Table of Contents

PART I: ORGANIZATIONAL IDENTITY

Mission Statement ................................................................. page 5
Social Responsibility ............................................................ page 5
Diversity ................................................................................. page 6
Organization and Governance .................................................. page 6

PART II: POLICIES AND PROCEDURES

Federal or National Policies ..................................................... page 8
  Family Education Rights and Privacy Act ............................... page 8
  Personal Information Protection Act ....................................... page 8
  Equal Employment Opportunity Policy ................................ page 9
  Americans with Disabilities Act ............................................. page 9
  Title IX of the Higher Education Amendments ....................... page 10

Institutional Policies ............................................................... page 10
  Acceptable Use of Email, Internet, & Technology .................. page 10
  Alcohol and Illegal Substances ............................................. page 14
  Discrimination and Harassment ............................................ page 14
  Sexual Offense ..................................................................... page 16
  Children on Campus .......................................................... page 17
  Criminal Activity while in Attendance .................................... page 17
  Disorderly, Violent, or Dangerous Behavior ......................... page 17
  Dogs on Campus ................................................................ page 17
  False Information ................................................................ page 18
  Guest Visitation and Responsibility ....................................... page 18
  Missing Persons Reporting ................................................ page 18
  Photography Release .......................................................... page 18
  Reasonable Directives from a School Official ......................... page 18
  Solicitation ......................................................................... page 19
  Unauthorized Entry to School Facilities ................................. page 19
  Weapons ............................................................................. page 19
  Student Rights and Responsibilities ...................................... page 20
  Student Complaint Policy and Log ....................................... page 20
  General Student Grievance and Appeal Procedure ................ page 21
  Academic Honest ............................................................... page 22
  Adler School Copyright Policy ............................................. page 24
  Professional Communication Skills ..................................... page 24
  Student Comportment and Comprehensive Evaluation ........ page 25
Basic Student-Trainee Competencies
Student Referral Policy page 26
Student Development Committee page 27
Student Comprehensive Evaluation Committee page 27
Annual Student Review Process page 28
Satisfactory Academic Progress page 29
Leave of Absence page 30
Administrative Withdrawal page 31
Withdrawal in Good Standing page 32

PART III: CAMPUS RESOURCES

Campus Information page 34
Campus Hours page 34
Lost & Found and Theft page 34
Student Common Areas page 34
Bulletin Boards page 34
Computer Labs page 35

Administrative and Academic Offices page 35
Harold and Birdie Mosak Library page 35
Adler Online page 36
Adler Community Health Services page 37
Center for Learning and Teaching page 38
Department of Training and Community Engagement page 38
Student Affairs page 38
The Adler Institutes for Social Change page 41
Adler Community Health Services page 42

Security Information page 44
Campus Safety page 44
Emergency Procedures and Notification page 44
General Evacuation Information page 45
Active Shooter Response page 46
Reporting Concerning Behavior page 47
Crime page 48
Severe Weather page 48
Medical Emergencies page 48
School Closing Notifications page 49
PART I:
ORGANIZATIONAL IDENTITY
WELCOME TO ADLER SCHOOL OF PROFESSIONAL PSYCHOLOGY!

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

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

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

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

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

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

The ability to engage in socially responsible practice has been adopted as a required competency in all Adler School’s degree programs. Attainment of this competency is achieved through a combination of practical training, coursework, and other activities. The Community Service Practicum (CSP) and Community Engagement Project (CEP) offer students a broad
range of community-based experiences; classes provide information on theories and research on the effects of structural and systemic variables on human well-being; and other educational activities provided by Adler Community Health Services and the Institutes for Social Change, provide students with opportunities to learn how to identify and address a wide range of clinical and social issues.

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

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

**Diversity**

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

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

**Organization & Governance**

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

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

Students have the right to:

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

Without the student’s written consent, student educational records will not be disclosed to anyone outside of those individuals within the Adler School educational community to whom the Act allows access, except in the case that the request qualifies within one of the legal exceptions. A student who wishes to release information to a third party should complete a FERPA–PIPA release form, found online in the Adler Connect Portal.

Directory information pertaining to students or graduates may be released to the public at the discretion of the School. Students or graduates who prefer that their directory information be kept private should inform the Registrar’s Office of this preference in writing.

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

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

The Adler School of Professional Psychology collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. A student who wishes to release information to a third party should complete a FERPA–PIPA release form, found online in the Adler Connect Portal.

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

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

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

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

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

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

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

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

**Title IX of the Higher Education Amendments of 1972**

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

**INSTITUTIONAL POLICIES**

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

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

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

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

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

**Conditions of Access**

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

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

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

As with the telephone, there may be occasion to use these facilities for appropriate personal purposes. Occasional, limited, and appropriate personal use of the School’s communication tools is permitted so long as it does not interfere with the performance of an employee’s job and/or the transaction of School business, consume significant resources or excessive time, give rise to more than nominal additional costs, or interfere with the activities of other employees of the School. Users have no expectation of privacy in connection with use of the School’s electronic communication tools. Anyone using these tools consents to usage monitoring. All communications transmitted, received, and/or stored using any of the School’s electronic communication tools are subject to being accessed and reviewed by the School, regardless of the business or personal nature of the communication. Users should not assume that any such communications are private.

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

1. Monopolizing the School’s electronic communication tools. This restriction includes activities such as sending mass emails or emails with large attachments that are not business-related, sending chain emails, spending excessive amounts of time on the internet, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic.

2. Downloading non-business related audio, video, and picture files that require significant storage space.

3. Installing any software product on or modifying the operating characteristics of any computer system owned or operated by the School, without the permission of the network administrator.

4. Using the school’s communication tools to:
- engage in activities for personal financial gain (e.g., day trading or gambling);
- solicit others for activities or causes unrelated to the School's business;
- disseminate or publish any defamatory, discriminatory, or obscene material;
- infringe, attempt to infringe, or aid in any way in infringement or attempted infringement on another person's or entity's intellectual property rights (e.g., copyrights);
- violate, attempt to violate, or aid in any way in the violation or attempted violation of any applicable telecommunications license or any laws that govern trans-border data flow (e.g., laws dealing with data collection, protection, privacy, confidentiality, and security);
- violate, attempt to violate, or aid in any way in the violation or attempted violation of any other law.

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

**Unacceptable Content**

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

Examples of unacceptable content include, but are not limited to:
- Sexual, racial, ethnic, or religious slurs, drawings, cartoons, or jokes
- Pornographic or sexually explicit language or material
- Unwelcome propositions, requests for dates, or love letters
- Any message that could reasonably be construed as harassment or disparagement of others based on sex, race, age, national origin, religion, disability, sexual orientation, or other status protected by law
- Any other material which is inappropriate for a business environment

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

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

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

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

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

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

**Viruses**

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

**Regulation and Enforcement**

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

**Alcohol and Illegal Substances**

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

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

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

**Discrimination and Harassment**

The School’s designated Title IX Coordinator receives, investigates, and supervises resolution
processes related to reports or complaints of sex discrimination or harassment. The Adler
School’s designated Coordinator is the Associate Vice President for Human Resources. The
Coordinator supervises all sex discrimination and harassment complaints and keeps records
thereof. The Coordinator is also responsible for training and preventative measures in these
areas. Complaints of sex discrimination or harassment should be directed to:
It is the policy of the Adler School of Professional Psychology that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its educational settings, including all academic, required, or School-sponsored activities, whether on or off campus. The Adler School reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination, and/or retaliation in violation of this policy.

Examples of discrimination in violation of this policy include treating an employee, student, or other member of the School community differently in the terms and conditions of his or her employment or education, or making decisions about a person's employment, compensation, or education based upon race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other protected status. To illustrate, faculty may not apply different academic standards to students based on their race, age, or other protected category. Similarly, students may not prevent other students from participating in course work or a School-sponsored activity based on their gender, sexual orientation, or other protected category.

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

There are multiple channels for reporting violations of this Policy. Anyone who has been the subject of, has witnessed, or is aware of discrimination, harassment, or retaliation, should make a complaint as soon as possible to the OHR, or to the responsible supervisor, Chair, or Dean. The Workplace and Student Complaint Form is available on the school website but violations may be reported via other means, including telephone, in person, or email. All employees of the Adler School are responsible for reporting incidents of discrimination, harassment, or retaliation that come to their attention to the Associate Vice President of Human Resources at 312-662-4415 or ehite@adler.edu.

Students also may file a complaint with the OHR as long as it concerns the actions of a School faculty or staff employee, or if it concerns an unknown person or someone outside the School community. Student complaints about the actions of other students are handled by the Office of Student Affairs in conjunction with the OHR. Students who wish to make such a complaint may contact the Associate Vice President of Student Affairs directly at 312-662-4141 or studentaffairs@adler.edu.
The Adler School strongly encourages complainants to make a complaint as soon as possible after an alleged violation occurs. The timelier a complaint of discrimination, harassment or retaliation, the better the OHR will be able to investigate the complaint. OHR’s ability to investigate a complaint may be limited if the complaint is not made within a reasonable time period after the alleged occurrence(s). The OHR encourages the filing of complaints within 120 days of the alleged occurrence(s), although complaints submitted after 120 days will still be investigated and resolved according to this Policy. A complainant should receive an acknowledgement of receipt from the OHR within 10 business days of filing a complaint. If this does not occur, the complainant should contact the OHR directly to confirm receipt of the original complaint. Complaints should be directed to:

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

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

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

This document constitutes general information, and not the complete Non-Discrimination and Non-Harassment Policy

**Sexual Offense**

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

A sexual offense is defined as any unwanted physical contact of a sexual nature, whether by an acquaintance or by a stranger, that occurs without indication of consent of both individuals, or that occurs under threat or coercion. Sexual offenses, as well as threats of sexual offenses and intimidation through threats of sexual offenses, are prohibited by the School.
Children on Campus
Adler does not permit employees or students to bring children under the age of 18 to the office or classroom. Children are allowed to visit the campus only in exceptional circumstances and they must be supervised at all times.

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

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

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

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

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

Students may be subject to different policies and procedures for service dogs at their training and community service partner sites. Students are encouraged to work directly with the sites prior to starting to ensure the best possible experience.
**False Information**
Students are not to provide false information in any form to School officials. Students are not to knowingly misuse, misrepresent or falsify any University record, I.D. card, form, computer resource, or procedure. Students are not to take any actions (verbal, written, or behavioral) based on known incorrect information, with direct intent to be hurtful or harmful to the School.

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

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

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

**Photography Release**
The Adler School of Professional Psychology has the irrevocable and unrestricted right and permission to take, use, reuse, publish, and republish photographic portraits or pictures of all members of the Adler School community. Anyone who registers at, visits, or is employed by the Adler School of Professional Psychology authorizes the use and reproduction by the School, or anyone authorized by the School, of any photographs taken while at the Adler School, without compensation.

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

**Reasonable Directives from a School Official or Office**
Students are not to disregard the reasonable directives, either verbal or written, issued by a School official or office, or obstruct an official in the carrying out of his or her assigned duties or responsibilities. Failure to follow reasonable directives may result in the referral to the student’s Faculty Advisor, Student Development Committee, and/or the Student Comprehensive Evaluation Committee.
**Solicitation**
In the interest of maintaining a productive and non-coercive educational and work environment, the Adler School of Professional Psychology does not permit unauthorized persons to promote or sell merchandise or services door-to-door on campus or on campus floors, nor to solicit, distribute information to, or recruit its students or school personnel for any purpose whatsoever. Any group or individual not affiliated with the Adler School who wishes to distribute literature or printed materials of any kind, to sell or solicit others to purchase memberships, merchandise or services, or to recruit on campus must be specifically authorized to do so by the Office of Student Affairs. The Adler School does not allow credit card companies access to campus under any circumstances.

A “solicitation waiver request” can be obtained through the Office of Student Affairs for the purposes of applying for a table from which to solicit. There is a $50.00 fee for reserving a table, which must be paid by check or cash prior to arrival on campus; if approved, the solicitation waiver request must be displayed at all times. This approval grants the solicitor the ability to sit at a table with two chairs for the approved time. Under no circumstances is the solicitor allowed to leave the table with the intent to approach students. Solicitation waiver requests for the Vancouver campus will be issued by the Registrar/Manager of Campus Operations.

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

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

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

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

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

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

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

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

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

**Student Complaint Policy and Log**

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

**Student Complaint Process**

Step 1: The Student completes the Student Complaint Form and submits to the Office of Student Affairs at studentaffairs@adler.edu.

Step 2: The Office of Student Affairs will respond in writing to acknowledge that they have received the complaint and will direct it to the institutional officer responsible for the area in which the complaint is made.

Step 3: The institutional officer has 30 days to respond to the complaint and will inform the student and the Office of Student Affairs of the decision.
Step 4: If the complaint is not resolved to the student’s satisfaction, the student can follow the General Student Grievance and Appeal Procedure described below.

The Office of Student Affairs will maintain a log entry on a student complaint which includes:
1. The date the complaint was submitted
2. The nature of the complaint
3. The steps taken to resolve the complaint
4. The final decision regarding the complaint, including referral to outside agencies, and date of decision
5. Any other external actions initiated by the student to resolve the complaint, if known by the Adler School (e.g., lawsuit or EEOC investigation)

The information in the log of student complaints, which is maintained by the Office of Student Affairs, is confidential. It may be made available for outside review by the Department of Education, the Higher Learning Commission, and other organizations as required by law. However, steps will be taken to insure the anonymity of any student who files a complaint.

The purpose of an outside review can include but is not limited to:
1. Establishing that the Adler School processes complaints in a timely manner,
2. Demonstrating fairness and attention to student concerns, and
3. Identifying any pattern in the complaints that suggests problems with institutional quality.

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

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

**General Student Grievance and Appeal Procedure**

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

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

**Informal Procedure**

The initial step of the student appeal procedure is for the student to try to obtain resolution or redress through discussions with the person(s) involved. These discussions should be held as soon as possible. Students are strongly encouraged to seek support and assistance from their advisor as well as the Office of Student Affairs.
If the student feels that a satisfactory solution has not been provided, the student should further discuss the matter with his/her faculty advisor for assistance on other options. If the matter is still not resolved, the student should proceed to the formal appeal procedure.

**Basis for Formal Appeal**

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

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

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

**Formal Appeal Procedures**

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

**Academic Honesty Policy**

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

In addition, students suspected of academic misconduct, including plagiarism or research misconduct, are subject to a failing grade for the assignment and course, and the potential for immediate dismissal from their program and the Adler School.
For the purposes of this policy, plagiarism is the submission, in whole or part, of unoriginal material, represented as original and as the work product of the individual student. Academic misconduct refers to any action that involves illicit, unauthorized, fraudulent, or inappropriate behaviors designed to aid in whole or part with the completion of required work at the Adler School of Professional Psychology.

Four types of plagiarism are defined in this policy:

- Resubmission of work done for one course, assignment, or task for another. Defined as auto-plagiarism, this form of plagiarism does not typically involve the submission of the work of others, but, instead, consists of representing as new work that has been previously submitted.
- Minimally rephrasing, paraphrasing or revising the work of others without proper citation or credit. Referred to here as indirect plagiarism.
- Substantial utilization of the published or unpublished work of others without permission, citation, or credit. Known as “cut and paste” or “patchwriting,” this form of plagiarism is referred to as direct plagiarism.
- Purchasing or otherwise acquiring a work in its entirety and submitting it as one’s own is considered the most extreme and egregious form of plagiarism. Referred to in this policy as fraudulent plagiarism.

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

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

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

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

Violations of these policies will result in referral to the Student Development Committee, and/or the Student Comprehensive Evaluation Committee. Depending on the severity of academic misconduct, the level of training, and circumstances associated with the misconduct, consequences will range from failure on specific assignments or required supplemental education to dismissal from the student’s program and the Adler School.
A self-guided training tutorial on plagiarism and academic misconduct is available on the Consortium of Institutional Training Initiatives website (www.citiprogram.org). Students should select the Adler School of Professional Psychology institutional page to access the plagiarism/academic dishonesty tutorial. Annual completion of this tutorial and self-guided evaluation is required for all students in the Doctoral Program in Clinical Psychology.

**Adler School Copyright Policy**

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

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

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

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

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

**Professional Communication Skills**

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

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

**Student Comportment and Comprehensive Evaluation**
The School requires that students demonstrate the highest standards of academic, personal, and professional comportment. The determination of students’ performance is not limited to grades or grade point average, but includes all factors involved in students’ academic and clinical progress and professional development (e.g. cognitive, emotional, psychological, interpersonal, technical and ethical). Upon entry into the program, all Adler School students are provided with a comprehensive evaluation statement regarding the School’s expectations for student comportment.

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

Performance in courses, practica, internship, and qualifying examinations assess a broad range of areas of discipline and academic program specific competencies expected of students as they progress toward their degrees. To ensure that consistent and structured evaluation of students’ performance in these areas of competency occurs throughout their education and training, the Adler School has developed the Student Learning Outcomes Assessment Program. This program is designed to provide multiple measures of students’ performance in the areas of cognitive, emotional, psychological, interpersonal, technical and ethical functioning.

The conduct and performance of students in all aspects of their education and training may be used to assess their academic and clinical suitability. Performance in individual classes may not be predictive of performance in clinical training situations or on qualifying examinations. Professional and ethical conduct is required in interactions with faculty, administrators, other students, clinical supervisors and staff members.

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

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

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

The School reserves the right to take disciplinary action or dismiss a student at any time when a student’s academic or clinical performance, ethical standards, attendance, financial delinquency, emotional stability, or personal conduct are significantly detrimental to the educational goals and purposes of the institution. Students who fail to meet academic or clinical requirements or who violate standards of professional, academic, or personal conduct may be referred for review by the Student Development Committee and/or the Student Comprehensive Evaluation Committee, or face immediate dismissal.

Students with questions as to whether a particular course of action meets the School's expectations for student conduct may receive guidance from their faculty advisor or the Associate Vice President of Student Affairs.
Basic Student-Trainee Competencies Policy

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

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

a) Interpersonal skills: The student demonstrates the ability to listen to and to be empathic with others, to form relationships, and to interact respectfully with others in spite of differing experiences, values, backgrounds, or points of view.

b) Expressive skills: The student demonstrates the ability to appropriately communicate ideas and feelings in oral, non-verbal, and written forms.

c) Cognitive skills: The student demonstrates appropriate problem-solving ability, critical thinking skills, organized reasoning, intellectual curiosity, and flexibility.

d) Affective skills: The student demonstrates an ability to tolerate and manage internal states, uncertainty, and interpersonal conflict.

e) Reflective skills: The student demonstrates the ability to examine and consider personal motives, attitudes, behaviors, and their effect on others. A reflective skill of special relevance is the ability to be open to and to integrate feedback.

f) Personal skills: The student demonstrates a strong work ethic, motivation to learn, personal organization, punctuality, and appropriate self-presentation.

g) Attitudes: The student demonstrates the desire to help and advocate for others, to be open to new ideas, and to act with honesty and concern for ethics.

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

Student Referral Policy

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

When students display behavior which may hinder their academic performance, professional development, or competencies, or violate professional codes of ethics, any member of the Adler
community, including students, staff, and faculty, may refer a student by completing the Student Incident Form. The form is available online and from the Office of Student Affairs.

The term “Student Incident” refers to occurrences, events, or observations in which a student displays behavior which is inconsistent with the expectations of the school, including academic performance, professional competency and comportment, socially responsible practice, or scholarship in the field of study.

Referrals will be directed to the Department Chair or Department Designee who, utilizing established criteria, will consult with the Faculty Advisor. The Department Chair or Department Designee will then determine the level of severity of the concern in accordance with established criteria and will decide whether a referral will be processed and handled by the student’s Faculty Advisor, the Student Development Committee, or the Student Comprehensive Evaluation Committee. A referral may also be directed to the Associate Vice President of Student Affairs who will work with the Department Chair or Department Designee to determine how the concern will be handled.

Incidents referred to a Faculty Advisor are considered minor but warrant intervention from the advisor which may include the development of an individual remediation plan.

**Student Development Committee (SDC)**

The SDC is standing committee within individual academic departments. It is responsible for monitoring the academic progress, professional competence, and behaviors of students at the departmental level. The primary function of the Committee is to guide students who are referred to the Committee toward improved academic performance and professional competency, as required by their profession and field of study.

The referred student will be required to meet with the members of the SDC. After meeting with the student and reviewing all relevant referral information, the Committee will decide the course of action to assist student’s development.

**Student Comprehensive Evaluation Committee (SCEC)**

Major or repeated infractions of an academic, personal or professional nature will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The Committee will conduct a comprehensive evaluation of the student including meeting with the student, review all the relevant information and records of the referral, as well as student’s overall performance at school and at field training site, and previous incident referrals if applicable. The Committee will render a decision of the outcome of the referral and the comprehensive evaluation of the student.

**Appeals**

Students may appeal the referral outcomes by following the Grievance Appeal Policy posted online at http://www.adler.edu/page/campuses/chicago/student-resources/policies-forms.

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

**Annual Student Review Process**

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

**Satisfactory Academic Progress**

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

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

Masters students should complete a minimum of twelve (12) credit hours every twelve months and must satisfactorily complete all of the requirements for graduation within five years of the date of first registration following admission to the program. For degree programs with more than 60 total credits, students may need to take up to 14 credits every twelve months in order to complete their degree requirements within five years.

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

**Good Academic Standing**

All students must maintain a cumulative grade point average of 3.0 on a 4.0 scale in order to be in good academic standing, to participate in practica and internship (doctoral students), to receive financial aid, and to graduate. In addition, students must successfully complete (“B” grade or better) 70% of attempted coursework in each term they are enrolled in order to be eligible for federal student financial aid. Students whose financial accounts are delinquent are not in good standing and are not eligible to register for subsequent terms, begin a practicum or internship, obtain transcripts, or graduate until all outstanding balances are paid in full.

**Leave of Absence**

Students may take a Leave of Absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence Form, securing the required signatures, and submitting it to the Registrar’s Office. A Leave of Absence may be granted for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and/or the Director of Community Engagement prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student’s transcript for each approved term until the student returns to school. Time approved for a Leave of Absence does not impact the maximum time allowed for degree completion.
In order for a financial aid recipient to be approved for an LOA, the student must follow the Adler School's LOA policy as outlined in the Financial Aid and Student Accounts Handbook. Because federal regulations state that LOA is only to be granted for a specific set of circumstances, any leave identified as ineligible per Title IV regulations may not be approved by the Director of Financial Aid and must be reported to the National Student Loan Data System as a Withdrawal. Students are required to speak with the Office of Financial Aid before requesting a LOA in order to receive full explanation of the procedure and the results of the LOA.

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

**Administrative Withdrawal**

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

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

In the event a student is administratively withdrawn from the School, the Office of Financial Aid is required by Federal Law to recalculate a student's eligibility for financial aid awards. A calculation is used to determine the amount of "earned" and "unearned" aid based on the effective date of the administrative withdrawal. If a student completes 60% or less of credits taken during a term, the Office of Financial Aid determines the amount of "earned" aid based on the proportion of credits successfully completed within the term. If a student successfully completes more than 60% of the credits taken in a term, s/he is considered to have earned 100% of the awards disbursed for the term. “Unearned” awards must be returned to the lender. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid funds.

**Withdrawal in Good Standing**

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

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

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

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

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

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

- Students using laptops are advised to use special “laptop locks” to reduce the potential for theft. The School also recommends that students not leave laptops unattended during breaks, particularly meal breaks.

- Purses, testing kits, and other items of value should not be left unattended. Students should be particularly careful to keep track of keys and parking stubs.

- “Found” items can be taken to the receptionist on the 15th floor for safekeeping, if found on weekdays during office hours. On evenings and weekends, found item should be left at the security desk on the 15th floor.

- Items not retrieved from lost and found at the end of each term are disposed of or donated.

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

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

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

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

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

Posting is allowed only on bulletin boards. Postings are not allowed on doors or windows, or on interior or exterior walls. Any organization or person posting in a prohibited area will have their materials removed. No postings are permitted on tables or chairs.

All postings must be removed within three days of the event date.

**Computer Labs**

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

**ADMINISTRATIVE AND ACADEMIC OFFICES**

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

**The Harold and Birdie Mosak Library**

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

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

The Library is a governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI), which serves over 94% of Illinois higher education students, faculty and staff at 145 member institutions.

Among the many benefits of CARLI membership are the I-Share integrated library system that serves 80 institutions; e-resources brokering offers, with over 2500 discounted subscriptions to electronic journals and other resources in fiscal year 2011; the Illinois Library Delivery Service (ILDS), offering 24-hour delivery among 141 CARLI libraries and all of the state’s regional library systems; and the Book Digitization Initiative, a partnership with the Open Content Alliance to provide a digitization opportunity for Illinois academic and research libraries.

The I-Share integrated library system serves as the online catalog for 80 member libraries in Illinois that agree to share resources, so that the Adler School community has access to a combined collection of over 10 million unique items.

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

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

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

As of June 2013, the Library provides access to
  • over 40 research databases in psychology and the related social sciences,
  • full-text electronic content from more than 49,000 unique journal titles,
  • over 23,000 electronic books, and
  • several online collections of newspapers

Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, PSYCTests, DSM Collection, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Science Direct, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, GenderWatch, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.
**Adler Online**

The Adler School offers a selection of online courses and degree programs that are offered with a unique program structure to fit students’ schedule. Adler Online provides individuals with another approach to learning through support of a variety of online and hybrid (combined online and face-to-face) programs that build upon abilities and experiences, add knowledge, and develop skills to promote the personal and professional development of our community.

The courses at Adler Online are offered through Moodle, an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is used by educators around the world as a tool for creating online dynamic web sites for their students. Moodle can be accessed through the Global Login page, or by going to the website directly ([http://adler.mrooms.org](http://adler.mrooms.org)).

**Adler Community Health Services**

Adler Community Health Services (ACHS), the clinical services division of the Adler School of Professional Psychology, provides psychological services to underserved populations through its clinical training programs. ACHS has two service divisions: community mental health and juvenile justice.

*Clinical Training*

Through the community mental health division, ACHS offers the Adler Pre-Doctoral Internship Program in Clinical Psychology which is approved by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The internship is a fully affiliated program, reserving seven full-time positions for Adler School students. The Adler internship program participates in the APPIC match process. Additionally, ACHS offers practica (externships) for Adler students in psychotherapy and in diagnostic assessment.

ACHS’s community mental health division has partnerships with a number of community based service agencies. Interns and externs (trainees) offer clinical services at and through community based partnerships. A trainee will be assigned to one or more community site(s) based on his/her interests, training and educational needs, and abilities. In addition to providing direct clinical service, trainees receive individual, group, and peer supervision; may participate in case management and case disposition meetings; and attend didactic workshops and seminars.

Through the juvenile justice division, ACHS offers a Pre-Doctoral internship and diagnostic assessment and advanced practica (externships) through a partnership with the Illinois Youth Center – St. Charles. The Adler Juvenile Justice Internship is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

*Community Services*

Services provided in the community through community partnerships include individual, group, family, and couples psychotherapy; neuropsychological, personality, and cognitive ability assessment; support groups; parenting groups; consultation; and psycho-educational programs.
The ACHS’s programs and services are designed to assist children, adolescents, adults, couples, families, and groups in dealing with personal issues including marital/family problems, depression, anxiety, stress, school adjustments, family conflict, partner distress, grief/loss, substance abuse, and other emotional/psychological issues. ACHS provides services to underserved and disadvantaged populations. Populations served include currently and formerly incarcerated persons, the homeless, people affected by HIV, and children, families, and elders who are struggling with poverty.

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

**Center for Learning and Teaching**

The Center for Learning and Teaching (CLT) supports and advances the Adler School’s culture of academic excellence. The CLT supports students by providing services that help them take their next steps towards scholarly excellence. For faculty, the CLT serves as a place to connect with colleagues, explore new pedagogical approaches, and dialogue on issues in teaching and learning. Further, faculty-student forums facilitate discussion and learning outside the traditional classroom environment. The CLT supports all members of the school’s learning community and challenges them to maximize their personal and professional potential. The CLT is committed to exploring and sharing diverse approaches to learning and professional growth and offers space for private consultation, quiet study, and large group workshops and seminars.

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

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

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

**Department of Training and Community Engagement**

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

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

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

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

Student Health Insurance
The Adler School is committed to personal and communal health which means, in part, making sure that students have access to quality, affordable healthcare when necessary. As such, the School requires all full-time students to have health insurance.

All full-time students will be automatically enrolled in a student health insurance policy every year. Students who already have health insurance, perhaps through a family or employer policy, may request a waiver of the school-offered health insurance policy online at www.studentinsurance.com. Continuing students or those beginning study in the fall may waive the school-offered policy during the first two weeks of the fall semester only; students who begin studies during the spring or summer semesters may waive the school-offered policy during the first two weeks of their initial semester. Students may enroll in the school-offered policy later in the year in accordance with the insurance company's policies.

The Office of Student Affairs oversees student enrollment in and waivers of the school-offered insurance policy but is unable to assist with ongoing insurance questions due to federal privacy laws. Student should visit www.studentinsurance.com for policy details, or contact a customer service representative at 1-800-285-8133.

University Pass (UPASS) Program
All full-time students at the Adler School are automatically enrolled in and billed for the Chicago Transit Authority’s UPASS system, which entitles college and university students to reduced fare transportation in the City of Chicago. Starting in Fall 2013, the CTA will move from its semester-long UPASS cards to a more permanent Ventra card. As the details of this new system are released the information provided below may change. Up to date information will be posted on the Adler Connect Portal.

What is the Ventra UPASS?
The Ventra UPASS is a plastic ID card issued by the CTA. Unlike the former paper transit cards, the Ventra UPASS will be effective for 4 years, with possibility of renewal. The Ventra UPASS will offer the same reduced fare option to full-time enrolled students, but also can be used over semester breaks or during terms when you are enrolled less than full time. When the reduced fare
benefit is not in effect, you may add funds to your Ventra UPASS to pay for full-fare rides on the CTA.

**What does it cost?**
The UPASS entitles full-time enrolled students to a reduced fare of $1.07 per day, significantly less than the regular fare of $2.25 per ride. You will see a charge on your Adler School account that covers the daily fare for the entire semester. In addition, you will be charged a one-time fee of $4.97 to cover the production of your new Ventra UPASS. The charge to replace a lost, stolen, or malfunctioning Ventra UPASS is $50.
You may also choose to add funds to your Ventra card using cash or a personal credit card; funds may be added at any CTA station with a Ventra machine. These additional funds will only be accessed for transit when your UPASS benefit is not in effect.

**Receiving the UPASS**
New students at the Adler School (or students who are new to being enrolled full-time) may pick up their Ventra UPASS card Monday through Friday, 10am-4pm, at the Reception Desk in the Student Services Hub on the 15th floor. Please bring a picture ID with you when you come to pick up your UPASS. If you are not able to pick up your UPASS during this time, please contact Student Affairs at UPASS@adler.edu to make other arrangements. If the Adler School does not have your complete information, including an ID-appropriate photo, we will be unable to issue a UPASS on-site; while your card is in production, the CTA will provide you with a complimentary 7-day CTA pass.

Returning students who are already in possession of a Ventra UPASS will not need to pick up a new card every semester. Your reduced fare benefit will automatically activate on the first day of each new semester.

**UPASS Waiver**
If you believe you should have your UPASS fee waived, please send an email to UPASS@adler.edu. The email must include your full name, Adler student ID number, and the reason for your waiver request.

Acceptable reasons for exemption from the UPASS program include:
- Living outside of the CTA ridership area
- Possession of a CTA card issued by your employer, the military, or Federal/City Government
- Reliance on paratransit services
- Part-time student incorrectly identified as a full-time student

All waiver requests must be received via email by the end of the Add/Drop Period each semester and will be reviewed after the Add/Drop Period. Once your waiver eligibility has been confirmed, your Adler account will be appropriately credited. Waivers are good for one semester only and must be renewed each term.

**Lost, Stolen, or Malfunctioning UPASS**
Lost, stolen, or malfunctioning Ventra UPASS cards should be reported to the Office of Student Affairs, who will request the printing of a replacement card. The
original card will be permanently deactivated once a replacement card has been requested. Replacement cards cost $50; you must pay the Adler School $50 before your replacement card is ordered.

Use Policies
Your UPASS is not transferable to another person and may be confiscated by the CTA for a full calendar year if it is presented for transportation by anyone other than you. You may also be subject to criminal prosecution for willful misuse of the UPASS or for submitting a photo for the card that depicts someone other than you. The CTA reserves the right to inspect your UPASS and/or ask for additional forms of identification to ensure that you are the rightful owner of the UPASS. You may be denied access to the CTA system if you are not in possession of both your UPASS and additional identification.

More information is available on the UPASS website.

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

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

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

A recent ISE research activity involved investigations of the mental health implications of a proposed amendment to Chicago’s Vacant Buildings Ordinance that holds banks accountable for maintaining and securing houses and other structures on which they foreclose. Another involved investigations of the mental health implications of a proposed revision to the United States Equal Opportunity Employment Commission’s Policy Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964. All of the research activities undertaken at the ISE target issues that are of concern in low income communities. In addition to completing research, students working on these projects use the research results to publish papers and present at conferences.

Recent community outreach projects have included gun violence prevention programming for youth in a Chicago community plagued by high rates of gun violence and: development of a community-based advocacy agenda around employment legislation; and the development of community-based and community informed violence
prevention strategy. The ISE’s outreach efforts involve work with community based organizations, public officials, and advocacy organizations.

Recent public awareness programming has included a presentation by Professor William Bielby, who provided expert testimony to the Supreme Court in the Wal-Mart class action law suit claiming systemic racism and sexism in hiring and promotion practices; panel discussion on the wide range of “off radar” issues faced by people of color within the LGBT community; a series of presentations, radio and television interviews, and op-eds and articles in the print media; and community-based informational programming. The ISE has also hosted seminal conferences on topics such as the Social Determinants of Urban Mental Health which featured topics such as the mental health impacts of industrial activity, open space, food insecurity, and the built environment.

The ISE has two flagship activities in which students may become involved. The Social Exclusion Simulation (SES) is a group experiential learning tool for increasing understanding of complex systems and how the structural barriers that comprise them work to block access to key rights, resources, and opportunities for some members of society, rendering them “socially excluded.” The Mental Health Impact Assessment tool is a process for developing “evidence-based” legislation and public policy to help promote the mental health and wellbeing of entire populations of people, especially the most excluded and marginalized. With support from the Robert Wood Johnson Foundation and the W.K. Kellogg Foundation, ISE-affiliated staff, faculty, and students are conducting theoretical and empirical community-based research that helps ensure that legislation and public policy promote mental health by narrowing mental health disparities and enhancing mental health equity. To learn more about the Institute on Social Exclusion and connect with their work, e-mail ISE@adler.edu.

The Center for the Social Determinants of Mental Health was launched in 2012 as the national center for the generation and dissemination of knowledge and the influence of social conditions on public mental health, particularly as it effects disadvantaged and marginalized populations. It represents the applied work of the ISE and focused on one particular manifestation of marginalization – health inequity. The Center is designed to increase understanding of the wider determinants of health and well-being, address mental health disparities and inequalities, develop and promote the concept of “public mental health,” build community capacity for addressing the social conditions that impact mental health, and advance the integration of mental health considerations into legislative and public policy decision making processes. To learn more about the Institute on Social Exclusion and the Center for the Social Determinants of Mental Health and connect with our work, e-mail ISE@adler.edu.

Institute on Public Safety and Social Justice

The purpose of the Institute on Public Safety and Social Justice (IPSSJ) is to meet public safety challenges with socially just solutions. We work with community groups, peer institutions, and systems partners to address public safety challenges. By forging creative collaborations, we can devise empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail. We believe that by working together, bringing all concerned into the mix, we can improve urban safety outcomes by enhancing human potential and community wellness.
Rather than rely completely on safety strategies that isolate and confine, we strive to develop transformative alternatives that restore people, families, and neighborhoods to their optimal functionality. By mobilizing the wisdom and assets of stakeholders at all levels, IPSSJ seeks to shift the tide in public safety thinking and to create momentum for 21st century solutions that strengthen communities, protect families, and bring people closer together. We aim to create communities where all people can reach their full potential.

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

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

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

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

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

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

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

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

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

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

Emergency Procedures and Notification
While the school strives to provide a safe and secure environment, safety is enhanced when students and employees take precautions such as:
• Never leaving valuables (wallets, purses, books, computers, etc.) unattended
• Traveling with a friend or companion rather than walking alone, especially at night
• Avoiding parking or walking in secluded or dimly lit areas

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

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

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

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

General Evacuation Guidelines and Best Practices

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

Fire Safety
If you smell smoke or see fire:

- Call 911. Calmly relate the nature of the emergency as you observe it. Answer all questions. Do not hang up until instructed to do so by 911 Operator.
- If time permits, call One North Dearborn Security Desk at 312-781-2557. Inform the security officer of the situation and that you have called 911.
- Notify Adler Security Guard at Extension 4455 who will then alert the Life Safety Team
• Close all doors leading to the fire as quickly as possible. This will help confine the fire until the fire department arrives.
• Life Safety Team will begin to lead everyone on your floor to the stairwells – **DO NOT USE THE ELEVATORS!** Members of the Life Safety Team might utilize whistles or other mobile communication devices to assist in alerting others of danger. However, if you do not have a whistle, do not be shy – shout as loudly as you can to alert others.
• Be familiar with the location of ALL stairwells so that if one is blocked, you know where the nearest alternative is located. **There are four stairwells in this building.**
• You will be instructed, via the building emergency speaker system, to proceed to a specific floor and to exit the stairwell onto that floor. The Chicago Fire Department recommends evacuating 2 floors above and 5 floors below the fire/emergency floor in all high rise office buildings. Exiting the stairwells is done to allow emergency personnel to use the stairs without interference.
• Remain in the designated area until further instructions are issued

If your clothes are on fire, immediately:
• STOP wherever you are
• DROP to the floor that is unobstructed
• ROLL repeatedly to extinguish the flames

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

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

*If active shooter person comes into classroom or office:*
• Flee or Shelter in Place - the decision to flee or seek shelter inside the room can only be made by you and is dependent upon the circumstances.
• Try to remain calm; it will aid you in decision making.
• Call 911 if possible, and alert police to the active shooter’s location.
  o If you can’t speak, leave the line open so the dispatcher can hear what is taking place. Usually the location of a caller can be determined without speaking.
• After all options have been exhausted, you may be faced with the decision to overpower the active shooter with force by whatever means necessary.
• If sheltered, always wait for “All Clear” signal from recognized authority and follow directions of uniformed police.
If active shooter is inside the building:
- **Shelter in Place** - secure the room you are in by locking or barricading the door using available material.
- If you cannot secure the room, determine if there is a nearby location that you are able to reach safely and then secure; if you can, safely exit the building.
- Call 911 if possible, and alert police to the active shooter’s location.
- **DO NOT PULL FIRE ALARM.**
- If sheltered, always wait for “All Clear” signal from recognized authority and follow directions of uniformed police.

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

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

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

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

**Crime Prevention Tips:**
- Be aware of your surroundings.
- If you see a suspicious person on your floor, immediately contact security at x4455.
- Lock up all personal valuables, even if you'll "be right back."
- Lock your desk drawers, file cabinets and other storage spaces at the end of the day and take your keys with you.
- After hours and on weekends, be sure to check in and out at the Security Desk.

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

**Preparation for severe weather:**
- Close all windows, blinds and curtains.
- Move loose items away from the windows to reduce flying debris if the window should break.

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

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

* If the patient is coherent, let him or her decide what to do:
  - Rest for a short period
  - Call a taxi cab and go home

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