leading to the award of certificates, diplomas, or degrees in the District of Columbia.

Wisconsin

The Chicago School of Professional Psychology has been approved by the Wisconsin Educational Approval Board to do business in Wisconsin as a private school, subject to the provisions on Wisconsin Statutes 38.50 and all administrative rules adopted pursuant to the statutes. Approval only includes those courses of instruction and those teaching locations which are specifically approved by the Board.

Affiliations and Recognitions

The Chicago School of Professional Psychology is an affiliate of the non-profit TCS Education System (TCS), which features a network of fellow non-profit institutions, each backed by a model of education that prepares socially responsible professionals in applied fields such as education, psychology, healthcare, and the law. Other TCS affiliates include Pacific Oaks College and Children's School, The Santa Barbara & Ventura Colleges of Law, Saybrook University, and the Dallas Nursing Institute. Learn more at www.tcsedsystem.edu.

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

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

As a member of The Chicago School community, I hereby affirm to actively participate in this learning community by

embracing its commitment to understand and respect individual 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.

Individual and Cultural Differences

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

Definitions

When used in this document:

- “The Chicago School”, “TCSPP”, “the school”, or “institution” refers to The Chicago School of Professional Psychology, including its main campus, branch campuses, additional sites, and delivery modalities.
 - “TCSPP@XULA” refers to The Chicago School of Professional Psychology 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 TCSPP, both full-time and part-time. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the school are considered “students” under this definition.
 - “School Official” is any administrator, faculty member, staff member, or other authorized individual of TCSPP.
 - “Policies” are defined as the written regulations of the institution as found in, but not limited to, the Academic Catalog and Student Handbook, Program Guidebooks, and official school websites.
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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 names of the school’s senior leadership may be found [here](#). A list of the names of the governing board of TCSPP may be found [here](#). A list of faculty may be found [here](#).

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 may be found [here](#).

Student-Focused Learning

To ensure an effective education experience, TCSPP 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.

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

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Academic Calendar

The Chicago School of Professional Psychology's Academic Calendar is built on a semester framework.

An on-ground student attends courses for three (3) semesters per academic year: fall, spring, and summer. Courses in the fall and spring semesters are 15 weeks in duration. Courses in the summer semester may be 8 weeks, 12 weeks, or 15 weeks in duration as determined by the degree program. Details on the duration of the summer courses are available on the campus-specific Academic Calendar documents posted to the Office of the Registrar [website](#).

An online student attends courses for six (6) 8-week terms per academic year: Fall I, Fall II, Spring I, Spring II, Summer I, and Summer II. Details on term dates appear on the campus-specific Academic Calendar documents posted to the Office of the Registrar [website](#).

A student is held to the administrative dates and deadlines for the enrolled program of study for all courses taken at TCSP. An on-ground student who takes an online course is held to the administrative dates and deadlines of the on-ground campus per the Academic Calendar. An online student who takes an on-ground course is held to the administrative dates and deadlines of the online campus per the Academic Calendar.

Academic Honors

Undergraduate Programs

The Chicago School of Professional Psychology 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. The Dean of Academic Affairs will notify the student of this award and will publish a Dean's Honor List each term/semester.

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. The Dean of Academic Affairs will notify the student of this award, and a President's Honor List will be published each term/semester.

Degree Honors

An undergraduate student who earns a cumulative grade point average 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 Cumulative Grade Point Average (CGPA) between 3.50 and 3.69
- [Magna Cum Laude](#): Student must earn Cumulative Grade Point Average (CGPA) between 3.70 and 3.85
- [Summa Cum Laude](#): Student must earn Cumulative Grade Point Average (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 the TCSPP Academic Catalog and Student Handbook.

Graduate Programs

The Chicago School of Professional Psychology 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 cumulative grade point average (CGPA) of 4.00.
- Meets the ethical, legal, and professional standards defined in the TCSPP 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

An applicant to an undergraduate program at The Chicago School of Professional Psychology is required to submit a completed application, application fee, proof of high school graduation (or the equivalent) or an earned Associate degree, and official transcripts from all schools listed in the application.

Qualifying Conferral

The qualifying conferral must occur on a date prior to the Add/Drop deadline of the term/semester of entry. A student must provide proof of the qualifying conferral - high school graduation (or the equivalent) or proof of an earned Associate degree - by day 9 of the term/semester of entry. A student who fails to meet this requirement will be removed from all courses and placed in a No Show status.

Proof of qualifying degree conferral must be provided in one of the following ways:

- Official high school transcript showing an earned high school diploma and date of graduation. A copy of a high school diploma, if transcripts are not immediately available, can be submitted with a contingency that original transcripts will be on file prior to day 9 of the term/semester of entry. Financial aid will not be dispersed until the compliant documentation is received.
- Official Associate degree transcript from a [regionally-accredited institution](#) showing degree earned and date conferred
- Official college transcript from a regionally-accredited institution that contains the high school name and date of graduation
- Official [National Association of Credential Evaluations Services \(NACES\)](#) or [Association of International Credential Evaluators, Inc. \(AICE\)](#)-evaluation of an international diploma that contains the high school name and date of graduation
- High school equivalency completed through home schooling as defined by state law
- Official General Educational Development (GED) document. A copy of the student's GED Certificate, or unofficial GED score issued by the state, can be submitted with a contingency that the Official GED document will be on file prior to close of census. Financial aid will not be disbursed until the compliant documentation is received.
- Official Test Assessing Secondary Completion (TASC) document
- Official High School Equivalency Test (HiSET) document
- Official documentation showing a passing score on a state-authorized exam that the state recognizes as equivalent to high school graduation
- Letter showing the date of graduation written on high school letterhead and signed by a high school administrator with an academic title
- Form DD214 showing the high school name and date of graduation, if listed

Official Transcripts

Official transcripts for all schools listed in the application must be on file by the end of the first semester of enrollment (on-ground students) or second term of enrollment (online students). Failure to meet this requirement will result in removal from all courses and withdrawal from the institution.

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

Graduate Admission

An applicant to a graduate program at The Chicago School of Professional Psychology is required to submit a completed application, application fee, proof of qualifying degree conferral, and all official transcripts from institutions listed on the application. Admission is open to an individual who has earned a qualifying degree from a [regionally-accredited institution](#) and who meets other admission requirements as required by the desired degree program. Information on admission requirements by degree program is available in the Programs of Study descriptions found in this Catalog.

Qualifying Degree

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. A student who fails to meet this requirement will be removed from all courses and placed in a No Show status.

Proof must be provided in one of the following ways:

1. Official transcript showing qualifying degree conferral. 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. For international transcripts, [National Association of Credential Evaluations Services \(NACES\)](#) or [Association of International Credential Evaluators, Inc. \(AICE\)](#) evaluation is required. See the [International Transcript Evaluation policy](#).
2. Unofficial transcript showing qualifying degree conferral. 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. An official letter on school letterhead from the qualifying degree granting institution's Office of the Registrar that includes the specific conferral date, degree level, and name of degree conferred.
4. An official or unofficial transcript evaluation of an international transcript from a NACES or AICE-approved evaluation service that includes the specific conferral date, degree level, and name of degree conferred, along with U.S. equivalency

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

Official Transcripts

Official transcripts from all institutions listed in the application must be on file by the end of the first semester of enrollment (on-ground students) or second term of enrollment (online students). Failure to meet this requirement will result in removal from all courses and withdrawal from the institution.

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

International Transcript Evaluation

An applicant holding an international transcript must have it evaluated as part of the admissions process. A course-by-course evaluation of the official transcript from the international institution where the qualifying degree was earned is required for all applicants. The evaluation must include a general evaluation showing U.S. degree equivalency and grade point average (GPA).

International official transcripts may be evaluated either by a [NACES](#)-approved agency, [AICE](#)-approved agency or, in some circumstances, by a TCSPP staff member trained in transcript evaluation. If the international degree is a three-year degree from the United Kingdom, Bologna Signatory countries, or India, the transcript may be evaluated by TCSPP. If the international degree does not meet the aforementioned conditions, it must be evaluated by a NACES or AICE-approved agency. Transcript evaluations are not required from U.S. universities operating internationally, provided the institution is recognized by a U.S. regional accrediting body and with grades reported on a U.S. 4-point scale.

International Admission

An international student must be enrolled fulltime to be eligible for on-ground study in the U.S. under a student (F-1) visa. A student in a non-immigrant status is not eligible for federal financial aid.

Upon gaining acceptance to an on-ground program, an applicant who is requesting sponsorship for a student visa (F-1) 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 admissions page](#) under section [Admitted International Students](#).

Language Requirement

An international applicant who indicates on their application 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), or from a [TCSPP partner](#) who offers language evaluation services. This requirement does not apply to applicants who hold an earned associate degree or bachelor's degree, or who have earned 60 credit hours from a university in which the language of instruction is English. A minimum score of 79 TOEFL or 6.5 IELTS is required for admission. Scores must be less than 2 years old.

Qualifying Degree

The qualifying degree must be conferred on a date prior to the Add/Drop deadline of the term/semester of entry. An international student must provide proof of qualifying degree conferral by the Add/Drop deadline of the second semester of enrollment. Failing to

meet this requirement will result in removal from all courses and withdrawal from the institution. Proof must be provided in one of the following ways:

1. Official transcript showing qualifying degree conferral. 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.
2. Unofficial transcript showing qualifying degree conferral. 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. An official letter on school letterhead from the qualifying degree granting institution's Office of the Registrar that includes the specific conferral date, degree level, and name of degree conferred.
4. An official or unofficial transcript evaluation of an international transcript from a NACES or AICE-approved evaluation service that includes the specific conferral date, degree level, and name of degree conferred, along with U.S. equivalency.

While a student may submit documentation listed in 1 through 4 above to prove qualifying degree conferral, submission of the official transcript evaluation is required for all students who attended an institution outside of the U.S.

Evaluation of Other Degree Types

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 program

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

Admission Contingencies

For admission contingencies other than proof of the qualifying degree, all documents must be submitted prior to the start of the course registration period for the following semester for an on-ground student and by the Add/Drop deadline of the third term for an online student. Such items may be but are not limited to letters of recommendation or GRE scores.

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

If documents are missing after an online student begins classes, the student record will be placed on hold. If unresolved by the start of the third term, the online student will be withdrawn on the Add/Drop deadline of the third term of enrollment.

Preparatory Coursework

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 can attend TCSPP in a Preparatory Student classification.

An applicant who needs to take 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.

Progression Requirements

Progression Requirements refer to an academic requirement that a student must successfully complete to remain enrolled in the degree program at TCSPP. 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.

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, an on-ground 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, 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 Counseling manager.

Class Cancellation

In cases of extreme weather, emergencies, or special events, The Chicago School of Professional Psychology may temporarily close a campus and/or cancel classes. Campus closure is at the discretion of the Campus Dean. Information on campus closures will be sent in the following ways:

- Rave, TCSPP's emergency text messaging notification system. Register for Rave at this link: <http://www.getrave.com/login/tcsedsystem>
- The TCSPP email address
- An alert message on the myChicagoSchool student website

Information on class make-up 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 may participate in only one commencement ceremony per degree earned. A student completing a certificate program may not participate in commencement.

To be considered for participation, a student must submit the [Intent to Participate in Commencement](#) form by the deadline published on [myChicagoSchool](#).

Participation Requirements by Degree Level

Undergraduate Students (Bachelor)

An undergraduate student may be eligible to participate in a commencement ceremony if one of the following conditions are met:

1. All degree requirements are completed.
2. Degree requirements will be completed during the term/semester in which the ceremony occurs.

Graduate Students (Master, Education Specialist, Doctoral)

A graduate student may be eligible to participate in a commencement ceremony if one of the following conditions are met:

1. All degree requirements are completed.
2. Degree requirements will be completed during the term/semester in which the ceremony occurs.
3. Degree requirements will be completed in the term/semester immediately following the ceremony (*approval of the academic department required*).

Participation Requirements by Campus

TCSPP holds three commencement ceremonies per calendar year, one in Chicago, one in Southern California, and one in Washington, D.C. The ceremonies occur in these general time frames:

- Chicago/TCSPP@XULA - Summer
- Southern California - Summer
- Washington, D.C. - Fall

An on-ground student may participate only in the home campus commencement ceremony.

An online student may participate in the commencement ceremony of their choosing. The online student must select a ceremony when completing the Intent to Participate in Commencement form. Once a ceremony has been selected, the student may not switch to another ceremony.

Credit Hour

All courses offered at TCSPP, 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 fifteen (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 (2) hours for undergraduate level courses, three (3) hours for master level courses, and three (3) 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 timeframes 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 timeframes 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, or Minor

Some graduate degree programs require a student to complete a concentration or area of study/focus to meet degree requirements. The undergraduate degree program offers optional minors. A concentration is a specific area of emphasis within the student's chosen degree program, and an area of study/focus is the emphasis on a conceptual area within the degree program. A minor is a secondary area of study comprised of a set of specialized courses.

To change a concentration, area of study/focus, or minor, a student must submit the Program Change Request form to their department chair or designee. See the Program Change policy for details.

Credit Hour Residency Requirement

The Credit Hour Residency Requirement is the minimum number of credit hours a degree-seeking student must complete at The Chicago School of Professional Psychology in order to graduate. It is required that a matriculated student will 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 to transfer a maximum of 65% of the credit hours of transfer credit. A student is required to complete a minimum of 35% of credit hours with the institution. Refer to the [Undergraduate Transfer Credit](#) policy for details.

- [Graduate Programs](#)

A student entering a graduate program is required to complete all degree requirements at TCSPP except transfer credits, course waiver, or credit by examination, where applicable. Credit Hour Residency Requirements for graduate programs are defined by the [Graduate Transfer Credit and Course Waiver](#) policy for each program. Students are required to complete the remaining credit hours in each degree program at TCSPP.

Exceptions to this requirement must be clearly defined in specific agreements or degree programs (for example articulation agreements, 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 49% of the graduate degree. Existing articulation agreements for graduate-level programs that exceed the 49% transfer credits limit and that were in effect prior to the implementation of this policy will be honored. Restrictions on transfer credit placed by regional, state, or programmatic accreditors, where they exist, will take precedence over this policy.

Requests for transfer credit and course waiver must be submitted prior to the end of the first semester of enrollment for an on-ground student or second term of enrollment for an online student. Refer to the [Graduate programs section of the Transfer Credit and Course Waiver](#) policy for details.

Psy.D. in Clinical Psychology and Psy.D. in Clinical Forensic Psychology

A student enrolled in the Psy.D. in Clinical Psychology program or the Psy.D. in Clinical Forensic Psychology program must meet the following requirements in pursuit of the doctoral degree:

- Successful completion of 3 fulltime academic years of graduate study, at least 2 of which must be at the student's TCSPP home campus and at least 1 of which must be in fulltime residency, and
- Completion of an internship.

Rigor

To qualify for degree conferral, a student must:

- Be in [Academic and Financial Aid Good Standing](#) (Active)
- Have a cumulative grade point average of 2.0 or higher for undergraduate students or 3.0 or higher for graduate students
- Complete all training requirements as defined by the degree program
- Complete all competency exams required by the degree program, and
- Complete the capstone project, thesis, or dissertation required by the degree program

Additional Requirements

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

- 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

Upon successful completion of degree program requirements, a degree-seeking student declares the intent to graduate by submitting the online [Petition for Degree Conferral](#) within the deadlines published on the [Office of the Registrar](#) website. A [fee](#) is assessed at the time of petition.

A degree is considered earned once the degree conferral date is posted on a student's transcript. TCSPP confers degrees on the following days (see the Academic Calendar for specific dates):

- Official end of term/semester
- Last working day of the month, unless the month contains the end of the term/semester
- Grade due date of the 8-week and 12-week summer semesters (on-ground only)
- September 15

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 the Student Affairs Committee for disciplinary action.

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 (6) to eight (8) 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 TCSPP, 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 TCSPP, 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. To order, a graduate must complete the [Duplicate Diploma Request](#) form. A fee is assessed at the time of order.

Enrollment in a New Degree Program

A current student who wishes to enroll in a degree program at a different degree level must complete the standard admission process as requirements may be different (i.e. Master to Doctoral, Certificate to Master, or Doctoral to Master). A student must be in Academic and Financial Aid Good Standing, Programmatic Good Standing, and must meet all financial obligations to the institution at the time of application and at the time of enrollment, if accepted.

Transcripts from prior schools remain on file and need not be resubmitted, but the student must release a TCSP transcript and submit other admission documents as required in the application process. This policy does not apply to a student enrolled under an internal articulation agreement.

A current student must complete all degree requirements and have the degree conferred to be eligible to start a new degree program. Degree conferral must occur either on or prior to the Add/Drop deadline. Concurrent enrollment is not permitted.

A student who wishes to transfer to a different degree program at the same degree level must contact their Student Support Counselor. Refer to the [Program Change](#) policy.

Once awarded, transfer credit and waived courses remain on a student's permanent record and cannot be removed from the academic transcript. Credit hours may not be double-counted toward degree completion and residency requirements for more than one degree unless the program has an articulation agreement.

Good Standing

The Chicago School of Professional Psychology defines Good Standing along two dimensions - 'Academic and Financial Aid Good Standing' and 'Programmatic Good Standing.'

Academic and Financial Aid Good Standing (Active)

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

- 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. Graduate and undergraduate students are meeting the ROP requirement for their admitted program.
 - i. Students must progress to ensure degree program completion within the maximum timeframe.
 - 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 timeframe, 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. Graduate and undergraduate students are not on Academic and Financial Aid Warning or Academic and Financial Aid Probation.

Programmatic Good Standing (Active)

Academic and Financial Aid Good Standing is recognized as the minimum requirement of all students at TCSP. In addition, a degree program may have further academic, ethical, and performance requirements due to licensure and accreditation requirements and

professional responsibility identified by individual disciplines. These programs may create a standard of performance which will be 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 in the program guidebook 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 TCSPP students.

Grading Policies

Academic Grades

All academic grades are assigned by the faculty and are noted on the student's permanent record.

Academic Grades - Assigned by Faculty							
Undergraduate				Graduate			
Grade	Quality Points	Credits Earned	Classification	Grade	Quality Points	Credits Earned	Classification
A	4.00	Full Course Credits Earned	Superior	A	4.00	Full Course Credits Earned	Superior
A-	3.67	Full Course Credits Earned	Outstanding	A-	3.67	Full Course Credits Earned	Outstanding
B+	3.33	Full Course Credits Earned	Very Excellent	B+	3.33	Full Course Credits Earned	Very Satisfactory
B	3.00	Full Course Credits Earned	Excellent	B	3.00	Full Course Credits Earned	Satisfactory
B-	2.67	Full Course Credits Earned	Marginally Excellent	B-	2.67	Full Course Credits Earned	Marginally Satisfactory
C+	2.33	Full Course Credits Earned	Very Satisfactory	C	2.00	Full Course Credits Earned	Unacceptable
C	2.00	Full Course Credits Earned	Satisfactory	F	0.00	0 Credits Earned	Unacceptable
C-	1.67	Full Course Credits Earned	Marginally Satisfactory	CR	N/A	Full Course Credits Earned	Credit
D+	1.33	Full Course Credits Earned	Acceptable	NC	N/A	0 Credits Earned	No Credit
D	1.00	Full Course Credits Earned	Marginally Acceptable	AU	N/A	N/A	Audit

F	0.00	0 Credits Earned	Unacceptable	I	N/A	N/A	Incomplete
AU	N/A	N/A	Audit	IP	N/A	N/A	In Progress (temporary grade)
I	N/A	N/A	Incomplete				
IP	N/A	N/A	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. 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 the [In Progress 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). This grade is not calculated into the GPA. It is included in the rate of progress calculation.

Administrative Grades

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

Administrative Grades							
Undergraduate				Graduate			
Grade	Quality Points	Credits Earned	Classification	Grade	Quality Points	Credits Earned	Classification
TR	N/A	Full Course Credits Earned	Transfer Credit	CE	N/A	Full Course Credits Earned	Credit by Examination
W*	N/A	0 Credits Earned	Withdrawal (up to 54% of course completed)	TR	N/A	Full Course Credits Earned	Transfer Credit
WA	N/A	0 Credits Earned	Waiver of Course	W*	N/A	0 Credits Earned	Withdrawal (up to 54% of course completed)
WF*	0.00	0 Credits Earned	Withdrawal after 54% of course completed	WA	N/A	0 Credits Earned	Waiver of Course

				WF*	0.00	0 Credits Earned	Withdrawal after 54% of graded course completed
				WNC*	N/A	0 Credits Earned	Withdrawal after 54% of CR/NC course completed

* 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 Department Chair, 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.

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, based on the student's last date of attendance. 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 received course waiver to fulfill a program requirement. Course waiver does not meet the unit 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, based on the student's last date of attendance. 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 withdrawn from a Credit/No Credit course after the deadline as listed in the Drop/Withdrawal Schedule, based on the student's last date of attendance. This grade is not calculated into the GPA. It is included in the rate of progress calculation.

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 8	"W" grade posted
Week 9 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 7	"W" grade posted
Week 8 through End of Semester	"WF/WNC" grade posted

8-week Semester (On-Ground)

Drop/Withdrawal	Transcript Notation
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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 Semester (Online)

Drop/Withdrawal

Before Start of Semester
Week 1 of Semester
Week 2 through Week 4
Week 5 through End of Semester

Transcript Notation

No record of enrollment
No record of enrollment
“W” grade posted
“WF/WNC” grade posted

See the [Academic Calendar](#) for specific dates.

Temporary Grades

TCSPP 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 an individual 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.

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. A student who is assigned an IP grade must complete course requirements. If the student successfully completes the 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 the course requirements, a failing grade will be assigned.

The IP grade may be used only for practicum, internship, advanced research project, field experience, and study abroad courses. For advanced research project, study abroad, and field experience courses, the IP grade will automatically change to “F/NC” four (4) weeks after the end of the term/semester in which the grade is assigned if the student does not submit the required deliverables. For the practicum and internship courses, the IP grade may be extended as indicated below.

Practicum and Internship Courses

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

1. Turn in signed and completed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the semester.
2. Complete hour log by end of each semester.
3. Complete site evaluation by end of semester.

In order to receive a passing grade for the seminar class, the student must have a passing site supervisor evaluation, passing seminar leader evaluation, completed hour log, and evaluation of site. If a student does not receive a passing evaluation in the seminar and from the site, the student may not pass the seminar course.

If any of the above steps are not met, the student’s registration will be placed on hold. The hold will be removed after the steps are completed. If a student does not submit required documentation including an hour log and training agreement by the end of the semester, then the hold will remain on the student’s record and the student will receive a grade IP. The IP grade will be changed to an Incomplete (I) after six (6) weeks of student noncompliance. Following the six weeks of the I grade, the grade will revert to “No Credit” (NC), and the student will be required to repeat the practicum placement and seminar class. Note that the IP grade may be used for an extended period of time at the discretion of OPT.

Online Students Taking On-Ground Courses

An online student taking on-ground courses will be graded according to this policy. The online student may be assigned an IP grade in the on-ground course at the end of the term. Once the on-ground semester concludes, the IP grade will be replaced with a final grade.

Incomplete 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 a Department Chair. 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 Department Chair, 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 awarded, a finalized [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 Registrar

The student will receive written instructions for completing final course requirements via the Incomplete Grade Request form. The completion timeframe should be brief to allow time to evaluate final coursework and submit a Grade Change Request form. For on-ground courses, the deadline for completion of all outstanding coursework must be seven (7) or more calendar days before the Add/Drop deadline of the subsequent semester. For online 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.

All grades of Incomplete must be resolved prior to the start of a training experience, where relevant. Incomplete grades are also issued when an IP training grade is not resolved by the IP grade deadline.

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 Leave of Absence Policy](#) for guidance on coursework.

SAP Implications

Under the [SAP policy](#), an Incomplete grade is calculated as credits attempted, but not earned during a given term/semester. This means that until the course is resolved, it will count against a student's rate of progress for the purpose of determining financial aid eligibility.

Grade Appeal

A final course grade may be appealed only when the grading criteria stated in the course syllabus and/or the Academic 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 course final grade, a Department Chair or designee, or a committee of faculty selected by a Department Chair.

To appeal a course final grade, the following procedure must be used:

1. The student must speak with the instructor of record for the course who assigned the course final grade to attempt a resolution. If a resolution is not achieved, the student must move to step 2.
2. The student must complete the Grade Appeal Request form and submit it to their home Department Chair by the Add/Drop deadline of the term/semester immediately following the one in which the grade in question was earned. A student who wishes to appeal a course final grade assigned after resolution of an Incomplete (I) or In Progress (IP) grade must do so by the end of the term/semester immediately following the one in which the course was taken. The home Department Chair or designee will

attempt to resolve the appeal within the department. This process typically includes a consultation with the instructor of record for the course who assigned the course final grade and a consultation with the appealing student. It may also include a review of the appeal by another Department Chair or committee of faculty. If a decision on the appeal cannot be determined, the home Department Chair or designee must move to step 3

3. The home Department Chair or designee will consult with the Dean of Academic Affairs to formally review the concern and make a decision on the course final grade appeal.

Once a decision is made, the home Department Chair or designee will inform the instructor of record for the course and the student the appeal outcome and return the completed Grade Appeal Request form to the Office of the Registrar. The decision of the Department Chair or designee is final and cannot be appealed.

Grade Change

A change to a posted grade assigned by a faculty member may be approved by the instructor of record for the course, Department Chair, or faculty committee appointed by a Department Chair. A posted 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.
- As a result of successful grade appeal.

A grade change form must be submitted by the Add/Drop deadline one semester for on-ground courses or two terms for online courses after the original grade was posted. For example, if a 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 on-ground courses or Summer I term for online courses.

This deadline may be excepted in cases where a student fails a required prerequisite course twice and then subsequently passes the prerequisite's extension course as listed in the [Programs of Study](#). In this case, the grade change documents that the student has met the prerequisite course requirements and, therefore, is eligible to take the subsequent course. The grade change applies only to the most recent failed attempt of the prerequisite course. Department Chair approval is required.

For further information on appealing a grade, see the [Grade Appeal](#) policy.

Grade Point Average

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

A student must make [Satisfactory Academic Progress](#) toward a degree by maintaining a Cumulative Grade Point Average (CGPA) of 2.0 for undergraduate programs or 3.0 for graduate programs. An undergraduate student who receives a course grade of "F" or a graduate student who receives a course grade of "C" and below is required to repeat or replace the course, as courses with such grades do not count toward degree requirements.

The repeated course must be successfully completed within one academic year in order for the student to receive course credit and to have the course counted toward degree requirements. 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.

A repeated course counts toward fulltime or half-time enrollment status only once. A course repeated more than once neither qualifies for financial aid nor is counted in a student's enrollment status when calculating credit hours to determine financial aid eligibility during that payment period.

Leave of Absence

TCSPP requires all degree-seeking students to remain continuously enrolled through the fall, spring, and summer terms/semesters. A student who experiences an unforeseeable and unexpected circumstance that necessitates a break in enrollment may consider either a leave of absence (LOA) or withdrawal from the institution.

Should study be interrupted between terms/semesters or before the Add/Drop deadline of a term/semester, a LOA may be considered. A LOA allows a student to return to the same degree program under the requirements in effect when the LOA began. A 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 a LOA. See the [Withdrawal](#) policy for information on a temporary withdrawal related to course unavailability.

The duration of a LOA may not exceed 180 calendar days in any 12-month period. For this reason, students are limited to taking two online terms/one on-ground semester of LOA in any 12-month period. An online student who desires an additional term of LOA must contact the Student Support Counselor for eligibility. A student is eligible for a maximum of six online terms/three on-ground 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 a LOA will result in administrative withdrawal from TCSPP. 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 the 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. See the [Military Leave of Absence](#) policy for information on service-related leave.

Eligibility for LOA

To be eligible 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 timeframe 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 a 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 a LOA;
- Be cleared of any disciplinary action, if applicable. A student with a pending Student Affairs Committee (SAC) hearing is not eligible for LOA;
- Have earned credit hours toward a degree requirement in at least two online terms or one on-ground semester.

Requesting a LOA

Before petitioning, a student considering LOA is strongly encouraged to consult with their Department Chair 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 a LOA, a student must:

- Complete the [Leave of Absence Request](#) in full, including obtaining all required signatures;
- Clearly state the unforeseeable and unexpected circumstance(s) for the 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.

A LOA is noted on a student's transcript for each approved term/semester. A retroactive LOA is not permitted. Upon approval of a LOA, the Office of the Registrar will unregister the student from all scheduled courses. Submission of an Add/Drop form is not

required.

A student on a LOA is bound by TCSPP's Code of Conduct and must adhere to the same professional standards as an active student. A LOA does not extend the seven academic year degree completion timeframe for a Psy.D. in Clinical Psychology student.

Military Leave of Absence

The Military Leave of Absence (MLOA) provides a no-penalty, time-unrestricted leave of absence for affected individuals, their spouses and dependents. The MLOA provides relief of student charges based upon deployment notification and financial aid sources.

Affected individuals include the following, as well as their spouses and dependents:

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

A student who is called to active military duty should promptly notify the Office of the Registrar in writing via the Leave of Absence request 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. MLOA does not count against program time to completion; however, repayment of Federal Financial Aid may be required after 180 days have expired. MLOA is available to a student who is deployed regardless of the student's SAP status.

If the student withdraws from current courses on or before week 5 of an 8-week term or on or before week 10 for a 15-week semester, the student will receive a full refund of tuition and fees, and be removed from all courses in progress, thereby removing them from the student's record. If the student withdraws from current courses on or after week 6 of an 8-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 MLOA. 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 continue to be 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).

Manuscript Preparation

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 some master's degrees. All doctoral students and master's students with a thesis requirement must complete Manuscript Preparation (formerly copyediting) through The National Center for Teaching and Learning (NCTL).

Before transitioning to Manuscript Preparation, students must ensure the manuscript fulfills all committee required components and revisions. To initiate the Manuscript Preparation process, an academic department representative submits the Dissertation Processing Tracking Form to NCTL. Once the tracking form is received, students will be given permission to submit their document for Manuscript Preparation. Students are solely responsible for submitting their thesis or dissertation to NCTL.

Documents are reviewed for APA style and grammar issues only. Thesis and dissertation content is not reviewed. The duration of Manuscript Preparation varies and is dependent largely on timely student response to feedback.

Along with the hard copy thesis or dissertation, students must submit a completed Signature Page in Canvas signed by committee members. Students must remain continuously enrolled in their degree program to complete manuscript preparation.

Posthumous Degree

The Chicago School of Professional Psychology 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 Department Chair and be submitted in writing to the Dean 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 Dean of Academic Affairs will be responsible for evaluating the request against the criteria above in consultation with the Office of the Registrar. If the Dean of Academic Affairs grants the request, the Campus Dean and the Office of the Registrar will be notified. The Campus Dean and the Dean of Academic Affairs will contact the deceased's family to make arrangements for presenting the diploma.

Releasing the Education Record

TCSPP 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, TCSPP may release the education records of the deceased at its discretion.

Program Change

A student who desires to change their degree program or campus may do so using the process outlined in this policy. Program Change includes the following:

- Program Transfer: A student who wishes to transfer to a different degree program at the same degree level on the same campus, including Dual Enrollment Programs.
- Dual Degree Program Transfer: A student who wishes to move between a Dual Degree Program and a non-Dual Degree program at the same degree level.
- Area of Focus/Study or Concentration Change: A student who wishes to change their Area of Focus/Study or Concentration while remaining in the same degree program.
- Campus Transfer: A student who wishes to transfer to another TCSPP campus location while remaining in the same degree program.
- Campus and Program Transfer: A student who wishes to both transfer to a different degree program at the same degree level AND transfer to another TCSPP campus location.

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

- Student must be in good Academic and Financial Aid Good Standing. A student is considered to be in good standing if they are meeting all of the [SAP](#) requirements.
- Student must be in good financial standing. A student is considered to be in good financial standing if they do not have outstanding financial obligations to TCSPP. A student should contact the Office of Financial Aid prior to requesting a program change to determine their eligibility.
- Students must meet the admission requirements of the new degree program and any affiliated campus requirements, if transferring to a different campus.

To initiate Program Change, a student must:

- Discuss their intent to transfer with their current Department Chair and the Department Chair of the desired degree program, if applicable.
- Contact the Office of Financial Aid to determine their eligibility.
- Submit a Program Change Request form to their Student Support Counselor.

International students must notify the campus Designated School Official (DSO) of their intent to change degree program or campus to determine implications on immigration status.

Degree programs may have different degree completion requirements, depending on 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 has or is seeking programmatic accreditation or specialized approval must apply to the degree program through the Office of Admissions.

Registration

TCSPP requires all students to maintain continuous enrollment during the full academic year (fall, spring, and summer terms/semesters) either on their home campus or a host campus. The home campus is the campus in which the student is actively enrolled. A host campus may be any other TCSPP campus or an institution with which TCSPP 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 programs. A student taking courses in at least one of the Dual Degree programs is considered to be in Active status in both programs.

Any student who does not register in any courses will be administratively withdrawn from TCSPP by the Add/Drop deadline as published on the [Academic Calendar](#). This includes students with any registration holds. A registration hold may be caused by an outstanding financial account balance, overdue library materials, writing assessment, admission contingency, or other related items, and all holds must be cleared prior to course registration. A student must be registered to attend classes.

A student whose final degree program requirement is completion of a practicum and/or internship must be enrolled in a corresponding course unless the practicum or internship concludes prior to the end of the term/semester. A student whose final degree program requirement is a thesis or dissertation must be enrolled in a corresponding course unless the project, including manuscript preparation, where applicable, will be completed prior to the end of the term/semester.

On-Ground

An on-ground student must register for courses each semester during the designated registration period as published on the [Academic Calendar](#) to avoid a late registration fee or administrative withdrawal. Courses are available on a first-come, first-served basis. TCSPP does not maintain wait lists for closed courses.

An on-ground student will be notified of the designated registration date(s) and times available via [myChicagoSchool](#). A student's registration time is based on the total credit hours earned as of the prior semester. During the Open Registration period, students may register for courses or modify their course schedule. Once Open Registration ends, online registration closes, and the Add/Drop period begins. See below for details on Add/Drop.

Information on first semester registration for a new on-ground student is contained in the degree program Welcome Letter posted to [myChicagoSchool](#). The new student must register for courses by logging into the [Academic Portal](#). A new student who is admitted during the Add/Drop period must work with Admissions to obtain the approval of the Department Chair to register for courses.

Online

All online programs have a pre-determined course sequence, and an online student is registered by the institution following that sequence. A student is registered multiple terms in advance, and the course schedule is available through myChicagoSchool. A new student who is admitted during the Add/Drop period must work with their Student Support Counselor to obtain the approval of the Department Chair to be registered for courses.

Add/Drop

The Add/Drop period begins on the first day of the term/semester and ends on the first Sunday of the term/semester. For new students, the Add/Drop period is the cancellation period.

During Add/Drop, a student may register for additional courses or remove courses from the course schedule. Department Chair approval is required for adding or dropping 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 is charged per form submitted. 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 an [Add/Drop Form](#) to the Office of the Registrar. 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 per the [Refund Policies](#) and may have financial aid implications.

When a student withdraws, takes a leave of absence, or is dismissed from TCSPP, the Office of the Registrar will remove the student from their course(s) and assign appropriate administrative grades per the Drop/Withdrawal Schedule, where applicable. When a student withdraws, takes a LOA, or is dismissed, they are not required to submit an Add/Drop request form. See the [Refund Policies](#) for information on tuition and fees.

While every effort is made to ensure courses are offered frequently, course availability varies. A deviation from the standard progression of a program such as dropping a course, repeating a course, taking a leave of absence, or reducing enrollment credit hours may, therefore, result in a session or term/semester when a course that is needed is not available. In such cases, a student will be required to follow the temporary withdrawal policy in this Catalog. 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 calculation. This calculation will determine the percentage of the financial aid award earned and may result in returning funds to the 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 Department Chair 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 [here](#).

Cross Registration

Cross Campus

A student may take a course on a different campus on a space available basis. A student is subject to the academic calendar of the home campus including course registration and Add/Drop deadlines.

To request approval for cross-campus registration, the student must consult with the Department Chair of the home degree program. If the request is supported, the home degree program Department Chair will work with the host degree program Department Chair to arrange for cross-campus registration. To facilitate course registration, a completed [Course Substitution Petition](#) must be submitted to the Office of the Registrar by the Add/Drop deadline.

If the course meets a home degree program requirement, it will be eligible for financial aid. If it does not meet a home 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 the Department Chair of the home degree program. If the request is supported, the home degree program Department Chair will work with the host degree program Department Chair to arrange for cross-program registration. To facilitate registration for the course, a completed [Course Substitution Petition](#) must be submitted to the Student Support Counselor by the Add/Drop deadline.

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

Cross Instructional Delivery Modality

An on-ground student taking an online course to meet a degree requirement must follow the home campus registration process. The student must register for all courses - on-ground and online terms I and II - prior to the on-ground Add/Drop deadline. An on-ground

student who drops an online term II course will be held to the on-ground grade assignment (W/WF/NC/NP) and refund schedule.

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 Department Chair's approval, and submit the form to the Student Support Counselor. Upon approval, the student will be registered in the Study Abroad course, 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 [International Programs and Services](#) to be considered for and enrolled in a study abroad course. Click on this [link](#) for detailed information.

Late Registration Fee for Continuing Students

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

Student-at-Large (SAL) Registration

A [Student-at-Large](#) (SAL) is a visiting student enrolled in courses outside of a certificate or degree program enrollment. A SAL may be eligible to enroll in courses on a space available basis. Information on SAL enrollment is available from the Office of Admission at 800.721.8072.

A SAL must meet all prerequisite requirements for the courses in which enrollment is desired. Typically, a SAL may complete a maximum of six (6) credit hours of study with TCSPP (maximum 3 credit hours per term/6 credit hours per semester). A SAL who wishes to enroll in more than 3 credit hours per term/6 credit hours per semester must have written approval from the Department Chair.

A SAL enrollment does not qualify for fulltime or half-time enrollment status. A SAL is not eligible for financial aid.

Returning Students

Readmission

A former student who wishes to return to TCSPP 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 Admission. 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 wishes to return to TCSPP 364 or fewer days after the date of withdrawal should refer to the [Reentry](#) policy.

Readmission of Dismissed Students

A former student in dismissal status may not return to TCSPP 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 Department Chair 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 TCSPP, the student must work with the Department Chair and the Office of the Registrar to create a SAP Development Plan that will ensure the timely return to Good Standing, if followed. A former student who returns from a Student Affairs Committee (SAC) dismissal must work with the Department Chair 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 TCSPP will be placed on Academic and Financial Aid Probation and must follow the SAP Development Plan. If the student fails to meet the SAP Development 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 TCSPP due to exceeding the Maximum Timeframe (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 TCSPP 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 fulltime 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 TCSPP. 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 wishes to return to their original TCSPP 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 wishes to return to TCSPP 365 or more days after the date of withdrawal or who wishes 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 Department Chair 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 of Professional Psychology 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 TCSPP is eligible to apply only to programs being offered to new students. Details on current program offerings are available through the Office of Admission.

Should a currently active CGI of TCS student be withdrawn from TCSPP 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 timeframe, 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

Per U.S. immigration regulations, a former F-1 or J-1 international student has five (5) months from the SEVIS termination date to reenter a degree program and, thereby, reactivate their original immigration record. A former international student who wishes to return to TCSPP after 5 months must reapply through the Office of Global Enrollment.

A former international student who wishes to return to TCSPP after 5 months 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, certificate, or credential program while attending TCSPP. SAP is measured to ensure that a student is making satisfactory academic progress toward degree 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 in all terms/semesters where they are registered and attending TCSPP.

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 these 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 (CGPA). 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 TCSPP 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 cumulative GPA of 2.00 or above.
- A graduate student must maintain a cumulative GPA 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 TCSPP 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), 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 Timeframe (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 degree completion within the MTF. The number of credit hours required for degree completion appear 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). In order 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%).

SAP Evaluation Period

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 on-ground students and two consecutive terms for online 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 the school email frequently to respond to any communication regarding SAP status.

A student who wishes to transfer to a new campus or 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 TCSPP 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, TCSPP will report this status to the VA.

A student must meet SAP in order 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 online terms or one on-ground 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 Department Chair 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

In order 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 TCSPP by the Add/Drop deadline.

Once received, the Reinstatement Petition will be reviewed by the student's Department Chair 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 Department Chair or designee's decision.

Petition Approval

A student whose Reinstatement Petition is approved will be placed on Academic and Financial Aid Probation for the following two online terms or one on-ground semester, depending on delivery modality. Should extenuating circumstances that necessitate additional time to meet SAP be required, it is possible to grant a student a maximum of four online terms or two on-ground semesters on Academic and Financial Aid Probation. This exception must be approved by the student's Department Chair or designee and be outlined in the SAP Development 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 Development 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.

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 TCSPP.

Academic and Financial Aid Dismissal: Dismissal

A student is academically dismissed if the student fails to meet the conditions of the SAP Development Plan or SAP standards at the end of an Academic and Financial Aid Probation period. 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.

Maximum Timeframe Dismissal

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

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, in turn, 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. The Chicago School of Professional Psychology will code service learning courses with “-SL” applied to the section letter(s) to designate those courses with the service learning component.

Student Classification

A student enrolled in a doctoral (Ph.D., Psy.D., Ed.D.), master or specialist (M.A., M.S., Ed.S.) or graduate certificate programs is classified as a graduate-level student. A student enrolled in a bachelor (B.A., B.S.) 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 TCSP academic departments. 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 through TCSP. 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 - 24 Credit Hours	Freshman
25 - 48 Credit Hours	Sophomore
49 - 72 Credit Hours	Junior
73+ Credit Hours	Senior

Enrollment Status

The Chicago School of Professional Psychology has established minimum credit hour thresholds for determining fulltime and half-time enrollment status.

Degree Level	Half-time/Semester	Fulltime/Semester
Undergraduate	6 credit hours	12 credit hours

Graduate	3 credit hours	5 credit hours
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These enrollment standards are used for the following purposes:

- To determine eligibility for financial aid
- To provide enrollment verification
- To qualify for other student benefits

One semester is equivalent to two online terms. An online student must be enrolled for two (2) consecutive terms to be eligible for financial aid in the first of the two terms. An online student must be enrolled for the specified credit hours listed in the table above when terms I and II are combined.

The financial aid cost of attendance is determined based on actual enrolled credit hours. For example, a one credit hour course that is classified at auto fulltime qualifies a student for fulltime enrollment status. In this example, the financial aid cost of attendance budget will include funding for one credit hour plus living and personal expenses. Taking two auto half-time courses does not qualify for fulltime enrollment status.

Auto fulltime courses qualify a student for immediate fulltime status for the purpose of determining financial aid and loan deferment eligibility. See the [Auto Full Time Course List](#) for designated courses. Auto half-time courses qualify a student for immediate half-time status for the purpose of determining financial aid and loan deferment eligibility. See the [Auto Half Time Course List](#) for designated courses.

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 fulltime each semester per immigration requirements, unless otherwise authorized.

An undergraduate student taking a 0 credit hour course that does not carry the auto fulltime or auto half-time designation (e.g. GEN010) must be enrolled in at least one other credit-bearing course to remain in active status.

A graduate student who is taking a 0 credit hour course that does not carry the auto fulltime or auto half-time designation (e.g. AS1, AS2) must be enrolled in at least one other credit-bearing course to remain in active status.

Reporting Enrollment Status

TCSPP 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 at www.degreeverify.org 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.

TCSPP does not provide degree or enrollment verifications by email, telephone, or fax.

TCS courses (TCS380, TCS385, TCS390) are non-credit bearing, non-transferrable, and not eligible for financial aid.

Synchronous Videoconferencing for On-Ground Course Delivery

A student may have selected on-ground courses delivered via synchronous videoconference. On-ground courses offered via synchronous videoconference are taught live to both on-site students and remote students, and all students participate in the course from their home campus. Courses eligible to be delivered using synchronous videoconferencing carry a notation in the course description listed in the Program of Study. A student enrolled in an on-ground synchronous videoconference course is required to attend all class sessions in person on their home campus.

Transfer Credit and Course Waiver

Articulation Agreements

An internal articulation agreement 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 the bachelor degree. An external articulation agreement identifies specific coursework completed at a collaborating institution that may be recognized as equivalent to TCSPP coursework.

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, 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 policies in the Academic Catalog & Student Handbook. In some cases, an articulation agreement may waive or amend the application of certain TCSPP admission policies or procedures.

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

Undergraduate Programs

Transfer Credit

The transfer credit process provides the opportunity for a student in a bachelor degree program to have credit hours earned at another [regionally accredited institution](#) applied to the TCSPP degree program. Credit may be awarded for college-level course work either in progress or completed prior to matriculation into the TCSPP program. Transfer credit will be calculated into rate of progress as both credit hours attempted and earned but will not be calculated into the TCSPP cumulative grade point average. All requests for transfer credit must be submitted prior to the start of the first term/semester of enrollment.

The bachelor degree program requires successful completion of 120 semester credit hours. An undergraduate student is required to complete a minimum of 42 semester credit hours at TCSPP, or 35% of the total credit hours required for the degree. An undergraduate student is permitted to transfer in a maximum of 78 semester credit hours, or 65% of the total credit hours required for the degree. Within the 78 semester credit hours, a maximum of 30 nontraditional semester credit hours may be applied toward degree requirements, or 25% of the total credit hours for the degree. These 30 nontraditional semester credit hours may combine various types of nontraditional credit including credit earned through national testing programs, military training, and other sources. In some cases, this policy may be excepted to accommodate prospective students enrolled at other institutions that are facing extenuating circumstances such as the loss of regional accreditation or campus closing. Such action requires the approval of the Executive Cabinet.

The student is responsible for ensuring that all transfer credit documentation from all higher education institutions attended is submitted for evaluation prior to the Add/Drop deadline of their first term/semester of enrollment. The decision to accept transfer credit rests solely with TCSPP. Approved transfer credit will be posted to the student's transcript after the student remains enrolled past the Add/Drop deadline.

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 earned at an international institution that is fully accredited by a country's Ministry of Education or by the United States Department of Education must be evaluated by a [NACES](#) or [AICE](#)-approved transcript evaluation agency or, in some circumstances, by a TCSPP staff member trained in transcript evaluation. See the International Transcript Evaluation policy.
3. No duplication of credit hours. A student may not earn credit hours that duplicate an equivalent course/exam or a similar course. Credit hours will not be accepted if they duplicate credit hours completed at TCSPP. The student is fully responsible for any charges incurred for duplicate coursework taken at TCSPP.
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 TCSPP courses in an area in which they have already completed a course that is more advanced in content.
5. Upper-division courses will not be considered equivalent or duplicative of lower-division courses.
6. TCSPP requires an official transcript from the institution where the credit hours were earned as third party evaluations are not permissible for these purposes.

7. Course content is substantially equivalent to requested course. This is generally defined as equal or greater than 80% percent equivalent as determined by TCSPP.
8. Course grade is “C” or higher. Pass/Fail courses are eligible only if the pass grade is equivalent to a “C” or higher. Credit/No Credit grades are not eligible.
9. 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 TCSPP credit hour requirement if the combined course content is substantially equivalent to the requested course.

A student may apply for transfer credit to meet an elective course requirement if the course supports the competencies and learning outcomes of the program and meets the following conditions:

1. The course must meet all other requirements for transfer credit.
2. The course must be at or above the equivalent degree level.
3. The course cannot duplicate other successfully completed requirements.

An unofficial transcript may be used for review of transfer credit prior to matriculation at TCSPP. However, in order 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.

Note: A BA Psychology student minoring in either health science or business may earn only a maximum of 6 semester credit hours of transfer credit toward the minor.

Nontraditional Credits

TCSPP recognizes that learning can take place outside the traditional classroom. The institution accepts undergraduate credit hours earned through the successful completion of national testing programs, military training, examination administered internally by TCSPP, and national credit recommendation programs

National Testing Programs

Transfer credit hours may be awarded for successful completion of national testing programs. An official score report must be submitted to TCSPP 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 TCSPP 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.
- **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 at TCSPP. Official military transcripts can be obtained via the Joint Service Transcript (JST) website and must be submitted to the Office of Admissions for evaluation. Coursework recommended for undergraduate academic credit at the lower or upper division level by ACE will be considered for transfer if the coursework is applicable to the student’s program of study at TCSPP.

Other Sources of Acceptable Nontraditional Transfer Credits

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

Portfolio Based Assessment: A student may earn up to 12 semester credit hours per portfolio completed and submitted. The student will incur all fees associated with the course up to and including submission of the portfolio. Portfolio Based Assessment is completed in conjunction with the Council for Adult and Experiential Learning (CAEL) and LearningCounts.org. A student may work with Admissions and visit <http://www.learningcounts.org/> for more information.

Graduate Programs

Transfer Credit

The transfer credit process provides an opportunity for a student in a master or doctoral program to have credit hours earned at another institution applied to their TCSPP degree program. To be eligible for transfer, credit hours must have been earned from a recognized, regionally accredited degree-granting institution and prior to matriculation into the TCSPP degree program. A Graduate Transfer Credit/Course Waiver Petition per course must be submitted by the end of the first semester of enrollment (on-ground students) or second term of enrollment (online 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. Credit hours earned at TCSPP may be considered for course association as detailed below.

The decision to accept transfer credit rests solely with TCSPP. 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 TCSPP 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 TCSPP 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 TCSPP and the collaborating institution. See the [Programs of Study listings](#) for transfer credit hour limits. Certificate programs and the Psy.D. in Clinical Psychology program at Xavier University of New Orleans do not permit transfer credit.

Approved transfer credit will be posted to the student's transcript after the student remains enrolled past the Add/Drop deadline. 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 TCSPP's refund schedule. The student will be charged a fee for each transfer credit hour awarded. The transfer credit fee is not charged for the articulated courses in Dual Degree Programs. Please refer to the schedule of tuition and fees 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 earned at an international institution that is fully accredited by a country's Ministry of Education or by the United States Department of Education must be evaluated by a NACES- or AICE-approved transcript evaluation agency or, in some circumstances, by a TCSPP staff member trained in transcript evaluation. See the International Transcript Evaluation policy
3. No duplication of credit hours. A student may not earn credit hours that duplicate an equivalent course/exam or a similar course. Credit hours will not be accepted if they duplicate credit hours completed at TCSPP. The student is fully responsible for any charges incurred for duplicate coursework taken at TCSPP.
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 TCSPP 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 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.
6. Course grade is a "B" or higher. Courses which carry Pass/Fail 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 TCSPP 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 Psy.D. in Clinical Psychology programs at Chicago, Los Angeles, and Washington, D. C. do not permit transfer credit for coursework that is more than 5 calendar years old.

A student may apply for transfer credit to meet an elective course requirement if the course supports the competencies and learning outcomes of the program and meets the following conditions:

1. The course must meet all other requirements for transfer credit.
2. The course must be at or above the equivalent degree level.
3. The course cannot duplicate other successfully completed requirements.

A TCSPP 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 Department Chair. To ensure that a study abroad course will satisfy a degree requirement, a student must obtain written approval from the Department Chair *prior* to registration in the course. The student must submit the approved Course Substitution Petition to the Student Support Counselor.

Nontraditional Credits

TCSPP recognizes that learning can take place outside the traditional classroom. The institution accepts credit earned by examinations administered internally by TCSPP for the master's degree programs only. The examination must be comprehensive and include measurement of all course learning outcomes. In cases where credit by examination is not compatible with the standards of accreditation for any program holding or seeking programmatic accreditation (e.g., APA, CACREP) the standards of the accrediting agency prevail.

Credit by Examination (Master's Degree Programs only): At the discretion of the department faculty and the approval of the department chair, credit by examination may be awarded for designated master's degree courses within program's curriculum under certain circumstances. To be eligible for master's-degree level credit by examination, a student must:

1. be accepted into a master's degree program;
2. complete a credit by examination request form;
3. provide evidence of knowledge of the learning outcomes of the course, e.g., relevant work experience, to support the request;
4. pay associated fees; and
5. pass the examination with a minimum score of 80%.

Credit by examination is not available to a student if the same course has been attempted at TCSPP. Credits earned by examination will be recorded as examination credit (CE) on the student's permanent record and will be counted toward the total number of credits required for the degree. 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. A fee may apply.

The total number of credit hours awarded when combining the credit by examination and the Transfer of Credit from a recognized, regionally accredited graduate degree granting institution may not exceed the department's policy on the maximum number of credit hours that may be transferred or waived, or 25% of the total credits of the program, whichever is less.

Course Waiver

The course waiver process provides an opportunity for a student in a master or doctoral program to have course content completed at another institution applied to the TCSPP degree program. Certificate programs, Dual Degree Programs, the Clinical Mental Health Counseling programs, Psy.D. in School Psychology, and the Psy.D. in Clinical Psychology programs at Chicago, Los Angeles, Xavier University of New Orleans, and Washington, D. C. prohibit course waiver.

It is expected that a matriculated student will fulfill all degree requirements through courses offered at TCSPP. To be eligible for waiver, credit hours must have been earned from a recognized, regionally accredited degree-granting institution and prior to matriculation into the TCSPP degree program. A Graduate Transfer Credit/ Course Waiver 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 decision to grant waiver rests solely with TCSPP. The institution reserves the right to require satisfactory performance on an examination before awarding a course waiver. 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 TCSPP courses either within or outside of the enrolled program of study. A student may request to take courses in another TCSPP degree program via the Course Substitution Petition.

An approved course waiver will not be factored into a new student's registration time. All new students register during the same designated period regardless of course waiver.

Course waiver is subject to the following conditions:

1. Course is at or above the equivalent degree level.
2. Credit hours earned at an international institution that is fully accredited by a country's Ministry of Education or by the United States Department of Education must be evaluated by a NACES or AICE-approved transcript evaluation agency or, in some circumstances, by a TCSPP staff member trained in transcript evaluation. See the International Transcript Evaluation policy
3. Course content is substantially equivalent to requested course. This is generally defined as greater than 80 percent equivalent. To be considered for waiver in programs that hold programmatic accreditation or recognition, the course must meet the accreditation guidelines as determined by the academic department.
4. Waiver is not granted for practicum, internship, thesis, or dissertation courses.
5. Course grade is a "B" or higher. Courses which carry Pass/Fail or Credit/No Credit grades are not eligible.
6. No credit hours will be waived for coursework that is more than 7 calendar years old.

Course Association

A student who desires to change degree programs may be eligible to have credit hours earned at TCSPP applied to their new TCSPP degree program via course association. Course association occurs when courses completed in a degree program are applied to a new degree program. Unless an articulation agreement between the two degree programs is in effect, 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.
3. No duplication of credit hours. Credit hours that duplicate an equivalent course/exam or a similar course cannot be associated. Credit hours will not be associated if they duplicate credit hours completed in the current degree program. The student is fully responsible for any charges incurred for duplicate coursework taken at TCSPP.
4. Course content is substantially equivalent to requested course. This is generally defined as greater than 80 percent equivalent. To be considered for association into programs that hold programmatic accreditation or recognition, the course must meet the accreditation guidelines as determined by the academic department.
5. No credit hours will be associated for coursework that is more than 7 calendar years old. The Psy.D. in Clinical Psychology programs at Chicago, Los Angeles, and Washington, D. C. do not permit association for coursework that is more than 5 calendar years old.

Earned credit hours are associated with the new degree program and, therefore, are not considered transfer credit. Credit hours may not be double-counted toward the degree completion and residency requirements for more than one degree unless the program has an articulation agreement.

The Department Chair of the new program determines courses to be associated. The number of earned credit hours applied to the new degree program may not exceed the Maximum Associated Credit Hours listed in the Credit Hour Limits table below. Courses associated to fulfill the requirements of the new degree program will count both toward rate of progress as credits attempted and earned and will be calculated into the student's Cumulative Grade Point Average when calculating SAP. Associating a course with an earned grade of B- may negatively impact SAP. The Department Chair will consult with the Office of the Registrar to determine impact on the student's academic standing.

Credit Hour Limits

A student may not exceed the Total Combined Credit Hours number listed below. Total Combined Credit Hours are the combination of credit hours accepted in transfer credit, course waiver, or associated credit hours. A TCSPP student who is changing degree programs will have credit hours associated up to the Maximum Associated Credit Hours listed below. The maximum transfer credit hours, maximum waiver credit hours, and maximum associated credit hours combined may not exceed the Total Combined Credit Hours. In some cases, this policy may be excepted to accommodate prospective students enrolled at other institutions that are facing extenuating circumstances such as the loss of regional accreditation or campus closing. Such action requires the approval of the Executive Cabinet.

Programs	Maximum Transfer Credit Hours	Maximum Waiver Credit Hours	Maximum Associated Credit Hours	Total Combined Credit Hours
Ed.D. Educational Psychology and Technology	9	9	9	9

Ed.S. School Psychology	12	12	12	12
M.A. Behavioral Economics	12	12	12	12
M.A. Clinical Mental Health Counseling	12	0	12	12
M.A. Clinical Psychology, Marital and Family Therapy Specialization	12	12	12	12
M.A. Counseling Psychology	12	12	12	12
M.A. Forensic Psychology	12	12	12	12
M.A. Industrial/Organizational Psychology	12	12	12	12
M.A. International Psychology	12	12	12	12
M.A. Organizational Leadership	12	12	12	12
M.A. Psychology	12	12	12	12
M.S. Applied Behavior Analysis	12	12	12	12
M.S. Clinical Psychopharmacology	9	9	9	9
Master of Health Services Administration	9	9	9	9
Master of Public Health	9	9	9	9
Ph.D. Applied Behavior Analysis	15	15	15	15
Ph.D. Business Psychology, Consulting Track	9	9	9	9
Ph.D. Business Psychology, I/O Track	12	12	12	12
Ph.D. Counselor Education and Supervision	12	12	12	12
Ph.D. International Psychology	12	12	12	12
Ph.D. Organizational Leadership	12	12	12	12
Ph.D. Psychology, Behavior Analysis Specialization	15	15	15	15
Psy.D. Applied Clinical Psychology	15	15	15	15
Psy.D. Clinical Forensic Psychology	21	21	21	21
Psy.D. Clinical Psychology - TCSPP@XULA	0	0	21	21
Psy.D. Clinical Psychology - Chicago	21	0	21	21

Psy.D. Clinical Psychology - Los Angeles	21	0	21	21
Psy.D. Clinical Psychology - Washington D.C.	21	0	21	21
Psy.D. Marital & Family Therapy	15	15	15	15
Psy.D. School Psychology	21	0	21	21

Withdrawal

A student is required to adhere to the [Registration](#) policy and remain continuously enrolled in the degree program throughout the fall, spring, and summer terms/semesters. Withdrawal from TCSPP 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 Department Chair or Faculty Advisor
- Consult with 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 TCSPP after withdrawal should refer to the [Returning Students](#) policy.

When a student withdraws from TCSPP, the Office of the Registrar will remove the student from their course(s) and assign appropriate administrative grades per the Drop/Withdrawal Schedule. When a student withdraws, they are not required to submit an Add/Drop form. See the [Refund Policies](#) for information on tuition and fees.

Official Withdrawal

A student who wishes officially withdraw from TCSPP must submit a Withdrawal Request to their Student Support Counselor. A student's withdrawal date will be:

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

Unofficial Withdrawal

A student will be unofficially withdrawn from TCSPP 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.

Temporary Withdrawal

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) after the Add/Drop deadline; 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 to TCSPP. A student is limited to two online terms/one on-ground semester of temporary withdrawal in any 12-month period. An online student who desires an additional term of temporary withdrawal must contact the Student Support Counselor for eligibility. A student in temporary withdrawal status who is subsequently placed on Pending Probation must submit a reinstatement petition to their Student Support Counselor prior to returning to TCSPP.

A student granted temporary withdrawal will be reentered through a no-hassle procedure. Failure to return to active status at the conclusion of the temporary withdrawal period will result in administrative withdrawal from TCSPP. 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 TCSPP after the Add/Drop deadline may appeal for financial relief using the institutional policy exception process. See [Policy Exception](#) for details.

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Financial Aid and Student Account Policies

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Federal Work Study and Assistantships

A student must complete a Free Application for Federal Student Aid ([FAFSA](#)) and meet all qualifications set forth in the Federal Student Aid Handbook. A student must apply for Federal Work-Study positions, which are not guaranteed. Information on how to apply for opportunities is available on TCSPP's website under [Financial Aid](#).

At the beginning of each award year, a student applying for, or already employed in, a Federal Work Study position must submit a [Student Employment Eligibility Form](#) online to the Office of Financial Aid for pre-approval. The Student Employment Eligibility Form, once approved, will confirm eligibility and indicate the specific dollar amount that can be earned within that academic year. Eligible first-time students using Federal Work Study must also complete new employee paperwork.

Student Employment

Student Employment provides on and off-campus positions. Many of these positions are paid in part by Federal funding through financial aid. Positions may involve working in an operations area such as student success, admissions, or facilities or within an academic department. Positions typically require 10 to 20 hours of work per week. Position types include:

- Teaching Assistantships
- Faculty Assistantships
- Research Assistantships
- Professional Assistantships
- Community Assistantships

Graduate assistantships offer a student part-time employment opportunities with the school to offset tuition and living expenses. A student is hired based upon their abilities to meet the requirements of the assistantship for which the student is applying. If eligible, a student is paid through the Federal Work-Study program (FWS) monies until those funds are exhausted by the institution. A non-eligible FWS student may also obtain graduate assistantships. A student may not work more than twenty (20) hours per week. A student may hold more than one position on campus so long as cumulative work does not exceed 20 hours per week. However, it is not encouraged that a student holds more than two (2) positions at the school. A student is required to log work hours via the payroll system for the work rendered for each position and comport in a manner consistent with the professional expectation of the

student's degree program. Failure to meet the expectation of an assistantship and or unprofessional comportment may result in referral to the student's Department Chair for further review.

To apply for any Graduate Assistantship position, a student must file an application found online on TCSPP's website and submit it to the department offering the assistantship. In addition, the student will complete a Student Employment Eligibility Form online to determine eligibility. If the student is eligible for federal work-study, the graduate assistantship position will be paid with federal work-study funds. If the student is not eligible for federal work-study, the student will be considered a part-time employee. Faculty Assistants will be paid on an hourly basis for their work. 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.

Because fellowships and scholarships do not constitute employment, a student who has these forms of aid may also hold assistantships up to twenty (20) hours per week.

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).

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.

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).

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 Expected Family Contribution (EFC) obtained from the FAFSA application. 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 such as childcare or medical expenses not covered by insurance, for example, may request an increase in the cost of attendance budget. Request 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 term, a student who earns institutional aid from TCSPP will have the award credited to their student account. Federal Direct Loan funds are typically transmitted to the school via Electronic Fund Transfer (EFT). Refunds through direct deposit or checks are made available to students within fourteen (14) calendar days of the credit occurring on the student's account or within fourteen (14) calendar days of the student's endorsement of a paper loan check. 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 TCSPP is required to complete an entrance counseling session prior to the release of funds. Loan entrance counseling sessions may be completed [online](#). Refund checks will be automatically mailed to a student at address on file with TCSPP. If the check is returned in the mail and a second mailing attempt is unsuccessful, the check will be voided and the funds returned.

Maintaining and Re-establishing Financial Aid Eligibility

A student must maintain satisfactory academic progress per TCSPP's [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 standards of SAP.

Minimum Application Requirements

To be eligible for financial aid, the following requirements must be completed by the student.

1. Complete the Free Application for Federal Student Aid (FAFSA). TCSPP's school code is **Bo7022**.
2. Review and approve financial aid on myChicagoSchool.

A student borrowing loans at TCSPP for the first time must also complete these requirements.

1. Complete and e-sign the Master Promissory Note (MPN) at studentloans.gov.
2. Complete Entrance Counseling at studentloans.gov.

A student or parents interested in a Direct PLUS Loan must complete a MPN and application. Additional information and requirements are available at studentloans.gov.

Repeating a Course

A repeated course counts toward fulltime or half-time enrollment status only once. A course repeated more than once neither qualifies for financial aid nor is counted in a student's enrollment status when calculating credit hours to determine financial aid eligibility during that payment period.

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 TCSPP generally requires fulltime enrollment. Enrollment requirements for other assistance programs such as outside scholarships and private student loans can 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 Department Chair if a fellowship is discontinued due to unprofessional behavior.

A student who enrolls in the MS Clinical Psychopharmacology program in fall 2017 or thereafter is eligible for TCSPP's Fellowship in Clinical Psychopharmacology. TCSPP created this fellowship 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 the overall financial aid package. This may affect loan amounts, work study, and/or other financial aid eligibility.

Grants

The Chicago School of Professional Psychology allocates funds for grant aid to support students in degree completion. A limited number of institutional grants are available for students who meet certain criteria. To maintain grant eligibility, a student must remain in [Good Standing](#).

A student who enrolls in the Psy.D. in Clinical Psychology program in spring 2015 or thereafter will be eligible for the Clinical Psychology grant.

An international student who enrolls at The Chicago School of Professional Psychology is eligible for the International Student Grant.

Additional information on grants is available from the Office of Admission at 1-800-721-8072.

Scholarships

Scholarships offered or administered by TCSPP 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

TCSPP offers special tuition rates to qualified students. [Click here for more information.](#)

Institutional Withdrawal

The Chicago School of Professional Psychology 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, are unofficially withdrawn, or are dismissed. A student who wishes to withdraw from the institution is required to notify their Student Support Counselor. 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 funds and completely withdraws from the institution is subject to the "Return of Title IV Funds" policy. The amount to be returned is based on the percentage of enrollment completed for the term/semester and the amount of financial assistance considered earned. The school and the student are both responsible to return unearned funds to the appropriate Title IV program(s) in the order of Direct Unsubsidized, Direct Subsidized, Parent or Graduate PLUS, PELL, and SEOG, where applicable. It is recommended that a student who receives financial aid connect with 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 TCSPP, the student must immediately 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 TCSPP.

A student's withdrawal date is determined in accordance with the [Withdrawal](#) policy.

Payment Plans and Tuition Reimbursements

The Chicago School of Professional Psychology offers three (3) 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. There is no interest fee; however a late payment fee is incurred when payments are not made on time and will be charged monthly until the payment plan is current. A student wishing to pursue a payment plan must have all arrangements completed by the end of the first week of the term/semester. The school offers an Out of School Payment Plan for former students.

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 for online programs. All payment plans will be scheduled with a due date on the 15th of each month. There are no service charges for the 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 yet posted to the student's account. A late payment fee will be charged monthly until the balance is paid or 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 the 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 pre-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 late payment fee will be charged monthly until the balance is paid in full. 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 (5) 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.

[Tuition and Fee Schedule available on the 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 who has tuition reimbursement plans for which payment is dependent upon a grade or completion of a course.

The student is responsible for submitting the Deferred Tuition Payment Plan application each academic year of enrollment in order to participate. The application fee for the Deferred Tuition Payment Plan is indicated on the application. The application requires a copy of the employer's tuition reimbursement policy and a signed letter verifying the amount of the student's reimbursement eligibility and any restrictions.

The balance due must be paid by the end of the second week of the next term/semester, regardless of whether or not the student has received the employer reimbursement or grades have been received. A registration and transcript hold and late fees will be issued to the student's account if complete payment has not been made by the deferred tuition payment plan due date.

The Office of Student Accounts will assist with necessary documentation required for employer or third party reimbursement or assistance purposes.

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 the best course of action. The Office of Student Accounts reserves the right to deny 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 a grade and/or completion of a course and is payable directly to TCSPP. A payment plan may be set up according to the employer policy.

Third-party billing sources may be: 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 (check or credit card), 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 thirty (30) calendar days of invoicing or else a registration and transcript 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 with the institution (inclusive of withdrawn, dismissed, or graduated) may owe a balance. If a balance remains on a student's account, a final statement will be mailed. 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. Official and unofficial transcripts and diplomas will not be released until the balance is paid in full. If the balance is not paid in full, a payment plan is not set up within 90 days of the withdrawal date, 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 cancel or not qualify a former student for a payment plan option.

Refund Policies

Courses dropped during the Add/Drop period will be refunded 100% of tuition and course fees. Courses dropped after the Add/Drop period will be subject to a partial refund of tuition only, according to the refund schedule below.* Please note that adding or dropping courses may change the enrollment status, which may result in changes to financial aid.

The refund schedule week begins on Monday and ends on Sunday. Contact the Office of Student Accounts with questions.

*The study abroad program fee for courses is 100% non-refundable past the Add/Drop deadline of the on-ground semester, even if the study abroad course is scheduled to run in the second term of the semester, i.e. fall II, spring II, summer II. The field experience fee is 100% non-refundable after the student signs the international fee agreement, regardless of when the student may drop the course or withdraw from the program.

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%

12-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 12	0%

8-Week Term (Online)/Semester(On-Ground)

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	50%
Week 3 to Week 8	0%

Military Refund Policy

Active duty personnel of the U.S. Military or National Guard called into service prior to the completion of the term/semester, whether voluntarily or involuntarily, but not including active service for training, will be entitled to receive a full refund of tuition and fees. 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.

State-Specific Refund Policies for Online Students

Tuition refunds for students enrolled in online programs who reside in Maryland, New Mexico, Oregon, or Wisconsin will be issued in accordance with the policies required by the laws and regulations of those states. However, if TCSP'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.

Maryland Refund Policy

- 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
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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. TCSPP will retain, as registration charges, no more than \$100 or 5% of tuition and fees, whichever is less.
3. Tuition and fees. TCSPP 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 1 st class day	0%
After 1 st 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.

15 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	87%
Week 3	80%
Week 4	73%
Week 5	67%
Week 6	60%

Week 7	53%
Week 8	47%
Week 9-15	0%

12 Weeks

Drop/Withdrawal Refund Schedule

Drop/Withdrawal	Refund
Week 1	100%
Week 2	83%
Week 3	75%
Week 4	67%
Week 5	58%
Week 6	50%
Week 7-12	0%

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%

Wisconsin Refund Policy

A Wisconsin student enrolled in an online program 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
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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.

Student Reimbursement

If a student is approved to spend money on behalf of the institution for school business, TCSPP will manage the reimbursement process using the student's University 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.) to complete the Student Reimbursement Form. Receipts for approved purchases must be presented with the request for reimbursement.

Tuition and Fee Payment

Tuition is 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 (including loans) to pay tuition in full and has completed all financial aid paperwork required prior to the start of the term/semester. Students may reduce the amount of tuition due the first week of the term/semester by completing a payment plan agreement with a Student Accounts Advisor 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 until the balance has been paid or if the student is past due on a planned payment.

[Tuition and Fee Schedule available on the school website.](#)

During any phase of the program, a student whose account is delinquent must make satisfactory arrangements for payment with a Student Accounts Advisor or the student will be subject to removal from classes and withdrawal from the school. In accordance with TCSPP's usual and customary readmission and reentry policies and procedures, a student who has been administratively withdrawn and who wishes to reenter must first pay all tuition and fees in full before applying for readmission or reentry. Readmission or reentry is not guaranteed.

A student with a delinquent account may not register for a subsequent term/semester, attend classes, begin or attend practicum or internship, work with faculty on a dissertation or thesis, defend a dissertation or thesis, or receive a transcript or diploma until all outstanding tuition and fees are paid in full. If a student's practicum or internship is affected by a delinquent account, the student must immediately notify the site supervisor and meet with the Director of Placement and Training to develop a plan to ensure that all clinical and professional responsibilities are identified and addressed.

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

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The Chicago School of Professional Psychology 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 the implementation of an Academic Development Plan (ADP) and/or disciplinary action up to and including dismissal from the school.

Academic Freedom

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

1. The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The teacher is entitled to freedom in the classroom in discussing his/her subject, but s/he should be careful not to introduce into his/her teaching controversial matter that has no relation to his/her subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When s/he speaks or writes as a citizen, s/he should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. As a person of learning and an institutional community member, the teacher should remember that the public may judge the profession and the institution by the teacher's utterances. Hence the teacher 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 the teacher is not speaking for the institution.

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

Accessibility Accommodations

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 of Professional Psychology is committed to providing all students with equal access to academic courses, programs, and school activities.

A student seeking accommodation for a disability should contact their ADA Liaison at their home campus upon enrollment. The student must provide materials from a healthcare provider who has the credentials to diagnose and treat the condition explaining and documenting the disability, the prognosis, the barriers the student faces given the disability, and suggestions for accommodations that are designed to overcome the barriers without imposing an undue burden on the school and/or fundamentally altering the nature of the service, program, or activity at issue.

In accordance with the ADA, TCSPP will facilitate reasonable accommodations for a student with impairments that either substantially affect a major life function and/or are expected to last six or more months. Temporary impairments with an expected duration of fewer than six months will be reasonably accommodated if they impact a major life activity.

Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. 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 classwork with the accommodation. Accommodations that create an undue hardship for the program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.

Ultimately, the decision as to what accommodations, if any, will be provided lies with TCSPP. 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 in consultation with the student who has identified the need for accommodation.

Accommodations are not retroactive and will be acted upon at the time the student presents said information to the institution.

Instructional Technology Accessibility

TCSPP is committed to providing information technology ("IT"), 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. TCSPP strives to ensure that people with disabilities have access to the same services and content available to people without disabilities. An accessible IT environment generally enhances usability for everyone.

This policy is a living document that will change over time as IT changes. It will be reviewed on a regular basis. Whenever this policy is updated or amended, TCSPP will communicate those changes and amendments to the TCSPP community.

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

Definition:

Accessible: means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability.

Service Animals

The Chicago School of Professional Psychology allows service animals on its campuses as a reasonable accommodation for students with disabilities. The student must be able to articulate whether the animal is a service animal and what function it serves in accommodating the disability.

Although not required, TCSPP recommends that the student take the following steps when bringing a service animal on campus, so that the members of the Facilities Department can best support and accommodate them: 1) register the service animal and/or

provide signage to designate its status, and 2) connect with Student Support Counseling Manager on the home campus in advance to discuss accommodation needs. The service animal must be continuously accompanied by the student and must not present a threat to other members of the TCSPP community.

A student with an emotional support animal, which is not considered a service animal, should go through the accessibility accommodations request process outlined above.

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 of Professional Psychology 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 Chair or Campus Dean.

For more information, please visit [U.S. Copyright Office](#) website, especially their [FAQ](#).

Acceptable Use of Online Services

The Chicago School of Professional Psychology 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. TCSPP 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), TCSPP prohibits unlawful file sharing of copyright materials. In particular, TCSPP’s plan requires students, employees and visitors using TCSPP 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.

Course Evaluations

The purpose of this guide is to provide a basic overview of the course evaluation process, the types of courses that are evaluated, and the policies adhered to by the Office of Institutional Research.

The Office of Institutional Research (OIR) offers TCSPP students the opportunity to participate in online course evaluations each term. These evaluations are intended to assist instructors in improving student learning on an ongoing basis. Evaluations are conducted

online through an external vendor. All student responses are anonymous.

Course evaluations are the student's primary means of anonymous feedback on the quality of courses at TCSPP. They are used by instructors to improve courses for future students, to make them more relevant, and to improve their effectiveness as teachers. In addition, the Faculty Development and Promotion committee and the department chairs use the course evaluation results as one of the many data points for consideration during annual reviews and promotion hearings. A department chair also reviews the results of their own department quite closely, looking for ways to improve not only individual courses but also the programs offered by their departments. Lastly, because the base evaluation questions are the same for all courses, course evaluations allow us to compare courses delivered within and even 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.

Course Evaluation Eligibility

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

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

Basic Evaluation Information

Students are notified through the school's email system at the beginning of each evaluation period. Each email includes instructions regarding how to complete the course evaluation process. Students use their assigned TCSPP email and Canvas password to login to the evaluation system. Any questions about login information should be directed to the IT Service Desk at 800.787.8367 or 312.467.8600.

Midterm Course Evaluations

Midterm course evaluations are administered to eligible classes (all 15 week courses that are not atypical) approximately the fifth week of the fall and spring terms (summer terms and online sessions 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 for all eligible courses (all 7 week or 15 week courses that are not atypical) with the exception of study abroad and field experience classes.

Study Abroad and Field Experience Courses

Final course evaluations for all study abroad and field experience classes must be completed within the first two weeks of the semester following the course experience. Students will have two weeks to complete the course evaluations which will begin on the first day of instruction of the following semester. Students enrolled in study abroad and/or field experience classes that occur in the fall, for example, should receive their evaluation the first day of instruction in the spring semester.

Student Questions

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

Students should also contact OIR in the event of an incorrect course name or instructor listing so that appropriate changes can be made. Online course evaluations may not be completed once the evaluation period has ended and once closed online evaluations cannot be reopened.

Questions regarding the use of course evaluation results should be directed to program managers or Department Chairs.

Instructor Information

Instructors are notified through the school's email system a week prior to each evaluation period. At that time, instructors should log in to evaluation system to check that all courses are represented accurately. Instructors may also add custom questions to his/her evaluations at this time. If an instructor believes that not all of his/her courses are in the system then they should contact OIR, OIR@thechicagoschool.edu with the course code, course number, and course section immediately.

Results

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

Criminal Background Check

The Chicago School of Professional Psychology requires all degree-seeking and graduate certificate in Applied Behavior Analysis students (domestic and international) to complete a Criminal Background Check (CBC) as a condition of acceptance and matriculation. There are four main reasons for this requirement:

1. **Protection of Public Safety:** Individuals working in the professions served by TCSPP 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 TCSPP 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 TCSPP 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.

Completion of the CBC is required by the add/drop deadline of the second semester of enrollment for an on-ground student or the third term for an online student. A student will be placed on a registration hold during their first term/semester until the requirement is complete. Failure to complete the background check 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. However, the school reserves the right to require an additional CBC during the student's course of study, on a discretionary basis. Additionally, if the student is convicted of criminal activity while enrolled, the student is responsible for informing their Student Support Counselor. Criminal activity that is not reported by the student but becomes known by the institution may result in disciplinary action up to and including dismissal.

An offer of admission or permission to continue enrollment may be reversed if the 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. Designated 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). An active 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.

For additional information about the school's Criminal Background Check, [click here](#).

Intellectual Property

The Chicago School of Professional Psychology [Intellectual Property Policy](#) ("IP Policy") clarifies the rules that govern the ownership rights of intellectual property created by its employees and independent contractors.

It is the policy at The Chicago School that any intellectual property created by a "covered person" within the course and scope of employment or engagement by TCSPP, or during a time period while required or expected to be performing services as an employee or independent contractor of TCSPP, will be owned by TCSPP unless it constitutes Scholarly Work. (A "covered person" consists of all individuals who receive compensation from TCSPP, including student employees, student researchers, employees, and independent contractors.) Generally speaking, TCSPP will also own the research data and results created by a covered person.

“Scholarly work” means scholarly or educational publications, artworks, musical compositions and literary works related to the author’s academic or professional field regardless of the medium of expression (and need not have been created for a specific course), exclusive of any research data or results reflected therein, and includes but is not limited to works authored by students, professionals, faculty and non-faculty researchers.

Each student subject to the IP Policy will be required to sign a written document agreeing to abide by all of the terms of the IP Policy.

Policy on Discrimination and Harassment

The Chicago School of Professional Psychology acknowledges its ethical and statutory responsibility to afford equal treatment and equal opportunity to all persons and thus affirms its policy of compliance with all applicable laws and directives that promulgate nondiscrimination and equality of opportunity through affirmative action. TCSPP prohibits discrimination against and harassment of members of its community, including but not limited to its applicants and students based on race, ethnicity, color, sex, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national origin or ancestry, sexual orientation, status as an individual with a disability, marital status, parental status, pregnancy, military or veteran status, political activities/affiliations, or any other category protected by law (“Protected Categories”).

The University is not permitted to discriminate on the basis of sex or gender in its education programs and activities. Sexual harassment and gender harassment, including sexual violence and gender violence, are forms of prohibited sex discrimination and gender discrimination. Examples of covered acts are found in the [Sexual Misconduct Policy](#).

Discrimination

Discrimination is adverse action taken against or harassment of an individual based on membership in any Protected Category.

Harassment

Harassment is unwelcome conduct 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 reasonable prudent person would consider intimidating, hostile, or abusive.

Petty slights, annoyances, and isolated incidents will not rise to the level of violation of a TCSPP policy or rule. To be considered a violation, the conduct must create an environment that would be intimidating, hostile, or offensive to a reasonable 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.

Reporting an Allegation of Discrimination and/or Harassment

A student who believes they have been subjected to unlawful discrimination and/or harassment (other than related to sexual misconduct as defined in the [Policy on Sexual Misconduct](#)), whether by a faculty member, employee, supervisor, visitor, or other student should bring the issue to the immediate attention of their Department Chair or Dean of Academic Affairs who shall immediately forward the allegation to the Dean for Student Success. The report should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documentation supporting the allegation. Although preparation of a written report is encouraged, it is not required.

When the Dean for Student Success receives a report of unlawful discrimination and/or harassment, prompt and appropriate action will be taken. If the allegation cannot be resolved informally, where appropriate, TCSPP will undertake an effective, thorough, and objective investigation. Complaints and investigations will be handled on a confidential basis, to the extent possible, with due regard for the rights of the Reporting Party and the Responding Party. Information about the incident and investigation will be released on a need-to-know basis only or as otherwise required or permitted by law.

If it is determined that unlawful discrimination and/or harassment has occurred, effective remedial action will be taken in accordance with the circumstances of the incident. Appropriate action will also be taken to deter any future unlawful discrimination and/or harassment. An individual who violates this policy will be subject to disciplinary action up to and including removal from the institution.

Retaliation

TCSPP bars retaliation against any member of the school community who files a good faith complaint of discrimination or harassment or who otherwise participates in an investigation relating to the same. Retaliation is an adverse action taken against or harassment of

an individual as a result of engaging in the following activities:

- Opposing practices that the individual reasonably believes discriminates against individuals, in violation of this policy or anti-discrimination laws; or,
- Filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these policies or anti-discrimination laws.

Reporting an Allegation of Retaliation

A student who believes they are being retaliated against as defined above must immediately notify the Dean for Student Success. If the allegation cannot be resolved informally, where appropriate, TCSPP will undertake an effective, thorough, and objective investigation. Complaints and investigations will be handled on a confidential basis, to the extent possible, with due regard for the rights of the Reporting Party and the Responding Party. Information about the incident and investigation will be released on a need-to-know basis only or as otherwise required or permitted by law.

If it is determined that unlawful retaliation has occurred, effective remedial action will be taken in accordance with the circumstances of the incident. Appropriate action will also be taken to deter any future unlawful retaliation. An individual who violates this policy will be subject to disciplinary action up to and including removal from the institution.

Policy Exception

Exceptions to certain TCSPP institutional 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 certain 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 such as illness or injury of the student; a documented death, serious injury, or severe illness of a primary family member (spouse or partner, child, parent or guardian, grandparent, or sibling); an institutional error; or other similar specified reason.

Filing a petition in no way guarantees that a policy exception will be granted. All decisions made by the Committee on Policy Exception are final and cannot be overturned or appealed.

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

Completed petitions and all supporting documentation must be submitted via email to Office of the Dean for Student Success. Required signatures must be applied before documents are submitted. Petitions must be submitted by the Add/Drop deadline of the term/semester subsequent to the one in which the extenuating circumstance occurred. The Add/Drop deadline is posted on the Academic Calendar.

Outcomes granted by a policy exception include but are not limited to tuition forgiveness, assignment of a “W” grade, or waiver of certain fees. Non-refundable institutional fees such as Add/Drop, Student Institutional Service, Payment Plan Enrollment, Late Payment, Late Registration, and Degree Conferral fees may not be petitioned. When requesting tuition forgiveness, courses dropped after 60% of the term/semester has expired are eligible for up to 50% maximum tuition forgiveness only.

Petitions that fail to comply with this policy may be rejected by the Dean for Student Success who will provide written notification to the petitioner. Additional information, including the petition form, is available from Student Support Counseling and the Office of Student Accounts.

Pregnancy and Related Conditions

TCSPP is committed to creating and maintaining a safe learning and working environment that is free of unlawful discrimination, harassment, exploitation, or intimidation. As such, TCSPP prohibits sex discrimination, which can include discrimination based on pregnancy, family, marital, or parental status in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Typically, pregnancy will be treated like a temporary disability. Under this policy, a student may be permitted to make up missed work (e.g., papers, quizzes, tests, and presentations), provided with tutoring, allowed to engaged in independent study, granted access to

complete courses online, be given extended deadlines, be assigned an Incomplete grade, and be provided with other ergonomic and assistive supports where indicated.

For the student policy on Pregnancy and Related Conditions, click [here](#).

Religious Accommodations

TCSPP 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, TCSPP 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 using the [Religious Reasonable Accommodation Request](#) form. A form must be submitted to the instructor of record for the course for each impacted course.

Upon receiving a request form, the instructor of record for the course will work with the student to determine reasonable alternatives 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 from responsibility for any missed course requirements.

An approved accommodation must be documented on the request form.

Remediation

The Chicago School of Professional Psychology is committed to supporting student success. Where a student needs individualized support to remediate a behavioral or academic concern, an Academic Development Plan may be used.

Academic Development Plans

Academic Development Plans (ADP) are used to assist a student in the successful completion of a degree program. A student who is experiencing academic or professional comportsment difficulties including a failure to progress according to academic standards or expectations may be placed on an ADP as deemed necessary by the faculty advisor, the Department Chair or designee, and/or the Student Affairs Committee. 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 TCSPP employee, supervisor at practicum or internship site or other community partner agency, 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 at the site and to ensure continuity of training and education between the site and the school.

The development of an ADP requires involvement of the student, their Faculty Advisor, and the Department Chair or designee, though others 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 and/or refusing to sign an ADP may result in a referral to the Student Affairs Committee for consideration of disciplinary action and does not absolve the student's responsibility to meet the requirements of the plan.

ADPs must clearly identify the concern(s) in question and the steps necessary to resolve them within a specified timeframe. Additionally, the plan must identify who will oversee 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, ADPs may be modified, including adding additional or removing existing requirements. Such changes must be made in writing, either directly or as an appendix to the original ADP, and require the signatures of all involved parties. A copy of the ADP is kept in the student's records.

Should a student on an ADP transfer into a new degree program, the ADP will accompany the student to the new department. As the ADP may contain program-specific requirements, the new degree program may opt to either discontinue the ADP or revise the ADP to account for program requirements and expectations. This revision will be managed by the new academic department in consultation with the appropriate representative of the old academic department, where practicable.

Sexual Misconduct

TCSPP is committed to creating and maintaining a safe learning and working environment that is free of unlawful discrimination, harassment, exploitation, or intimidation. As such, TCSPP prohibits sexual misconduct in all forms, including but not limited to sexual harassment and sexual violence. TCSPP will respond promptly and effectively to reports of sexual misconduct, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior in violation of this Policy.

This policy applies to all employees, students, and other TCSPP Community Members, regardless of sex, gender identity, or sexual orientation. TCSPP has jurisdiction to investigate conduct occurring on TCSPP's campuses, in connection with its educational programs, activities, and services, or that puts TCSPP Community Members at risk of serious harm or otherwise creates a hostile learning and/or working environment.

TCSPP bars retaliation against any employee, student, or applicant who files a good faith report of sexual misconduct or otherwise participates in the complaint resolution procedures relating to the same.

To report an incident of sexual misconduct, click [here](#) or contact the Title IX Coordinator at titleIX@thechicagoschool.edu or 213-615-7264.

For the policy on sexual misconduct, click [here](#).

For additional information on sexual misconduct, click [here](#).

Social Media

The Chicago School of Professional Psychology recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on particular topics using a wide array of social media platforms such as Facebook, LinkedIn, Twitter, blogs and wikis. A student is advised to use appropriate and professional judgment when using social media. The school expects a student to adhere to the following guidelines and rules regarding use of social media. Furthermore, TCSPP encourages open and transparent dialogue consistent with the ethical and professional comportment guidelines set forth in the Catalog.

When participating in any social networking activity, a student is representing oneself and TCSPP. 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 networking is a very valuable tool, and TCSPP encourages each student to practice responsible involvement in this space.

Failure to adhere to TCSPP'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 site.

Guidelines

- Social media should never be used in a way that violates any other TCSPP policies or student responsibilities.
- A student may blog or post 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 blogging or posting online. The following are illustrative of the types of relevant laws implicated by the use of social media tools, but it is not intended to be comprehensive: privacy, libel, defamation, harassment, copyright, data theft, disclosure of material non-public information, and disclosure of confidential intellectual property or trade secret information.
- A student is encouraged to include on personal blogs, blog postings, or websites a disclaimer similar to the following: "The opinions expressed on this (blog, website, etc.) are my own and do not necessarily reflect the views of The Chicago School of Professional Psychology."
- Personal use of social media should not involve unlawful content or interfere with another student's learning environment.
- If a student is required to use social media as part of classes or curriculum, the student should do so in compliance with the policies in the Catalog.
- It is recommended that a student refrain from posting any content, including photos and video, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, or faculty or staff members of TCSPP.
- A student is encouraged to use good judgment. The student must always strive to be accurate in communications about TCSPP and fellow students.
- A student must be respectful to other students, faculty, and staff of TCSPP and must refrain from posting anything that violates TCSPP policy, including ethnic slurs, sexist comments, discriminatory comments, or obscenity.

- A student may not infringe on copyrights or trademarks. A student may not use images without permission and must properly cite quoted material.
- A student may not use TCSPP logos, trademarks, 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 use TCSPP brand or intellectual property must be submitted to the Director of Communications.
- A student must be aware of and remain in compliance with applicable patient confidentiality rules and regulations.
- A student may 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.
- A student studying abroad are expected to comply with all local legal social media requirements (as long as the requirements do not violate US law) and are expected to be considerate of any subject matter that may be considered objectionable or inflammatory at a regional level, especially with regard to local culture, politics, or religion.
- A student contacted by a member of the media are expected to forward inquiries to the Director of Communications.
- Prior to engaging in any form of social media as a representative of TCSPP, a student must receive permission from the academic department in consultation with the school's communications staff members.
- A student representing TCSPP in an official capacity via social media, i.e. Student Ambassadors, Community Moderators, or Blog authors shall be held to the same policy conditions as employees of the institution.
- A former student in withdrawn or dismissed status may not claim to be an active student of TCSPP on any social networking site. A former student who fails to remove references to active status will be subject to a cease and desist order.

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 Department Chair within 10 business days (online programs) or 20 business days (on-ground 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 of Professional Psychology is committed to mutual respect and the effective resolution of student complaints through an efficient and fair procedure. The institution seeks to maintain an environment that encourages all community members to work together to address student complaints using informal resolution. When informal resolution is not possible, TCSPP is committed to a fair and reasonable resolution of issues through a formal complaint process.

A complaint from any member of the University community relating to discrimination, misconduct, harassment, domestic violence, dating or other related violence, stalking, or retaliation based on gender or sex concerning a faculty, staff, or student(s) must report it in accordance with the [Policy on Sexual Misconduct](#).

A student who believes they have been subject to unlawful discrimination, harassment or retaliation (other than related to sex/gender and/or sexual misconduct) whether by faculty members, employees, supervisors, visitors, or other students, should raise the matter per the guidance provided in the [Policy on Discrimination and Harassment](#).

What is a Complaint?

A complaint is an allegation of unfair treatment resulting in adverse effects caused by decisions, actions, or inactions that were made by employees or agents of the school. This includes all items deemed eligible for review as listed below.

Issues Eligible for Review: Issues eligible for review include the implementation of policies and procedures, and issues concerning transcripts, financial aid, classroom issues, course scheduling, personal hardship matters, student accounts, military benefits matters, access 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.

The complaint procedure may be used by a currently-enrolled TCSPP student or by an individual who was participating in a TCSPP-sponsored educational event at the time of the incident being reported (hereafter referred to as the Reporting Party). The Reporting Party must be the alleged victim of unfair treatment. A complaint may not be filed by one party on behalf of another party.

Should an attorney file a complaint with TCSPP on behalf of a Reporting Party, it will be referred to the Office of the General Counsel.

Time Limits

A complaint must be received no later than forty-five (45) business days after the Reporting Party first became aware of the facts which gave rise to the complaint. The time limit may be extended by the Dean of Academic Affairs if the Reporting Party requests an extension within the 45 business day period for good cause shown (e.g. an active effort at informal resolution, etc.).

Informal Complaint Resolution

Prior to invoking the formal complaint resolution procedure described below, the Reporting Party is strongly encouraged to make active efforts to resolve matters through professional and direct discussions with the person or persons directly involved (hereafter referred to as the Responding Party). These efforts should take place as soon as the Reporting Party first becomes aware of the act or condition that is the basis of the complaint. If unsure of how to proceed, the Reporting Party may enlist the assistance of another member of the school community (faculty advisor, Department Chair) to help identify a proper course of action and/or to mediate problems, if necessary. The Reporting Party has the right to end the informal complaint resolution process at any time and move to the formal stage of the complaint process, as desired.

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 Complaint

The submission of the [Student Complaint Intake Form](#) and supporting documentation is used to invoke a formal review of a complaint. The Reporting Party must submit all documentation to the Dean of Academic Affairs of the home campus. If the Reporting Party has good cause to believe that the Dean of Academic Affairs is unable to be impartial, they may request the Vice President of Academic Affairs (VPAA) assign the complaint to another Dean of Academic Affairs. The complaint filing must include a completed intake form and:

- Be in writing;
- State how the decision or action is unfair and harmful to the Complainant and list the school policies or state or federal laws that have been violated, if known;
- Name the Responding Party;
- State how the Responding Party is responsible for the action or decision; and
- State the requested remedy.

Should an attorney file a complaint with TCSPP on behalf of a Complainant, it will be referred to the Office of the General Counsel.

Processing a Formal Complaint

The Dean of Academic Affairs must initiate the formal complaint resolution procedure within ten (10) business days of receipt of the complaint.

The Dean of Academic Affairs will determine whether the complaint may be reviewed in accordance with the criteria set forth in this policy. If the matter is deemed not eligible for review, it will be dismissed and a letter will be submitted to the Reporting Party stating the same. If the matter is deemed reviewable under this policy, the Dean of Academic Affairs 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 Dean of Academic Affairs will designate one of the two faculty members appointed to the ad hoc committee to serve as chairperson. At any time during the formal complaint review process, the Dean of Academic Affairs and ad hoc committee may make further attempts to resolve the complaint informally.

If the Reporting Party has good cause to believe that a member of the ad hoc committee is unable to be impartial, they may request that the Dean of Academic Affairs 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 Dean of Academic Affairs, and the decision is final.

Ad Hoc Committee Procedures

All proceedings of the ad hoc committee are confidential.

The chairperson will communicate the opening of the investigation in writing to the Reporting Party and the Responding Party. Typically, the committee procedures consist of reviewing the Reporting Party's written submission, holding hearings during which the committee members will question the Reporting Party, Responding Party, and witnesses, and analyzing any written statements or other documentation,

The chairperson will send the complaint to the Responding Party within five (5) business days of being appointed, giving the Responding Party five (5) business days to return a written response to the allegations along with any exhibits they wish to introduce as evidence. The chairperson will concurrently inform the Reporting Party of their right to submit an addendum to their complaint within five (5) business days of the date on which the Responding Party was notified. The chairperson may extend the deadline for submitting a response and for exchanging proposed exhibits upon a showing of good cause.

In performing its functions, the ad hoc committee will have the right to call any witnesses and to require the introduction of any relevant data or information. The ad hoc committee will be the final judge of what testimony or data is relevant. Throughout the investigation, the Reporting Party may invite a TCSPP faculty member or staff member to serve as their support person during committee proceedings.

Ad Hoc Committee Deliberations

Once the investigation is complete, the ad hoc 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 must be based solely on material presented in the investigation. 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 conclusion, the ad hoc committee will communicate its findings in writing to the Reporting Party, the Responding Party, the Dean of Academic Affairs, and to the appropriate institutional representative(s) who shall implement any actions recommended by the ad hoc committee within thirty (30) business days after the close of the committee proceedings, if applicable.

Appeal Procedure

Within ten (10) business days of receipt of the committee's decision, any party who has been adversely impacted may seek further review by submitting a written appeal together with the committee's written decision to the Vice President of Academic Affairs (VPAA). The appeal must state the grounds for appeal including a list of alleged errors in the decision or decision-making process. It must include a requested remedy and be dated and signed by the appealing party. An appeal received more than ten (10) business days after the ad hoc committee's decision was rendered will not be considered.

The action of the VPAA or their designee will be limited to a review of the basis for the committee's decision. The VPAA or their designee will render a decision based on review of the complaint record and the written notice of appeal. No party has a right to a hearing or to make an oral presentation in appeals.

Within ten (10) business days of receipt of the appeal, the VPAA or their designee will submit a decision in writing to the Reporting Party and the Responding Party. The written disposition will include the reasons for the decision, and it shall direct a remedy for the appealing party, if any. The decision on the appeal is final and is not subject to further review.

Recordkeeping

The chairperson of the ad hoc committee will compile an official record of the proceeding that includes a copy of all correspondence with all parties, all evidence submitted to the committee, a summary of the committee's decision, and anything else considered by the committee in reaching its determination. The chair of the committee will be responsible for ensuring that a written report is prepared that addresses and resolves all material factual issues in dispute and recommends remedies to the complaint, as appropriate. The report and official record will be kept in the Reporting Party's educational record.

All complaint records are confidential in nature and will be treated accordingly. A copy of the complaint, any decision of the committee, and any decision of the VPAA will be retained for seven (7) calendar years following the year in which the complaint is resolved.

A member of the Student Support Counseling team tracks complaints and reports activity to the Campus Dean on a quarterly basis.

Complaints to External Agencies

A student is expected to follow TCSP's internal procedures before making a report to an external agency. A student who exhausts all internal complaint procedures and who is dissatisfied with the results 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 http://www.ache.alabama.gov/ Alabama Department of Postsecondary Education https://www.accs.cc/index.cfm/school-licensure/complaints/
Arkansas	Arkansas Institutional Certification Advisory Committee icac@adhe.edu
California	An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, http://www.bppe.ca.gov , Phone (916) 431-6924, Fax (916) 263-1897
Illinois	Illinois Board of Higher Education http://www.ibhe.state.il.us/consumerinfo/complaint.htm
Kansas	Kansas Board of Regents http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process
Louisiana	Louisiana Board of Regents http://www.regents.la.gov/page/StudentComplaints
Maryland	Maryland Higher Education Commission http://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx
Minnesota	Minnesota Office of Higher Education http://www.ohe.state.mn.us/mPg.cfm?pageID=1078
Montana	Montana Department of Justice, Office of Consumer Protection http://www.doj.mt.gov/consumer

New Mexico	New Mexico Higher Education Department http://www.hed.state.nm.us/students/complaints.aspx
Oregon	Oregon Office of Degree Authorization http://oregonstudentaid.gov/contact.aspx
Pennsylvania	Pennsylvania Department of Education - Postsecondary and Adult Education http://www.education.pa.gov/Postsecondary-Adult/College%20and%20Career%20Education/Pages/Students-Complaints.aspx#.VcoJ4vIvHbD
Utah	Utah Department of Commerce, Division of Consumer Protection http://consumerprotection.utah.gov/complaints/manual.html
Washington, D.C.	District of Columbia Higher Education Licensure Commission http://osse.dc.gov/service/education-licensure-commission-elc-public-complaints
Wisconsin	Wisconsin Educational Approval Board http://eab.state.wi.us/resources/complaint.asp

*The Reporting Party 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 Reporting Party attempt 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 "Resources" at www.wascsenior.org. Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Phone: (510) 748-9001.

Student Conduct

A student of The Chicago School of Professional Psychology is expected to engage in behaviors demonstrating both academic integrity and professional comportment. Concerns about a student's academic integrity (cheating, plagiarism, fabrication) and/or professional comportment (interpersonal and professional competence, self-awareness and self-reflection, openness to feedback, problem solving skills) may be raised by any member of the learning community and should be directed to the student's faculty advisor, Department Chair or designee, or Dean of Academic Affairs.

Should a student desire to make a report about another student and have concerns about keeping a report anonymous, the student may seek consultation from any of the school officials listed above. If the situation warrants anonymity, efforts will be taken to protect the reporting student; however, anonymity cannot be guaranteed. Depending on the nature of the report, a student may be required to meet with their faculty advisor and/or Department Chair or designee who may take one of the following courses of action: decide that the report does not merit further investigation or action, implement an Academic Development Plan if it is concluded that the complaint merits immediate intervention, or send the case to the Student Affairs Committee for review and consideration of disciplinary action.

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 General Principles and Standards set forth in the Ethics Code promulgated by the American Psychological Association. Additionally, academic departments may require compliance with other discipline-specific ethical codes (e.g. the American Counseling Association's Ethical Code for Counselors, the Behavior Analyst Certification Board's Guidelines for Responsible Conduct for Behavior Analysts, the National Association of School Psychologists' Principles for Professional Ethics, and the Specialty Guidelines for Forensic Psychologists, American Association of Marriage and Family Therapy Code of Ethics). 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. In extreme circumstances, a University official may ban individuals believed to pose a significant risk to others from events and programs; such a ban would restrict the individual's ability to enter school property for an indefinite amount of time until the matter can be thoroughly investigated and a final disposition can be rendered. 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 of Professional Psychology
- 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 TCSPP activities, or the freedom of expression of others
- Conduct that threatens or endangers the health, 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
- 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 TCSPP, 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 TCSPP's published technology and computer use guidelines
- Failure to comply with directions of TCSPP 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 Sanctions Panel or the Student Affairs Committee
- Violations of federal, state, or local laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of TCSPP, 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 TCSPP 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.

Academic Integrity

The Chicago School of Professional Psychology expects a student to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic misconduct violates one of the most basic ethical principles in an academic community.

All suspected incidents of academic misconduct must be reported to the Department Chair or designee. Depending on the egregiousness of the violation, the Department Chair or designee will either refer the matter to the Student Affairs Committee (SAC), the school's student conduct entity, or place the student on a mandatory ADP that is filed with SAC. Whether a student referred to SAC for academic misconduct will have their case heard by the committee is dependent upon the circumstances surrounding the referral.

Academic misconduct includes, but is not limited to:

Cheating

Cheating is acting dishonestly or unfairly to gain an advantage. Examples of cheating include but are not limited to copying another person's work with or without permission, giving or receiving aid on a test, giving or receiving test materials prior to official distribution, collaborating on assignments or exams without instructor permission, submitting another's work as one's own (including purchased papers), taking credit for group work to which one did not contribute significantly or meet one's obligations, and intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Facilitating cheating by providing another student with course, testing, evaluation or other materials that they otherwise would not have authorized access to is considered cheating. This specifically includes allowing someone other than the enrolled student to participate in online discussion forums using the identity and authentication of the enrolled student or allowing another person to complete and submit in electronic or paper format written assignments or other academic assessments or exercises on behalf of the enrolled student to represent the work as that of the enrolled student. A student may be asked to provide proof of identity prior to exams.

Plagiarism

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

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

Fabrication

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

If a student is unsure if their conduct may represent a form of academic misconduct, they should seek out consultation from a course instructor or their faculty advisor.

Professional Comportment

The Chicago School of Professional Psychology recognizes the importance of personal and professional competencies in addition to traditional academic skills. The institution embraces the model training policy statement adopted by the Council of Chairs of Training Councils (CCTC) of the American Psychological Association (APA) and holds that:

Professional practitioners of psychology and health services are expected to demonstrate competence within and across a number of different but interrelated dimensions. Programs that educate and train professional practitioners of psychology also strive to protect the public and profession. Therefore, 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.

It is important for students and trainees to understand and appreciate that academic competence is defined and evaluated comprehensively. Specifically, in addition to performance in coursework, seminars, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) will also be evaluated. Such comprehensive evaluation is necessary in order to appraise the entire range of academic performance, development and functioning of their student-trainees (Adapted from CCTC/APA, 2004).

Each TCSPP student is holistically evaluated by all members of the learning community on standards of professional performance, development, and functioning that include, but are not limited to, interpersonal and professional competence (consistently establishing positive interpersonal relationships, demonstrating an active commitment to education and training, communicating

professionally, demonstrating integrity, affirming individual and cultural differences); self-awareness and self-reflection (awareness of own various roles in diverse contexts, recognizing limitations and training/learning needs, awareness of own cultural values); openness to feedback; and proactive, engaged resolution of issues that may interfere with professional development or functioning. A student's professional performance, functioning, and development may be evaluated both within and outside of the classroom, whether it occurs on- or off-campus (including cyberspace), and regardless of whether it is specifically tied to a school activity.

Concerns about a student's professional comportment should be directed to the Department Chair. A student will be alerted to concerns about professional comportment (professional performance, functioning, and development) and receive advisement, remediation, and support as deemed necessary and appropriate. If there is a question that the student's problems in the area of professional comportment cannot be resolved in a reasonable time period and/or rises to the level of potential disciplinary action, the matter will be referred to the Student Affairs Committee.

Student Discipline

A student who is alleged to have engaged in behaviors inconsistent with academic integrity and/or professional comportment standards will be referred to the Student Affairs Committee (SAC) for an impartial review. Such behaviors may include but are not limited to:

- Academic misconduct, such as cheating, facilitating academic dishonesty, plagiarism, and/or fabrication;
- Conduct that violates professional comportment standards such as evidence of behaviors that substantially interfere with the development of professional competence or professional relations, inadequate progress towards the development of clinical skills, failure to act in accordance with school rules and/or policies, unprofessional conduct, illegal conduct, and/or conduct contrary to the ethical standards upheld by the profession.

The policy addresses matters of academic integrity and/or professional comportment only. It cannot be used as a substitution for the Grade Appeal policy, the Student Complaint policy, allegations made under the Policy on Discrimination, Harassment, and Retaliation, or the sanctioning and appeal procedures set forth in the Policy on Sexual Misconduct and/or Title IX, where applicable.

Student Affairs Committee (SAC)

The Student Affairs Committee (SAC) conducts disciplinary proceedings upon a referral that a student has committed an act of academic misconduct or has violated professional comportment standards as articulated in TCSPP policy. SAC is committed to ensuring that a student receives fair treatment while maintaining the integrity of TCSPP's mission and philosophy. In the process of arriving at decisions, the committee strives to maintain respect for individual and cultural differences.

SAC is a campus-based entity that may be divided into the following committees:

1. SAC - Academic Integrity (SAC-AI) hears matters of academic integrity;
2. SAC - Professional Comportment (SAC-PC) hears matters of professional comportment; and
3. SAC - Clinical Psychology (SAC-CP) hears matters of professional comportment and academic integrity for students enrolled in a Psy.D. in Clinical Psychology program.

SAC-AI reviews matters involving academic misconduct, and SAC-PC reviews matters of professional comportment. If concerns are raised about both academic integrity and professional comportment, the referring department will determine which committee will hear the concern. Academic integrity and professional comportment concerns for students in the Clinical Psychology program will be heard by SAC-Clinical Psychology, a committee comprised primarily by faculty from the Clinical Psychology program.

Some campuses may divide SAC into three committees while others may divide into one or two. Where a campus has only one SAC, that committee hears all concerns, regardless of the reason for referral. Typically, the SAC referral is managed by a committee on the student's home campus as listed in the student information system. Where a campus does not have a SAC, student referrals will be heard by another campus.

SAC Procedure

Referral. A SAC referral may be submitted by a student's Department Chair or Associate Department Chair only and must be presented to SAC in writing. The referral must include a referral letter detailing the specifics of the allegation(s), an unofficial transcript, and all supporting documents held by the referring party.

SAC notifies the student of the referral by sending a letter of notice and supporting documents to the student's TCSPP-issued email address. The letter of notice will list the members of SAC and include the hearing date, time, and location.

An inactive student with pending SAC action will have their case heard upon their return to TCSPP.

Hearing Preparation. A student must take several steps in preparation for their SAC hearing.

A. Response Deadline - Determined by SAC and communicated to student in letter of notice

1. **Written Response:** A student has the right to present a written response to the referral that explicitly addresses its contents. If the student submits a written response after the deadline, SAC is not obligated to consider it.
2. **Hearing Attendance:** An on-ground student is expected to attend their hearing in person. If the on-ground student faces extenuating circumstances that make in-person attendance impossible, the student should present those circumstances to SAC in writing by the response deadline.

B. Two (2) Business Days Before the Hearing

1. **Hearing Postponement:** A student may request postponement of a hearing. The student must make their request in writing at least 2 business days before the scheduled hearing time. It must detail the grounds upon which the postponement request is based. SAC has sole discretion to approve or deny a request for postponement depending on its reasonableness. SAC's decision regarding postponement is final.
2. **Recusal:** A student may request the recusal of a committee member who they believe cannot be impartial. To do so, the student must write to SAC at least two (2) business days before the hearing to articulate the reasons why they believe that the committee member should be recused. SAC will evaluate the request and make a final decision.
3. **Support Person:** A student may have one (1) TCSPP faculty member or one (1) TCSPP non-student staff member present during the hearing to provide advice and support. The student should provide the support person's name and position to SAC in writing at least two (2) business days before the hearing.

C. Five (5) Business Days Before the Hearing

1. A student with a qualified need who requires accommodation in order to participate in their hearing should submit a written request to SAC at least five (5) business days before to the hearing.

Hearing. The SAC hearing provides time for all parties to present their perspectives on the matter. The hearing will be held within thirty (30) business days of receipt of the referral.

An on-ground student is expected to attend their hearing in person, unless other arrangements are approved in accordance with A2 above. An online student is expected to attend their hearing using online meeting technology provided by TCSPP. If a student does not attend their scheduled hearing, the hearing shall proceed without them. Any person who is not an employee of TCSPP may not attend the hearing in any capacity except as part of an approved disability accommodation. Since this procedure is institutional and not judicial, a student may not have legal counsel present.

The referring Department Chair or Associate Department Chair orally presents the referral during the hearing. Additional written materials may not be presented during the hearing. Where the referral originates from a specific incident, the faculty member or staff member who initiated the referral may be called to provide pertinent information. Where the referral relates to training, an OPT representative must be present. The committee may also ask other faculty members or those with knowledge of the facts of the referral to be available either in person or via online meeting technology or to submit written material in lieu of their presence.

The student has the right to orally present their response during the hearing. Additional written materials may not be presented during the hearing. A student's failure or refusal to respond to the allegations set forth in the referral will be deemed an admission of the factual matters contained therein.

Once all material has been presented and all questions answered, all non-committee attendees are dismissed from the hearing.

Deliberation. Deliberations are restricted to members of the committee who have neither been disqualified or recused for any reason.

Hearing Outcome. A hearing outcome may include but is not limited to: dismissal of the case, requirement of an Academic Development Plan, or disciplinary action up to and including dismissal from TCSPP. SAC will notify the student of the decision in writing via their TCSPP-issued email address within ten (10) business days of the hearing.

Typically, a dismissal decision is effective immediately. The decision will impact the student's access to TCSPP facilities, their TCSPP-issued email account, and other TCSPP electronic systems. The student's grade(s) may be impacted. See the Administrative Grades policy for more information.

Appealing a SAC Decision

A student has the right to appeal a SAC decision to the Dean of Academic Affairs of their home campus. The student should submit their appeal as soon as possible and within ten (10) business days after being notified of the SAC decision. If the DAA of the home campus has had direct involvement in a disciplinary matter such that their ability to be impartial may be impacted, the appeal will be considered by another Dean of Academic Affairs. In such cases, the Dean for Student Success will reassign the appeal.

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

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

The student must submit their own written appeal; no one, including legal counsel, may submit an appeal on behalf of the student. The written appeal must include:

- A specific statement of the decision that the student is appealing;
- A specific statement of the action the student wishes the DAA to take;
- All information that the student wishes the DAA to take into account in consideration of the appeal; and
- A statement of the student's views as to how this information justifies the appeal on one or more of the above bases.

The Dean of Academic Affairs will render a decision as soon as possible and within ten (10) business days after receipt of the appeal. If the DAA upholds the decision, the appeal will be rejected and the decision of the committee will stand as final. This decision may not be appealed. If the Dean of Academic Affairs overturns the decision, the case will be remanded to SAC for another hearing. This hearing must occur as soon as possible and within ten (10) business days after the DAA issues the decision. The hearing must focus on the information supporting the granting of the appeal.

Disciplinary Process for TCSPP-sponsored Education Abroad Programs

A student is expected to adhere to the policies and procedures of TCSPP and of their degree program at all times while engaged in activities related to TCSPP including participation in Education Abroad Programs. The following procedure is used to address allegations that a student participating in an education abroad program sponsored by TCSPP has violated the Student Code of Conduct or any policy or rule enforceable under the Code or the student's international education rights and responsibilities agreement (including this policy).

For first time allegations of a non-serious nature, the Faculty Lead of the program and/or other qualified TCSPP representative will attempt to address the allegations by meeting directly with student to resolve the violation. If no further conduct violations occur, the issue may be considered resolved.

For repeated allegations or an allegation of a serious nature, the Faculty Lead and/or other qualified TCSPP representative will send the student a written notice via TCSPP email of the alleged infraction(s). The notice will describe the allegations and cite the policy or rule violated. If the Faculty Lead determines that the allegations pose a health or safety risk, the Faculty Lead may immediately dismiss the student from the program, resulting in a potential failure of the course and in creating non-reimbursable costs. The Faculty Lead will copy the student's Department Chair and the Dean for Student Success on all written notifications. The Department Chair may elect to refer the student to SAC for review and, if merited, sanctioning.

A student participating in any sponsored or endorsed education abroad opportunity e.g. sponsored work, internship, volunteer, service-learning, co-sponsored programs, exchanges, or outside programs are subject to the disciplinary process of the host university/partner that may supersede that of the institution. TCSPP will be notified when a warning has been issued and/or when a student is in the process of being dismissed. In the case of outside or non-sponsored programs, it may not be possible for TCSPP to intervene on behalf of the student.

Student Learning Assessment

The Chicago School of Professional Psychology (TCSPP) is committed to offering the highest quality undergraduate program and graduate programs in applied professional disciplines. To meet TCSPP'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 Profile

A student is responsible for keeping current with TCSPP their personal information, contact information, and emergency contact information.

Personal Information

The Chicago School must protect the identity of a student and maintain the integrity of their record when changing their name, social security number, birthday, or citizenship status. Changes to this information must be submitted using the Student Personal Information Change Request form and include a copy of applicable documents:

- 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 pronoun by click on [My Contact Information](#) under My Records on myChicagoSchool.

Contact Information

A student is responsible for keeping current with TCSPP their mailing address, telephone number, and email address. TCSPP is not responsible for lost items mailed to an incorrect address. To update contact information, click on [My Contact Information](#) under My Records on myChicagoSchool.

Emergency Contact

A student is responsible for providing TCSPP 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, click on [My Contact Information](#) under My Records on myChicagoSchool. 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 TCSPP. TCSPP will not text message a student who does not opt into the service. To opt into this service, click on [My Contact Information](#) under My Records on myChicagoSchool. 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 using the link above. Mobile service provider standard messaging and data rates apply.

Preferred First Name

A student may choose to identify themselves with a preferred first name that differs from their legal first name. The student's preferred first name will appear in place of the student's legal first name in selected TCSPP databases and documents except where the use of the student's legal first name is required by law or other applicable policies.

Definitions:

Legal name: A student's first name as it appears on a legal or government-issued document such as a birth certificate, social security card, court order, or passport.

Preferred name: A name commonly used that differs from an individual's legal first name.

A student's preferred first name may be used for class rosters, on student identification cards and in student email. A student's preferred first name may also be disclosed as directory information unless the student declines to permit such disclosure. For further information on disclosure of directory information, please refer to the [FERPA policy](#) in the Student Handbook. All official documents including but not limited to transcripts, diplomas, payroll records, and financial aid documents will include a student's legal first name.

Generally, students can use any preferred first name. TCSPP reserves the right to deny or remove, with or without notice, a preferred 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 preferred first name must consist of alphabetical characters, hyphens, and spaces.

To request the use of a preferred first name, visit the Academic Portal and navigate to [My Contact Information](#).

Suspension or Revocation of a Professional License or Certification

A student who has ever 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 Department Chair within ten (10) business days of the event occurring. In such circumstances, the case will be referred to the Student Affairs Committee for consideration of calling a formal hearing and deliberation. Likewise, a student who at any time fails to disclose such information will be referred to the Student Affairs Committee for consideration of disciplinary action up to and including dismissal from the school.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

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 of Professional Psychology 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. Educational 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.

TCSPP is the custodian of education records for the California Graduate Institute (CGI). This includes education records for individuals who received a degree from or became an inactive student of CGI prior to October 7, 2008. TCSPP is the custodian of record for Santa Barbara Graduate Institute (SBGI) education records for all graduates. Information on records for both institutions is available from tcsppregistrar@thechicagoschool.edu.

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.

TCSPP 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 TCSPP 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 of Professional Psychology 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, at which a student seeks or intends to enroll
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of TCSPP
- 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 of Professional Psychology 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 TCSPP 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 TCSPP, in writing, to remove the request.

The Chicago School of Professional Psychology 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

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 through 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 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 under the direction of the Director of 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, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

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, 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 student who graduates from The Chicago School is granted lifetime access to email. Access to all other electronic systems is removed after graduation. In cases where an alumnus is dismissed from a subsequent enrollment, TCSPP reserves the right to revoke alumni benefits where necessary.

Audio and Visual Recordings

As a general policy, The Chicago School of Professional Psychology records important school events that will most benefit students, faculty, and staff. This policy applies to audio, video, or other electronic recordings of TCSPP events, including classes and non-class events.

Classes

Classes include regular and make-up sessions in all delivery modalities (on-ground or online). It is the sole discretion of each instructor of record for the course whether to record regular and/or make-up class meetings. Recordings of class sessions are posted on Canvas and accessible only to the instructor of record for the course and enrolled students for the duration of the course. These recordings may be reproduced, edited, or distributed for educational purposes within The Chicago School of Professional Psychology.

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 of 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 Class Shell

A student who does not wish to be recorded must inform the instructor of record for the course verbally or in writing prior to the recording. The instructor of record for the course may continue to hold class without the student present as long as reasonable and adequate accommodations are 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. Faculty members should never record classes where 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.

Non-Class Events

Non-class events, which may be simple or complex, include those sponsored or coordinated by The Chicago School of Professional Psychology 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

These recordings may be reproduced, edited, duplicated, or distributed for educational or marketing purposes.

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

Further information on the recording of class and non-class events is available from the Communications Department. 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.

In order for The Chicago School of Professional Psychology 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 "Photography and Recording Release Form". A student may revoke permission at any time. More information is available from the Communications Department

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, fax, 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 TCSPP community members.

General Standards

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projected. As message recipients cannot read nonverbal cues or may not be able to easily 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.
- When disagreeing, be professional and collegial.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- Use clear writing and good form including proper spelling, grammar, and punctuation.
- When someone else errs or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, 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 mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM.
- Respect the chain of command when seeking assistance, raising questions, or sharing concerns. A student is encouraged to communicate with their course instructor, faculty advisor, or student support counselor first when trying to obtain information or solve a problem.

E-mail Communication Standards

- Use a meaningful subject, professional greeting, and appropriate closing signature. Start an email with the appropriate salutation to set the tone for communication. 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.
- Avoid discussing confidential information such as protected health information, personally identifiable information, or privileged information via e-mail.

Expect that it may take a community member up to one to two business days to respond to an email. References to self-harm, violence, sexual misconduct, or similar matters will be referred to the appropriate school personnel for action.

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 of Professional Psychology 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 TCSPP policy. To the fullest extent permitted by law, TCSPP accepts e-signatures as legally binding and equivalent to handwritten signatures to signify an agreement. TCSPP 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. TCSPP 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 Director 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.

Instructional Technology

Projectors, laptops, video recorders, cameras, and other equipment are available for use by a student or a faculty member. In Washington, D.C. and TCSPP @ XULA, students and faculty may borrow equipment through the campus library. In Chicago and Southern California, video and camera equipment are lent by the library while other equipment is available through the IT department. Contact the IT Help Desk to inquire about borrowing specialty items. Equipment is available on a first come, first served basis. The student is responsible for any lost or damaged equipment.

Use of Computing Resources

The Department of Information Technology (IT) provides access to the school network for students, faculty, and staff. The network consists of an institution-wide backbone network, wireless network, and many shared computers in addition to personal desktop computers. It provides communication as well as academic and administrative functions.

Rights

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

- **Intellectual Freedom:** The school is a free and open forum for the expression of ideas; the school's network is the same. Opinions may neither be represented as, nor construed as, the views of The Chicago School of Professional Psychology.
- **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 Campus Dean. All electronic communications are treated in a similar fashion as are voiced or written communications. If the threatening or other inappropriate message was sent by another student, staff or faculty, the Department Chair or Administrative Manager should be notified in addition to the Campus 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 the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Responsibilities

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

The following illustrates the types of responsibilities that a student is expected to uphold with regard to network use:

- A student is responsible for the use of their own personal network ID (“user ID”) and password. The student may not give anyone else access to the personal user IDs or computer accounts, which includes allowing anyone else access to log in and post, retrieve, download, upload, or copy any content from any TCSPP password-protected domain including, but not limited to, the school’s learning management system. A student is prohibited from using a user ID or a TCSPP computer account other than the account assigned. A student may not try to obtain a password for another user’s user ID or computer account in any way. The user ID remains the property of the institution.
- A student may not misrepresent themselves or their data on the network.
- A student is responsible for the security of passwords. This includes changing passwords on a regular basis and making sure no one else knows them.
- A student must not use TCSPP’s network resources to gain or attempt to gain unauthorized access to remote computers.
- A student must not deliberately perform an act that will impair the operation of computers, terminals, peripherals, or the network.
- A student must not run, install, or give to another a program that could result in the eventual damage to a file or computer system and/or the reproduction of itself on any of the institution’s computer systems.
- A student must not attempt to circumvent data protection schemes or exploit security loopholes.
- A student must 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.
- A student must not be wasteful of computing resources or unfairly monopolize resources to the exclusion of other users.
- A student must not attempt to monitor another user’s data communications, nor may any student read, copy, change, or delete another user’s files or software, without permission of the owner.
- A student who withdraws, is dismissed, or otherwise leaves the institution may not use TCSPP facilities, accounts, access codes, network privileges, or information for which they are not authorized in their new circumstances.
- A student must maintain appropriate technology requirements for the degree program.

TCSPP may offer software to a student at no cost. While software may be provided at zero cost, it is not free. TCSPP 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 TCSPP, the student is agreeing to this responsibility. If the student does not protect the provided key, TCSPP’s licensing of the software will be at risk for everyone. Violations may make a student ineligible for future software installations provided by TCSPP.

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 TCSPP should be reported to the Campus Dean. Depending on the nature of any violations, the Campus Dean may notify the student’s Department Chair.

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 TCSPP. 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 of Professional Psychology explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on school premises or as part of any of its activities. In addition, the school prohibits the misuse of legal drugs including alcohol.

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 TCSPP, students agree to abide by the terms of these regulations and policies and agree to notify TCSPP of any criminal drug statute conviction for a violation occurring on campus no later than five (5) business days after such conviction. TCSPP, through the Student Affairs Committee or campus leadership, will take appropriate action (consistent with local, state, and federal law) against a student who violates the standards of conduct contained herein, up to and including dismissal from the institution and referral for prosecution.

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Student Services, Health, and Safety

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Campus Posting

The Chicago School of Professional Psychology permits the posting of materials within public areas and corridors of TCSPP buildings in adherence with the guidelines set in this policy. All displayed materials must relate to TCSPP-approved organizations, activities, programs, or services and have the sponsoring organization's name listed. Printed materials must be appropriately displayed on a bulletin board or easel in student lounges or classrooms and are permitted only on non-academic department bulletin boards in common areas of each TCSPP location.

Printed materials are permitted for posting only upon the specific approval of the Student Life & Events department. Department Chairs or their designee must approve posted materials on departmental bulletin boards. Postings deemed inappropriate, posted in areas other than approved bulletin boards, or without approval will be removed by Facilities.

Career Services

Career Services is committed to complying with the ethical standards of the National Association of Colleges and Employers (NACE) and expects students and employers to be honest and professional in the job search process. All students who choose to participate in Career Services events and utilize resources must abide by the following agreement. By logging into the Career Services online systems, a student is indicating adherence to the following standards:

1. Provide accurate and honest information on the profile, CV/résumé, and job search documents and in interactions with employers. Examples include but are not limited to GPA, major, and student status. Any information provided and all usage of the account will accurately reflect a student's identity.
2. Be responsible for selecting an appropriate position. Although Career Services reviews postings, the posting of a job on a Career Services-maintained site neither means that the office is making any recommendations, representations, or guarantees regarding the job, nor is there a guarantee that employment opportunities will be available in every geographical or functional area. Requesting additional information from a potential employer is necessary to make an employment decision.
3. Keep all interview appointments with employers or notify employer and Career Services in advance of any emergency requiring cancellation. Late cancellations require an apology email or phone call to the employer, and Career Services must be copied or notified.

A student is encouraged to notify Career Services if any perceived violations of ethical conduct on the part of employers occurs.

Health and Wellness

The Chicago School of Professional Psychology 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 www.guidanceresources.com (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 the local area, Student Solutions will make a referral, and TCSPP will pay for the student's first three (3) 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.

Immunizations

Washington, D.C.

For degree-seeking students under the age of 26 attending TCSPP's Washington, D.C. campus, the D.C. Department of Health requires confirmation of immunization prior to enrollment in school. 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. Please see instructions included with the certificate of immunity for additional information. The deadline for submitting the Certificate of Immunity is the Add/Drop date of the first semester of enrollment. Failure to provide immunization records will result in removal from the institution.

International Programs and Services

The Chicago School of Professional Psychology's Office of International Programs and Services fosters a global, scholastic environment by coordinating international activities for students and visiting scholars, faculty, and alumni. Through its two key functions, the office serves both international students and visiting scholars studying domestically and students participating in overseas opportunities.

Staff members in the International Programs and Services office advise international students and scholars on immigration matters, specifically focusing on F-1 and J-1 status, and provide support to students pertaining to cross-cultural adjustment. Questions regarding status, travel, or employment (on-campus, Curricular Practical Training (CPT), or Optional Practical Training (OPT)) should be directed in advance to the Designated School Official (DSO) on the student's home campus.

International Programs and Services manages quality international education through the administration of study abroad and field experience programs. Please refer to the Study Abroad website or email studyabroad@thechicagoschool.edu for specific information on eligibility, registration, and in-country requirements.

International Student Health Insurance

The Chicago School of Professional Psychology requires international students and scholars on F-1 and J-1 visas to carry health insurance for themselves and their F-2 and J-2 dependents. International students are required to purchase a health insurance plan from a school-designated carrier or show proof of comparable insurance to waive out of the school-designated plan.

Libraries

The Chicago School Library provides service to all students at all campuses, with dedicated library spaces at the Chicago, Dallas, Southern California, and Washington, D.C. locations, with hours of operation varying according to the needs of the specific

location. All of the librarians and library staff from all campuses offer bibliographic instruction and research assistance to all faculty, students, and staff and 24/7 access to online databases and other e-resources.

A student enrolled at TCSPP @ XULA may access both the TCSPP library resources and the XULA Library Resource Center. A student enrolled at TCSPP Dallas Campus may access both the TCSPP Library resources and the Dallas Nursing Institute Library facility and materials.

Overview

[The Chicago School Library](#) provides access to information and materials that support the teaching, research, and public service programs of the school. The library supports these programs by acquiring and managing scholarly information related to the theory, teaching, and practice of professional psychology, providing access to information available elsewhere through a free interlibrary loan service, providing reference and instruction, and exchanging information resources with other libraries around the world.

Electronic Resources

A student has access to over 20,000 full-text and abstract psychology-specific journals and APA-published books through the online research databases. The databases that are available from Ebsco and Proquest include Academic Search Complete, ABI/Inform, PsycINFO, PsycARTICLES, PsycBOOKS, PEP Archives, Tests in Print and Mental Measurements Yearbook, as well as the SAGE Premier Journal Collection. Also available are large collections of streaming video titles and e-books.

Dissertations by Chicago School graduate students and students from around the world can be accessed online through the [ProQuest Dissertations and Theses database](#).

Interlibrary Loan Services

A student can request books, dissertations, and journal articles that are not available at a campus location or electronically through [interlibrary loan](#). This library service is offered to students, staff, and faculty free of charge.

Print Resources

The Library has books and videos 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 and register with the library which is geographically closest to their physical location.

Psychological Test Materials

The Library maintains an extensive range 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 web site 24/7 to locate information about specific assessments.

Reference

Bibliographic instruction is provided at all TCSPP locations; in addition, the TCSPP librarians work with all students by phone or GoToMeeting. A student may ask questions through email 24 hours a day, seven days a week. Librarians are also available to answer questions via email or phone during normal business hours. The Chat with a Librarian service is available via The Library website.

Reserves/Electronic Reserves

All required readings are available at the circulation desk. Electronic reserves on the Chicago Campus are available through the [Docutek](#) platform, available on the Library website. Course readings for the Dallas, Online, Washington, D.C., and Southern California campuses are found online in the individual Canvas courses.

Office of Placement and Training

The Office of Placement & Training (OPT) is responsible for overseeing practicum and internship training including orienting the members of the learning community to the training site search, application, interviewing, and acceptance processes. Once a student begins their field placement, OPT oversees the evaluation of student performance by site supervisors and Chicago School faculty. The professional faculty is responsible for developing training sites in the Chicagoland area and regularly evaluating the quality of training that they provide. Additionally, students receive direct oversight by our internal OPT departmental faculty.

OPT Services

- Oversee student practicum and internship placement process.
- Provide small group and personalized meetings for students requiring specialized assistance.
- Provide general information meetings and resource materials about the training site search process.
- Provide professional mentorship of students in training, which includes negotiating professional relationships, conflict resolution, ethical decision making, and professional comportment.
- Develop and maintain training sites.
- Collect student and site performance data.
- Provide consultation to program directors and faculty about the training process.
- Participate in academic program review of student progress to ensure continuity of training.

Information about OPT sites can be found on the ALCEA Professional Training Database, a password protected resource for current Chicago School students. This database contains descriptions of available opportunities, ideal applicants, organization of the site, positions available, and populations treated. It also includes a description of treatment modalities and other activities that one can expect to participate in at a particular site. The ALCEA Professional Training Database also offers information about supervision and application materials.

For more information on OPT, please refer to the academic resources section on the mychicagoschool [website](#).

School Safety

The Chicago School of Professional Psychology has a 24/7 recorded information line, 800.750.5579, and an [Emergency Information webpage](#), that contains information, guidelines, and resource links. All of 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. TCSPP @ XULA campus closure information may be found on the [XULA Emergency Website](#) or by calling 866.520.9852.

All TCSPP 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 Campus

If suspicious activity is observed on campus, it should be reported to the fourth-floor reception desk at 325 N Wells or by calling 312.329.6600. The security desk for 325 N Wells is located in the first floor lobby and can also be reached by calling 312.329.1392.

The Merchandise Mart security can be accessed via the reception desk in the lobby on the first floor. The security telephone number for the Merchandise Mart is 312.527.4141.

Dallas Campus

If suspicious activity is observed on the Dallas Campus, it should be reported to the reception desk at 469-941-8366.

Irvine Campus

If suspicious activity is observed on the Irvine Campus or Counseling Centers, it should be reported to the reception desk at 949.737.5460. University Tower security is located in the main lobby and can be reached at 949.854.3048.

Los Angeles Campus

If suspicious activity is observed on the Los Angeles Campus, it should be reported to the reception desk on the 8th floor by calling 213.615.7200. The security desk is located on the first floor and can be reached at 213.362.0557.

If suspicious activity is observed at the West Los Angeles Counseling Center, it should be reported to the reception desk 310.481-5900. Building management is located on the fourth floor of 1964 Westwood Boulevard and can be reached at 323.841.2685.

TCSPP @ XULA

If suspicious activity is observed at The Chicago School of Professional Psychology at Xavier University of Louisiana, it should be reported to University Police, Xavier University of Louisiana, 3801 South Carrollton Avenue, New Orleans, LA 70125 or by calling 504.486.7402.

Washington, D.C. Campus

If suspicious activity is observed at the 901 15th Street building, it should be reported to the second floor reception desk or by calling 202.706.5000. The security desk is located on the first floor and can be reached at 202.289.0749.

If suspicious activity is observed at the 1015 15th Street building, it should be reported to the security desk located on the first floor or by calling 202.289.7908.

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 of Professional Psychology utilizes Rave, an emergency text messaging notification system, to reach members of the TCSPP community by rapidly transmitting short notifications to a cell phone. TCSPP 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 of Professional Psychology is committed to providing an educational space free of 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 TCSPP's campuses, sites, and facilities (classrooms, offices, common areas, and grounds).

Unsupervised minors are not permitted in classrooms, research labs, facility grounds, offices or any other common areas. Authorized visits are permitted where minors are accompanied by an adult at all times.

For the purpose of this policy, an authorized visit is defined as:

- A "bring your child to school day" sponsored by the institution.
- A school-sponsored activity that explicitly includes children.
- A short visit, i.e. to pick up a book, drop off a form, meet with an Admissions representative, or tour the campus.
- A department or course event planned especially for minors.

In all of the above instances, minors must be supervised by their parent, guardian, or a paid attendant (e.g. nanny).

Anyone who observes minor children who appear to be unattended should alert a Facilities representative who will attempt to locate the parent, guardian, or paid attendant. If the responsible adult is unable to be located in a reasonable amount of time, the Police Department will be contacted so that local authorities may respond to the matter in accordance with the appropriate city, county, and/or state laws

Student Advisement

Student advising is an integral part of a TCSPP 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

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 Department Chair. The student must make their request in writing. If approved, the Department Chair will notify the Student Support Counselor of this change so that the student's records may be updated.

Student Support Counseling

All TCSPP students have 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.

Student Success Resources

The Division of Student Success creates and maintains an inclusive school community that allows a student to take full advantage of academic and co-curricular opportunities. Student Success staff members support students by offering comprehensive programs and services designed to help all achieve their academic goals. A multitude of resources are available to ensure a student's smooth transition into TCSPP as well as provide assistance throughout the educational experience and beyond.

Information on Student Success resources is available on [myChicagoSchool](http://mychicagoschool.edu) or by calling: (800) 595-6938.

Student Identification Cards

An identification card is issued automatically to an on-ground student. This card permits student access to the campus buildings and allows for the use of materials and services in the library. The identification card should be displayed at all times using a TCSPP-provided lanyard. Identification cards of a student who withdraws or who is dismissed from the institution will be deactivated.

An online or TCSPP @ XULA student 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 facilities@thechicagoschool.edu.

A student must report to Facilities all lost, stolen, damaged, or misplaced cards. 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 of Professional Psychology. 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 of Professional Psychology. 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 TCSPP policies and procedures, when consuming alcohol at TCSPP-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 TCSPP-recognized events, and permission to serve alcohol at a TCSPP-recognized event is granted on a case-by-case basis.

All venue contracts must be reviewed by the organization’s advisor, Student Life & Events, and the Office of General Counsel prior to being signed. To request permission to serve alcohol at a TCSPP-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 & Events.

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 hosting the event shall attend the event as Student Sponsors. Student 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 two Student 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.

Study Areas and Project Rooms

Chicago, 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. A student is advised to reserve a room in advance for dissertation defense requirements; please see the local Facilities 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 Facilities department.

Dallas

Classrooms or the group study room reservation requests may be made by contacting Dr. Lance Garrison at lgarrison@thechicagoschool.edu or 469-941-8360.

TCSP@XULA

Group study rooms are located on the 2nd and 3rd floor of the Library Resource Center and are available for checkout through the circulation desk on a first-come, first-served basis. Additional rooms can be reserved on campus by calling 504.520.5451 or e-mailing events@xula.edu.

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Programs of Study

The Chicago School of Professional Psychology
Offices of Admission
Toll Free: 800.721.8072
Email: admissions@thechicagoschool.edu

Programs

Certificates

- [Child and Adolescent Psychology Certificate](#)
- [Graduate Certificate in Applied Behavior Analysis](#)
- [Industrial and Organizational Psychology Generalist Certificate](#)
- [Instructional Design Certificate](#)
- [Crisis-Informed Care for a Diverse, Globalized World Certificate](#)

Bachelor of Arts

- [B.A. Psychology](#)

Master of Arts

- [M.A. Behavioral Economics](#)
- [M.A. Clinical Mental Health Counseling - Chicago](#)
- [M.A. Clinical Mental Health Counseling - Online](#)
- [M.A. Clinical Mental Health Counseling - Washington D.C.](#)
- [M.A. Clinical Psychology, Marital and Family Therapy Specialization](#)
- [M.A. Counseling Psychology](#)
- [M.A. Forensic Psychology](#)
- [M.A. Forensic Psychology - Online](#)
- [M.A. Industrial and Organizational Psychology](#)
- [M.A. International Psychology](#)
- [M.A. Organizational Leadership](#)
- [M.A. Psychology](#)

Master of Public Health

- [Master of Public Health](#)

Master of Health Services Administration

- [Master of Health Services Administration](#)

Master of Science

- [M.S. Clinical Psychopharmacology](#)
- [M.S. Applied Behavior Analysis - Los Angeles](#)
- [M.S. Applied Behavior Analysis - Online](#)
- [M.S. Applied Behavior Analysis - Chicago](#)
- [M.S. Applied Behavior Analysis - Washington, D.C.](#)

- [M.S. Applied Behavior Analysis - Dallas](#)
- [M.S. Applied Behavior Analysis - Irvine](#)
- [M.S. Applied Behavior Analysis - San Diego](#)

Education Specialist

- [Ed.S. School Psychology](#)

Doctor of Education

- [Ed.D. Educational Psychology and Technology](#)

Doctor of Philosophy

- [Ph.D. Applied Behavior Analysis](#)
- [Ph.D. Business Psychology: Consulting Track](#)
- [Ph.D. Business Psychology: I/O Track](#)
- [Ph.D. Counselor Education and Supervision](#)
- [Ph.D. International Psychology](#)
- [Ph.D. Organizational Leadership](#)
- [Ph.D. Psychology, Behavior Analysis Specialization](#)

Doctor of Psychology

- [Psy.D. Applied Clinical Psychology](#)
- [Psy.D. Clinical Forensic Psychology](#)
- [Psy.D. Clinical Psychology - Chicago](#)
- [Psy.D. Clinical Psychology - Los Angeles](#)
- [Psy.D. Clinical Psychology - Washington D.C.](#)
- [Psy.D. Clinical Psychology - XULA](#)
- [Psy.D. Marital and Family Therapy](#)
- [Psy.D. School Psychology](#)

Dual Enrollment

- [Dual Enrollment: M.A. Counseling Psychology and M.S. Applied Behavior Analysis](#)
 - [Dual Enrollment: Master of Health Services Administration and Master of Public Health](#)
-

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

B.A. Psychology

Online - Los Angeles

Program Overview

The Chicago School of Professional Psychology's Bachelor of Arts in Psychology program is a 120 credit hour program consisting of a 44 credit hour General Education foundation, optional minors in business, health science, and addiction studies, a variety of electives that are pre-requisites for TCSPP graduate programs, and a 42 credit hour psychology major. Taught by practitioner faculty, the goal of this 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, counseling, or health sciences.

Program Philosophy

The B.A. 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 absorbed from the various minors within the program including Business, Health Studies, and Addiction Studies. 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.

Psychology Major 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.

General Education Learning Outcomes

Upon successful completion of the general education coursework, students will be able to:

Professional Practice

- Interact and collaborate with others effectively

Diversity

- Demonstrate knowledge of individual and cultural difference with consideration for domestic and transnational diversity in a manner that promotes inclusion and understanding.

Professional Behavior

- Assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, applying differing ethical perspectives to dilemmas, and consider the ramifications of alternative actions.

Scholarship

- Demonstrate basic knowledge of the fundamental theories and principles of their major (and chosen minor, if applicable) area of study.
- Deliver well organized oral and written presentations that include a central message with logical themes, using language and terminology appropriate to the topic and audience.
- Craft logical evidence-based arguments leading to solutions of practical problems.
- Acquire and utilize information through library research with the use of computer search engines and information databases, evaluate the reliability of the source, and identify peer-reviewed and scholarly sources.
- Apply quantitative (mathematical) reasoning to solving practical problems.

Licensure for Addiction Studies Minor

There are state professional licensure and/or certification requirements to practice as an addiction treatment provider. Titles for practice as an addiction treatment provider vary by state. Some of the titles include Certified Alcohol and Drug Counselor, Certified Addiction Professional, Licensed Addiction Counselor, and Licensed Alcohol and Drug Counselor. A state's professional practice board determines the specific requirements for candidates seeking licensure and/or certification and those requirements are subject to change. The following is professional practice information as of the date of publication:

- The Bachelor of Arts in Psychology, Addiction Studies minor program is aligned with degree and/or coursework requirements for eligibility to practice as an addiction treatment provider in the District of Columbia and all states except for Colorado, Hawaii, Kansas, Michigan, Minnesota, New Jersey, North Carolina, Oregon, South Dakota, Vermont, and Wisconsin.
- Further information regarding the specific license or certification that the Bachelor of Arts in Psychology, Addiction Studies minor program aligns with by state is available [HERE](#).

It is the student's responsibility to monitor the licensing and/or certification requirements in their state, as they are subject to change. Additional state-specific requirements beyond the program's graduation requirements may be required. Some state requirements include the following: post-degree field work, state specific coursework, examination, and application.

*The Chicago School of Professional Psychology is not currently accepting applications for the online BA Psychology, Addiction Studies Minor program from individuals who live in or who intend to complete their practicum or internship at a site located in these states: Delaware, Georgia, Iowa, Kentucky, Louisiana, New Hampshire, New York, North Carolina, Ohio, Oklahoma, Washington, and West Virginia.

Admission Requirements

Admission to the B.A. 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).

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. Proof of qualifying conferral must be provided in one of the following ways:
 - Official high school transcript showing an earned high school diploma and date of graduation. A copy of a high school diploma or unofficial transcriptions, if official transcripts are not immediately available, can be submitted with a contingency that original transcripts will be on file prior to day 9 of the term/semester of entry. Financial aid will not be disbursed until the compliant documentation is received.
 - Official Associate degree transcript from a regionally-accredited institution showing degree earned and date conferred
 - Official college transcript from a regionally-accredited institution that contains the high school name and date of graduation
 - Official NACES or AICE evaluation of an international diploma that contains the high school name and date of graduation
 - High school equivalency completed through home schooling as defined by state law
 - Official General Educational Development (GED) document. A copy of the student's GED Certificate, or unofficial GED score issued by the state, can be submitted with a contingency that the Official GED document will be on file prior to close of census. Financial aid will not be disbursed until the compliant documentation is received.
 - Official Test Assessing Secondary Completion (TASC) document
 - Official High School Equivalency Test (HiSET) document
 - Official documentation showing a passing score on a state-authorized exam that the state recognizes as equivalent to high school graduation
 - Letter showing the date of graduation written on high school letterhead and signed by a high school administrator with an academic title
 - Form DD214 showing the high school name and date of graduation, if listed.

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.

- Curriculum Vita/ Resume
- 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 you are 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 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 \$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.

Articulation Agreements

The Chicago School of Professional Psychology has established agreements between the B.A. Psychology program and the programs listed below to allow qualified students to enter early into the listed master's program. These agreements allow qualified students to

begin their masters while completing their bachelors. Click on the link of the program that interests you for details.

- [Early Entry into M.A. International Psychology](#)
- [Early Entry into M.A. Organizational Leadership](#)
- [Early Entry into Master of Public Health](#)
- [Early Entry into M.A. Behavioral Economics](#)
- [Early Entry into M.A. Industrial and Organizational Psychology](#)
- [Early Entry into M.A. Psychology](#)
- [Early Entry into M.A. Forensic Psychology \(Non-Licensure Track\)](#)
- [Early Entry into Ed.S. School 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.

Student Success Seminar

Students must enroll in and successfully pass GEN010 in their first term in the BA program. Students who do not pass the seminar will be re-enrolled every term until they earn a Satisfactory grade (pass). Please note that a seminar fee will be charged for each attempt. Final grades for the seminar will be indicated as satisfactory (S) or unsatisfactory (U) and will not have any impact on a student's cumulative GPA.

Psychology Major Capstone

The [BA 400 Capstone Course](#) 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.

General Education Capstone

During the [CAP 200 Fundamentals of Action Research](#) course students will focus on the theoretical foundations and methodological issues of Action Research. This approach to research is conducted with members of a community or organization to solve problems they are experiencing, leading to more effective practices. During the course students will complete the General Education Capstone assignment. This course is required for all students except those who transfer in an earned associate degree.

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 of Professional Psychology, 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

Psychology Major (must equal at least 42 credit hours)

- Psychology Major Required Core: 30 credit hours
- Psychology Major Upper Division Required Electives: minimum 12 credit hours

Upper Division General Electives: 18 credit hours

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

- Required General Education: 44 credit hours

Optional Minors (replaces 15 credit hours of General Elective requirements, including at least 6 Upper Division)

- Business Minor (15 credit hours, 6 credit hours must BA435 and BA438)
- Health Science (15 credit hours, 6 credit hours must be Upper Division)
- Addiction Studies Minor (15 credit hours, must take BA350AS and BA417AS)

B.A. Psychology total program: 120 credit hours

Psychology Major 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 - Neuropsychology for Addiction Studies (3 credit hours)
*this course is required for Addiction Studies Minors
- BA 370 - Educational Psychology (3 credit hours)
- BA 380 - Statistics (3 credit hours)
- BA 400 - Capstone Course (3 credit hours)

Psychology Major Upper Division Electives (minimum 12 credit hours)

May also be used as Upper Division General Electives.

- BA 405 - Transformational Leadership (3 credit hours)
- BA 406 - The Psychology of Business Management (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 Minor students
- BA 418 - Social Work and a Global Perspective (3 credit hours)
- BA 425 - Theories of Personality (3 credit hours)
*this elective course is required for Addiction Studies Minor students in: IN
- 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)
(may apply to Psychology Major or Business Minor but not both)
- 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)
(may apply to Psychology Major or Business Minor but not both)
- BA 445 - International Negotiation and Conflict Resolution (3 credit hours)
- BA 446 - Social Psychology and Culture (3 credit hours)
*this elective course is required for Addiction Studies Minor students in: AZ, CA, CT, FL, MT, NE, NY, ND, OR, SD, WA, D.C.
- BA 447 - Cultural Impact of Assimilation and Acculturation (3 credit hours)
- BA 448 - Managing a Globally Diverse Organization (3 credit hours)
- BA 449 - Co-Occurring Disorders (3 credit hours)

*this elective course is required for Addiction Studies Minor students in: AZ, CA, FL, IL, IN, KS, MD, MT, NY, OK, OR, SD, WY, D.C.

Required General Education Courses (44 credit hours)

- GEN 010 - Student Success Seminar (0 credit hours) (course fee \$100)
- ENG 100 - English Composition I (3 credit hours)
- ENG 200 - English Composition II (3 credit hours)
- ENG 105 - Introduction to Communication (3 credit hours)
- HFA 100 - Art and Culture (3 credit hours)
- HFA 106 - Music and Culture (3 credit hours)
- HFA 112 - Introduction to Literature (3 credit hours)
- MATH 100 - Basic College Mathematics (3 credit hours)
- MATH 107 - College Algebra (3 credit hours)
- PLS 100 - Introduction to Biology + Lab (4 credit hours)
- PLS 200 - Biology II + Lab (4 credit hours)
- SBS 100 - Introduction to Psychology (3 credit hours)
- SBS 101 - Introduction to Sociology (3 credit hours)
- SBS 108 - American Government (3 credit hours)
- CAP 200 - Fundamentals of Action Research (3 credit hours)

Optional Business Minor (15 credit hours)

Students take 9 credit hours from this list and Psychology Major Upper Division Electives: BA435 and BA438. These courses may also be used as Lower Division General Electives.

- BUS 100 - Introduction to Finance (3 credit hours)
- BUS 105 - Accounting 1 (3 credit hours)
- BUS 110 - Principles of Microeconomics (3 credit hours)
- BUS 115 - Principles of Macroeconomics (3 credit hours)
- BUS 120 - Principles of Management (3 credit hours)
- BUS 125 - Principles of Marketing (3 credit hours)

Optional Health Science Minor (15 credit hours)

Students take 15 credit hours from this list, at least 6 credit hours must be Upper Division from the Health Science Minor (300 or 400 level).

Health Science Minor Lower Division (may also be taken as Lower Division General Electives)

- PLS 210 - Medical Terminology (3 credit hours)
- PLS 215 - Nursing Informatics (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)

- 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 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 400 - Alcohol and Other Drugs in Our Society: Introduction to Chemical Dependency (3 credit hours)
 - 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 (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)
- Online Practicum
- 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)
- On-Ground Practicum
- AS 460 - Addiction Studies Practicum I: Field Instruction and Seminar (3 credit hours)
 - AS 461 - Addiction Studies Practicum II: Field Instruction and Seminar (3 credit hours)
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

M.A. Clinical Mental Health Counseling - Online

Program Overview

The M.A. 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 M.A. 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 Online M.A. 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 of Certified Counselors (NBCC) to prepare those students seeking professional counselor licensure and desiring to begin professional practice at the master's level. For more information about the CMHC (Online Campus), click [here](#).

Acknowledged for its commitment to diversity, The Chicago School of Professional Psychology 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 Philosophy

The M.A. 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 of this program students will be able to:

Professional Practice

- Demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- Demonstrate the knowledge, skills, and practices of culturally appropriate and holistic clinical evaluation and assessment of normalcy and psychopathology.
- Demonstrate the knowledge, skills, and practices of culturally appropriate diagnosis of both psychopathology and normal developmental challenges, including appropriate use of diagnosis during trauma-causing events.

Diversity

- Demonstrate the knowledge, skills, and practices to deliver culturally appropriate counseling services, advocate for clients, and understand how to influence policy to enhance the practice of clinical mental health counseling.

Professional Behavior

- Show a commitment to their identity as counselors through membership and activities in professional organizations, and through ethical behavior in their work with clients and other professionals.

Scholarship

- Competently and critically evaluate clinical mental health counseling research, demonstrate understanding of evidence-based treatments and outcome evaluation, and apply appropriate models of program evaluation.

Licensure

There are state professional licensure requirements to practice as a professional counselor. A state's licensure board determines the specific requirements for candidates seeking professional counseling licensure and those requirements are subject to change. The following is professional licensure information as of the date of publication:

- The M.A. Clinical Mental Health Counseling program aligns with the degree and coursework requirements for professional counseling licensure in Alabama, Alaska, Arkansas, Arizona, Colorado, Connecticut, Delaware, the District of Columbia, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, West Virginia, and Wyoming.
- Applicants for licensure in the aforementioned locations may also be required to complete a minimum number of hours of post-master's professional counseling experience within a specified time period, as well as other state-specific requirements.
- The M.A. Clinical Mental Health Counseling program does not meet current state requirements for professional counseling licensure in California, Illinois, and Kansas.

Students should contact the specific state licensing board directly to verify information regarding professional licensure. A list of state board contact information is available via [The American Counseling Association](#).

The M.A. Clinical Mental Health Counseling program was not designed to meet professional counseling licensure standards outside of the United States of America.

***The Chicago School of Professional Psychology is not currently accepting applications for the online MA Clinical Mental Health Counseling program from individuals who live in or who intend to complete their practicum or internship at a site located in these states: Delaware, Georgia, Iowa, Kentucky, New Hampshire, New York, North Carolina, Oklahoma, and Washington.**

Admission Requirements

Application to The Chicago School of Professional Psychology's M.A. Clinical Mental Health Counseling program is open to any person who has earned a bachelor degree from a regionally 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 a regionally 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.

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 residency requirements.

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 according to program criteria described in the Fieldwork Manual. 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 Applied Professional Practice 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 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 1. During the fourteen-week 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 semester, as well as coursework.

Following successful completion of Internship 1, students will enroll in Internship 2. During the fourteen-week 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 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 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 found in the Fieldwork Manual available from the CMHC Director of Applied Professional Practice.

Residencies

Students in the online M.A. Clinical Mental Health Counseling program attend two, mandatory, four and a half day residencies at the Chicago campus. The first on ground residency occurs during the Helping Relationships and Skills course during the first year of the program. The second residency occurs during the Group Theories and Processes of Counseling course, during the second year in the program.

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)(course fee \$175)
- 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)(course fee \$350)
- 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)(course fee \$350)
- 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)
- CM 605 - Counseling Practicum (3 credit hours)(course fee \$45)
- CM 614 - Internship in Counseling 1 (3 credit hours)
- CM 619 - Internship in Counseling 2 (3 credit hours)
- CM 800 - Capstone (0 credit hours)

Electives

- CM 585 - Addictions and Substance Abuse (3 credit hours)
 - CM 595 - Human Sexuality (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 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)
 - CM 597 - Telebehavioral Health (3 credit hours)
 - CM 670 - Professional Military Ethics and Culture (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)
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

M.A. Forensic Psychology - Online

Online

Program Overview

The rapidly growing field of Forensic Psychology focuses on the application of the science and profession of psychology to questions and issues relating to law and the legal system. The Chicago School of Professional Psychology's M.A. Forensic Psychology program offers three distinct tracks: [three campus based Professional Counselor Licensure Tracks](#), one Professional Counselor Licensure track that offers all classes in an online format, and one Non-Licensure Track that offers all classes in an online format. Each track is designed so that students will gain a mastery of forensic psychology, enabling them to bring psychology into the legal and public policy arenas in an ethical, academically informed, and research-based manner. The two online tracks are as follows:

M.A. Forensic Psychology: Non-Licensure Track - Online Campus

The 37-credit-hour Online campus track is designed for students who are employed in related field in the legal and public policy arenas and where law integrates with psychology. Students must complete an applied research project that integrates and applies program learning to an authentic workplace situation. This track does not enable student to apply for licensure.

M.A. Forensic Psychology: Licensure Track - Online Campus

The 60 credit online track option includes practicum and internship experience specific to the state in which the student intends to pursue licensure (subject to restrictions). This track is intended for students who wish to provide mental health services and seek professional counseling licensure in most states and the District of Columbia (see list of states covered).

Program Philosophy

The curriculum exposes students to the relevant psychological and counseling theoretical principles, scientific research, and practice skills that enable students to apply the science and practice 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. For on-ground students, The Chicago School Forensic Center (Chicago campus) and Forensic Training Institute (California campuses) offer service-learning opportunities to educate students to become competent and civically engaged forensic mental health practitioners.

Program Learning Outcomes

Upon successful completion of this program students will be able to:

Professional Practice

- Demonstrate fundamental knowledge of psychometric theory, assessment techniques, and forensic literature to evaluate various dimensions of human experience, outcomes of interventions, and psycho-legal issues.
- Integrate a basic 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 cultural 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

The M.A. Forensic Psychology, Professional Counselor Licensure Track program aligns with the degree and coursework requirements for professional counseling licensure in Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, D.C., Washington, West Virginia, and Wisconsin.

Applicants for licensure in the aforementioned locations may also be required to complete a minimum number of hours of post-master's professional counseling experience within a specified time period, as well as other state-specific requirements.

The M.A. Forensic Psychology, Professional Counselor Licensure Track program does not meet current state requirements for professional counseling licensure in California, Illinois, Kansas, Kentucky, Missouri, North Dakota, and New York.

The M.A. Forensic Psychology, Professional Counselor Licensure Track program was not designed to meet professional counseling licensure standards outside of the United States of America.

It is the student's responsibility to determine the licensure requirements for any state not listed above. The M.A. Forensic Psychology, Professional Counselor Licensure Track program may meet some or all of the requirements of states not listed, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the program's graduation requirements. Some state licensing requirements include the following: completion of a master's degree, post-graduate field work, examination, and application for license. Students should contact the specific state licensing board directly to verify information regarding professional licensure. A list of state board contact information is available via The American Counseling Association.

***The Chicago School of Professional Psychology is not currently accepting applications for the online M.A. Forensic Psychology, Professional Counselor Licensure Track program from individuals who live in or who intend to complete their practicum or internship at a site located in these states: California, Delaware, Georgia, Illinois, Iowa, Kansas, Kentucky, Louisiana, Missouri, New Hampshire, New York, North Carolina, North Dakota, Ohio, Oklahoma, Washington, West Virginia, and Wyoming.**

Admission Requirements

There are separate admission requirements and application procedures for the Licensure and the Non-Licensure Tracks. Applicants interested in the M.A. Forensic Psychology program should inquire about the specific admission requirements at www.thechicagoschool.edu under "Prospective Students" and must apply directly at www.thechicagoschool.edu

Application to the M.A. Forensic Psychology program is open to any person who has earned a bachelor's degree from a regionally 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: undergraduate and any graduate coursework, GPA from undergraduate and any graduate schools, successful work history, the admission essay, and letters of recommendation. 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. Please see the application for detailed instructions and information regarding application requirements, application deadlines, and letters of recommendation.

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.

Professional Counselor Licensure and Non-Licensure Track Progression Requirements

Both tracks require applicants to have successfully completed (with a grade earned of 'C' or better) at least one undergraduate course in either statistics or research methods by the end of their first semester for Professional Counselor Licensure Track students and 2nd term for Non-Licensure Track students. Students must 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 regionally accredited institution.

Applicants accepted with no previous statistics or research methods coursework will be required to register for TCS 385 or TCS 390 in their first ground semester or two online terms. All students enrolled in either of these tracks must meet this progression requirement by the end of their first semester for Professional Counselor Licensure Track students and 2nd term for Non-

Licensure Track students. Students who do not successfully fulfill this requirement will not be allowed to register in any future coursework within the program of study until this requirement is met. Failure to register may result in the student being administratively withdrawn from the program. 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.

In addition to the admission criteria currently in place, applicants to the Non-Licensure Track should have three or more years of full-time, related, post-baccalaureate relevant work experience. Because the coursework for the Non-Licensure Track is offered via distance learning format, and because both tracks utilize online learning platforms, students within both tracks 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

Non-Licensure Track applicants who do not have the required undergraduate coursework, but who have sufficient relevant work experience may be granted a waiver of one or more of these requirements for admission by making a request to the Program Chair or designee.

Standardized Testing

The Graduate Record Examination (GRE) is not required for admission in either the Licensure or Non-Licensure Tracks; 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.

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.

Articulation Agreements

The Chicago School of Professional Psychology has established an agreement between the M.A. Forensic Psychology (Non-Licensure Track) and the B.A. Psychology programs to allow qualified students to enter early into the master's program. This agreement allows qualified students to begin their master's study while completing their bachelor's degree. Click on this link for details.

The Chicago School of Professional Psychology has also established an agreement between the M.A. Forensic Psychology and the Psy.D. Clinical Forensic Psychology programs to allow qualified students to early entrance into the doctoral program. This agreement allows qualified students to begin their doctoral studies while completing their master's degree. Click here for details.

Dual Degree Option

The Chicago School of Professional Psychology has also established a Dual Degree program option with the [Colleges of Law](#) whereby students can earn a **Dual Degree: M.A. Forensic Psychology: ARP Track and Master of Legal Studies**. Students must meet the admission requirements for both programs. Specific coursework requirements are outlined in the attached document.

Degree Completion Requirements

- Successful completion of coursework requirements (track specific details below)
- Successful completion of Applied Research Project (Non-Licensure Track students only)
- Successful completion of 100 hour practicum and 600 hour internship (Professional Counselor Licensure Track students only)
- Successful completion of Forensic Competency Examination (Professional Counselor Licensure Track students only)
- Successful completion of the Counselor Preparation Comprehensive Examination (CPCE) (Professional Counselor Licensure Track 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.

Ethical Guidelines

Students are expected to adhere to the ethical and professional behavior guidelines as set by the American Counseling Association's (ACA) [Code of Ethics](#).

Reference will be made to additional ethical codes, such as the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct, the Specialty Guidelines for Forensic Psychologists (American Psychological Association, 2013), and international codes as applicable. Acceptable student conduct is derived in large part from these sources of information.

Please refer to the policies located in the Student Rights and Responsibilities and section of the Academic Catalog and Student Handbook.

Student Professional Evaluation and Student Review Process

The course content and experiential activities offered by the M.A. 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. 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

Professional Development Group and Academic Advisor Assignment

All Professional Counselor Licensure Track students are required to enroll in Professional Development Group during their first semester in the program. A student's Professional Development Group instructor may serve as his/her academic advisor throughout their duration in the program. Students wishing to change academic advisors may petition to do so upon completion of their first semester in the program.

For the Non-Licensure Track, 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 difficulties. A multi-tiered support system is in place, including support from the academic advisor, department chair, and student support counselor.

Practicum/Internship for Professional Counselor Licensure Track Students

The M.A. Forensic Psychology: Professional Counselor Licensure Track 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. Full-time students traditionally complete their practicum and internship experience during the second year of the academic program. Part-time students work closely with their academic advisor to determine the most appropriate year to complete training requirements. Students must receive and accept an official offer from a prospective practicum site by the first week of classes in the fall semester to complete their training within that academic year.

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 Department of Applied Professional Practice (APP) 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 close 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 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/internship under the supervision of a master's level licensed clinician or psychologist (e.g., LCSW, LPC, LCPC, LPCC, LMFT, or licensed psychologist). 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 should dedicate at least 280 hours to direct client contact, which could include a variety of clinical activities such as diagnostic interviewing; individual, group, or family therapy; crisis intervention; intake interviews; and milieu therapy. Students are also typically responsible for administrative and case management tasks, such as, victim advocacy, consultation, applied research, and/or court attendance.

Students must express their intent to apply for practicum/internship (see the Office of Applied Professional Practice Forensic Training Manual). Faculty reviews each student's progress in the program to inform decisions regarding student's readiness to apply to practicum/internship.

More specific information is located in the campus specific training manuals.

Forensic Competency Examination (FCE)

Students who complete a practicum and internship 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 during the spring semester of the student's clinical training experience in order to fulfill program requirements. Students must pass at least one practice FCE prior to completing the final examination.

The objective of the FCE is for the student to demonstrate the ability to apply relevant theory, empirical literature, assessment, and intervention to a case formulation. In addition, the aim of the FCE is for the student to demonstrate an understanding of professional practice (e.g., ethical behavior), clinical dynamics (e.g., client/therapist relationship), broader systems (e.g., family, school, community, court, political, other treatment professionals/programs), and areas of diversity and difference (e.g., race, ethnicity, gender, age, sexual orientation, disability, socioeconomic status) as contextual variables.

More specific information is provided to students during the practicum and internship training experience.

Counselor Preparation Comprehensive Examination (CPCE)

All students are required to successfully complete The Center for Credentialing & Education (CCE)'s Counselor Preparation Comprehensive Exam (CPCE). CPCE scores are reported based on the core areas of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) to help students study and prepare for the National Counselor Examination for Licensure and Certification (NCE). The CPCE test items measure a student's knowledge of the eight core curriculum standards defined by CACREP:

- 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 administered at least twice a year and is taken during the last year of enrollment in academic coursework. 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.

The Curriculum

M.A. Forensic Psychology Non-Licensure Track: 37 credit hours

M.A. Forensic Psychology Licensure Track: 60 credit hours

Non-Licensure Track Core (31 credit hours)

- FO 610 - Introduction to Forensic Psychology (2 credits)
- FO 611 - Ethics and Professional Issues (3 credits)
- FO 612 - Human Growth and Development (3 credits)
- FO 613 - Psychopathology (3 credits)
- FO 617 - Clinical and Diagnostic Interviewing (3 credits)
- FO 622 - Mental Health Law (2 credits)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)
- FO 621 - Trauma and Crisis Intervention (2 Credits)
- FO 703 - Social and Cultural Foundations in Counseling (3 credits)
Students take FO 619 OR FO 620
- FO 619 - Evaluation and Treatment of the Adult Offender (2 credits)
- FO 620 - Evaluation and Treatment of the Juvenile Offender (2 credits)
- FO 710 - The Applied Research Project: Introduction (1 credit)
- FO 711 - The Applied Research Project: Literature Review (1 credit)
- FO 712 - The Applied Research Project: Interventions, Program Evaluation, Method (1 credit)
- FO 713 - The Applied Research Project: Ethics and Showcase Preparation (1 credit)
- FO 714 - The Applied Research Project: ARP Showcase Defense (1 credit)

Non-Licensure Track Elective Courses (6 credit hours)

- FO 618 - Violence and Risk Assessment (2 credits)
- FO 623 - Psychology of Law Enforcement (2 credits)
- FO 624 - Correctional Counseling and Rehabilitation (2 credit hours)
- FO 633 - Evaluating and Treating the Sex Offender (2 credits)
- FO 634 - Hostage Negotiations (2 credits)
- FO 658 - Social Psychology and Aggression (2 credits)
- FO 660 - Psychology of Terrorism (2 credits)
If not chosen as a core course, students may take the following as electives
- FO 619 - Evaluation and Treatment of the Adult Offender (2 credits)
- FO 620 - Evaluation and Treatment of the Juvenile Offender (2 credits)

Licensure Track Core (51 Credit Hours)

- FO 607 - Trauma and Crisis Intervention (3 credit hours)
- FO 611 - Ethics and Professional Issues (3 credits)
- FO 612 - Human Growth and Development (3 credits)
- FO 613 - Psychopathology (3 credits)
- FO 614 - Research Methods (3 credits)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)
- FO 635 - Group Processes of Therapy (3 credits)(course fee \$895)

- 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)(course fee \$30)
- FO 703 - Social and Cultural Foundations in Counseling (3 credits)
- FO 704 - Biological Bases of Behavior and Psychopharmacology (3 credit hours)
- FO 707 - Assessment in Counseling (3 credits)
- FO 717 - Helping Relationships and Skill Development in Counseling (3 credit hours)
- FO 680 - Clinical Practicum I (3 credits)
- FO 645 - Internship I (3 credits)
- FO 685 - Internship II (3 credit hours)

Licensure Track Electives (9 credit hours)

Students may choose 9 credits of elective coursework from the following options. *Note some states require students to complete specified coursework in order to meet licensure requirements.

- FO 610 - Introduction to Forensic Psychology (2 credits)
 - FO 617 - Clinical and Diagnostic Interviewing (3 credits)
This course is required for students in Michigan, Montana, Nebraska, New Mexico, Ohio, Oklahoma, Rhode Island, South Dakota, Tennessee, Utah, Vermont, and West Virginia
 - FO 618 - Violence and Risk Assessment (2 credits)
 - FO 619 - Evaluation and Treatment of the Adult Offender (2 credits)
 - FO 620 - Evaluation and Treatment of the Juvenile Offender (2 credits)
 - FO 622 - Mental Health Law (2 credits)
 - FO 623 - Psychology of Law Enforcement (2 credits)
 - FO 624 - Correctional Counseling and Rehabilitation (2 credit hours)
 - FO 633 - Evaluating and Treating the Sex Offender (2 credits)
 - FO 658 - Social Psychology and Aggression (2 credits)
 - FO 660 - Psychology of Terrorism (2 credits)
 - FO 715 - Diagnosis and Treatment Planning (3 credit hours)
This course is required for students in Indiana, Maine, Massachusetts, Minnesota, New Mexico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, D.C., West Virginia, and Wisconsin
 - FO 716 - Advanced Internship (3 credit hours)
This course is required for students in Florida, Idaho, Indiana, Maine, Minnesota, Nevada, New Mexico, Rhode Island, and Utah
 - FO 609 - Special Topics I (1 credit)(course fee \$200)
 - CM 695 - Advanced Ethics and Legal Considerations (3 credit hours)
This course is required for students in Texas
 - CM 592 - Clinical Mental Health Counseling (3 credit hours)
This course is required for students in Florida, Indiana, Michigan, South Dakota, Tennessee, and Wisconsin
 - CM 597 - Telebehavioral Health (3 credit hours)
 - CM 595 - Human Sexuality (3 credit hours)
This course is required for students in Florida and Georgia
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

M.A. Industrial and Organizational Psychology

Chicago - Los Angeles - Irvine - Washington DC - Online - Dallas - San Diego

Program Overview

The 40 credit hour M.A. 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 Chicago, Los Angeles, Irvine, 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 M.A. 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

Application to the M.A. Industrial and Organizational Psychology program is open to any person who has earned a bachelor's degree from a regionally 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, the admission essay, and letters of recommendation from academic professors or professional or volunteer experience supervisors. 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 support their applications. Students must choose their track (Internship/Thesis or Applied Research Project) upon admission.

There are separate applications for the campus-based and online format tracks of the MA in Industrial/Organizational Psychology. Those interested in the online Applied Research Project (ARP) tracks should refer to the ARP tracks admissions section below and must apply directly at <http://www.thechicagoschool.edu/apply/>

The Graduate Record Examination (GRE) is not required for our M.A. Industrial and Organizational Psychology program; however, we encourage students to submit their scores to enhance their application. Please note that you must have your official scores sent to The Chicago School (School Code 1119). Please see the application for detailed instructions and information regarding application requirements, deadlines, and letters of recommendation.

Additional Thesis/Internship Track Admission Requirements

Aside from general admission requirements, the Thesis/Internship Track requires an applicant to have successfully completed (with a grade earned of "C" or better) two (2) specific undergraduate courses:

1. one course in psychology, and
2. one course in statistics or quantitative psychology.

Applicants in the Thesis/Internship Track who have not previously successfully completed an undergraduate statistics or quantitative psychology course with the Chicago School will be enrolled according to the policies outlined in the Student at Large section of this Catalog prior to be admitted to the program. Applicants in the Thesis/Internship Track who have not previously successfully completed an undergraduate course in psychology must complete the course in accordance with the policies outlined in the Thesis/Internship Track Progression Requirements section below.

Additional ARP Track and Certificate Admission Requirements

Aside from general admission requirements, the ARP track requires an applicant to have successfully completed (with a grade earned of "C" or better) three (3) specific undergraduate courses:

- one course in psychology,
- one course in statistics or quantitative psychology; and
- one course in research methods or experimental psychology.

Applicants in the ARP Track who have not previously successfully completed an undergraduate course in psychology, statistics or quantitative psychology, and in research methods or experimental psychology must complete any remaining required courses in accordance with the policies outlined in the ARP Track Progression Requirements section below.

In addition to the admission criteria currently in place, applicants to this track should also have three or more years of full-time, related, post-baccalaureate relevant work experience or five (5) years or more of full-time unrelated work experience. Because the coursework for this track is offered via distance learning format, students within this track or certificate 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, and Outlook and, at minimum, the following computing skills:

- A basic level of comfort with 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

Thesis/Internship Track Progression Requirements

This program requires applicants to have successfully completed (with a grade earned of 'C' or better) at least one (1) undergraduate course in psychology by the end of their first semester (second term for online students) of study. Students must successfully meet this progression requirement through one of the following options:

- A grade of "C" or higher in 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 regionally 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

The ARP and Certificate tracks require applicants to have successfully completed (with a grade earned of 'C' or better) at least one (1) undergraduate course in psychology, one (1) course in statistics or quantitative psychology, and one (1) course in research methods or experimental psychology by the end of their first semester (two terms) of study. Students must 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 regionally accredited institution

Applicants accepted who are missing one or more of these three (3) required undergraduate 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.

An ARP Track student who has sufficient relevant work experience may apply for waiver of one or more these progression requirements.

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.

Articulation Agreements

The Chicago School of Professional Psychology has established an agreement between the M.A. Industrial and Organizational Psychology and the B.A. Psychology programs to allow qualified students to enter early into the master's program. This agreement allows qualified students to begin their master's study while completing their bachelor's degree. Click on this [link](#) for details.

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)

Dual Degree Option

The Chicago School of Professional Psychology has also established a Dual Degree program option with the [Colleges of Law](#) whereby students can earn a Dual Degree: M.A. Industrial/Organizational Psychology: Internship Track and [Master of Legal Studies](#). Students must meet the admission requirements for both programs. Specific coursework requirements are outlined in the [attached](#) document.

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.

More specific information is located in the Program Guidebook.

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.

More specific information is located in the Program Guidebook.

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.

More specific information is located in the Program Guidebook.

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 M.A. Industrial and Organizational Psychology with an HR Concentration has been endorsed by the Society of Human Resources Management (SHRM). An analysis of the M.A. 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 M.A. 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 with 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.

More specific information is located in the Program Guidebook.

Industrial/Organizational Psychology Generalist Certificate Options (Online Only)

The Chicago School of Professional Psychology also offers a three-course certificate. The certificate consists of three graduate level courses (IO 510 and two courses of the student's choice) and can be completed in approximately five months. Participants will earn nine graduate-level credits and a certificate of completion. Standard program admission requirements apply. Credits are transferable to the degree program.

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)(course fee \$70)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Organizational Consulting Skills (3 credit hours) (course fee \$50)
- 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) (course fee \$50)
- 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)
- IO 599 - Internship II (1 credit hour)

Thesis Option Courses

- IO 584 - Thesis I (2 credit hours)
- IO 594 - Thesis II (3 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)(course fee \$26.56)
- 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 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 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 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 Organizational 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)(course fee \$522)
- 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

- IO 510 - Organizational Behavior (3 credit hours)(course fee \$70)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Organizational Consulting Skills (3 credit hours) (course fee \$50)
- 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) (course fee \$50)

ARP Sequence

- IO 611 - The Applied Research Project: Intro to ARP and ARP Needs Assessment (1 credit hour)
- IO 612 - The Applied Research Project: Literature Review (1 credit hour)
- IO 613 - The Applied Research Project: Intervention and Program Evaluation (1 credit hour)
- IO 614 - The Applied Research Project: Professional Ethics (1 credit hour)
- IO 615 - The Applied Research Project: Final Deliverable and Showcase Preparation (1 credit hour)
- IO 616 - The Applied Research Project: ARP Showcase Defense (1 credit hour)

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)(course fee \$26.56)
- 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)

Extension Courses

- IO 950A-F - Thesis Extension (1 credit hour) - auto half-time
 - IO 951A-F - Thesis Extension (1 credit hour) - auto full-time
 - IO 952A-L - Applied Research Project Extension (.5 credit hours) - auto half-time
 - IO 953A-L - Applied Research Project Extension (.5 credit hours) - auto full-time
-

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

M.A. Psychology

Online

Program Overview

Multicultural Insight, Global Experience, Practical Scholarship

The M.A. in 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. M.A. in 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 M.A. in 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 M.A. in Psychology program prepares individuals to apply psychology principles across many professional endeavors, such as in the fields of human services, nonprofits, youth development, marketing, government, and public relations. The program can also be a strong stepping-stone to doctoral study.

The curriculum is 36 semester credit hours, and includes twenty-one semester credit hours in general psychology, six semester hours in the Applied Research Project, and nine credit hours taken within a concentration. The Master of Arts in Psychology program currently offers eight concentrations: Applied Behavior Analysis; Child and Adolescent Psychology; Forensic Psychology; Generalist; International Psychology; Organizational Leadership; Public Health, and Social and Community Psychology. The Social and Community Psychology concentration is offered in Spanish.

Program Mission

Through integration of theory, practice, and technology students in the M.A. in Psychology non-licensure program at The Chicago School of Professional Psychology will gain broad knowledge that will enhance their professional behavior and practice across cultures in the social/behavioral sciences. The students will set themselves apart through a diverse curriculum and 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

Application to the M.A. in Psychology program is open to any person who has earned a bachelor's degree from a regionally 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, and the admission essay. 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. Those applicants with a strong work record but with low GPAs will be asked for letters of recommendation and an additional admission essay. Those interested in the M.A. Psychology program must apply directly at www.thechicagoschool.edu.

Applicants should ensure their resume properly highlights two or more years of post-baccalaureate work experience. In addition to the admission criteria, students must have access to a computer that is less than three years old, a broadband or Internet connection, and the Microsoft Office Suite including Word, Excel, and 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; 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, deadlines, and letters of recommendation.

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.

Articulation Agreements

The Chicago School of Professional Psychology has established an agreement between the M.A. in Psychology and the B.A. in Psychology programs to allow qualified students to enter early into the master's program. This agreement allows qualified students to begin their master's study while completing their bachelor's degree. Click on this [link](#) for details.

The Chicago School of Professional Psychology has also established agreements between the M.A. in Psychology program and the programs listed below to allow qualified students to enter early into the listed doctoral programs. These agreements allow qualified students to begin their doctoral study while completing their master's. Click on the link of the program that interests you for details.

[Early Entry into Ph.D. International Psychology](#)

[Early Entry into Ph.D. Organizational Leadership](#)[Early Entry into Ph.D. Organizational Leadership](#)

[Early Entry into Ed.D. Educational Psychology and Technology](#)

TCSPP has also partnered with Universidad Peruana de Ciencias Aplicadas (UPC). For more information about this partnership please click [here](#).

Degree Completion Requirements

- Successful completion of 36 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: 27 credit hours

Concentration: 9 credit hours

Program Total

M.A. Psychology: 36 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 529 - Psychopathology and Behavior Disorders (3 credit hours)
 - MP 540 - Community and Environmental Psychology (3 credit hours)
 - MP 615A - Applied Research Project I - Information Literacy & Proposal (1.5 credit hours)
 - MP 615B - Applied Research Project II - Literature Review (1.5 credit hours)
 - MP 620A - Applied Research Project III - Planning and Development (1.5 credit hours)
 - MP 620B - Applied Research Project IV - Completion and Defense (1.5 credit hours)
- The following required courses may also be offered in Spanish.
- MP 525-ES - Métodos de Investigaciones en Psicología (3 credit hours)
 - MP 615A-ES - Proposal-Proyecto de Investigaciones Aplicadas (1.5 credit hours)
 - MP 615B-ES - Proyecto de Investigaciones Aplicadas 2: Revisión de la Literatura (1.5 credit hours)
 - MP 620A-ES - Proyecto de Investigaciones Aplicadas 3: Planificación y Desarrollo (1.5 credit hours)

Concentration Options

Applied Behavior Analysis

- AB 520 - Concepts and Principles in Behavior Analysis (3 credit hours) (course fee \$56)
- AB 547 - Professional Ethics and Issues (3 credit hours)(course fee \$56)
- AB 550 - Observation and Measurement (3 credit hours)(course fee \$56)

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 credits)
- FO 617 - Clinical and Diagnostic Interviewing (3 credits)
- FO 625 - Assessment and Treatment of Substance-Related and Addictive Disorders (3 credits)

International Psychology

- IN 521 - Global Mental Health and Human Rights (3 credit hours)
- IN 535 - Culture Centered Interventions - Program Design and Evaluations (3 credit hours)
- IN 550 - Process of Acculturation, Immigration and Refugee Status (3 credit hours)

Organizational Leadership

- IO 510 - Organizational Behavior (3 credit hours)(course fee \$70)
- MP 553 - Emotional Intelligence and Leadership (3 credit hours)
- MP 611 - Gender and Leadership Style (3 credit hours)

Public Health

The following course are required:

- PH 500 - Foundations of Public Health and Public Health Policy (3 credit hours)
- PH 507 - Public Health Law, Regulation, and Ethics (3 credit hours)

Students choose one of the following:

- 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)

Social and Community Psychology Concentration

This concentration is taught in Spanish.

- MP 530-ES - Psicología Social de las Culturas (3 credit hours)
- MP 552-ES - Psicología Internacional de Género: (3 credit hours)
- MP 614-ES - Aculturación (3 credit hours)

Generalist

- Student choice: three courses from any of the concentrations listed above with the exception of ABA concentration (9 credit hours)

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Master of Public Health

Online

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) consists of 42-credit hours including 27 credits of core courses, 9 credits in a chosen concentration, and 6 credits of fieldwork culminating in a capstone project. All students participate in a required international field experience, for an average of 7-10 days, which typically will not exceed 12 days, including travel time, allowing them to examine the unique and common health challenges of a diverse, yet interconnected world.

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

Application to the MPH Program is open to any person who has earned a bachelor's degree from a regionally 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 GTM)
- 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 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.

Degree Completion Requirements

- Successful completion of 42 credit hours of coursework
- Successful completion of 100 hours of fieldwork over a 15-week semester

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 Agreements

The Chicago School of Professional Psychology has established an agreement between the Master of Public Health and the B.A. Psychology programs to allow qualified students to enter early into the master's program. This agreement allows qualified students to begin their master's study while completing their bachelor's degree. Click on this [link](#) for details.

Fieldwork Requirements

MPH students complete a minimum of 100 hours of fieldwork over a 15-week semester. Through supervised field experience, students apply public health principles to real-world challenges.

The Curriculum

Required Core: 33 credit hours

Electives/Concentration: 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 514 - Principles and Methods of Biostatistics (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)
- 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 664 - Seminar: Informatics: Analytics and Application in Public Health (1 credit hour)
- PH 683 - Applied Research Capstone (3 credit hours)
- PH 675 - Fieldwork Seminar (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)
-

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

M.S. Applied Behavior Analysis - Online

Online

Program Overview

Applied Behavior Analysis (ABA) is the ethical evaluation, design, and implementation of environmental changes to produce socially significant improvements in behavior. The M.S. 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 M.S. 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 program requires 48 credit hours, which include 45 core credit hours and 3 credit hours in elective coursework. Within core coursework students are required to complete 7 credit hours of practicum. Practicum courses are designed to meet the requirements of the BACB®.

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 program provides training to students related to all four domains of Behavior Analysis (i.e., Theory & 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 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

- 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

The M.S. Applied Behavior Analysis is aligned with degree, coursework, and supervised experience requirements for eligibility to become a Board Certified Behavior Analyst® (BCBA®) by the Behavior Analyst Certification Board® (BACB). Applicants for BCBA® certification must meet additional requirements established by BACB® including application, examination, and background check.

There may be state professional licensure requirements to practice applied behavior analysis. A state's licensure board determines the specific requirements for candidates seeking professional licensure and those requirements are subject to change. The following is professional licensure information as of the date of publication:

- Graduation from the M.S. Applied Behavior Analysis Program in conjunction with BCBA® certification aligns with degree and certification requirements for professional licensure in Alabama, Arizona, Alaska, Connecticut, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Missouri, Mississippi, Montana, Nevada, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Vermont, Washington, and Wisconsin.
- Graduation from the M.S. Applied Behavior Analysis Program aligns with degree requirements for professional licensure in Arizona, Massachusetts, and New York. Note that candidates for licensure may be required to meet additional state requirements such as application, examination, and background check.
- A professional license is not required to practice behavior analysis in Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Minnesota, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Pennsylvania, South Carolina, West Virginia, Wyoming, and the District of Columbia. State laws on professional licensure are subject to change by their legislatures.

It is the student's responsibility to determine the licensure requirements for any state not listed above. The M.S. Applied Behavior Analysis may meet some or all of the requirements of states not listed, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the program's graduation requirements. Some state licensing requirements include the following: completion of a master's degree, post-graduate field work, certification as a board certified behavior analyst, examination, and application for license.

Due to recent and ongoing changes in state professional licensure of applied behavior analysis practitioners, students should contact the state board directly to verify information regarding professional licensure. To assist with this research, the Association of Professional Behavior Analysts (APBA) publishes information regarding [state licensure](#).

***The Chicago School of Professional Psychology is not currently accepting applications for the online MS Applied Behavior Analysis program from individuals who live in or who intend to complete their practicum or internship at**

a site located in these states: Delaware, Georgia, Iowa, Kentucky, New Hampshire, New York, North Carolina, Oklahoma, and Washington.

Admission Requirements

Application to The Chicago School of Professional Psychology's M.S. Applied Behavior Analysis program is open to any person who has earned a bachelor's degree from a regionally 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, the admission essay, and letters of recommendation from academic professors or professional or volunteer experience supervisors. 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.

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 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.

Articulation Agreements

The Chicago School of Professional Psychology has established agreements between the Graduate Certificate in Applied Behavior Analysis to allow qualified students to enter early into the M.S. Applied Behavior Analysis program. Click on this [link](#) for details.

Degree Completion Requirements:

- Successful completion of 48 credit hours of coursework
- Successful completion of Advanced Research Project or Advanced Applied Project
- Successful completion of training requirements meeting current BACB ® requirements

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 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) or a non-thesis option (Advanced Applied Project). 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 research. 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 thesis option.

Training

The program requires seven credits of field-based clinical training (practicum training, see BACB.com for supervision requirements) held at approved sites.

The Curriculum

Required Core: 46 credit hours

Electives: 3 credit hours

Program Total

M.S. Applied Behavior Analysis: 49 credit hours

Required Core

- 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 537 - Introduction to the Experimental Analysis of Behavior (3 credit hours)
- AB 539 - Science and Human Behavior (3 credit hours)
- AB 546 - Diversity in Clinical Practice (3 credit hours)
- AB 556 - Behavior Change Procedures I (3 credit hours)
- AB 557 - Behavior Change Procedures II (3 credit hours)
- AB 545 - Measurement and Design in Behavior Analysis (3 credit hours)
- AB 563 - Verbal Behavior (3 credit hours)
- AB 564 - Behavior Assessment (3 credit hours)
- AB 565 - Professional Ethics and Issues in Behavior Analysis (3 credit hours)
- AB 576 - Scientific Writing (3 credit hours)
- AB 590 - Professional Development Group (1 credit)
- AB 630 - Practicum I (0.5 credit hour)(\$20 course fee)
- AB 631 - Practicum II (0.5 credit hour)(\$20 course fee)
- AB 632 - Practicum III (0.5 credit hour)(\$20 course fee)
- AB 633 - Practicum IV (0.5 credit hour)(\$20 course fee)
- AB 634 - Practicum V (0.5 credit hour)(\$20 course fee)
- AB 635 - Practicum VI (0.5 credit hour)(\$20 course fee)
- AB 636 - Practicum VII (0.5 credit hour)(\$20 course fee)
- AB 637 - Practicum VIII (0.5 credit hour)(\$20 course fee)

Student choose either Advanced Research Project OR Advanced Applied Project Series

- AB 560 - Advanced Research Project I (1 credit hour)
- AB 561 - Advanced Research Project II (1 credit hour)
- AB 562 - Advanced Research Project III (1 credit hour)
- AB 566 - Advanced Applied Project I (1 credit hour)
- AB 567 - Advanced Applied Project II (1 credit hour)
- AB 568 - Advanced Applied Project III (1 credit hour)

Electives

- AB 510 - Psychopathology (3 credit hours)
- AB 512 - Psychology of the Lifespan (3 credit hours)

- AB 525 - Precision Teaching (2 credit hours)
- AB 526 - Relational Frame Theory (2 credit hours)
- AB 527 - Instructional Consultation I (2 credit hours)
- AB 528 - Instructional Consultation II (2 credit hours)
- AB 529 - Seminal Writings in Behavior Analysis (2 credit hours)
- AB 532 - Behavioral Pharmacology (3 credit hours)
- AB 533 - Advanced Intervention: Behavioral (2 credit hours)
- AB 534 - Radical Behaviorism (2 credit hours)
- AB 535 - Introduction to Instructional Design (2 credit hours)
- AB 572 - Organizational Behavior Management (2 credit hours)
- AB 581 - Special Topics I (1 credit hour)
- AB 582 - Special Topics II (2 credit hours)
- AB 583 - Special Topics III (3 credit hours)
- AB 584 - Publications: Writing and the Peer Review Process (1 credit hour)
- AB 587 - Advanced Verbal Behavior (2 credit hours)

Extension Courses

- AB 940A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- AB 941A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
- AB 952A-L - Thesis Extension (.5 credit hours) - auto half-time
- AB 953A-L - Thesis Extension (.5 credit hours) - auto full-time
- AB 956A-L - Project Extension (.5 credit hours) - auto half-time
- AB 957A-L - Project Extension (.5 credit hours) - auto full-time
- AB 997 - Practicum Extension (0 credit hours)(course fee \$20)

Option for Online M.S. Applied Behavior Analysis students to complete individual supervision through the following courses:

- EBC 560 - Individual Supervision (1 credit hour)
 - EBC 561 - Individual Supervision (1 credit hour)
 - EBC 562 - Individual Supervision (1 credit hour)
 - EBC 563 - Individual Supervision (1 credit hour)
 - EBC 564 - Individual Supervision (1 credit hour)
 - EBC 565 - Individual Supervision (1 credit hour)
 - EBC 566 - Individual Supervision (1 credit hour)
-

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Ed.D. Educational Psychology and Technology

Online

Program Overview

The Ed.D. 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 Ed.D. 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. Contribute structure in program evaluation to assist in incorporating technology in all learning environments.
- Act as a proactive agent of change to provide guidance at all 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.

Diversity

- Demonstrate reasoned, ethical, decision-making skills, recognizing the social, ethical, and legal issues surrounding technology. Respond to individual and group differences across racial, ethnic, gender, age, social class, sexual orientation and religious boundaries in the psychological theories of learning and educational backgrounds.

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 in Educational Psychology (learning and teaching) and Technology.
- Formulate theory-based and research-driven strategies for incorporating current technology with what is known about the psychology of learning, teaching and instructional design.

Admission Requirements

Application to The Chicago School of Professional Psychology's Ed.D. Educational Psychology and Technology program is open to any person who has earned a master's degree from a regionally 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/Technology 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/Technology 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 describe your professional goals and how this professional practice doctorate program would help in meeting those goals. Additionally, please make sure you address these points:
 - What is your motivation for pursuing an Ed.D. Educational Psychology and Technology?
 - As a result of completing this program, what specific skills and/or competencies do you want to have mastered?

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.

Articulation Agreements

The Chicago School of Professional Psychology has established agreements between The M.A. Psychology and the Ed.D. Educational Psychology and Technology program to allow qualified students early entrance into the doctoral program. This agreement allows qualified students to begin their doctoral studies while completing their master's degree. Click on this [link](#) for details.

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 (3 credit hours)
 - [EP 732](#) Integrating Technology in Learning Systems (3 credit hours)
 - [EP 715](#) Action Research and Evaluation I (3 credit hours)
 - *Concentration:*
 - [EP 763](#) Development for Multimodal Learning (3 credit hours)
 - [EP 764](#) Instructional Design (3 credit hours)
 - [EP 765](#) Computational Thinking (3 credit hours)

Degree Completion Requirements

- Successful completion of 60 credit hours of coursework
- Attendance at two residency meetings
- Successful completion of competency examination
- Successful completion of a dissertation study

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.

Residencies

Students enrolled in the Ed.D. Educational Psychology and Technology Online program are required to attend two Residency sessions at The Chicago School of Professional Psychology (campus locations may vary). The Residency meetings focus on special topics in the field of Educational Psychology and Technology, current trends in emerging learning technologies, and research methodology. During Residency II, students will complete their competency examinations. Both Residencies provide in-depth learning and opportunities for face-to-face mentoring for action research, evaluation work, and program learning. By attending Residency meetings, students are able to build relationships with their peers and program faculty and staff. Failure to complete the Residency requirements will result in failure in the program.

Competency Examination

The competency examination will assess students' abilities to apply educational psychology theories to practice and to conduct evidence-based research to inform practice. A major component of the competency examination is for students to demonstrate successfully their ability to conduct a professional practice project. Students will have the opportunity to apply theories and/or research findings to practice: identify a problem in a 'real-life' educational setting or organization (usually in their workplace), systematically collect and analyze data related to the problem, develop an innovative intervention to address a problem, monitor program activities, and/or assess program effectiveness. Students will take two courses to guide them through this process, which include Action Research and Evaluation I (EP715) and Action Research and Evaluation II (EP716).

Acknowledgment:

The information provided in this document is supported by the following literature.

Bamberger, M., Rugh, J., & Mabry, L. (2012). *Realworld evaluation: Working under budget, time, data, and political constraints*. DC: SAGE Publications, Inc.

Ferrance, E. (2000). Action research. Retrieved from http://www.lab.brown.edu/pubs/themes_ed/act_research.pdf

Kumar, S. & Dawson, K. (2012). Theory to practice: Implementation and initial impact of an online doctoral program. *Online Journal of Distance Learning Administration*, 15(1).

Shulman, L. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3) 52-64.

Dissertation

Successful completion of the dissertation is an essential aspect of Educational Psychology and Technology students' academic experiences and professional education. The dissertation requirement provides the university the opportunity to evaluate the student's ability to apply Educational Psychology and Technology theory and conduct research. Also, through the dissertation process, students are able to demonstrate their ability to think critically and creatively about relevant research issues in the profession.

Students must complete all program requirements, including the dissertation, within five years from their first date of enrollment. Prior to the end of their fifth year in the program, students may petition the Department Chair to request an extension to complete their dissertation. The Department Chair's decision regarding the request for an extension is final. If the Department Chair grants an extension to the student, the extended date is firm and will not be changed. The Educational Psychology and Technology Department expectations for dissertations are as follows:

- The dissertation must contribute to knowledge in the field of Educational Psychology and Technology.
- Peer-reviewed scholarly journals must be used with an emphasis on Educational Psychology and Technology and related disciplines such as Education, Psychology, Educational Technology, Instructional Design and Technology, and other relevant fields of study.
- The Dissertation Committee must be composed of a Dissertation Chair and two Readers. Students must submit appropriate documentation to the Department Manager and provide immediate notice of any necessary committee changes.
- The dissertation topic and committee members must be approved by the Department Chair and the Dissertation Chair.
- Students must receive approval from their Dissertation Chair in order to be enrolled in the next subsequent dissertation course.
- The Dissertation Committee must approve the student's dissertation proposal before he/she is able to submit an IRB application.

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 635 - Intermediate Statistics (3 credit hours)
- EP 705 - Proseminar in Technology and Education (3 credit hours)
- EP 715 - Action Research and Evaluation I (3 credit hours)
- EP 716 - Action Research and Evaluation II (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 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 Collection & Analysis (3 credit hours)

- EP 753 - Dissertation Development IV: Dissertation Completion (3 credit hours)
- EP 799 - Competency Examination (0 credit hours)
- EP 805 - Residency I (0 credit hours)
- EP 810 - Residency II (0 credit hours)

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)

Extension Courses

- EP 800 - Competency Examination Extension (1 credit hour)
 - EP 950A-L - Dissertation Extension (.5 credit hours) - auto half-time
 - EP 951A-L - Dissertation Extension (.5 credit hours) - auto full-time
 - EP 952A - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - EP 952B - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - EP 953A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - EP 953B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - EP 954A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
 - EP 954B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
-

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Ph.D. Business Psychology: Consulting Track

Online - Los Angeles - Chicago - Washington D.C.

Program Overview

The Ph.D. 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 Ph.D. 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 Ph.D. 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

Application to The Chicago School of Professional Psychology's Business Psychology doctoral program is open to any person who has earned a master's degree from a regionally 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 considered in admission are: GPA from undergraduate and graduate schools; successful work history; admission essay(s); and letters of recommendation from academic professors or professional or volunteer experience supervisors. An undergraduate GPA of 3.0 or higher and a graduate GPA of 3.2 or higher on a 4.0 scale is required for admission to the school's Business Psychology doctoral program. 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. Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Applications must be submitted with the \$50.00 (USD) application fee in order to be evaluated.

If an applicant's qualifying master's degree is less than 36 credit hours, they may fulfill the missing hour requirements at the Chicago School through completing the Industrial and Organizational Generalist Certificate. Missing hour requirements can also be completed at the Chicago School by enrolling in comparable coursework following the policies outlined in the Student at Large section of this catalog.

This track also requires applicants to have successfully completed at least two (2) undergraduate courses, including a statistics course and an upper level undergraduate or master's level organizational behavior or psychology course with a grade earned of 'C' or better in the courses. These courses must be completed in accordance with the policies outlined in the Consulting Track Progression Requirements section below.

For Distance Learning Students: In addition to the admission criteria, it is recommended that students have access to a computer that is less than three years old, a broadband or Internet connection, and the Microsoft Office Suite including Word, Excel, and Outlook and, at minimum, the following computing skills:

- A basic level of comfort with 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

Ph.D. Business Psychology: Consulting Track Progression Requirements

This program requires applicants to have successfully completed (with a grade earned of 'C' or better) two (2) undergraduate courses by the end of their first semester (second online term) of study. One (1) course must be in statistics, and at least one (1) course must be an upper level undergraduate or master's level organizational behavior or psychology course. Students must successfully meet this progression requirement through 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 regionally 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.

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.

Degree Completion Requirements

- Successful completion of 61 credit hours of coursework
- Successful completion of Comprehensive Competency 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

Ph.D. 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 Ph.D. 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

- IO 519 - Statistics and Lab (4 credit hours)
 - 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)(course fee \$130)
 - 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)
 - PB 620 - Competency Examination (3 credit hours)(course fee \$12)
 - PB 610 - Dissertation Development I (3 credit hours)
 - PB 611 - Dissertation Development II (3 credit hours)
 - PB 612 - Dissertation Development III (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)

Electives

- PB 568 - Large Group Methods (3 credit hours)
- PB 571 - Inventories (3 credit hours)
- PB 572 - Simulations (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 624 - Special Topics III (3 credit hours)(course fee)
- PB 623 - Special Topics II (2 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 644 - Leadership Ethics (3 credit hours)
- OL 645 - Diversity (3 credit hours)
- OL 646 - The Role of Technology in Organizations (3 credit hours)
- OL 647 - Public Policy Leadership (3 credit hours)

Extension Courses

On-Ground

- PB 950A-F - Dissertation Extension (1 credit hour) - auto half-time
- PB 951A-F - Dissertation Extension (1 credit hour) - auto full-time
- PB 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- PB 953 - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- PB 954 - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

Online

- PB 955A-L - Dissertation Extension (.5 credit hours) - auto half-time
 - PB 956A-L - Dissertation Extension (.5 credit hours) - auto full-time
 - PB 957A - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - PB 957B - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - PB 958A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - PB 958B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - PB 959A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
 - PB 959B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Ph.D. Business Psychology: I/O Track

Los Angeles - Chicago - Washington D.C. - Online

Program Overview

The Ph.D. 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 Ph.D. 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 Ph.D. 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

Application to The Chicago School of Professional Psychology's Ph.D. Business Psychology (I/O Track) program is open to applicants who have earned a bachelor or master's degree from a regionally 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 36 semester hours. Additionally, the Chicago School requires 21 hours of the following foundational IO Psychology graduate courses: principles of industrial psychology, selection, two internship courses or an Applied Project/Thesis equivalent, performance appraisal, training, and surveys.

Depending on the number of hours an applicant is missing, these prerequisite requirements can be fulfilled at the Chicago School prior to admission to the Ph.D. Business Psychology (I/O Track) program by enrolling in the Industrial and Organizational Psychology Generalist Certificate. Prerequisites for admission may also be fulfilled at the Chicago School by successfully completing comparable coursework following the policies outlined in the Student at Large section of this catalog.

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. 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);
- 3 letters of recommendation from academic professors or professional or volunteer experience supervisors.
- Official GRE Score (Post-Bachelor's Only)
- An undergraduate or graduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the school's Business Psychology doctoral program.

Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Applications must be submitted with the \$50.00 (USD) application fee in order to be evaluated.

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.

For students completing online coursework: In addition to the admission criteria, it is recommended that students have access to a computer that is less than three years old. It is required that students have access to, a broadband or Internet connection, and the Microsoft Office Suite including Word, Excel, and Outlook and, at minimum, the following computing skills:

- A basic level of comfort with 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

This track also requires applicants to have successfully completed at least two (2) undergraduate courses, including a statistics course and an upper level undergraduate or master's level organizational behavior or psychology course with a grade earned of 'C' or better in the courses. These courses must be completed in accordance with the policies outlined in the I/O Track Progression Requirements section below.

Ph.D. Business Psychology: I/O Track Progression Requirements

This program requires applicants to have successfully completed (with a grade earned of "C" or better) at least two (2) undergraduate courses by the end of their first semester (second online term) of study. One (1) course must be in statistics, and at least one (1) course must be an upper level undergraduate or master's level organizational behavior or psychology course. Students must successfully meet this progression requirement through 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 regionally accredited institution

Applicants accepted who are missing 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.

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.

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 only)
- Successful completion of comprehensive competency examination
- Successful completion of dissertation

Articulation Agreements

The Chicago School of Professional Psychology on the Chicago Campus has partnered with Robert Morris University’s (RMU) Chicago Campus to accept active RMU students who fulfill the criteria listed [here](#).

Earning a Master of Arts in Industrial and Organizational Psychology

A student in the post-bachelor Ph.D. Business Psychology (I/O Track) program may earn an M.A. 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](#)

Internship (On-Ground)

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.

More specific information is located in the Program Guidebook.

Applied Research Project (Online)

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.

More specific information is located in the Program Guidebook.

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 Ph.D. Business Psychology curriculum.

The Curriculum

I/O Track: 52 credit hours

Electives: 9 credit hours

Foundational Master's Level (I/O & 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

- IO 519 - Statistics and Lab (4 credit hours)
- 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)(course fee \$30)
- 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 610 - Dissertation Development I (3 credit hours)
- PB 611 - Dissertation Development II (3 credit hours)
- PB 612 - Dissertation Development III (3 credit hours)
- PB 530 - Individual Interviewing and Assessment (3 credit hours)(course fee \$130)
- PB 580 - Residency I (0 credit hours)
- PB 620 - Competency Examination (3 credit hours)(course fee \$12)

Students choose between one of the following two courses.

- PB 528 - Advanced Statistics (3 credit hours)
- OL 621 - Qualitative Research Methods (3 credit hours)

Electives

- PB 571 - Inventories (3 credit hours)
- PB 572 - Simulations (3 credit hours)
- 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)
- 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 644 - Leadership Ethics (3 credit hours)
- OL 645 - Diversity (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)

Foundational Master's Level Courses (I/O Track)

- IO 400 - Professional Development Seminar (3 credit hours)
- IO 510 - Organizational Behavior (3 credit hours)(course fee \$70)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Organizational Consulting Skills (3 credit hours) (course fee \$50)
- IO 520 - Personnel Psychology (3 credit hours)
- IO 591 - Ethics (1 credit hour)
- IO 593 - Internship I (1 credit hour)
- IO 599 - Internship II (1 credit hour)

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) (course fee \$50)
- 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)(course fee \$70)
- IO 511 - Organizational Culture and Design (3 credit hours)
- IO 512 - Organizational Consulting Skills (3 credit hours) (course fee \$50)

- 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) (course fee \$50)

Diversity Elective (3 credits) See [M.A. Industrial and Organizational Psychology](#) page for a complete list of offerings

General Elective (3 credits) See [M.A. 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)
- IO 612 - The Applied Research Project: Literature Review (1 credit hour)
- IO 613 - The Applied Research Project: Intervention and Program Evaluation (1 credit hour)
- IO 614 - The Applied Research Project: Professional Ethics (1 credit hour)
- IO 615 - The Applied Research Project: Final Deliverable and Showcase Preparation (1 credit hour)
- IO 616 - The Applied Research Project: ARP Showcase Defense (1 credit hour)

Extension Courses

On-Ground

- PB 950A-F - Dissertation Extension (1 credit hour) - auto half-time
- PB 951A-F - Dissertation Extension (1 credit hour) - auto full-time
- PB 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- PB 953 - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- PB 954 - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

Online

- PB 955A-L - Dissertation Extension (.5 credit hours) - auto half-time
 - PB 956A-L - Dissertation Extension (.5 credit hours) - auto full-time
 - PB 957A - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - PB 957B - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - PB 958A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - PB 958B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - PB 959A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
 - PB 959B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Ph.D. Applied Behavior Analysis

Chicago - Washington D.C. - Online

For information about the Ph.D. Psychology, Behavior Analysis Specialization program offered in Los Angeles and Irvine, please click [here](#).

Program Overview

Applied Behavior Analysis (ABA) is the ethical design, implementation, and evaluation of environmental changes to produce socially significant improvements in behavior. The M.S. 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®). Please see further information about professional licensure and certification below.

Through the integration of theory and practice, the ABA 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.

The Chicago School of Professional Psychology's Ph.D. Applied Behavior Analysis program is offered in a variety of formats across the different campuses. Many students work (some full-time) but we advise students to consider carefully the balance between school, family, and work and make reasoned choices about time and resource allocation. Students at the M.S. level (the first two years of the doctoral program) generally invest a minimum of 20-30 hours of coursework per week excluding practicum. Each campus offers unique opportunities for students to expand their experiences. Once doctoral students become certified as BCBAs®, they are encouraged to provide BCBA® supervision, teaching and/or advisement to M.S. students in unique training opportunities that allow them to hone their supervision, teaching, research and management skills.

The goal of the Ph.D. Applied Behavior Analysis program is to develop professionals who can help individuals and organizations, 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 the Applied Behavior Analysis, 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 objective of the Ph.D. Applied Behavior Analysis program is to train individuals to contribute to applied practice settings in addition to the behavior-analytic scholarly and political communities. Doctoral-level ABA students gain a comprehensive understanding of Science and Philosophy, the Experimental Analysis of Behavior, Applied Behavior Analysis, and Service Delivery. Graduates are equipped with the repertoire to function as leaders in their respective positions (i.e., clinical, academic, etc.) and are prepared to address a range of issues and problems, and to design, implement, and test practical effective solutions that work in the real world.

Program Philosophy

The Ph.D. Applied 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 Ph.D. Applied 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 Ph.D. Applied 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 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 ABA doctoral program emphasizes the investment in contributing to research and/or to become clinical leaders in our field. Because ABA 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 Ph.D. Applied Behavior Analysis program at The Chicago School of Professional Psychology 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

- Develop and apply advanced techniques to assess and intervene on behavior.
- Evaluate systems and train others to design and conduct behavior-analytic interventions and research.
- Analyze complex behavior, interactions, and systems through a radical-behaviorist framework, and design interlocking contingencies to address complex cultural issues.

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 ethical behavior and to arrange contingencies to establish and maintain ethical behavior in their individual work and at a systems level.
- Communicate effectively with clients, stakeholders, and other professionals; present research and other information to the professional community and the general public; and lead advocacy efforts for clients, agencies, and groups.

Scholarship

- Conduct original behavior-analytic research and to synthesize and evaluate behavior-analytic and other psychological research.

Licensure

BCBA® Certification

Post-Baccalaureate Program Entry

Students that enroll in the post-baccalaureate Ph.D. Applied Behavior Analysis program sequence complete all program requirements and can apply for the award of the M.S. in Applied Behavior Analysis degree as part of their Ph.D. program. Both the Ph.D. Applied Behavior Analysis and the M.S. in Applied Behavior Analysis are aligned with degree, coursework, and supervised experience requirements for eligibility to become a Board Certified Behavior Analyst® (BCBA®) by the Behavior Analyst Certification Board® (BACB). Applicants for BCBA® certification must meet additional requirements established by BACB® including application, examination, and background check.

Post-Master's Program Entry

Students that have a master's degree in Psychology, Education, Behavior Analysis, or other related degree recognized by the BACB®, but have not completed the BACB®-approved course sequence will meet degree, coursework, and supervised experience requirements

for eligibility to take the BCBA® credentialing examination (based on the Fourth Edition Task list) at the completion of the Credentialing Track curriculum requirements.

State Professional Licensure

There may be state professional licensure requirements to practice applied behavior analysis. A state's licensure board determines the specific requirements for candidates seeking professional licensure and those requirements are subject to change. The following is professional licensure information as of the date of publication:

- The M.S. Applied Behavior Analysis, Ph.D. Applied Behavior Analysis, or other related degree recognized by the BACB® in conjunction with BCBA® certification aligns with degree and certification requirements for professional licensure in Alabama, Arizona, Alaska, Connecticut, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Missouri, Mississippi, Montana, Nevada, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Vermont, Washington, and Wisconsin.
- Graduation from the above listed degree programs aligns with degree requirements for professional licensure in Arizona, Massachusetts, and New York. Note that candidates for licensure may be required to meet additional state requirements such as application, examination, and background check.
- A professional license is not required to practice behavior analysis in Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Minnesota, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Pennsylvania, South Carolina, West Virginia, Wyoming, and the District of Columbia. State laws on professional licensure are subject to change by their legislatures.

It is the student's responsibility to determine the licensure requirements for any state not listed above. The Ph.D. Applied Behavior Analysis may meet some or all of the requirements of states not listed, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the program's graduation requirements. Some state licensing requirements include the following: completion of a master's degree, post-graduate field work, certification as a board certified behavior analyst, examination, and application for license.

Due to recent and ongoing changes in state professional licensure of applied behavior analysis practitioners, students should contact the state board directly to verify information regarding professional licensure. To assist with this research, the Association of Professional Behavior Analysts (APBA) publishes information regarding [state licensure](#).

***The Chicago School of Professional Psychology is not currently accepting applications for the online PhD Applied Behavior Analysis program from individuals who live in or who intend to complete their practicum or internship at a site located in these states: Delaware, Georgia, Iowa, Kentucky, New Hampshire, New York, North Carolina, Oklahoma, and Washington.**

Admission Requirements

Post Baccalaureate Admission Requirements

Application to The Chicago School of Professional Psychology's Ph.D. Applied Behavior Analysis program (post- baccalaureate) is open to any person who has earned a bachelor's degree from a regionally 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, the admission essay, and letters of recommendation from academic professors or professional or volunteer experience supervisors. 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.

Post-Master's Degree Admission Requirements

Application to The Chicago School of Professional Psychology's Ph.D. Applied Behavior Analysis program (post- Master's) is open to any person who has earned a master's degree as specified below from a regionally 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. Factors considered in admission are: undergraduate and any graduate coursework, GPA from undergraduate and graduate schools; successful work history; admission essay(s); and letters of recommendation from academic professors or professional or volunteer

experience supervisors. An undergraduate or graduate GPA of a 3.0 or higher on a 4.0 scale is required for admission to the school's Applied Behavior Analysis doctoral program. 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 for admission to the Ph.D. post-master's must fall into one of these categories:

- **Category A:** Have a master's degree in Psychology, Education, Behavior Analysis, or other related degree recognized by the Behavior Analyst Certification Board (BACB®) and hold a current BCBA® certification in good standing.
- **Category B:** Have a master's degree in Psychology, Education, Behavior Analysis, or other related degree recognized by the Behavior Analyst Certification Board (BACB®) and have completed the BACB® approved courses required to qualify for the BCBA® credentialing examination (based on the Fourth Edition Task) list.
- **Category C:** Have a master's degree in Psychology, Education, Behavior Analysis, or other related degree recognized by the Behavior Analyst Certification Board (BACB®) and have not completed the BACB® approved courses required to qualify for the BCBA® credentialing examination (based on the Fourth Edition Task) list. Students admitted upon category C will be required to successfully complete the Credentialing Track requirements (28 credits)

Based on the evaluation of these materials, selected candidates may be invited to interview for further consideration of their application. Applications must be submitted with the \$50.00 (USD) application fee in order to be evaluated.

For all students: In addition to the admission criteria, it is recommended that students have access to a computer that is less than three years old, a broadband or Internet connection, and the Microsoft Office Suite including Word, Excel, and 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

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.

Degree Completion Requirements

- Successful completion of required coursework (107 credit hours post-bachelor's; 58 credit hours post-masters; 87 credit hours post-master's credentialing track)
- Successful completion of Comprehensive 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.

Earning a Master of Science in Applied Behavior Analysis

A student in the post-bachelor Ph.D. Applied Behavior Analysis program may earn a M.S. Applied Behavior Analysis 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 [required coursework](#) (48 credits)

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 Ph.D. Applied Behavior Analysis students are required to enroll in an Advanced Professional Development Group (PA602) during their first semester or term in the post-Masters 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 a written comprehensive examination and an oral defense before they are allowed to propose their dissertation research to the Institutional Review Board (IRB). Four 1-credit courses prepare students to take the exam and to defend their answers. Students have two chances to pass each component (a third attempt may be allowed under extenuating circumstances). When the written and oral components of the comprehensive exam are 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 Ph.D. Applied 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.

More specific information is located in the ABA Program Guidebook.

The Curriculum

Total Program: Ph.D. Applied Behavior Analysis (post-bachelors): 107 credit hours

- Required Core: 50 credit hours
- Electives: 9 credit hours
- Qualifying Master's Degree: 49 credit hours

Total Program: Ph.D. Applied Behavior Analysis (post-masters): 58 credit hours

- Required Core: 49 credit hours
- Electives: 9 credit hours

Total Program: Ph.D. Applied Behavior Analysis with Credentialing Track Option (post-masters): 87 credit hours

- Required Core: 49 credit hours
- Electives: 9 credit hours
- Credentialing Track Option: 29 credit hours

Post-Master's Required Core

- PA 602 - Advanced Professional Development (1 credit hour)
- 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 650 - Research in Psychology and Education (3 credit hours)

- PA 651 - Advanced Behavioral Research (3 credits)
- PA 652 - Statistical Analysis I (3 credit hours)
- PA 670 - Supervision and Consulting in ABA (2 credits)
- PA 673 - Radical Behaviorism II (3 credit hours)
- PA 677 - Essentials of Instructional Design (2 credit hours)
- PA 686 - Critical Analysis of Research in Verbal Behavior (3 credit hours)
- PA 700 - Proposal Development Seminar (3 credit hours)
- PA 714 - Experimental Analysis of Behavior (3 credits)
- PA 730 - Comprehensive I (1 credit hour)
- PA 731 - Comprehensive II (1 credit hour)
- PA 732 - Comprehensive III (1 credit hour)
- PA 733 - Comprehensive IV (1 credit hour)
- PA 741 - Dissertation Development I (2 credit hours)
- PA 742 - Dissertation Development II (2 credit hours)
- PA 743 - Dissertation Development III (2 credit hours)
- PA 744 - Dissertation Development IV (2 credit hours)
- PA 745 - Dissertation Development V (2 credit hours)

The following Residency courses are required for Online students only.

- PA 800 - Residency I (0 credit hours)
- PA 801 - Residency II (0 credit hours)
- PA 802 - Residency III (0 credits)

Electives

- PA 622 - Verbal Behavior (2 credit hours)
- PA 624 - Seminal Writings in Behavior Analysis (2 credit hours)
- PA 637 - Introduction to Experimental Analysis of Behavior (3 credit hours)
- PA 639 - Science and Human Behavior (3 credit hours)
- PA 653 - Statistical Analysis II (3 credit hours)
- PA 658 - Behavioral Development (2 credit hours)
- PA 660 - Research Experience I (1 credit hour)
- PA 661 - Research Experience II (1 credit hour)
- PA 662 - Research Experience III (1 credit hour)
- PA 675 - Canonical Writings of B.F. Skinner (2 credit hours)
- PA 676 - Theoretical Foundations of Behavior Analysis (2 credit hours)
- PA 678 - Conceptual Foundations of Instructional Design (2 credit hours)
- PA 679 - Designing a Behaviorally Based Curriculum (2 credit hours)
- PA 680 - Analysis and Treatment of Developmental Disabilities (2 credit hours)
- PA 684 - Experimental Behavioral Pharmacology (2 credits)
- PA 687 - Special Topics I (1 credit)
- PA 688 - Special Topics II (2 credits)
- PA 689 - Special Topics III (3 credits)
- PA 704 - Advanced Ethics (1 credit)
- PA 705 - Advanced Diversity (1 credit)
- PA 710 - Traumatic Brain Injury (2 credits)
- PA 712 - Advanced Organizational Behavior Management (2 credits)
- PA 713 - Advanced Precision Teaching (2 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)

Credentialing Track Option

- 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)

On-Ground Practicum Sequence

- AB 615 - Practicum I (1 credit hour)(\$40 course fee)
- AB 616 - Practicum II (1 credit hour)(course fee \$40)
- AB 617 - Practicum III (1 credit hour)(course fee \$40)
- AB 618 - Practicum IV (1 credit hour)(course fee \$40)

Online Practicum Sequence

- AB 630 - Practicum I (0.5 credit hour)(\$20 course fee)
- AB 631 - Practicum II (0.5 credit hour)(\$20 course fee)
- AB 632 - Practicum III (0.5 credit hour)(\$20 course fee)
- AB 633 - Practicum IV (0.5 credit hour)(\$20 course fee)
- AB 634 - Practicum V (0.5 credit hour)(\$20 course fee)
- AB 635 - Practicum VI (0.5 credit hour)(\$20 course fee)
- AB 636 - Practicum VII (0.5 credit hour)(\$20 course fee)
- AB 637 - Practicum VIII (0.5 credit hour)(\$20 course fee)

Option for Online students to complete individual supervision through the following courses:

- EBC 560 - Individual Supervision (1 credit hour)
- EBC 561 - Individual Supervision (1 credit hour)
- EBC 562 - Individual Supervision (1 credit hour)
- EBC 563 - Individual Supervision (1 credit hour)
- EBC 564 - Individual Supervision (1 credit hour)
- EBC 565 - Individual Supervision (1 credit hour)
- EBC 566 - Individual Supervision (1 credit hour)

Extension Courses

On-Ground

- PA 950A-F - Dissertation Extension (1 credit hour) - auto half-time
- PA 951A-F - Dissertation Extension (1 credit hour) - auto full-time
- PA 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- PA 953 - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- PA 954 - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

Online

- PA 955A-L - Dissertation Extension (1 credit hour) - auto half-time
- PA 956A-L - Dissertation Extension (1 credit hour) - auto full-time
- PA 957 - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
- PA 958 - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
- PA 959A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
- PA 959B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
- PA 960A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- PA 960B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time

On-Ground

- PA 961A - Research Experience Extension (1 credit hour) - auto full-time

- PA 961B - Research Experience Extension (1 credit hour) - auto half-time
Online
- PA 962A - Research Experience Extension (.5 credit hours) - auto full-time
- PA 962B - Research Experience Extension (.5 credit hours) - auto half-time
- AB 950A-F - Thesis Extension (1 credit hour) - auto half-time
- AB 951A-F - Thesis Extension (1 credit hour) - auto full-time

Ph.D. Psychology, Behavior Analysis Specialization

For information about the Ph.D. Psychology, Behavior Analysis Specialization program offered in Los Angeles and Irvine, please click [here](#).

The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Ph.D. International Psychology

Online and Washington D.C.

Program Overview

The Chicago School of Professional Psychology's Ph.D. 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 design and evaluate the efficacy of international programs.

The curriculum offers excellent preparation in the foundation of international psychological study. 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 Services.

The Ph.D. International Psychology program is taught in online and blended formats. This is a non-licensure, post-masters, 60 credit hour degree program, for individuals working in or desiring to work in the international 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 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 field placement 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, sensitivity to ethical principles, the role of personal values, and cultural diversity. As change agents, students are expected to be able to critically reflect on their identity as cultural beings, and to understand their impact on others. International psychology is a new field that should facilitate 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 knowledge of individual differences and diversity (broadly defined to include culture, gender, sexual orientation, disability, etc.) and 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

Application to The Chicago School of Professional Psychology's Ph.D. International Psychology program is open to any person who has earned a master's degree from a regionally 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. Students will also be required to write a 500 word personal statement.

Ph.D. International Psychology, Trauma Services Concentration

An applicant to the Trauma Services 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 a regionally accredited institution. In addition, applicants must have completed an undergraduate or graduate course in Statistics, at least one course in graduate Abnormal Psychology/Psychopathology AND one course in graduate Trauma/Crisis Intervention (with an earned grade of "C" or better).

One course may be completed at The Chicago School under the Progression Requirement policy described below, and must be completed during the first semester (second online term) of the program. Applicants with more than one course (2 or 3) to complete may fulfill the requirements at The Chicago School through the completion of Preparatory courses.

Preparatory Coursework and Progression Requirements (Trauma Services Concentration):

Preparatory coursework must be completed prior to enrollment in the program and the requirements may be fulfilled through successful completion of the following TCSPP courses:

- IN 542 - Statistics or TCS 390 or Undergraduate Statistics - BA 380 Statistics
- IN 507 - Global Perspectives of Psychopathology
- IN 551 - Crisis Response - 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 a regionally accredited institution and show evidence of an undergraduate or graduate course in Statistics, AND two (2) courses of undergraduate or graduate psychology coursework with grade of "C" or better. One course may be completed at The Chicago School under the Progression Requirement policy described below, and must be completed during the first semester of the program. Applicants with

more than one course (2 or 3) to complete may fulfill the requirements at The Chicago School through the completion of Preparatory Coursework.

Preparatory Coursework and Progression Requirements for Organizations and Systems Concentration (2-3 Courses):

Applicants who are required to complete Preparatory Coursework may choose from the following options available at TCSP:

- 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 380 - Statistics
- BA 406 - The Psychology of Business Management
- BA 409 - Psychology in an International Context
- BA 425 - Theories of Personality
- 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
- TCS 380 - Introduction to Psychology
- TCS 390 - Statistics

Progression Requirement (available when only 1 course is required, applies to both concentrations):

Students may meet the Progression Requirement that apply to their chosen concentration through one of the following options:

- A grade of “C” or higher in TCS 380 - Introduction to Psychology
- A grade of “C” or higher in TCS 390 - Statistics
- A grade of “C” or higher in a comparable undergraduate course at The Chicago School
- A grade of “C” or higher in a comparable undergraduate course at another regionally accredited institution
- A grade of “B” or higher in a comparable graduate course at The Chicago School
- A grade of “B” or higher in a comparable graduate course at another regionally accredited institution

Progression Requirements must be completed by the end of the first semester (second online term) in the program. Students who do not successfully fulfill their Progression Requirement 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.

Based on the evaluation of their materials, candidates may be invited to an interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements. Applications must be submitted with the \$50.00 (USD) application fee in order to be evaluated.

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.

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 Agreements

The Chicago School of Professional Psychology has established an agreement between The M.A. Psychology and the Ph.D. International Psychology programs to allow qualified students to enter early into the doctoral program. This agreement allows qualified students to begin their doctoral study while completing their master's degree. Click on this [link](#) for details.

The Chicago School has also established an agreement between The M.A. International Psychology and the Ph.D. International Psychology program to allow qualified students to early entrance into the doctoral program. This agreement allows qualified students to begin their doctoral study while completing their master's degree. Click on this [link](#) for details.

Residency Requirements (Online Students Only)

Students enrolled in the Ph.D. International Psychology Online program must attend two Residency sessions at The Chicago School of Professional Psychology (campus locations may vary). The four-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 in all concentrations 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 the Student Affairs Committee 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).

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.
- TCSPP 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 TCSPP 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. Activities will be designed by the faculty member, based on the number of students in the cohort, levels of international experience, and professional interests.
- TCSPP 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 TCSPP faculty member will accompany students during this first international field experience.
- Students may not bring family or friends on Field Experience trips.

Independent Field Experience

The second Field Experience requirement may include the option of an extended and independent opportunity for students who have obtained IRB approval and wish to collect dissertation data. This independent Field Experience 2 may only be conducted in countries where TCSPP has an International Liaison Office (ILO), to ensure on-ground support and guidance. In order to apply for this option, students must complete the Independent Field

Experience Checklist and Application.

Prior to application, the student must obtain IRB approval for data collection.

The application includes:

Student development of a syllabus for the trip, consistent with typical Field Experience 2 requirements

Approval from their Dissertation Chair

Approval from the IP Department Chair

Approval from International Liaison Office (see Resource Café for list)

If scheduled in advance, it may replace the cohort scheduled Field Experience 2. TCSPP is not responsible for any of the planning or logistical components of the trip. All costs (including travel, accommodations, and study activities) are the responsibility of the student. **In order to receive credit for Independent FE, students must register for an Independent Study or one of the existing FE courses.**

Students are responsible for the tuition cost, creating and obtaining approval for the course material, IRB approval, and contacting the International Liaison Office. Logistics, travel arrangements and all costs associated with the FE 2-Independent Study are the sole responsibility of the student. Students should contact the office of Financial Aid officers to explore whether financial aid is available for this option.

Successful completion of both Field Experience courses is required for graduation from the program. Assessment of performance includes coursework and projects completed in the online 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.

Independent Internships

While the IP program does not currently offer or manage internships abroad, students may apply for internships independently. In order to obtain TCSPP elective credit for an internship, the student must provide an official position offer letter with contact information for the agency, and details of the acceptance dates/terms of internship. The internship may not substitute for Field Experience courses. Students are responsible for the tuition cost, creating and obtaining approval for the course material. Logistics, travel arrangements, and all costs associated with the Internship are the sole responsibility of the student.

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 the Student Affairs Committee (SAC), 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 Development Course (IP901)
- Successful completion of the first Field Experience Course
- Successful Dissertation Proposal Defense
- Successful completion of the Comprehensive Exams

More specific information is located in the Program Guidebook and the IP Resource Café online.

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 issue, identify a gap in the IP field, and conduct research that will address global humanitarian issues. Psychology. 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 field 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 successfully defended the dissertation (without substantial revisions). Participation in Commencement includes application deadlines - please consult Student Affairs for further information.

More specific information is located in the Program Guidebook.

The Curriculum

Required Core: 50 credit hours

Concentration: 10 credit hours

Program Total

Ph.D. International Psychology: 60 credit hours

Required Core

- 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 - Diversity in Psychology II: The Social Psychology of Cultures (Field Exp I) (3 credit hours)(course fee)
 - IP 901 - Dissertation Proposal Preparation (3 credit hours)
 - IP 902 - Dissertation 1: Data Collection (3 credit hours)
 - IP 903 - Dissertation 2: Data Reporting and Analysis (3 credit hours)
 - IP 904 - Dissertation 3: Final Draft Preparation and Defense (3 credit hours)
 - IP 920 - Residency I (0 credit hours)
 - IP 925A - Residency II (0 credit hours)
 - IP 925B - Written Comprehensive Exam (0 credit hours)
 - IP 925C - Dissertation Proposal Defense (Oral Comprehensive Exams) (0 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)
- 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 Services Concentration

- IP 692 - Trauma Services (Field Exp. III) (3 credit hours)(course fee)
 - 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)

Extension Courses

On-Ground

- IP 950A-F - Dissertation Extension (1 credit hour) - auto half-time
- IP 951A-F - Dissertation Extension (1 credit hour) - auto full-time
- IP 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- IP 953 - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- IP 954 - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

Online

- IP 955A-L - Dissertation Extension (.5 credit hours) - auto half-time
- IP 956A-L - Dissertation Extension (.5 credit hours) - auto full-time
- IP 957A - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
- IP 957B - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
- IP 958A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

- IP 958B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - IP 959A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
 - IP 959B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Ph.D. Organizational Leadership

Chicago - Los Angeles - Irvine - Washington D.C. - Online - Dallas

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 of Professional Psychology offers a Ph.D. 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

Application to The Chicago School's Organizational Leadership doctoral program is open to any person who has earned a master's degree from a regionally accredited institution in psychology, the behavioral sciences, organizational discipline or other related field, and who meets other entrance requirements. If prior coursework does not include at least one course in undergraduate statistics and one psychology course, applicants should refer to the progression requirement policy section below.

It is preferred that candidates have had three or more years of work experience prior to admission. The Graduate Record Examination is not required for admission. Applicants are also required to write a 500-word statement on leadership and what leadership means from both a personal and a professional perspective, as well as a statement of their research interests. Additionally, applicants will be required to submit a current Résumé/curriculum vita, highlighting relevant work, volunteer, and research experiences.

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.

For Distance Learning Students: In addition to the admission criteria, it is recommended that students have access to a computer that is less than three years old, a broadband or Internet connection, and the Microsoft Office Suite including Word, Excel, and Outlook and, at minimum, the following computing skills:

- A basic level of comfort with 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

Based on meeting these requirements, selected candidates will be invited to interview for further consideration of their application. Please see the application for detailed instructions and information regarding application requirements. Applications must be submitted with the \$50.00 (USD) application fee in order to be evaluated.

Ph.D. Organizational Leadership Progression Requirements

This program requires applicants to have successfully completed at least one (1) foundational course in statistics, and one (1) foundational course in psychology or organizational behavior with a grade earned of 'C' or better by the end of their first semester (second online term) of study. Students who have not done so through previous coursework must 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 regionally accredited institution

Applicants accepted who have not successfully completed one (1) foundational course in statistics and one (1) course in psychology or organizational behavior will be required to register for applicable TCS courses 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.

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.

Articulation Agreements

The Chicago School of Professional Psychology has established agreements between The M.A. Psychology and the Ph.D. Organizational Leadership program to allow qualified students to enter early into the doctoral program. This agreement allows qualified students to begin their doctoral study while completing their master's degree. Click on this [MAP to PHD OL](#) 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 residencies 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 course work.

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 the Student Affairs Committee 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

More specific information is located in the Program Guidebook.

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.

More specific information is located in the Program Guidebook.

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

- IO 519 - Statistics and Lab (4 credit hours)
- OL 400 - Professional Development (3 credit hours)
- OL 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)
- OL 620 - Competency Examination (3 credit hours)(course fee \$12)
- OL 621 - Qualitative Research Methods (3 credit hours)
- OL 631 - Dissertation Maintenance I (3 credit hours)
- OL 632 - Dissertation Maintenance II (3 credit hours)
- OL 633 - Dissertation Maintenance III (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)

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 644 - Leadership Ethics (3 credit hours)
- OL 645 - Diversity (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)
- OL 675 - Independent Study I (1 credit hour)
- OL 676 - Independent Study II (2 credit hours)
- OL 677 - Independent Study III (3 credit hours)

Students may also select elective courses from the [Ph.D. Business Psychology](#) elective pool.

Extension Courses

On-Ground

- OL 950A-F - Dissertation Extension (1 credit hour) - auto half-time
- OL 951A-F - Dissertation Extension (1 credit hour) - auto full-time
- OL 952 - Dissertation Extension (1 credit hour) - Not F.A. eligible
- OL 953 - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
- OL 954 - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time

Online

- OL 955A-L - Dissertation Extension (.5 credit hours) - auto half-time
 - OL 956A-L - Dissertation Extension (.5 credit hours) - auto full-time
 - OL 957A - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - OL 957B - Dissertation Extension (.5 credit hours) - Not F.A. eligible.
 - OL 958A - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - OL 958B - Manuscript Preparation (MP) Extension (0 credit hours) - auto half-time
 - OL 959A - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
 - OL 959B - Manuscript Preparation (MP) Extension (0 credit hours) - auto full-time
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The Chicago School of Professional Psychology 2018-2019 Academic Catalog and Student Handbook

Graduate Certificate in Applied Behavior Analysis

Online - Chicago - Washington D.C. - Dallas

Program Overview

The Graduate 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:

1. evaluate the impact of diversity issues on individuals and society and demonstrate sensitivity and competence while working with diverse populations.
2. evaluate and resolve ethical dilemmas in accordance with behavior-analytic and psychological ethical guidelines.
3. establish rapport and communicate effectively with clients, stakeholders, and other professionals.
4. analyze behavior, design interventions, and evaluate interventions, by applying basic behavioral principles and assessment techniques to effect socially significant behavior change.
5. conduct behavior-analytic research and evaluate behavior-analytic and other psychological research effectively and ethically.

Licensure

The Graduate Certificate in Applied Behavior Analysis is aligned with coursework requirements for eligibility to become a Board Certified Behavior Analyst® (BCBA®) by the Behavior Analyst Certification Board® (BACB®). Applicants for BCBA® certification must meet additional requirements established by BACB® including completion of an approved master's degree, supervised experience, application, examination, and background check.

There may also be state professional licensure requirements to practice applied behavior analysis. A state's licensure board determines the specific requirements for candidates seeking professional licensure and those requirements are subject to change. The following is state professional licensure information as of the date of publication:

- BCBA® certification aligns with certification requirements for professional licensure in Alabama, Alaska, Hawaii, Kansas, Kentucky, Missouri, Ohio, Oklahoma, Oregon, Rhode Island, Utah, Vermont, Virginia, Washington, and Wisconsin.
- Graduates who have obtained BCBA® certification may be eligible for licensure in Louisiana, Maryland, Mississippi, Nevada, New York, and North Dakota if their master's degree program aligns with state degree requirements. Note that candidates for professional licensure may be required to meet additional state requirements such as application, examination, and background check.
- A professional license is not required to practice behavior analysis in Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Maine, Minnesota, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Pennsylvania, South Carolina, Texas, West Virginia, Wyoming, and the District of Columbia. State laws on professional licensure are subject to change by their legislatures.

It is the student's responsibility to determine the licensure requirements for any state not listed above. The Graduate Certificate in Applied Behavior Analysis may meet some or all of the requirements of states not listed, but additional state-specific approvals or coursework and/or practicum hours may be required beyond the program's graduation requirements. Some state licensing requirements include the following: completion of a master's degree, post-graduate field work, certification as a board certified behavior analyst, examination, and application for license.

Due to recent and ongoing changes in state professional licensure of applied behavior analysis practitioners, students should contact the state board directly to verify information regarding professional licensure. To assist with this research, the Association of Professional Behavior Analysts (APBA) publishes information regarding [state licensure](#).

Admissions Requirements

Applicants to the Graduate Certificate in Applied Behavior Analysis must possess a master's degree from a regionally accredited institution that was conferred in behavior analysis, education, or psychology. 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. It is recommended that students contact the BACB ® to confirm acceptance of their degree prior to beginning coursework. Applicants to this program should ensure their resume illustrates relevant work experience. A letter of reference, preferably from a supervisor or manager, is required.

In addition to the admission criteria, applicants to the online Graduate Certificate in Applied Behavior Analysis must also have access to a computer that is less than three years old, a broadband internet connection, and the Microsoft Office Suite including Word, Excel, and Outlook and, at minimum, the following computing skills:

- A comfort with basic Internet technology
- The ability to open and attach files from and to emails
- The ability to send and receive email
- The ability to save documents

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.

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.

Philosophy

The mission of the ABA Department at TCSP 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 typically developing children to read, to improve safety, productivity, and employee satisfaction in organizations, to decrease problem behaviors such as tantrums, aggression or self-injury in a range of populations, to increase communication between people, 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 now address many diagnoses and 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 of Professional Psychology. A class in ethics is required, and student adherence to ethical codes is evaluated both formally and informally.

Practicum Criteria

Students may complete the BCBA® Supervised Fieldwork Experience required by the Behavior Analyst Certification Board® through TCSP's [BACB® verified University Practicum](#) option. This option requires fewer field experience hours than the Supervised Independent Fieldwork option, which students complete independent of TCSP. Graduate Certificate students must meet the requirements of the Behavior Analyst Certification Board®.

Applicants in the Online and on-ground programs are encouraged to gain experience in multiple sites and with multiple supervisors. See www.bacb.com for appropriate experience activities and for more information about requirements.

Technical Requirements for Online Supervised Practicum Students

Students completing virtual supervision through The Chicago School of Professional Psychology will enroll in individual supervision courses. To successfully participate, students must have these technical capabilities:

- A computer made in the last three years
- Broadband Internet connection
- A webcam, digital camera, or digital recorder capable of:
 - Recording 24 frames per second (fps)
 - Recording for 60 consecutive minutes
 - Recording sound
 - Focusing appropriate to collect student-client interaction
- A cable that connects the camera to the computer
- Software that converts the raw footage to a smaller file - Windows MovieMaker (PC) or iMovie (Mac)

Online Practicum

Online practicum courses are not required to earn the Certificate, so students can choose to either complete their experience independently, or to enroll in the university practicum courses to meet the experience requirements to sit for the certification exam. An applicant may start accumulating Supervised Independent Fieldwork hours after they have begun the coursework required to meet the BACB® requirements, but students of ABA Online at The Chicago School must have completed AB540 and have either completed or be concurrently enrolled in AB565 in order to enroll in the Practicum courses. Students wishing to complete the University Practicum option in the Online program must secure a practicum position at an approved site. Students must submit an application for site approval to the department for review and approval. Sites must meet BACB® criteria for approved activities and hours (see bacb.com). They then have two options. If the student has a supervisor holding the BCBA® credential on-site, and that supervisor is willing to provide individual BCBA® supervision to the student, the student must obtain and document that individual supervision and must also If the student does not have a supervisor on-site holding the BCBA® credential, the student must enroll in one additional 0.5-credit online courses per term for eight terms (Individual Supervision). All students must complete a minimum of 10 hours per week (hours in excess of 30 hours per week will not count toward the practicum requirement) of documented work with clients plus individual and group supervision to meet the requirements of the Behavior Analyst Certification Board®.

On-ground Practicum

Students in the on-ground program who wish to complete the Approved University Practicum option apply for a practicum position at an approved practicum site through the department's Applied Professional Practice (APP) office, following procedures detailed in a Practicum Manual. Students complete up to four semesters (three 2-credit courses and one 1-credit course) of Practicum Seminar while accruing hours of Supervised Experience at their site. Similar to the requirement for the online students, an applicant may not start accumulating Supervised Experience hours until they have begun the coursework required to meet the BACB® coursework requirements. All students must complete a minimum of 10 and maximum of 30 hours per week of documented work with clients plus individual and group supervision to meet the requirements of the Behavior Analyst Certification Board®. Hours in excess of 30 hours per week will not count toward the practicum requirement per BACB® regulations.

The Curriculum

Total Program Credits

Graduate Certificate in Applied Behavior Analysis: 21 credits

Graduate Certificate in Applied Behavior Analysis with Field Supervision (Online - Individual Supervision): 29credits

Graduate Certificate in Applied Behavior Analysis with Field Supervision (On-ground): 26credits

*Students will see a location code suffix affixed to courses on their transcripts (TX-Dallas, CH-Chicago, ON-Online, DC-Washington, D.C.)

Required Core Courses

The following courses assign a \$56 course fee to Online students only

- 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 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 545 - Measurement and Design in Behavior Analysis (3 credit hours)

Optional Supervised Practicum - Online

Students wishing to participate in supervised field experience at an approved site declare their preference upon enrollment in the program and register for online practicum after successful completion of [AB 540](#). Students must be concurrently enrolled in or have completed [AB 565](#) to begin field work (practicum). Depending on the availability of an on-site BCBA credentialed supervisor, students will enroll either in online practicum only, or online practicum and individual supervision.

Field Supervision Option

5 eight week terms (approximately **30** hours per week of field supervised work)

- 4 credit hours (Online Practicum) **or** 8 credit hours (Online Practicum and Individual Supervision)

Field Supervision Option

- EBC 560 - Individual Supervision (1 credit hour)
- EBC 561 - Individual Supervision (1 credit hour)
- EBC 562 - Individual Supervision (1 credit hour)
- EBC 563 - Individual Supervision (1 credit hour)
- EBC 564 - Individual Supervision (1 credit hour)
- AB 630 - Practicum I (0.5 credit hour)(\$20 course fee)
- AB 631 - Practicum II (0.5 credit hour)(\$20 course fee)
- AB 632 - Practicum III (0.5 credit hour)(\$20 course fee)
- AB 633 - Practicum IV (0.5 credit hour)(\$20 course fee)
- AB 634 - Practicum V (0.5 credit hour)(\$20 course fee)
- AB 635 - Practicum VI (0.5 credit hour)(\$20 course fee)
- AB 636 - Practicum VII (0.5 credit hour)(\$20 course fee)
- AB 637 - Practicum VIII (0.5 credit hour)(\$20 course fee)

Optional Supervised Practicum - On-Ground

- AB 615 - Practicum I (1 credit hour)(\$40 course fee)
- AB 616 - Practicum II (1 credit hour)(course fee \$40)
- AB 617 - Practicum III (1 credit hour)(course fee \$40)
- AB 618 - Practicum IV (1 credit hour)(course fee \$40)

Extension Courses

- AB 997 - Practicum Extension (0 credit hours)(course fee \$20)
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