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MAHATMA GANDHI



ADLER
SCHOOL of Professional
Psychology

2010 | 2011 COURSE CATALOG

Adler School of
Professional Psychology
Catalog 2010-2011



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The School: An Overview

The Adler School of Professional Psychology (Adler School) was established in 1952 and is a private, not-for-profit institution of higher education. With a commitment to continuing the work of the first community Psychologist, Alfred Adler, the Adler School holds the following values as core to our educational programs: social interest, pluralism, courage, excellence and pragmatism. The School is an independent school of professional psychology, drawing students from North America and internationally.

While enjoying international recognition for the expertise of its faculty and excellence of its educational programs, the School has established an outstanding reputation for innovation within its educational programs, institutes, and community and clinical services. The Adler School learning community is comprised of persons of diverse cultures, ages, educational backgrounds, personal interests, and professional experiences. To read more about the Adler School, visit our web site at www.adler.edu.

Facilities and Campus Locations

Chicago Campus:

The Adler School of Professional Psychology – Chicago Campus
17 North Dearborn
Chicago, IL 60602

The Chicago campus community begins the 2010-2011 academic year in a new campus location in the heart of downtown Chicago's Loop. The new campus provides Adler School students with more than double the amount of space including 27 classrooms with state-of-the-art AV technology, library commons with seating for 70 and dedicated space for instructional support, Mediascape collaborative workspaces, a Wellness Studio for yoga, meditation, and relaxation, and many other exciting features.

The Chicago campus is easily accessible by bus, train, or automobile and also features secured bicycle storage facilities. Located near the campus are a number of prestigious colleges and universities, public libraries, lake front parks, museums, and public parking facilities. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Navy Pier, Auditorium Theater, Chicago Theater, Oriental Theater, Sears Tower, Shedd Aquarium, Adler

Planetarium, and the Field Museum of Natural History.

Vancouver Campus:

The Adler School of Professional Psychology - Vancouver Campus
1090 West Georgia Street
Suite 1200
Vancouver, BC V6E 3V7
Canada

The Vancouver campus is located at the corner of West Georgia Street and Thurlow, in the heart of Vancouver's dynamic shopping and business core. With stunning views, the campus boasts state of the art classroom and administrative technology and newly renovated classroom and office space for Vancouver students, faculty, and staff.

The Vancouver Campus is conveniently accessible through public transit. The Burrard Skytrain station is easily accessed one block away from campus at Burrard Street (between W. Georgia and Dunsmuir). The Skytrain's Millennium and Expo Lines are just one station away from Waterfront, where connections for the Sea Bus and West Coast Express are available. A major bus hub is also located at Burrard and Dunsmuir Streets, which is 20 minutes from the Vancouver International Airport. Located downtown in an area that is well-known for its shops (Robson Street, and the Pacific Centre Mall) and restaurants, we are also just moments away - either on foot or a brief bus ride - from theatres, the Art Gallery, Stanley Park, and English Bay Beach.

The School's Mission

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

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

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

Social Responsibility

Building on the work of Alfred Adler, the vision of the Adler School of Professional Psychology emphasizes the importance of educating socially responsible practitioners. In accordance with Adlerian principles, it is only through interest in the broader community that humans evolve. Adler extended this view to recognize the larger context, including the social conditions, within which individuals are situated.

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

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

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

Nondiscrimination Policy

The Adler School of Professional Psychology is committed to nondiscrimination and equal opportunity in employment and education regardless of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, political beliefs, disability, or veteran status or any other protected status under local, state, or federal law. The educational programs, activities, and services offered to students are administered on a nondiscriminatory basis subject to the provisions of all state and federal applicable laws. In these endeavors, the Adler School promotes nondiscrimination and equal opportunity in the student body, faculty, and staff. The Adler School provides reasonable accommodation to students on the basis of documented disability in accordance with the Americans with Disabilities Act (ADA).

The School maintains policies and procedures to support students in their academic endeavors. Policy statements regarding expectations of student behavior and procedural guidelines for resolution of problems are available to all students and to all members of the School community at www.adler.edu. Questions, concerns, or complaints regarding the School nondiscrimination policy and practice or protection against discrimination should be directed to the Vice President of Administration, the Vice President of Academic Affairs, or the Human Resources department and will be handled according to Adler School policies and procedures.

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 faculty and staff, which attracts students the world over. Apparent differences in race, ethnicity, language, religion, values, beliefs, disabilities, class, sexuality, gender, and age are implicit. All are woven into the fabric of excellence at Adler School. At every level of our organization, we invite and embrace diversity of faculty, staff, students, sponsors, trustees, vendors, and our wide range of business partners. The curricula of 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 and Governance

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

Accreditation and Approvals

The Adler School of Professional Psychology holds various accreditations, approvals, recognitions, and memberships, including the following:

- The School has been continuously accredited since 1978 by the North Central Association of Colleges and Schools' Higher Learning Commission. The Commission can be contacted at NCA-HLC, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504, (800) 621-7440, web site: www.ncacihe.org.
- The Adler School has authority to offer courses and programs in the State of Indiana. Its programs in Indiana are regulated by the Indiana Commission on Proprietary Education, which can be contacted at: ICOPE, 302 West Washington Street, Room 201, Indianapolis, IN 46204, (800) 227-5695 (in-state toll-free) or (317) 232-1320.
- The Adler School doctoral program in Clinical Psychology has been accredited by the American Psychological Association since 1998. The APA's Committee on Accreditation can be contacted at The Office of Program Consultation and Accreditation, 750 First Street NE, Washington, D.C. 20002, web site: www.apa.org. 202-336-5979
- Adler Community Health Services Internship program in clinical psychology has been accredited by the American Psychological Association since 2005. The APA's Committee on Accreditation can be contacted at: The Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC, 20002-4242, (202)336-5979, www.apa.org.
- The Doctoral Program in Clinical Psychology is listed as a Designated Doctoral Program in Psychology by the National Register of Health Service Providers in Psychology.
- The Adler School Substance Abuse Counseling Program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program.

- The Adler Clinical Hypnosis Program Curriculum has been approved by the American Society of Clinical Hypnosis (ASCH) Standards of Training as an accredited program in hypnosis. ASCH is the certifying body for hypnosis training and practice worldwide.
- All degree programs offered at the Adler School Vancouver Campus, have ministerial consent under the authority of the Degree Quality Assessment Board (DQAB), Ministry of Advanced Education, Government of British Columbia, P.O. Box 9177, Victoria, BC, V8W 9H8, Canada.
- The Adler School's educational offerings are approved for veterans' education by the State Approving Agency for Veterans' Education.
- This school is authorized under Federal law to enroll eligible international students.

Rights Reserved

This Catalog and its contents are not to be construed as a binding contract between the Adler School and the student. The Catalog merely presents the offerings and requirements in effect at the time of publication. The School makes no guarantee that the offerings and requirements will remain the same.

The Adler School reserves the right to refuse to admit or readmit any applicant. Furthermore, the Adler School reserves the right to dismiss any student at any time who fails to give satisfactory evidence of academic or clinical ability, earnestness of purpose, or active cooperation in all requirements for acceptable program completion.

The Adler School reserves the right to change its admission or academic requirements, rules, policies, tuition, fees, curricula, courses, course content, and graduation requirements and to apply such changes to current and new students alike. The School, while always working to communicate changes that affect its learning community, may make such changes as necessary and with or without advance notice. Course offerings and requirements are continually under examination, and revisions are expected.

Library Services

The 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 are available to help the Adler Community to make the fullest use of academic resources for research and curricular needs. In the service of our mission, we select, organize, present, preserve, and teach the resources that best address the current and anticipated academic needs of our students, faculty, and community affiliates.

The Library is a member of the I-Share integrated library system that serves as the online catalog for 76 member libraries in Illinois. I-Share member libraries agree to share resources, so that the Adler School community has access to a combined collection of over 9 million unique records.

Library services for students and faculty at the Chicago Campus include:

- A reserves collection of required and recommended class materials
- 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
- Individual instruction in the selection and use of databases

Vancouver Campus students and faculty have access to all electronic resources, including full-text e-book and e-journal content. Interlibrary loan of articles and book chapters is also available. A librarian liaison provides remote individual and classroom instruction to the Adler Vancouver community.

The Library's print collection comprises approximately 12,000 circulating books, over 100 print journal titles, and more than 480 instructional audiovisual materials. The Library also licenses 63 research databases in psychology and the related social sciences, as well as full-text electronic content from more than 23,000 unique journal titles, over 8,000 electronic books, and several collections of newspapers. Major electronic resources include: PsycINFO, PsycARTICLES, PsycBOOKS, ProQuest Psychology Journals Collection, ProQuest Theses and Dissertations Full Text, Science Direct, SAGE Journals Online, LexisNexis Academic, Academic Search Premier, Credo Reference, Counseling and Therapy in Video, Mental Measurements Yearbook and Tests in Print, SocIndex Full Text, Psychiatry E-books Online, and MEDLINE plus Full Text.

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

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

Active participation in consortial activities facilitates interlibrary loan delivery of materials not held at the Library. The Library is a member of the Center for Research Libraries and the Metropolitan Library System (MLS), as well as a governing member of CARLI, the Consortium of Academic and Research Libraries in Illinois. These memberships enable the Libraries to participate in resource sharing and collection development programs on a statewide and a national scale.

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

Center for Learning and Teaching

The Center for Learning and Teaching at the Adler School of Professional Psychology promotes professional excellence and lifelong learning for the Adler Community. Students, faculty, and staff have access to a broad range of

technologies, critical resources, and professional development opportunities that support Adler's commitment to professional and personal fulfillment.

The Center is staffed by a Director, a Writing Coordinator and additional support personnel available to help the Adler community explore diverse ways to enhance learning and professional growth. Some of the opportunities include assistance with:

- Use of technology
- Writing and research
- Conference presentations
- Course specific knowledge
- Stress management
- Test taking
- Exam preparation
- Syllabus preparation
- Innovative teaching strategies

The Center offers a space for quiet study as well as collaborative group learning. It is a place where faculty, staff, and students receive professional consultation and interact around the content of their courses for successful learning and teaching outcomes.

Professional Writing Skills

Students entering the field of professional psychology or counseling must demonstrate excellent communication skills in order to effectively perform their responsibilities. The ability of students to convey ideas and information effectively in writing is evaluated throughout their education and training from admission through final project.

The Adler School of Professional Psychology offers all students the opportunity to develop and improve their writing skills through the Academic Writing Coordinator. The coordinator conducts workshops and individual consultations with students on any aspect of their academic or professional writing. Students who would like assistance with writing are encouraged to contact the coordinator for more information or to schedule appointments.

Students whose writing has been evaluated as needing further development by faculty members or site supervisors may be required to meet with the Academic Writing Coordinator. This evaluation may include the requirement that a student enroll in and successfully complete a course in professional writing. The Director of Student and Alumni Affairs will provide written notification to the student of such a requirement. Students who receive such notification may appeal the requirement by meeting with their faculty advisors and submitting the "Basic Professional Writing Petition to Appeal" form with supporting documentation to their Academic Program Director.

Students required to take the writing course must enroll in the course during the term following notification. A student may be required to take the course more than once. Students who fail to complete the required course will be referred for review to the Student Comprehensive Evaluation Committee.

Adler Community Health Services

Adler Community Health Services (ACHS) provides psychological services to underserved populations through its clinical training programs.

Clinical Training

ACHS offers the Adler Pre-Doctoral Internship Program in Clinical Psychology that 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 four full-time and one part-time position(s) for Adler School students. The Adler internship program participates in the APPIC match process. Additionally, ACHS offers two practica (externships) for Adler students, one in psychotherapy and the other in diagnostic assessment.

ACHS has partnerships with a number of community based service agencies. Interns and externs offer clinical services at and through community based partnerships. A trainee will be assigned to a particular community site 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; participate in case management and case disposition meetings; and attend didactic workshops and seminars.

ACHS, also, offers the Adler Prison Internship and the Adler Prison diagnostic assessment practicum (externship) through a partnership with the Illinois Youth Center – St. Charles. The Adler Prison 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 classes; 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. In the spirit of socially responsible practice, ACHS reaches out and provides services to underserved and disadvantaged populations.

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

Adler Institutes for Social Change

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

Born out of the belief that the field of psychology can make invaluable contributions to the social good by working in close collaboration with other professions, the Institutes are staffed by professionals in the fields of law, social work, urban planning, and sociology/criminology. Students may work with the Institutes as research or teaching assistants. They may also conduct their Community Service Practica at the Institutes. There are two Institutes for Social Change: The Institute on Social Exclusion was established in 2005; and, the Institute for Public Safety and Social Justice was established in 2009.

Institute on Social Exclusion

A central theme in the work of the Institute on Social Exclusion (ISE) is the idea that structural features of our society such as our laws, public policies, institutional behaviors, and cultural values and beliefs create social injustice; and, that social justice requires the reconstitution of these structures.

Recent ISE research activities involve investigations of immigrant homelessness in Chicago, the displacement of Chicago's public housing residents, and suicides rates in metropolitan Chicago. Another research project involved the identification and documentation social exclusion indicators, such as food insecurity, access to primary health care, homeownership, incarceration in supermax prisons, death by preventable disease, youth confined to life in prison without parole (LWOP), and the digital divide.

Recent community outreach projects include gun violence prevention programming for youth in a Chicago community plagued by high rates of gun violence; and community mobilization and messaging to increase awareness of the Neglected Infections of Poverty; new educational programming that will address international women's issues; the needs of survivors of state-sponsored torture, and the needs of survivors of sexual violence in Rwanda and the Democratic Republic of the Congo.

Recent public awareness programming include implementation of the Social Exclusion Simulation ; and a speakers series that featured the Right Honorable Hilary Armstrong, MP, UK Prime Minister Tony Blair's first Cabinet Minister for Social Exclusion; Peter Hotez, the president of the Sabin Institute and noted researcher and advocate for addressing the Neglected Infections of Poverty; and Dorothy Roberts, professor of Law at Northwestern University and expert on the intersection of race, science and public policy. A major theme of ISE public awareness programming is the social determinants of mental health, highlighted in an international conference featuring Dr. David Satcher, the 16th Surgeon General of the United States and former director of the Centers for Diseases Control and Prevention.

Institute on Public Safety and Social Justice

The purpose of the Adler School's *Institute on Public Safety and Social Justice* is to promote socially just policies and practices within the justice system through research, education, advocacy and community involvement. The IPSSJ aims to build safer, healthier communities by recognizing that safety is a fundamental component of health - both individual health and community health. IPSSJ strives to assist communities in cultivating resources that alleviate public safety concerns and lead to overall community health.

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

We believe that public safety and social justice are *not* mutually exclusive constructs. The work of the Institute will elevate the discourse about the critical safety and security issues we face. We aim to push the conversation forward – toward effective public policy, community participation in public

safety endeavors, and law enforcement and homeland security practices that make sense in our current national and global contexts.

IPSSJ's objectives for creating social change include:

- Community outreach that addresses community-identified public safety and social justice issues and technical assistance to address those issues;
- Public education and awareness to encourage public dialogue around safety and security and socially just policy issues;
- Applied research that informs public safety and national security policies and practices.

Admission Policies and Procedures

Minimum Admission Requirements

Master of Arts Programs

Applicants to the Master of Arts programs should have at minimum a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university. Applicants are typically required to have a grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work. Applicants to M.A. programs (except the M.A. in Police Psychology program) must have the equivalent of 12 semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods. Equivalent coursework in other social sciences may also be considered. It is highly recommended that any outstanding prerequisites be completed by the end of a student's first semester at Adler School.

Applicants to the M.A. in Counseling Psychology: Art Therapy program are also required to have completed the following:

- A course in lifespan development or child and adolescent development
- Eighteen (18) semester credit or 27 quarter hour credits in studio art that demonstrates proficiency and disciplined commitment to visual art in three or more visual art media.
- A portfolio of original artwork (15 examples in three or more different media) is required to be presented by applicants who are invited in for an interview with an Art Therapy faculty.

Doctor of Psychology in Clinical Psychology Program

Applicants to the Psy.D. in Clinical Psychology program need to have completed at minimum a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university. Applicants are typically required to have a grade point average of 3.25 or higher on a 4.0 scale for undergraduate and graduate course work. Applicants must have the equivalent of 18 semester credit hours in psychology with grades of "C" or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods. Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants. **Application materials must be**

received by the Office of Admissions prior to the February 15th application deadline to be considered for fall admission.

Possession of the minimum requirements does not ensure admission to Adler School degree programs. The School reserves the right to admit or deny admission based on the professional judgment of the faculty and/or administrative personnel involved in the admissions process.

Approved applicants for all degree programs will be invited in for a personal interview as the final step in the application process.

Application Process

The Adler School of Professional Psychology takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The School admits individuals with a record of outstanding academic achievement and a commitment to social responsibility. Ideal candidates for admission are those who will make a difference in the lives of the individuals, families, and in the communities they plan to serve upon graduation.

All applicants should fulfill the minimum admission requirements for the program they choose and must demonstrate acceptable proficiency in spoken and written English. Applicants nearing completion of a baccalaureate degree may apply for early admission contingent upon successful completion of the undergraduate degree.

Applicants must submit the following:

- Adler School Application for Admission;
- Application fee (\$50.00);
- Autobiographic essay/personal statement;
- Resume or curriculum vitae;
- Official transcripts from every college or university attended;
- Three letters of recommendation accompanying the Adler School recommendation form; and
- Graduate Record Examination (GRE) – recommended but not required.

Application forms can be completed online or mailed to the Office of Admissions. Students submitting U.S. or Canadian transcripts should have official transcripts sent directly to the Office of Admissions. Other international transcripts must be evaluated by a transcript evaluation service such as World Education Service (www.wes.org) or Educational Credential Evaluators (www.ece.org). Please contact the Office of Admissions for specific transcript translation requirements.

Application Deadlines

Priority Deadlines

The Adler School employs a rolling admissions process. While applications are accepted throughout the year, a February 15th priority deadline is in place for the doctoral program. Programs fill early, and applicants are strongly encouraged to begin the application process at least six to twelve months before their desired term of entry.

Applicants seeking admission to the Psy.D. program for Fall semester should submit all application materials by the priority deadline of February 15th in order for interviews to be scheduled and notification of acceptance to be

completed by April 1. Those who are admitted must notify the Office of Admissions and submit the tuition deposit no later than April 15, indicating their intent to matriculate in the subsequent Fall term. Space permitting, applications submitted after the deadline will be accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria. These criteria state that acceptance of an offer of admission that is given or left in force after April 15 commits students to not solicit or accept an offer from the Adler School without first obtaining a written release from any institution to which a commitment has already been made. The February 15th deadline does not apply to certificate and Masters level programs.

Program	Priority Deadline	Term of Entry
<i>Chicago Campus</i>		
Psy.D. in Clinical Psychology	February 15th	Fall entry only
M.A. in Counseling Psychology	Rolling	Fall entry only
M.A. in Counseling Psychology – Online/Hybrid	Rolling	Fall and Spring
M.A. Counseling Psychology Specialization in Rehabilitation Counseling	Rolling	Fall entry only
M.A. Counseling Psychology Specialization in Forensic Psychology	Rolling	Fall entry only
M.A. Counseling Psychology Specialization in Sport and Health Psychology	Rolling	Fall entry only
M.A. Marriage and Family Counseling	Rolling	Fall entry only
M.A. in Gerontological Counseling	Rolling	Fall entry only
M.A. in Counseling and Organizational Psychology	Rolling	Fall entry only
M.A. in Counseling Psychology: Art Therapy	Rolling	Fall entry only
M.A. in Police Psychology	Rolling	All
Specializations/Certificates	Rolling	All
<i>Vancouver Campus</i>		
M.A. in Counselling Psychology	Rolling	Fall and Spring
M.A. in Organizational Psychology	Rolling	Fall entry only
M.A. in Community Psychology	Rolling	Fall and Spring

Evaluation of Applicants

Completed applications will be reviewed by the Admissions Committee. Applicants who are approved by the Admissions Committee will then be scheduled for an interview with a member of the Adler School faculty.

Applicants are evaluated on many factors including the following:

- Academic performance;
- Content and clarity of written and verbal communication;
- Strength of recommendations;
- Personal and professional presentation throughout the admissions processes;
- Community service interest and/or experience;
- Professional and/or prior work experience; and
- Integrity, motivation, and personal ethics.

Provisional Admission

Successful applicants may be admitted with full standing or provisionally at the sole discretion of the Admissions Committee. Provisional admission may be granted when an applicant does not fully meet the requirements for admission but demonstrates exceptional motivation or other qualifications as well as the ability to comply with additional conditions specified by the Admissions Committee.

Provisional status will be noted in the student's academic file until the provisional criteria have been met. Students will be notified in writing when full admission has been granted. It is the responsibility of students to actively pursue completion of admission conditions and to submit documentation that conditions have been met. Students who do not satisfy the conditions set forth to achieve full admission will not be allowed to continue in the program.

Acceptance of Admission

Applicants who are offered admission to an Adler School program have thirty days or until the priority deadline notification for Psy.D. to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (Psy.D. students) or \$300 (M.A. and specialization students) nonrefundable tuition deposit which will be credited toward payment of the first term's tuition and fees. Applicants for admission may receive a refund of the tuition deposit if a letter requesting cancellation is received within five working days after their statement of acceptance is received by the School; otherwise, admitted applicants who choose not to enroll shall forfeit their deposit.

If a statement of acceptance is not received from applicants within the stated deadline the offer of admission will no longer be valid, and the applicant's files will be inactivated.

Deferring Admission

Students who have been fully admitted into a degree program may defer their admission for up to one year after their original term of admission. To defer admission the student must have their statement of acceptance along with the appropriate tuition deposit, and a \$500 nonrefundable deferment fee on file with the Office of Admissions at the appropriate campus. Students who defer their admission will be subject to program requirements in effect at the time of the new application. Students that defer admission but do not matriculate must reapply for admission as outlined in the Admissions Process section of the current catalog. The Office of Admissions does not maintain student files for students who do not enroll by their intended start date.

Applicants who do not matriculate into a degree or certificate program do not have the right of access to their admission files.

International Applicants: Chicago Campus

International applicants must submit a completed application as outlined above. In addition, any applicant whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 1147. Students that have earned a Bachelor's or Masters Degree in an accredited program in the United States will not be required to take the TOEFL. Minimum TOEFL requirements are as follows:

Paper-based TOEFL

550

Computer-based TOEFL (cbt)	213
Internet-based TOEFL (ibt)	79

Applicants educated outside of the United States should contact the Office of Admissions as early as possible to obtain additional forms that may be required for document translation. International applicants must also submit documentation of sufficient financial resources to complete the program and provide for living expenses while attending the Adler School. Once enrolled in the program, students must pay tuition and fees according to the school's payment schedule. Current international students will not be allowed to register for classes if they have an outstanding balance which jeopardizes the student's ability to remain in the U.S. under their F-1 student visa.

Students that have been accepted into a degree program at the School will be issued an I-20 upon receipt of their Statement of Acceptance, the appropriate tuition deposit, and all other financial verification paperwork. Students should allow enough time for securing an F-1 student visa in their country for travel to the U.S. It is the student's responsibility to provide the Office of Admissions with a current foreign address and mailing address, if different, along with the intended U.S. address. I-20s cannot be mailed to Post Office Box numbers.

Once students arrive on campus, they must notify the Office of Admissions of their arrival and update their U.S. address. I-20s cannot be updated with Homeland Security until we receive this information.

International students must have their I-20s updated each year they are in attendance at the School. Students must maintain full-time status each term as outlined by the school for their program. If the student has extenuating circumstances that require that they are enrolled less than full-time, the student must request an exception from the Office of Student and Alumni Affairs. If an exception is given, a letter will be issued to be used to update the student's SEVIS record and to accompany the student's I-20.

Students should not attempt to enter the United States without their current and updated I-20.

Although the School does not provide financial assistance for International Students in the form of financial aid or tuition reduction, students are eligible for Adler School scholarships unless otherwise noted.

International Applicants: Vancouver Campus

International applicants must submit a completed application as outlined above. In addition, any applicant whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Scores should be sent directly to the School by the testing service. The Adler School's code number for receiving test scores is 6215. Students who have earned a Bachelor's or Masters Degree in an accredited program in Canada or the United States may not be required to take the TOEFL. Minimum TOEFL requirements are as follows:

Paper-based TOEFL	580
Computer-based TOEFL (cbt)	240
Internet-based TOEFL (ibt)	92

Students should achieve a minimum of 22 on each of the four sections of the IBT: reading, writing, listening, and speaking.

Students may also submit the International Language Testing System (IELTS) score. A minimum overall band score of 7 is required.

International students possessing citizenship from a country outside of Canada must apply for a Study Permit. For more information, please contact (in North America) (888) 242-2100 or www.cic.gc.ca. Once enrolled in the Adler School program, students must pay tuition and fees according to the school's payment schedule. Adler School, Vancouver Campus participates in the Citizenship and Immigration Canada (CIC) Off campus Work Permit program for international students, www.cic.gc.ca/english/study/work-offcampus.asp.

Although the School does not provide financial assistance for International Students in the form of financial aid or tuition reduction, students are eligible for Adler School scholarships unless otherwise noted.

Students-at-Large / Non-Degree Seeking

Students who wish to take classes for personal pursuit not related to a degree program at Adler School or qualified graduate students and mental health professionals may be admitted as student-at-large/non-degree seeking (SAL/NDS). Qualified mental health professionals may take courses as SAL/NDS students for continuing education credit or for professional enrichment as long as they meet the minimum eligibility for admission. Graduate students in psychology-related degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler courses will be transferred back and accepted for credit.

Applicants for SAL/NDS must submit a completed application, nonrefundable \$50 application fee, an autobiographical essay/personal statement, a resume or curriculum vitae, and official transcripts from all undergraduate and graduate schools attended. Applications will be reviewed by the Admissions Committee, and prospective students will not be allowed to register until they have been approved for admission as an SAL/NDS student.

If admitted as SAL/NDS, a student may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the School Catalog. Graduates of Adler School degree programs who are approved as SAL/NDS may take up to 18 credits within one academic year. SAL/NDS students are not eligible for financial aid and may not enroll in courses which are reserved for students fully admitted to particular degree programs. Appropriate courses taken for credit may apply toward completing a degree for SAL/NDS students, who are admitted to a degree program within one year of completing SAL/NDS courses. Successful completion of course work, however, does not guarantee admission to a degree or certificate program. An SAL whose application to a degree or certificate program has been denied may not enroll in further courses or continue as a student-at-large.

Because students-at-large are limited to a total of nine (9) credit hours of course work within one academic year, persons who plan to pursue a degree or certificate program should apply for admission at the earliest opportunity. Students-at-large who have completed nine credit hours of courses may not register for additional courses until such time as they have been formally admitted to a degree or certificate program. Those who seek admission to a degree or certificate program within one year of completing their last course as SAL/NDS will not be required to pay an additional application fee for the admissions application, but will be required to submit additional information as is required to make that degree program application complete.

Changing or Adding Programs

Psy.D. students may enroll in a Masters degree program, and M.A. students may change from one Adler School Masters degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements for the degree or certificate program at the time of application to the new program. Acceptance into and/or successful completion of one degree or certificate program neither constitutes nor guarantees admission to another program.

Masters degree students who wish to apply to the Psy.D. program must have completed at least twenty-four (24) credit hours of graded course work and be actively engaged in a clinical practicum before applying. Students are required to submit a Psy.D. application, three letters of recommendation from Adler School faculty and practicum supervisors with at least one from their academic advisor and one from their current program director, a 500-word personal statement, a resume or curriculum vitae, and an official Adler School transcript. The application deadlines for Psy.D. applicants apply to Adler School Masters students who are applying for the Psy.D. program. Once all materials are received, the Admissions Committee will review the application and determine whether the applicant will be scheduled for an interview with doctoral core faculty as the final stage of the application process. Students from M.A. programs who have been accepted to the doctoral program must complete all requirements for their M.A. degree no later than one year after acceptance.

Re-admission

Students who were previously enrolled at Adler School, but withdrew from their degree program or were administratively withdrawn, must wait one year to submit a new application for admission and will be evaluated according to current admission requirements. If readmitted, applicants/students will be subject to program requirements in effect at the time of the new application. This also applies to students who seek to return to the School following an approved leave of absence, withdrawal in good standing, or other absence including Adler School alumni who wish to return to the School.

When previously withdrawn students are granted re-admission to the Adler School or when alumni apply for admission to a different program, a case-by-case review of the student's prior academic record will be done to determine whether credit can be granted for formerly completed coursework. Many factors are pertinent to the school's determination to give credit for previously completed coursework including but not limited to (a) the length of time that has passed since the coursework was originally completed, (b) the grade earned in the course, (c) the performance evaluation completed by the student's advisor/supervisor, and (d) curriculum changes that may have occurred and been formally instituted since the student's withdrawal from the school. There are no fixed and absolute rules regarding granting credit for previously completed course work. Instead, a formal review of the unique academic and training history of each applicant will occur and a determination will be made at the discretion of the Admissions Committee in consultation with the Program Director. A formal audit of previously completed coursework will be undertaken only after enrollment into a degree program.

Transfer Credit

Students accepted for admission may be granted transfer credit for graduate level courses previously taken at another accredited institution. A maximum of twelve (12) credit hours may be transferred into a M.A. program and a

maximum of twenty-four (24) credit hours may be transferred into the Psy.D. program from other accredited institutions.

Upon enrollment into a degree program, a review of the unique academic and training history will occur and a determination will be made at the discretion of the School. Requesting transfer credit must be done in a timely fashion and it is an extensive process that involves a review of previous academic work including syllabi and grades earned. It is Adler School policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment. Courses completed more than 5 years prior to time of enrollment are automatically prohibited from transfer credit, as are requests to transfer electives or practicum/internship requirements.

Academic Policies and Procedures

Schedule

The year-round instructional format consists of three semesters. Each credit hour is equal to 14 contact hours of instruction, which is supplemented by appropriate reading, research, study, and other educational activities students are expected to undertake between class sessions. Courses are held during daytime, evening, and weekend hours. In addition, some courses are offered using an online format or a blended format with both on-line and classroom instruction. The learning outcomes and objectives are the same for online, blended, and traditional classes.

Registration

Term schedules are published and updated online (via WebAdvisor). Students register on-line and registration deadlines are published each term. Please consult the academic calendar for specific dates. Students who wish to take more than 15 credits within a semester must first receive written approval from their Program Director.

Students who wish to add courses or exams after the published add/drop period, can do so by submitting this request in person to the Office of the Registrar. Students wishing to add courses or exams after the published add/drop period must consult Student Accounts and Financial Aid prior to submitting their request.

Class Attendance – Chicago Campus

Fall/Spring Semesters

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two unexcused classes in a semester will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of "F" (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of "No Credit" or "NC" and be referred to the Training Committee for review.

Summer Semester

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two unexcused (or one 5-hour per week) class sessions will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of "F" (Fail). Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of "No Credit" or "NC" and be referred to the Training Committee for review.

Class Attendance – Vancouver Campus

Students are responsible for maintaining regular and punctual attendance during each class session. Students who expect to miss or arrive late for class must notify the instructor in advance. Students who miss more than two classes in a semester will receive a grade of "F" (Fail) and must repeat the course. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. In those instances in which a class is offered on a weekend intensive format (that is, three or fewer class meetings in a semester), missing one class will result in a grade of "F" (Fail). For courses that meet once every other week (e.g., 7 full-day class meetings) over a 14-week semester, missing more than one class in a semester will result in a grade of an "F" (Fail) and students must repeat the course. Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester will receive a grade of "No Credit" or "NC" and be referred to the Training Committee for review.

Application of Attendance Policies

The above policies establish the obligations of students to adhere to class attendance standards and the rights of Instructors to give students lower or failing grades for breaches of the policy.

Instructors consider extenuating circumstances (e.g., student accommodation needs) when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students that are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

Full-Time and Half-Time Status

To be considered full-time, Doctoral students must enroll in ten (10) or more credit hours each term. Doctoral students enrolled in between five and nine (5-9) credit hours each term are considered half-time. Doctoral students registered for less than five credit hours are considered less than half-time and are not eligible for federally funded financial aid.

M.A. and certificate students must enroll in eight (8) or more credits to be considered full-time. Master and certificate students enrolled in four to seven (4-7) credits are considered half-time, and those enrolled in fewer than four credits are considered less than half-time and are not eligible for federally funded financial aid.

Students registered for practicum, dissertation proposal, dissertation, or internship satisfy the requirement for full-time study, and are eligible to receive Title IV funding and deferments. Students, who are only registered for half-time internship, dissertation proposal continuation, doctoral dissertation continuation, or practicum continuation, meet the requirement for half-time study, and are eligible to receive Title IV funding and deferments. Students who register for Oral Defense only in any given term **are not** eligible for Title IV funding. Students carrying a full-time load are encouraged to limit any employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

Course Drop and Withdrawal - Chicago

Students wishing to drop a course or exam must do so before or during the published add/drop period. Students who wish to drop a practicum or internship course must have prior approval from the Director of Training. Please consult the academic calendar for specific dates. The official date of the drop is the date the student drops the course via online registration system, WebAdvisor.

After the published add/drop period of a semester, electronic approval via e-mail from the student's Advisor or Program Director is required. Notifying the instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the student sends the e-mail request to withdraw from the course to their Advisor or Program Director. Students may not withdraw after the eighth week of a semester during the Fall and Spring terms. Please consult the academic calendar for the deadline to withdraw from a class during the summer term. Students who stop attending class or fail to complete an exam without submitting an official drop or withdrawal form will receive a grade of "F," "NC," or "NP" for the course. In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam.

A drop fee is charged for courses dropped during the add/drop period. Students, who drop a course or exam during the add/drop period, may receive refunds in accordance with the established refund policy. Students, who are withdrawn due to disciplinary or academic reasons, may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

Course Drop and Withdrawal –Vancouver Campus

Students wishing to drop a course or exam must do so via the School's online registration system, WebAdvisor, during registration week. Students wishing to drop a course after registration week must do so in person by submission of the appropriate forms to the Registrar.

Notifying your instructor or ceasing class attendance does not constitute an official drop or withdrawal. The official date of the withdrawal is the date the drop is processed online via WebAdvisor or the date the drop form is received by the Registrar's Office. Students may not withdraw after the eighth week of a semester during the Fall and Spring terms. Please consult the academic calendar for the deadline to withdraw from a class during the summer term. Students who stop attending class or fail to complete an exam without submitting an official drop or withdrawal form will receive a grade of "F," "NC," or "NP" for the course. In addition, students may not withdraw from a course or exam after the published end date of the course or due date of the exam.

A drop fee is charged for courses dropped during the add/drop period. Students, who drop a course or exam during the add/drop period, may receive

refunds in accordance with the established refund policy. Students, who are withdrawn due to disciplinary or academic reasons, may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

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.

Administrative Withdrawal will be noted on the transcripts of students who have been administratively withdrawn. Students who wish to return to their studies must submit a new application for admission no sooner than one year after their dismissal and, if admitted, must follow the regulations and program requirements in effect at the time of the new admission. Students readmitted to the School may be eligible to receive up to 24 credits for coursework completed either at the Adler School or another institution. Students who wish to appeal the decision of Administrative Withdrawal can follow the procedures of the Grievance Policy posted online at www.adler.edu.

Withdrawal in Good Standing

Students may withdraw from the 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 any 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.

Satisfactory 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. Students in all degree programs are reviewed annually by faculty members to determine satisfactory progress and provide comprehensive feedback to students.

Masters students must 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.

Doctoral students must complete at least eighteen (18) credit hours every twelve months and must satisfactorily complete all requirements for graduation within seven years of the date of first registration following admission to the program. Students enrolled in dissertation or internship, are considered to be maintaining minimum credit requirements for satisfactory academic progress. These requirements constitute the minimum enrollment necessary to be considered in good academic standing. Students who fail to maintain good academic standing are referred to the Student Comprehensive Evaluation Committee for review and can face dismissal from Adler School.

Academic Standards

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

Only two grades of "C" and no grades of "D", "F", or "NC" may be counted toward completion of degree requirements. A maximum of six (6) credit hours may be repeated to remediate deficient grades and, thus, qualify for graduation. Both the original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

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

Student Conduct and Comprehensive Evaluation

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

Such comprehensive evaluation of student-trainees is necessary to protect the public and the profession.

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

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

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

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

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

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

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

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

Qualifying Examinations

In addition to satisfying course work, practica and other program requirements, doctoral students must also pass three qualifying examinations. Qualifying examinations are important capstone tasks, integrated throughout the doctoral curriculum, and providing students with the opportunity to integrate course material and practical training, reflect upon the educational and training experiences and apply their learning to clinical and social issues. In addition, the exams enable faculty to evaluate students' progress toward expected learning outcomes for the doctoral program.

The Community Service Capstone Paper requires students to integrate experiences acquired during their Community Service Practicum (a requirement of the doctoral program) with theories and research covered during first year courses. Students are required to conduct a critical review of relevant empirical and theoretical literature in psychology on an issue related to a community or social problem encountered at their practicum site. The topic of the capstone paper must be approved by the student's faculty advisor. The goal of the project is to assess the student's ability to conceptualize a community problem, integrate information from courses and the independent literature review and develop a plan and method of intervention to alleviate that problem. Students are expected to register for this requirement upon completion of one-year full time matriculation or the completion of 51 credit hours, whichever comes first. The Community Service Practicum and related seminar must also be completed prior to engaging in the capstone task. Further information on the capstone examination is provided in the Community Service Capstone Paper Handbook.

Masters Level Licensure/Registration

Graduates of the Master of Arts programs in Counseling, Organizational Psychology, Gerontology, Marriage and Family Therapy, and Art Therapy are qualified to sit for the licensing examination for Licensed Professional Counselors (LPC) in the State of Illinois. With additional post-graduate, supervised clinical experience, graduates of the M.A. programs are eligible to sit for the licensing examination for Licensed Clinical Professional Counselors (LCPC) in the State of Illinois. However, students are advised that licensure requirements in some states may require them to take additional coursework beyond those currently required by the Adler School. M.A. students should

consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly.

Graduates of the M.A.Counseling program at the Vancouver Campus are eligible for membership registration with the British Columbia Association of Clinical Counsellors (www.bccounsellors.org) and/or the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). For other specialized licensure/certification requirements, students should consult the appropriate degree section of the catalog.

Students are advised that licensure requirements are subject to change based on new legislation, and students are encouraged to regularly consult with licensing boards and agencies about current requirements. Students, who intend to practice in locations other than the State of Illinois or the province of British Columbia, are also encouraged to consult with the appropriate agency or board relevant to local licensure requirements.

Doctoral Level Licensure/Registration

All psychologists and Masters level professionals who offer direct services to the public must be licensed or certified by the state or province in which they practice. Because licensure requirements vary from state to state and province to province, students should plan ahead to ensure they will be able to meet all requirements of a particular state or province. Licensure at the doctoral level typically requires completion of a period of postdoctoral supervised experience and successful completion of the Psychology Licensure Examination as well as satisfaction of other requirements of individual states or provinces. Licensure at the Masters level typically requires completion of post-Masters supervised experience and successful completion of Licensed Professional Counselor and Licensed Clinical Professional Counselor Examinations as well as satisfaction of other requirements required by individual states or provinces.

Respecialization in Clinical Psychology

Individuals possessing a doctorate in psychology or in an area primarily psychological in nature may apply for respecialization in clinical psychology. This retraining program requires students to complete the necessary coursework and clinical practica to be eligible for internship and licensure. The curriculum for students admitted into the respecialization program is individualized and takes into account the background and needs of applicants. For further information, please contact the Psy.D. Program Director.

Grading System

Traditional letter grades are given for most courses offered. A limited number of courses are evaluated on a pass/no pass basis. The grading system is as follows:

Chicago Campus:

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0

F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
NP	No Progress	N/A
AU	Audit / No Credit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

Vancouver Campus:

<u>Grade</u>	<u>Description</u>	<u>Grade Point</u>
A+		4.25
A	Excellent	4.00
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-		2.75
C	Marginal	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
NP	No Progress	N/A
AU	Audit / No Credit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

In Progress

A temporary grade of "IP" (In Progress) is given to students, who are engaged in practicum, internship, field experiences, independent study, thesis, dissertation, or courses in which completion of work may typically be expected to exceed the end of the term. The "IP" will be removed from the transcript when the final grade has been posted.

No Progress

A grade of "NP" (No Progress) is given to students enrolled in Master's Thesis, Dissertation Proposal or Dissertation, whose work does not indicate that they are making required progress on completion of their thesis, dissertation proposal, or dissertation. Any student receiving three consecutive grades of NP will be referred to the Student Comprehensive Evaluation Committee for review. The "NP" will be removed from the transcript when the final grade for Masters Thesis, Doctoral Dissertation Proposal, or Doctoral Dissertation has been posted.

Incomplete

An "I" (Incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the normal time allowed. An Incomplete grade is allowed only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for

receiving an incomplete grade. Students must request an Incomplete grade prior to the due date of the final requirement of the class in question.

For an Incomplete grade to be granted, students must file a completed Incomplete Agreement form with the Registrar that has been approved and signed by the instructor. The form states specifically what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. The maximum time limit for finishing incomplete work is the end of the following term.

Notation of an "I" grade remains on the transcript alongside the final grade following completion of the requirement. Receipt of one or more "I" grades may preclude students from enrolling in subsequent terms, may render the student ineligible for federal student aid, and may result in the student being referred to the Student Comprehensive Evaluation Committee (SCEC).

If the course work is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the grade "Incomplete" will be changed automatically to an "F" (Fail). Students who receive an "F" will be referred to the Student Comprehensive Evaluation Committee (SCEC) for evaluation. Students who do not meet with the Student Comprehensive Evaluation Committee when requested to do so may face immediate dismissal from their program and Adler School.

Credit/No Credit

A grade of "CR" (Credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminar, practicum seminars, practicum/internship requirements, the qualifying examinations, Masters thesis, and the doctoral dissertation. A grade of "NC" (No Credit) is assigned upon unsatisfactory performance in practicum or a course offered on a pass/no pass basis. Grades of "CR" are not used in calculating the grade point average; however, grades of "NC" are used in calculating the grade point average and are considered failing grades for the purposes of student assessment.

Audit

Students registered to audit a course will receive, upon successful completion of the course, a designation of "AU" on their transcripts, which signifies neither credit nor a grade. Once an audited course is completed, it cannot be changed to credit at a later time.

Grade Corrections

Once a grade has been recorded on the student transcript, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students must notify the instructor. The instructor will work with the Office of the Registrar to review and correct any errors on a student grade sheet and transcript.

Students may file a grade appeal by following the procedures of the Grade Appeal Policy, which is posted online at <http://www.adler.edu>.

Only grades of "C" or lower can be appealed, and these may be appealed only if a grading standard was not set or not followed by the instructor.

In addition, if a student is appealing a grade for a course that is a prerequisite for a subsequent class, he or she cannot register for or attend subsequent classes until the grade for the prerequisite has been resolved.

Grade changes or alterations to student records are not permitted after a degree has been officially posted to the academic record.

Leave of Absence

Students may request a Leave of Absence due to illness or other extenuating circumstances by completing a Leave of Absence form and submitting it to their faculty advisor. Leave of Absence forms must be signed by the student's faculty advisor, as well as the Director of Student and Alumni Affairs. Students are eligible for a leave of absence if they have no disciplinary, ethical, financial, clinical, or academic inquiries pending. Signed forms must be submitted to the Registrar's Office. A Leave of Absence may be granted for up to three terms (one calendar year). If a student has accepted a practicum or internship prior to requesting a leave, or is completing a practicum/internship at the time of the request, the student must contact the Director of Training and Community Service prior to submission of the form to their faculty advisor. The Leave of Absence will be noted on the student's transcript for each approved term until the student returns to school. Time approved for a Leave of Absence does not impact the maximum time allowed for degree completion.

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

Family Education Rights and Privacy Act – FERPA (Chicago)

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

Students have the following rights:

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

Student education records will not be disclosed to anyone outside of those individuals within the Adler School educational community to whom the Act allows access, without the student's written consent, except in the case that the request qualifies within one of the legal exceptions. To release your information

to a third party, please fill out a FERPA – PIPA release form online at www.adler.edu.

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

Students, who believe their privacy has been violated, have the right to file a written appeal to the Director of Student and Alumni Affairs.

Personal Information Protection Act – PIPA (Vancouver)

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

Adler School of Professional Psychology collects relevant personal information about its students and has processes in place to protect the privacy of these records. Student records will not be disclosed to a third party unless the student has given written consent or the request qualifies as a legal exception. To release your information to a third party, students must complete and submit the FERPA – PIPA document release form online at www.adler.edu.

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

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

Students with Disabilities

It is the policy of Adler School of Professional Psychology to offer reasonable accommodations to qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the BC Human Rights Code. If a student with a disability wishes to receive accommodations in order to participate in the courses, programs or activities offered by the School, the student may request accommodations by contacting the Office of Student and Alumni Affairs. The use of these services is voluntary and confidential.

The Office of Student and Alumni Affairs will work directly with qualified students to develop a reasonable accommodation plan. It is the student's responsibility to present their accommodation plan to their instructor(s) in order to receive necessary accommodations. Accommodations are not granted retroactively.

The following schedules of tuition and fees are effective as of August 30, 2010. The school reserves the right to add or change any of the fees or charges listed below at any time without prior written notice. Changes in tuition and fees apply to current and new students.

Chicago and Fort Wayne

2010-2011 Tuition and Fees Schedule

Admissions Fees and Deposits

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs	\$300
Deposit (non-refundable) – Psy.D. program	\$500
Deferral Fee	\$500

Tuition

Tuition – Standard M.A. and Certificate Credit Hour	\$925
Tuition – Standard Psy.D. Credit Hour	\$1,030
Tuition – Audit M.A. and Certificate Credit Hour	\$460
Tuition – Audit Psy.D. Credit Hour	\$515
Tuition – CPD-MAP Rate w/Deferred Billing	\$1,100
Tuition – Non-CPD MAP Rate	\$925

Registration-Based Fees

Fee – Prerequisite Course	\$1,382.50
Fee – Writing Course	\$1,850
Fee – Community Service Capstone	\$1,030
Fee – Dissertation Preparation Seminar	\$175
Fee – Dissertation Proposal	\$1,030
Fee – Dissertation Proposal Continuation	\$1,030
Fee – Dissertation (per semester)	\$1,030
Fee – Dissertation Continuation	\$2,060
Fee – Dissertation Oral Defense	\$380
Fee – Internship, Full-Time (per semester)	\$1,030
Fee – Internship, Half-Time (per semester)	\$515
Fee – Professional Liability Insurance	
-Practicum and Internship (per semester)	\$55
-Community Service Practicum (per semester)	\$30
Fee – Student Services (per semester)	\$215
Fee – M.A. Qualifying Exam	\$925
Fee – Psy.D. Qualifying Exam	\$1,030

Degree Completion Fees

Fee – Graduation (per degree)	\$140
Fee – Continuing Ed Certificate Processing	\$30
Fee – Replacement Diploma	\$40

Miscellaneous Fees

Fee – Course Drop	\$50
Fee – Late Registration	\$300
Fee – UPASS - University Pass (per semester, full time only)	\$86
Fee – Returned Check (per occurrence)	\$50
Fee – Official Transcript	\$10
Fee – Transfer Credit Evaluation (per course)	\$150
Fee – Late Payment Fee (percentage of past due balance)	2%

*To be eligible for Deferred Billing rate, you must be both (1) enrolled in the Masters of Police Psychology program; and (2) be employed by an entity that offers tuition reimbursement. Please contact the Office of Student Accounts at (312) 201-5900 x201 for more information.

Payment Information

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover or American Express. Payment may also be remitted by paper check or money order on campus at the Office of Student Accounts. Checks are to be made payable to The Adler School of Professional Psychology. Unless otherwise indicated, tuition and fees are listed in U.S. dollars, and remittance must be made in U.S. dollars.

Tuition and fees are due and payable in full two weeks prior to the start of the semester. Payments made to the School are first applied against any previously existing balance, then to current charges.

Students are responsible for all tuition and fees at the time due regardless of pending employer or third-party reimbursement, unless other financial arrangements have been made. Students approved for financial aid funds are exempt for the amount of aid anticipated, until those funds are disbursed.

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. The School retains the right to administratively withdraw students whose accounts are past due, and to charge all associated fees. It is the policy of Adler School to submit delinquent accounts to external collection agencies.

Tuition Refund Policy – Chicago

Students who have officially withdrawn from the School or specific courses may be entitled to a tuition refund to be paid within 14 business days of receipt of the official withdrawal form (via Registrar's Office) or from the date the course is dropped (via WebAdvisor). Refunds will be based upon the total charge incurred rather than the amount paid by the student. Mandatory fees, which include but are not limited to the Student Services Fee, are not

refundable once the semester has begun. Only tuition charges will be refunded based on the following schedule:

Chicago 15 Week Semester Schedule – Ground Classes

End of 7 th calendar day of the semester (11:59 p.m.)	100%
End of 14 th calendar day of the semester (11:59 p.m.)	50%

Chicago 15 Week Semester Schedule – Online Classes

End of 14 th calendar day of the semester (11:59 p.m.)	100%
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Chicago 10 Week Semester Schedule – Ground and Online Classes

End of 7 th calendar day of the semester (11:59 p.m.)	100%
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Students who formally withdraw from the Adler School will be refunded in accordance to the school's refund policy based on the official withdrawal date processed by the Registrar's Office.

Students who are approved for a leave of absence and are currently registered for coursework will be refunded in accordance to the school's refund policy based on the official drop date processed by the Registrar's Office.

Students who are administratively withdrawn from the School are subject to the School's tuition refund policy. In addition, those students who participate in financial aid programs are subject to the return of Title IV funds as mandated by the Federal Government. Please see the Financial Aid section of the catalog for more information.

Tuition Refund Policy – Fort Wayne

The Indiana Commission on Proprietary Education (ICOPE) requires that all educational programs operating in the state of Indiana utilize and publish the following Refund Policy. Adler School students taking classes in Fort Wayne, IN are subject to this refund policy. The exact language from the ICOPE follows. In this instance, the "institution" refers to the Adler School.

1. Adler School will make the proper refund no later than thirty-one (31) days of the student's request for cancellation or withdrawal.
2. A student is entitled to a full refund if one (1) or more of the following criteria are met:
 - (A) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
 - (B) The student does not meet the institution's minimum admission requirements.
 - (C) The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the institution.
 - (D) If the student has not visited the institution prior to enrollment and upon touring the institution or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

3. A student withdrawing from an instructional program, after starting the instructional program at the institution and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
4. A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
5. A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
6. A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
7. A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund.

Tuition and Fees - Vancouver

2010-2011 Tuition and Fee Schedule

Admissions Fees and Deposits (in Canadian Dollars)

Admissions Application Fee	\$50
Deposit (non-refundable) – M.A. programs (will be applied to first semesters tuition)	\$300
Deferral Fee	\$500

Tuition

Tuition (per credit hour)	\$690
Tuition – Audit (per credit hour)	\$345

Registration-Based Fees

Fee – Student Activity/Library Fee (per term)	\$150
Fee – Late Registration Fee (per occurrence)	\$50
Fee – Course Add Fee (per occurrence)	\$50
Fee – MA Thesis Continuation	\$690
Fee – MA Qualifying Exam	\$800

Miscellaneous Fees

Fee – Course Drop Fee:

Fee – Returned Cheque (per occurrence) \$25

Payment Information - Vancouver

Tuition and fees are due and payable during the week of registration. Vancouver students may pay tuition and fees by cheque or money order made payable to the Adler School of Professional Psychology. The School also accepts Visa, MasterCard, American Express, and Interact Direct payment.

Students are responsible for all tuition and fees at the time due regardless of pending employer or third-party reimbursement, unless other financial arrangements have been made. Students approved for financial aid funds are exempt for the amount of aid anticipated, until those funds are disbursed.

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. The School retains the right to administratively withdraw students whose accounts are past due, and to charge all associated fees. It is the policy of Adler School to submit delinquent accounts to external collection agencies.

Vancouver students who opt for a deferred payment plan at the time of registration are responsible for paying their tuition and fees over a 3-time payment plan. The first installment is due at the time of registration. Subsequent payments are listed on the registration form published each term. The deferred payment plan is an additional \$15/credit hour.

Tuition Refund Policy - Vancouver

Students who have officially withdrawn from the School or specific courses may be entitled to a tuition refund to be paid within 14 business days of receipt of the official withdrawal or drop form. Refunds will be based upon the total charge incurred rather than the amount paid by the student.

The percentage of tuition refunded, excluding the nonrefundable tuition deposit and all other fees, is determined in accordance with the following schedule:

- 1) Refunds before the program of study begins:
 - a) 100% tuition refund excluding the nonrefundable tuition deposit and all other fees, including a \$50 drop fee.
- 2) Refunds after the program of study starts:
 - a) If written notice of withdrawal is received by the institution, or a student is dismissed, within 10% of the program of study's duration, the institution may retain 30% of the total fees due under the contract.
 - b) If written notice of withdrawal is received by the institution, or a student is dismissed, within 30% of the program of study's duration, the institution may retain 50% of the total fees due under the contract.
 - c) If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

To initiate a refund, written notice must be provided:

- (a) By a student to the institution when the student withdraws; or
- (b) By the institution to the student where the institution dismisses a student.

Refund entitlement is calculated on the total fees due under the contract, less the applicable non-refundable application or registration fee. Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date and a student may be required to make up for monies due under the contract.

Financial Aid - Chicago Campus

The Adler School of Professional Psychology offers student financial assistance to eligible students via the U.S. Department of Education - Title IV Federal Assistance Program. A variety of financial tools are available to students while enrolled at the Adler School. These financial tools include the following options:

- Scholarships
- Direct Loans
- Direct Graduate PLUS Loans
- Alternative Loans (Available to U.S. Citizens and International Students)
- Federal Work Study
- Veteran's Benefits
- Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program)

In order to be awarded financial assistance through the Office of Financial Aid, a student must complete a financial aid file and must meet all eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application for Federal Student Aid (FAFSA) to the Department of Education at www.FAFSA.ed.gov using our school code, G20681.

Financial Aid Eligibility Requirements

Students wishing to receive financial aid at the Adler School must meet the following eligibility criteria:

- Be actively enrolled in a degree or certificate program at the Adler School.
- Maintain satisfactory academic progress: completion of at least 70% of all attempted coursework and a cumulative GPA of at least a 3.0.
- Maintain at least half-time enrollment as defined by your academic program:
 - M.A. or Certificate candidates: at least 4 credit hours per semester
 - Psy.D. candidates: at least 5 credit hours per semester
 - - OR - enrollment in any of the following: Practicum, Practicum Continuation, Internship (part-time or full-time), Dissertation Proposal, Dissertation, Dissertation Continuation

In addition to the above, students who wish to receive federal financial aid must also:

- Be a U.S. citizen or permanent resident
- Not be in default on any previously awarded federal student loan

Types of Financial Aid

Student Loans

Loans are borrowed money that must be repaid with interest. Repayment of federal loans does not begin until a student graduates, withdraws from school, or ceases to maintain at least half-time enrollment. Students are informed of Direct Loan awards in their financial aid award letter. If students require additional aid, they can apply for either a Direct Graduate PLUS Loan or Alternative (Private) Loan.

Both the Direct Loans and Direct Graduate PLUS Loans are offered with an upfront fee rebate, reducing the amount in loan fees paid at origination. Students must make the first 12 monthly payments on-time; otherwise the rebate amount will be added to the principal balance.

Direct Loans disbursed during the 2010-2011 academic year have a fixed interest rate of 6.8%, with a 0.5% origination fee (after the loan fee rebate). Repayment begins 180 days (six months) after the last term in which a student is enrolled at least half-time.

There are two types of Direct Loans: subsidized and unsubsidized.

Subsidized Direct Loans

Subsidized Direct Loans are need-based loans. While a student is enrolled at least half-time in an academic institution or during any other period of loan deferment, *all interest on subsidized loans is paid by the federal government.* Interest on the loan only begins to accrue after the student has graduated, withdrawn, or dropped below half-time enrollment.

The maximum amount per academic year that any student can be awarded in Direct Subsidized loans is \$8,500.

Unsubsidized Direct Loans

Unsubsidized Direct Loans are available to all students who meet financial aid eligibility requirements, regardless of financial need. *Interest begins to accrue on unsubsidized loans immediately upon disbursement.*

Loan Availability and Limits for Direct Loans

Program Level	Maximum Available per Academic Year	Lifetime Student Loan Limits
Psy.D.	\$37,165	Psy.D. candidates can borrow up to \$65,500 in subsidized Direct Loans, and up to a combined lifetime aggregate amount of \$224,000 in subsidized and unsubsidized Direct loans.
M.A. and Certificate	\$20,500	M.A. and Certificate candidates can borrow up to \$65,500 in subsidized Direct Loans, and up to a combined lifetime aggregate amount of \$138,500 in subsidized and unsubsidized Direct Loans.

Direct Graduate PLUS Loans

Direct Graduate PLUS Loans are a federal unsubsidized loan program available to students who need additional aid after accepting their Direct Loans.

Direct Graduate PLUS Loans require credit approval. Direct Graduate PLUS Loans disbursed during the 2010-2011 academic year have a fixed interest rate of 7.9%, with a 2.5% origination fee (after the loan fee rebate). Repayment begins after the last term a student is enrolled at least half-time.

Alternative Loans

These are private loans and cannot be consolidated with Direct Loans. Alternative Loans are not federal loans and are therefore available to international students and borrowers without a FAFSA. Interest rates on Alternative Loans are not fixed and can vary by lender and by borrower's credit rating.

Alternative Loans require credit approval; if credit is denied, an endorser will be required. International students must have a co-signer who is a U.S. citizen or permanent resident in order to receive an Alternative Loan.

Federal Work Study Program

Students who have filed a FAFSA, demonstrate financial need, and have room in their financial aid budget are eligible to participate in the Federal Work Study Program. Eligible students may apply for federal work study positions listed on Moodle.

Scholarships

Adler School Scholarships: The Adler School offers scholarships for both incoming and current students. Full-time Adler School students are eligible to apply for these scholarships. Descriptions of these scholarships and application information can be found on the Adler School website.

Scholarships from Other Institutions: The Office of Financial Aid provides information regarding opportunities for external scholarships through the Adler School's online campus forum, Moodle.

For more information, please see the *Student Finance and Financial Aid Guide*, available through the Office of Financial Aid.

Veteran's Benefits

Students eligible for U.S. veteran's benefits are encouraged to consult with the Office of Financial Aid regarding opportunities for Veteran's educational benefits. Funds are processed according to Title 38, Sections 1651 and 1701, of the State Approval Agency for Veteran's Education.

Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program)

The Yellow Ribbon Program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. The Post-9/11 GI Bill pays up to the highest public in-state undergraduate tuition and fees. The Adler School is a proud participant of the U.S. Department of Veterans Affairs (VA) Yellow Ribbon Program through which the School is able to fund additional tuition expenses that exceed those covered by the Post 9/11 GI Bill. Funds are available to eligible students on a first-come, first served basis. Students are notified by the VA if they are eligible for this funding. Eligibility requirements are set by VA and are as follows:

- Student is a veteran who served an aggregate period of active duty after September 10, 2001 of at least 36 months;
- Student is a veteran who was honorably discharged from active duty for a service connected disability and they served 30 continuous days after September 10, 2001;
- Student is a dependent eligible for Transfer of Entitlement under the Post-9/11 GI Bill based on a veteran's service under the eligibility criteria listed above.

For more details about this program, please contact the Office of Financial Aid. To view the information online, visit <http://www.gibill.va.gov>, click on "Post-9/11 GI Bill and Other Programs" at the bottom of the page and then click "The Yellow Ribbon Program" on the right.

Financial Aid Eligibility and Academic Progress Requirements

In order to participate in Title IV federal assistance, federal regulations require that students meet certain academic criteria in order to remain eligible to receive aid. The Adler School requires students to maintain the following:

- At least a 3.0 cumulative GPA for all course work attempted.
- Completion of at least 70% of course work attempted at the Adler School. Successful completion is indicated by a grade of A, B, C, or P. Incomplete (I) or In-Progress (IP/CIP) grades do not count until changed to A, B, C, or P. Once the grade change goes into effect, it is the student's responsibility to notify the Office of Student Financial Aid.

If a student is unable to meet either of these criteria, s/he will be placed on financial aid probation. If a student on probation again fails to meet either of these criteria in any subsequent semester of enrollment, the student will be ineligible to receive federal financial aid for the duration of his/her time at the Adler School.

Exception – If a student withdraws from courses mid-semester due to a medical condition, death of a family member, or another exceptional circumstance, s/he may appeal to the Office of Financial Aid to maintain financial aid eligibility. Medical or other documentation may be required.

Registration Deadline for Financial Aid

To ensure that student loan refund checks are distributed each semester in a timely manner, the Office of Financial Aid calculates students' financial aid budgets the week prior to the start of a term. If it is determined that a student has applied for more financial aid than his/her budget allows, the school will reduce the amount of disbursed student loans to fall within budget guidelines. For this reason, **we strongly recommend that financial aid recipients finalize their registration at least two weeks prior to the start of a term.** If a student adds courses after his/her financial aid budget has been calculated and any necessary loan reductions have been made, the student may contact the Office of Financial Aid to request additional funds.

Administrative Withdrawals

In the event a student is administratively withdrawn from the School, the Office of Financial Aid is required by federal regulation 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 the term, the

Office of Financial aid determines the amount of “earned” aid based on the amount of the term completed. If a student completes more than 60% of the term, s/he is considered to have earned 100% of the awards disbursed for the term. “Unearned” awards must be returned to the lenders. The student is responsible for repaying the School for any balances owed as a result of the return of financial aid money.

Additional Requirements and Regulations

Recipients of financial aid must attend at least one debt management seminar prior to graduation. Seminars are offered each term by the Office of Financial Aid. Federal regulations stipulate that all students awarded Direct Loans must complete an online entrance loan counseling session before their loans can be disbursed. Additionally, an exit loan counseling session is required upon graduation or withdrawal from the Adler School of Professional Psychology.

International Students: Chicago Campus

International students are eligible for Alternative Loans. Alternative Loans are approved based on credit ratings and usually require a co-signer, who is a U.S. citizen. Students should also contact their appropriate government and provincial agencies to find out about additional sources of aid to help cover expenses while completing their course work. International students are encouraged to contact the Office of Financial Aid to obtain additional information.

Adjustments and Cancellations

The Office of Financial Aid reserves the right to modify a student's financial aid award at any time during the academic year. The following circumstances could lead to an adjustment or cancellation of a student's financial aid award:

- Receipt of additional funding not listed on your Institutional Application, such as private scholarships, vocational rehabilitation assistance, veteran benefits, employee tuition reimbursement, fellowships, etc.
- Participation in the Federal Work Study Program, with projected earnings for a semester in excess of your financial aid budget allowance. You will be required to either work fewer hours or have a portion of your loan monies returned to the lender.
- Failure to maintain satisfactory academic progress.
- Failure to maintain at least half time enrollment status.
- Direct Stafford Loan award exceeds lifetime aggregate limit.
- Enrollment status change to less than half time as the result of withdrawal from coursework during an academic term – Return of Title IV calculation
- Administrative withdrawal as the result of review by the Student Comprehensive Evaluation Committee (SCEC) – Return of Title IV calculation.

The Office of Financial Aid reserves the right to hold loan disbursements for students under review by SCEC until the committee has reached a decision.

Financial Aid - Vancouver Campus

StudentAid BC Information for Students

StudentAid BC was created to help eligible students with the costs of post-secondary studies at colleges, universities, university colleges, institutes, and private training institutions. It is a needs-based program, which exists to supplement, not replace, funds available to students through work, savings/assets, and family resources/income. A basic principle of StudentAid BC is that the primary responsibility for the funding of post-secondary education rests with students and their immediate families.

The StudentAid BC Program is a joint program between the federal and provincial government.

The application form for StudentAid BC is a one-stop process to apply for two kinds of funding: loans and grants. These include:

Loans

Canada student loans

This loan is subsidized by the federal government. It is issued in the form of a Schedule 1, also known as a certificate of eligibility.

- Interest will be paid by the federal government while you are attending school [full time](#).
- Maximum assistance is 60 per cent of total funding, up to \$210 per week of study.
- You must be enrolled in at least 60 per cent (40 per cent for students with [permanent disabilities](#)) of a full-time [course load](#).
- Repayment will begin six months after your studies end.

Information is also available online at:

<http://www.hrsdc.gc.ca/en/hip/cslp/cslp.shtml>

British Columbia student loans

- This loan is subsidized by the provincial government. It is issued in the form of a [master B.C. student loan agreement](#).
- Interest will be paid by the provincial government while you are attending school [full time](#).
- Repayment will begin six months after your studies end.

Maximum funding limits - weekly

2010/2011 Weekly Maximums

- If you have dependent children, you can receive up to \$510 per week in combined loan and grant funding.
- If you do not have dependent children, you can receive up to \$320 per week of [full-time](#) study.
- The total amount you receive is determined by the length of your [study period](#).

Grants

Canada Study Grant for Students with Dependents (CSG)

CSG funding is for students with dependents (includes children or other wholly dependent relatives, but does not include your spouse).

The CSG is not 'additional' assistance. The weekly program maximum of \$510 per week of study still applies.

Students with one or two dependants may be eligible to receive up to \$40 in Grant funding for each week of study. Students with three or more dependants may be eligible to receive up to \$60 in Grant funding for each week of study.

Canada Study Grant for the Accommodation of Students with Permanent Disabilities (CSG-PD)

The Canada Study Grant program for students with permanent disabilities is designed to help students overcome educational barriers that they may have due to their permanent disability. Only students with permanent disabilities creating barriers to post-secondary education are eligible to receive non-repayable Grant (for up to \$8,000 per program year) to purchase adaptive equipment and support services to help access public or private post-secondary institutions.

CSG-PD funding can be used for (if these services are not provided by your school):

- sign language interpretation;
- specialized tutoring services (for disability-related learning barriers);
- note-takers;
- readers;
- attendant care (while at school);
- specialized transportation (e.g. handyDART to and from institution only);
- alternate formats (e.g. large or Braille print, talking textbooks);
- technical or recording equipment, including Braille, talking calculator, and tape recorders;
- computers and other adaptive technical aids and software;
- reimbursement of 75% of the cost of a Learning Disability Assessment up to \$1,200 (if the assessment meets ministry criteria)

To be eligible for reimbursement, students must require the assessment for further accommodation at the school they are attending.

Canada Access Grant for Students with Permanent Disabilities (CAG-PD)

This program assists students with permanent disabilities in both full-time and part-time programs with a grant of up to \$2,000 per program year. The \$2,000 will be applied before any other funding to reduce the assessed need for full-time students. For part-time students, the grant will be awarded before part-time loans.

To qualify automatically, students must have applied and been approved for the British Columbia Student Assistance Program or for the Part-Time studies program and have:

- Previously received a Canada Study Grant for the Accommodation of Students with Permanent Disabilities; or
- Previously been approved to study at a 40% reduced course load for BCSAP through the Appeal Process - Appendix 6: Appeal Request.

International Students: Vancouver Campus

International students attending the Vancouver campus are not eligible for Canadian Federal or Provincial student loans. However, international students are eligible to work off campus through the Canada and Immigration (CIC) off campus work permit program. For more information about this program, please visit www.cic.gc.ca/english/study/work-offcampus.asp.

Programs of Study – Chicago Campus

The Adler School is committed to serving both traditional and nontraditional students. A number of degree programs, certificates, and concentrations can be completed on either a full-time or part-time basis. However, because of the demands required for students seeking graduate education and training in professional psychology, it is typically required that students enroll full-time in order to focus the necessary time and attention to their studies and clinical training. Degree programs and concentrations are offered in the following areas:

Master of Arts (M.A.) in:

- Counseling Psychology
- Counseling Psychology: Online/Hybrid Format
- Counseling Psychology: Art Therapy
- Counseling Psychology: Specialization in Rehabilitation Counseling
- Counseling Psychology: Specialization in Sport and Health Psychology
- Counseling Psychology: Specialization in Forensic Psychology
- Counseling and Organizational Psychology
- Gerontological Counseling
- Marriage and Family Therapy
- Police Psychology

Certificate Programs in:

- Advanced Adlerian Psychotherapy
- Clinical Neuropsychology
- Marriage and Family Therapy
- Substance Abuse Counseling

Doctor of Psychology in Clinical Psychology (Psy.D.)

Concentrations offered (Psy.D. program):

- Advanced Adlerian Psychotherapy
- Art Therapy
- Child and Adolescent Psychology
- Clinical Neuropsychology
- Marriage and Family Therapy
- Organizational Development
- Primary Care Psychology
- Traumatic Stress Psychology

M.A. in Counseling Psychology - Chicago

The Master of Arts degree in Counseling Psychology (MAC) prepares students to be knowledgeable in foundational theories and methods of counseling. The program offers traditional graduate degree training coupled with an emphasis on the education and training in socially responsible

practitioners. This comprehensive program can be completed in a 2 year period as a full-time student including summer semesters.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors. Students are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in the State of Illinois. Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state credentialing boards can be found on the website of the National Board for Certified Counselors (NBCC) at <http://www.nbcc.org>.

Furthermore, the MAC program has received National Certified Counselor Credentialing by the National Board of Certified Counselors. This provides students with the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE) before graduation. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state licensing requirements. It should be noted that not all states require the NCE. Students are strongly encouraged to check state exam requirements before taking the NCE.

Degree Requirements

Successful completion of the following courses is required for this degree:

210	Professional Development Seminar	0 cr.
211	Community Service Seminar I	1 cr.
212	Community Service Seminar II	1 cr.
213	Community Service Practicum I	1 cr.
214	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
350	Community Psychology	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
433	Parent Education: Adlerian Theory and Interventions	2 cr.
438	Introduction to Addictive Disorders	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
497	Research Methods	3 cr.
502	M.A. Practicum Seminar I	2 cr.
503	M.A. Practicum Seminar II	2 cr.
505	Professional Development, Issues, and Ethics	3 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
510	Preparation for Counseling Practice	3 cr.
516	Individual Appraisal for Counselors in Practice	3 cr.
520	Theories of Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.

623	Life Span Development	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Masters Clinical Qualifying Examination	0 cr.
	Elective	3 cr.
		Total Credit Hours: 60

Curriculum Sequence

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
350	Community Psychology	3 cr.
505	Professional Development, Issues, and Ethics	3 cr.
510	Preparation for Counseling Practice	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
337	Group Psychotherapy	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits = 14

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
623	Life Span Development	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

502	M.A. Practicum Seminar I	2 cr.
506	M.A. Practicum I	1 cr.
497	Research Methods	3 cr.
516	Appraisal of Individuals	3 cr.
569	Lifestyle and Career Development	3 cr.

Term Credits = 12

Spring Term

503	M.A. Practicum Seminar II	2 cr.
507	M.A. Practicum II	1 cr.
433	Parent Education: Adlerian Theory and Interventions	2 cr.
662	Overview of Marriage and Family Models	3 cr.
995	MAC Comprehensive Examination	0 cr.

Term Credits = 8

Summer Term

438	Introduction to Addictive Disorders	3 cr.
	Elective	3 cr.

Term Credits = 6

Total Credit Hours = 60

Graduation Requirements

- 1) Satisfactory completion of 60 credit hours, including all required courses.
- 2) Satisfactory completion of 700 minimum hours of practicum.
- 3) Satisfactory completion of at least 200 hours of community service practicum.
- 4) A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
- 5) Successful completion of the MAC Comprehensive Examination..
- 6) Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
- 7) Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

Practicum

Please see page 79 for details regarding practicum requirements for all M.A. degree programs.

M.A. in Counseling Psychology - Online/Hybrid Format

This Master of Arts degree in Counseling Psychology (online/hybrid) is designed to provide students with an online/hybrid format for studying a foundation in theories and methods of counseling psychology with hands-on, practical, supervised training in counseling psychology techniques. The program offers the best features of a traditional graduate degree level training program coupled with Adler School's emphasis on the education and training in socially responsible practice using an online/hybrid format.

This comprehensive graduate program is designed for working professionals and is delivered on a part-time basis. Blended courses have an online and a campus residence experience which is designed to take place at the beginning of a course. Graduates of the program are well prepared for a wide variety of community mental health positions in human service agencies and organizations in both the public and private sectors. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) in the State of Illinois.

This degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, and students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum

accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org>.

The MACOH program is also approved by the National Board of Certified Counselors (NBCC) as a participant in the Graduate Student Application program (www.nbcc.org). This program provides eligible students with the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE). Upon graduation, students can submit their pass scores to The Illinois Department of Professional Regulations (IDPR) in fulfillment of state licensure requirements.

Degree Requirements

The following courses are required to be successfully completed in order to obtain the degree. The staggered format of these online/ blended courses allows for a certain degree of fluidity in the duration and timings of offerings throughout the academic year. Students are encouraged to consult with their Advisors in order to determine the optimal course sequence for them to satisfy prerequisites requirements and prepare for practicum placement.

The program is designed for part-time delivery and can be completed in either three or four years. Students can take two or more courses per semester so that they can achieve a desired work-life balance. Blended courses require a mandatory residence component. Residence time occurs at the Chicago campus three times per year on designated weekends (two intensive days) in September, January and May.

*	MAC- 208	Professional Development Seminar	3 cr.
*	337	Group Psychotherapy	3 cr.
	350	Community Psychology	3 cr.
	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	3 cr.
	497	Research Methods	3 cr.
	505	Professional Development, Issues and Ethics	3 cr.
*	510	Preparation for Counseling Practice	3 cr.
*	516	Individual Appraisal for Counselors in Practice	3 cr.
	520	Theories of Psychotherapy	3 cr.
*	537	M.A. Practicum & Seminar I	3 cr.
*	538	M.A. Practicum & Seminar II	3 cr.
*	569	Lifestyle & Career Development	3 cr.
	623	Life Span Development	3 cr.
	647	Biopsychosocial Basis of Health & Dysfunction for Counselors	3 cr.
*	662	Overview of Marriage & Family Therapy Models	3 cr.
	671	Structural & Systemic Bases of Health & Dysfunction	3 cr.
	679	Counseling Multicultural & Marginalized Communities	3 cr.
*	906	Community Engagement Project & Capstone	3 cr.
	995	Master of Arts Qualifying Examination (MAQE)	0 cr.

Total Credit Hours: 60

* = Course requires a residency component.

Graduation Requirements

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of counseling practicum.
3. Satisfactory completion of a Community Engagement Capstone Project.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+."
5. Successful completion of the Master of Arts Qualifying Examination, (MAQE).
6. Full payment of all outstanding tuition and fees.
7. Faculty approval and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology.

The Community Engagement Capstone Project

The community engagement capstone project provides students with the opportunity to complete a supervised experience at an approved site and will be required to accrue a minimum of 50 hours toward the completion of the approved project. Students will work directly with the Department of Training and Community Service to identify potential community partners and projects in the semester prior to the initiation of their placement. Projects may include activities such as community needs assessment, research and publishing, program development and evaluation, community outreach, and advocacy work. Students will be assigned a faculty advisor who will provide advisement and guidance regarding the completion of a capstone paper, due at the conclusion of the community engagement experience.

Please refer to page 79 for information regarding practicum.

M.A. in Counseling Psychology - Art Therapy

The purpose of the Adler School Counseling Psychology: Art Therapy Program is to provide education and clinical training in art therapy and counseling within the context of the Adlerian principles of social responsibility, service in the community and cultural competence. The MAT program focuses on the process of art-making for self-expression and communication.

The Master of Arts in Counseling Psychology: Art Therapy program combines education and clinical training in the field of Art Therapy, core counseling education and training, the theories and practices of Adlerian psychotherapy. The program requires 61 credit hours in coursework including 700 hours of art therapy practicum that is completed over a nine month period. Some students may not be able to complete their 700 supervised hours within the nine month time frame and will need to continue their MAT Practicum and Practicum Seminar into the summer term of their second year. They would then enroll in Practicum Continued, PCO 610, and MAT Practicum Seminar, PCO 468, both of which were developed for students who need more time for completion. The art therapy program can be completed in two years with a fulltime course load over three terms for each of the two years. This program provides students with the academic and clinical training needed to meet the education requirements to apply for registration as an art therapist and to seek counselor licensure in the state of Illinois.

After completing graduate studies and 1500 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). The ATR requires 1,500 hours of clinical art therapy (direct client contact) including at least 150 hours of supervision or at least one hour of supervision for every ten hours of direct client contact. A minimum of 500 hours of this work experience needs to be

supervised by a credentialed art therapist. Up to 500 hours may be supervised by a clinical supervisor who is credentialed in a related field (e.g. social worker, counselor, or psychologist). After an art therapist is awarded an ATR, she/he may work to complete additional requirements in order to apply for the Board Certification examination. With successful completion of this examination, an art therapist is awarded the credential of ATR-BC by the Art Therapy Credentials Board.

Immediately upon graduation from this program, a graduate may apply to take the Illinois Licensed Professional Counselor examination. After receiving this license (LPC), a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. For students planning to work in another state, the school suggests that you inquire about licensing requirements specific to that particular state.. An online search on a state's website is a useful source of this information.

Art therapists work in a wide variety of clinical, educational and social service settings including medical and psychiatric hospitals, schools, wellness centers, drug and alcohol treatment programs, community mental health centers, correctional institutions, shelter programs and treatment centers for those who experience interpersonal violence, and community programs for immigrants and refugees.

Program-Specific Minimum Admission Requirements

Applicants to this program typically require:

- An undergraduate/baccalaureate degree or the equivalent from an accredited institution
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work
- The equivalent of 12 semester credit hours in psychology with grades of "C" or better. These courses need to include general or introductory psychology, abnormal psychology, theories of personality, and psychometrics or research methods. In addition, a course in lifespan development or child and adolescent development is required to meet AATA education standards
- Eighteen (18) semester credit hours, or 27 quarter hour credits in studio art that demonstrate proficiency and disciplined commitment to visual art in three or more visual art media
- A portfolio of original art work (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admissions interview.

As a final step in the application process, applicants who meet the admission standards will be invited for an individual interview with Art Therapy faculty.

Degree Requirements

Successful completion of the following courses is required for this degree:

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
212	Community Service Seminar II	1 cr.
* 213	Community Service Practicum I	1 cr.
* 214	Community Service Practicum II	1 cr.
* 344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
* 345	Assessment, Diagnosis and Treatment Planning in Art	3 cr.

	Therapy (and Lab)	
* 346	Use of Art in Group Therapy	3 cr.
	350 Community Psychology	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	433 Parent Education: Adlerian Theory and Interventions	2 cr.
	438 Introduction to Addictive Disorders	3 cr.
* 450	Lifespan Development in Art Therapy	3 cr.
	451 Socio-cultural and Multicultural Approaches in Art Therapy	3 cr.
	452 Theories and Methods of Intervention in Art Therapy I: Families and Older Adults	3 cr.
* 453	Theories and Methods of Intervention in Art Therapy II	3 cr.
	466 Studio Art	3 cr.
	467 M.A.T. Practicum Seminar I	1 cr.
	468 M.A.T. Practicum Seminar II	1 cr.
* 472	Basic Skills for Psychotherapy	3 cr.
	480 M.A.T. Practicum I	1 cr.
	481 M.A.T. Practicum II	1 cr.
	497 Research Methods (section for art therapy students)	3 cr.
	505 Professional Development, Issues and Ethics in Art Therapy	3 cr.
	520 Theories of Psychotherapy	3 cr.
	569 Lifestyle and Career Development	3 cr.
	647 Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	995 Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 61

* = Required before beginning art therapy practicum

Curriculum Sequence

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.

Term Credits = 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
345	Assessment, Diagnosis and Treatment Planning in Art Therapy (and Lab)	3 cr.
346	The Use of Art in Group Therapy	3 cr.
350	Community Psychology	3 cr.
452	Theories and Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.

Term Credits = 14

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
466	Studio Art	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
505	Professional Development, Issues and Ethics in Art Therapy	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

451	Socio-Cultural and Multicultural Approaches in Art Therapy	3 cr.
453	Theories and Methods of Intervention in Art Therapy II: Trauma	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
480	Art Therapy Practicum I	1 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 11

Spring Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
468	Art Therapy Practicum Seminar II	1 cr.
481	Art Therapy Practicum II	1 cr.
497	Research Methods (MAT Only)	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
569	Lifestyle and Career Development	3 cr.

Term Credits = 11

Summer Term

995	Master's Clinical Qualifying Examination	0 cr.
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Term Credits = 0

Total credits = 61

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses
2. Satisfactory completion of at least 200 clock hours of community service practicum
3. Satisfactory completion of 700 minimum clock hours of art therapy practicum with 350 of those hours in direct client contact
4. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of "C" grade
5. Successful completion of the Master's Clinical Qualifying Examination
6. Successful second year portfolio review
7. Completion of application for graduation and full payment of any outstanding tuition or other fees
8. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Counseling Psychology: Art Therapy

Practicum

Please refer to page 79 for details regarding practicum requirements.

M.A. in Counseling Psychology: Specialization in Forensic Psychology

The Master of Arts in Counseling Psychology specialization in Forensic Psychology (MAC-F) is designed to provide students with a foundation in theories and methods of counseling psychology with specialized training to provide psychological services to criminal justice agencies and the legal community, and to provide therapeutic intervention to criminal justice professionals, including their families, who are suffering the effects of acute or long-term stress related to their professional duties. Counselors with specialized

training in Forensic Psychology may be employed by law enforcement agencies, correctional facilities, private law firms, the Courts, child advocacy centers, and community health agencies. The program offers the best features of traditional graduate degree training programs coupled with Adler School's emphasis on the education and training in socially responsible practice.

The specialization in Forensic Psychology consists of 15 credits of specialized coursework in forensic evaluation, counseling, and investigative support within the framework of the existing 61-credit MA Counseling Psychology degree program, for a total of 62 credits. This comprehensive graduate program can be completed in 24 months of full-time attendance. Students who successfully complete the sequence of courses in the Master of Arts in Counseling Psychology Specialization in Forensic Psychology are prepared to apply for Professional Counselor licensure (LPC) in Illinois, and are well prepared for a wide variety of community mental health positions in criminal justice agencies and organizations in the public and private sectors. There are no certifications, licensure, or program authorizations applicable to the field of Forensic Psychology.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org>.

Degree Requirements

Successful completion of the following courses is required for this degree:

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
* 213	Community Service Practicum I	1 cr.
* 212	Community Service Seminar II	1 cr.
* 214	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
350	Community Psychology	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	3 cr.
497	Research Methods	3 cr.
502	M.A. Practicum Seminar I	1 cr.
503	M.A. Practicum Seminar II	1 cr.
* 505	Professional Development, Issues and Ethics	3 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
* 520	Theories of Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
* 623	Life Span Development	3 cr.

* 647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.
MACF501	Principles of Criminal Behavior	3 cr.
MACF502	Tests & Measures in Forensic Evaluation	3 cr.
MACF503	Psychology of Criminal Behavior and Civil Procedure	3 cr.
MACF504	Forensic Consultancy in Criminal Investigations	3 cr.
MACF505	Therapeutic Interventions within the Criminal Justice System	3 cr.

Total Credit Hours: 62

* = Required before beginning counseling practicum

Year One

Fall Term

210	Professional Development Seminar	0 cr.
472	Basic Skills for Psychotherapy	3 cr.
520	Theories of Psychotherapy	3 cr.
623	Life Span Development	3 cr.
350	Community Psychology	3 cr.

Term Credit Hours: 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
MACF501	Principles of Criminal Behavior	3 cr.
MACF502	Tests & Measures in Forensic Evaluation	3 cr.
647	Biopsychosocial Bases of Health & Dysfunction for Counselors	3 cr.

Term Credit Hours: 11

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
505	Professional Development, Issues & Ethics	3 cr.
679	Counseling Multicultural and Marginalized	3 cr.

Term Credit Hours: 11

Year Two

Fall Term

337	Group Psychotherapy	3 cr.
MACF503	Psychology of Criminal and Civil Procedure	3 cr.
502	M.A. Practicum Seminar I	1 cr.
506	M.A. Practicum I	1 cr.
MACF504	Forensic Consultancy in Criminal Investigations	3 cr.

Term Credit Hours: 11

Spring Term

503	M.A. Practicum Seminar II	1 cr.
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507	M.A. Practicum II	1 cr.
569	Lifestyle and Career Development	3 cr.
438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
995	Masters Clinical Qualifying Examination	0 cr.
		Term Credit Hours: 11

Summer Term

MACF505	Therapeutic Interventions within the Criminal Justice System	3 cr.
662	Overview of Marriage & Family Therapy Models	3 cr.
		<u>Term Credit Hours: 6</u>
		Total Credits: 62

Graduation Requirements

- 1) Satisfactory completion of 62 credit hours, including all required courses.
- 2) Satisfactory completion of 700 minimum hours of practicum.
- 3) Satisfactory completion of at least 200 hours of community service practicum.
- 4) A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
- 5) Successful completion of the MAC Comprehensive Examination..
- 6) Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
- 7) Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology: Specialization in Forensic Psychology.

Please refer to page 79 for details regarding practicum requirements.

M.A. in Counseling Psychology Specialization in Rehabilitation Counseling

The Master of Arts in Counseling Psychology Specialization in Rehabilitation Counseling program is designed to provide students with a foundation in theories and methods of counseling psychology with practical, supervised training in counseling psychology techniques, in addition to specific training in the field of rehabilitation counseling. The program combines the best features of a traditional (M.A.) counseling psychology program with Adler School's emphasis on the education and training in socially responsible practice, systems change, and leadership in service to individuals with disabilities.

This comprehensive graduate program can be completed in 24 months of full-time attendance. Graduates of the program are well prepared for a wide variety of community mental health positions in human service agencies and organizations in both the public and private sectors. Upon completion of this program, students are prepared to take the Certified Rehabilitation Counselor (CRC) examination, a nationally recognized credential. This degree program exceeds the academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) in the State of Illinois. In addition, students who pass the CRC examination are eligible to apply for the LPC in Illinois with no additional examination requirement.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly based on where they intend to practice upon graduation. Links to state credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org>. More information about the field of rehabilitation counseling can be found at <http://www.arcaweb.org> and <http://www.crccertification.com>.

Degree Requirements

Successful completion of the following courses is required for this degree:

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
* 212	Community Service Seminar II	1 cr.
* 213	Community Service Practicum I	1 cr.
* 214	Community Service Practicum II	1 cr.
	337 Group Psychotherapy	3 cr.
	350 Community Psychology	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438 Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	3 cr.
	497 Research Methods	3 cr.
	500 Foundations of Rehabilitation Counseling	3 cr.
	501 Individual Appraisal and Assessment Methods in Rehabilitation Counseling	3 cr.
	MACR-502 Medical and Psychosocial Aspects of Disability	3 cr.
	MACR-503 Vocational Rehabilitation and Job Placement	3 cr.
	504 Advocacy, Community Outreach and Case Management in Rehabilitation Counseling	3 cr.
* 505	Professional Development, Issues and Ethics	3 cr.
* 520	Theories of Psychotherapy	3 cr.
	MACR-556 MACR Practicum/Internship I	1 cr.
	MACR-557 MACR Practicum/Internship Seminar I	1 cr.
	MACR-558 MACR Practicum/Internship Seminar II	1 cr.
	MaCR-559 MACR Practicum/Internship II	1 cr.
	569 Lifestyle and Career Development	3 cr.
* 623	Life Span Development	3 cr.
* 641	Social Psychology and Individual Differences	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	662 Overview of Marriage and Family Therapy Models	3 cr.
	679 Counseling Multicultural and Marginalized Communities	3 cr.
	995 Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 65

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
641	Social Psychology and Individual Differences	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
500	Foundations of Rehabilitation Counseling	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
623	Life Span Development	3 cr.
502	Medical and Psychosocial Aspects of Disability	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 11

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
350	Community Psychology	3 cr.

Term Credits = 10

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
504	Advocacy, Community Outreach & Case Management in RC	3 cr.
556	MACR. Practicum/Internship I	1 cr.
557	MACR Practicum/Internship Seminar I	1 cr.
501	Individual Appraisal and Assessment Methods in Rehabilitation	3 cr.

Term Credits = 11

Spring Term

558	MACR Practicum/Internship Seminar II	1 cr.
559	MACR Practicum/Internship II	1 cr.
569	Lifestyle and Career Development	3 cr.
503	Vocational Rehabilitation and Job Placement	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Term Credits = 11

Summer Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.

Graduation Requirements

- 1) Satisfactory completion of 65 credit hours, including all required courses.
- 2) Satisfactory completion of 700 minimum hours of practicum and internship
- 3) Satisfactory completion of at least 200 hours of community service practicum.
- 4) A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
- 5) Successful completion of the Master's Clinical
- 6) Qualifying Examination.
- 7) Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
- 8) Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology Specialization in Rehabilitation Counseling.

Please see page 79 for information regarding practicum requirements.

M.A. in Counseling Psychology Specialization in Sport and Health Psychology

The M.A. Counseling Psychology specialization in Sport and Health Psychology (MAC-SP) provides students with a foundation in theories and methods of counseling psychology that will allow them to counsel people who wish to maximize their sport performance and health. These two areas, sport and health psychology, share many synergies, including the necessity to manage overt and covert behaviors that often conflict with challenges posed by their social environments and physiological states. Counselors with specialized training in sport and health psychology are employed in health promotion programs, high school and university counseling centers, amateur and professional sport programs, physical rehabilitation centers, community health and recreation agencies, retirement communities and medical facilities.

The focus of this degree is on sport and health programs and how they contribute to community health. Graduates will be prepared to impact issues such as childhood obesity; the development of sport and wellness programs for those who are underserved and marginalized; and ways in which coaches and other professionals working with youth and adult athletes can enhance performance as well as character in constructive and healthy ways. The program offers the best features of traditional graduate degree training programs coupled with Adler School's emphasis on the education and training in socially responsible practice.

The specialization in Sport and Health Psychology consists of 20 credits of specialized coursework in sport and health psychology integrated within the existing 61 credit Master of Arts in Counseling Psychology degree program, for a total of 67 credits. This specialization is coupled with the MA Counseling Psychology degree program which prepares graduates to sit for the examination leading to Professional Counselor licensure in the State of Illinois (LPC).

In addition, successful completion of this program will prepare graduates to apply for credentialing in sport psychology as a Certified Consultant, Association for Applied Sport Psychology (AASP). This comprehensive graduate program can be completed in 24 months of full-time attendance.

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly. Applicants should check credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the Association of State and Provincial Psychology Boards at <http://www.asppb.org>.

Degree Requirements (M.A.C. - SP)

Successful completion of the following courses is required for this degree:

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
* 213	Community Service Practicum I	1 cr.
* 212	Community Service Seminar II	1 cr.
* 214	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
350	Community Psychology	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	3 cr.
497	Research Methods	3 cr.
502	M.A. Practicum Seminar I	1 cr.
503	M.A. Practicum Seminar II	1 cr.
* 505	Professional Development, Issues and Ethics	3 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
* 520	Theories of Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
* 623	Life Span Development	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.
MSP501	Introduction to Sport & Health Psychology	3 cr.
MSP502	Exercise Physiology	3 cr.
MSP503	Cognitive-Behavioral Approaches to Sport & Health Psychology	3 cr.
MSP504	Mind Body Health I: Applications to Sport Psychology	3 cr.

MSP505	Assessment of Individual Differences in Sport and Health Psychology	3 cr.
MSP506	Intensive Sport and Health Psychology Practicum I	1 cr.
MSP507	Intensive Sport and Health Psychology Seminar	1 cr.
MSP508	Cognitive Affective Bases of Behavior in Sport and Health	3 cr.

Total Credit Hours: 67

* = Required before beginning counseling practicum

Suggested Curriculum Sequence

Year One

Fall Term

210	Professional Development Seminar	0 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
623	Life Span Development	3 cr.
MSP501	Introduction to Sport & Health Psychology	3 cr.
679	Counseling Multicultural and Marginalized Communities	3 cr.

Term Credits: 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
350	Community Psychology	3 cr.
520	Theories of Psychotherapy	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
MSP502	Exercise Physiology	3 cr.

Term Credits: 14

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.
MSP503	Cognitive-Behavioral Approaches to Sport and Health Psychology	3 cr.

Term Credits: 14

Year Two

Fall Term

569	Lifestyle and Career Development	3 cr.
337	Group Psychotherapy	3 cr.
502	M.A. Practicum Seminar I	1 cr.
506	M.A. Practicum I	1 cr.
MSP504	Mind Body Health I: Applications to Sport Psychology	3 cr.

Term Credits: 11

Spring Term

438	Introduction to Addictive Disorders	3 cr.
503	M.A. Practicum Seminar II	1 cr.
507	M.A. Practicum II	1 cr.
497	Research Methods	3 cr.
MSP505	Assessment of Individual Differences in Sport and Health Psychology	3 cr.
995	Masters Clinical Qualifying Examination	0 cr.

Term Credits: 11

Summer Term

MSP506	Intensive Health and Sport Psychology Practicum I	1 cr.
MSP507	Intensive Health and Sport Psychology Seminar	1 cr.
MSP508	Cognitive Affective Bases of Behavior in Sport and Health	3 cr.

Term Credits: 5

Total Credit Hours = 67

Graduation Requirements

- 1) Satisfactory completion of 67 credit hours, including all required courses.
- 2) Satisfactory completion of 700 minimum hours of counseling practicum.
- 3) Satisfactory completion of Intensive Health and Sport Psychology Practicum.
- 4) Satisfactory completion of at least 200 hours of community service practicum.
- 5) A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C" or "C+".
- 6) Successful completion of the MAC Comprehensive Examination..
- 7) Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
- 8) Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling Psychology: Specialization in Sport and Health Psychology.

Program-Specific Practicum

- In addition to the practicum requirements for all Masters level students at the Adler School, all MACSH students must complete a practicum placement in a setting that allows them to focus on sport and health psychology (MSP506) with a concurrent sport and health psychology seminar prior to completion of the program. This intensive practicum placement affords students the opportunity to satisfy the application requirements to become a Certified Consultant through the Association for Applied Sport Psychology (AASP).

The Program Director and selected faculty work collaboratively with the staff of the Department of Training and Community Service to ensure that students identify practicum experiences that meet the standards and requirements of the program.

Please refer to page 79 for more details regarding practicum requirements.

M.A. in Counseling and Organizational Psychology

The Master of Arts degree in Counseling and Organizational Psychology combines the theories and skills of counseling psychology with organizational theory, design and development in order to prepare graduates for positions in business and industry, especially in organizational psychology and the related areas of talent management, team building, performance enhancement, executive coaching, organizational development and employee assistance programs.

This program is unique because it prepares graduates to sit for Illinois state level licensure as a master's level counselor. Graduates are trained and qualified to be entry level counselors with skills in assessing and providing counseling services to individuals, couples, and families. Beyond these important and marketable skills, graduates will have received training and skills in assessing and providing intervention in organizational settings on the level of the individual (selection, leadership development, executive coaching, career assessment, and counseling), the work group (team assessment, team issue resolution, and team building), as well as the organizational level (talent audits, needs analysis, strategic planning, organizational design and development).

Students can take this program in the traditional (three year) sequence or in an accelerated (two year) sequence. Students who take either program will be required to enroll in a mixture of courses offered on weekdays, evenings, weekends, or in an online format.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the sequence described below to insure timely progress in meeting program requirements.

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
* 213	Community Service Practicum I	1 cr.
* 212	Community Service Seminar II	1 cr.
* 214	Community Service Practicum II	1 cr.
337	Group Psychotherapy	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
433	Parent Education: Adlerian Theories and Interventions	2 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	3 cr.
497	Research Methods	3 cr.
* MAC - 505	Professional Development, Issues and Ethics	3 cr.
* 520	Theories of Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
571	Foundations in Counseling and Organizational Consulting	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
575	Executive Coaching/Consulting and Leadership	3 cr.

580	Organizational Theory and Change Management	3 cr.
584	Organizational Consultation and Group Development	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
586	Organizational Psychology Practicum III: Business	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.
588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	Organizational Psychology Practicum II: Counseling	1 cr.
* 623	Life Span Development	3 cr.
* 641	Social Psychology and Individual Differences	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
662	Overview of Marriage and Family Therapy	3 cr.
995	Master of Arts Qualifying Examination (MAQE)	0 cr.
Total Credit Hours = 63		

* = Required before beginning counseling practicum

Traditional (3-Year) Sequence (Total Credits = 63)

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
571	Foundations in Counseling and Organizational Consulting	3 cr.
623	Life Span Development	3 cr.

Term Credits = 6

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.

Term Credits = 8

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
472	Basic Skills for Psychotherapy	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for	3 cr.

Counselors

Term Credits = 8

Spring Term

337	Group Psychotherapy	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
580	Organizational Theory and Change Management	3 cr.

Term Credits = 9

Summer Term

438	Introduction to Addictive Disorders	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 6

YEAR THREE

Fall Term

569	Lifestyle and Career Development	3 cr.
584	Organizational Consultation and Group Development	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.

Term Credits = 8

Spring Term

589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	Organizational Psychology Practicum II: Counseling	1 cr.
662	Overview of Marriage and Family Therapy	3 cr.

Term Credits = 5

Summer Term

497	Research Methods	3 cr.
588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
586	Organizational Psychology Practicum III: Business	1 cr.
995	Master of Arts Qualifying Exam (MAQE)	0 cr.

Term Credits = 5

Total Credit Hours = 63

Accelerated (2-Year) Sequence (Total Credits = 63)

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
571	Foundations in Counseling and Organizational Consulting	3 cr.
623	Life Span Development	3 cr.

Term Credits = 9

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
MAC - 505	Professional Development, Issues and Ethics	3 cr.

520	Theories of Psychotherapy	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 11

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
438	Introduction to Addictive Disorders	3 cr.
472	Basic Skills for Psychotherapy	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

433	Parent Education: Adlerian Theory and Interventions	2 cr.
569	Lifestyle and Career Development	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
580	Organizational Theory and Change Management	3 cr.
585	M.A. Practicum Seminar in Organizational Psychology I: Counseling	1 cr.
587	Organizational Psychology Practicum I: Counseling	1 cr.

Term Credits = 13

Spring Term

337	Group Psychotherapy	3 cr.
584	Organizational Consultation and Group Development	3 cr.
589	M.A. Practicum Seminar in Organizational Psychology II: Counseling	1 cr.
590	Organizational Psychology Practicum II: Counseling	1 cr.
662	Overview of Marriage and Family Therapy	3 cr.

Term Credits = 11

Summer Term

497	Research Methods	3 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
588	M.A. Practicum Seminar in Organizational Psychology III: Business	1 cr.
586	Organizational Psychology Practicum III: Business	1 cr.
995	Master of Arts Qualifying Exam (MAQE)	0 cr.

Term Credits = 8

Total Credit Hours = 63

Graduation Requirements

1. Satisfactory completion of 63 credit hours, including all required courses.
2. Satisfactory completion of 700 clock hours of a counseling practicum and 300 hours of a business practicum, and 200 minimum clock hours of Community Service Practicum.
3. A cumulative grade point average of 3.0 or higher and no more than

- two grades or six credit hours of "C."
4. Successful completion of the Master of Arts Qualifying Examination (MAQE).
 5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
 6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling and Organizational Psychology.

Program-Specific Practicum

In addition to the practicum requirements for all Masters level students at the Adler School, all MAO students must take a third practicum placement in a business site (Practicum III) for a minimum of 300 hours with a concurrent business seminar prior to completion of the program. The Program Director and selected faculty work collaboratively with the staff of the Department of Training and Community Service to ensure that students identify practicum experiences that meet the standards and requirements of the program. For the business practicum, selected program faculty work with the students to develop and assist in securing sites that are suited to specific professional interests.

Please refer to page 79 for more details regarding practicum requirements.

Master of Arts in Gerontological Counseling

The United States is experiencing a demographic transformation, the impact of which is having profound effects on families, communities, and the older individual. Longer life spans have created a critical need to prepare students who can help older adults capitalize on their capabilities and reach their maximum human potential. The Master of Arts in Gerontological Counseling program is designed to provide students with a sound foundation of coursework and practical training with the emphasis on community outreach and advocacy. Students will be exposed to the impact of psychological, biological, and socio-cultural factors on the aging process in order to gain a holistic understanding of the needs and issues of older adults. Completion of the foundational coursework, specialized studies, and supervised training, ensures graduates are well prepared to assess and counsel older adults and their families. Graduates are also prepared to take a leadership role in a variety of human services agencies and organizations with older adults who have a strong appreciation for the value of psychology in promoting their quality of life.

The Master's program prepares graduates to sit for Professional Counselor licensure in Illinois (LPC). After receiving this license, a practitioner may work to complete additional requirements in order to apply to take the Licensed Clinical Professional Counselor (LCPC) examination. For students planning to work in another state, the school suggests that you inquire about licensing requirements specific to that particular state.

Degree Requirements

Successful completion of the following courses is required for this degree:

*	210	Professional Development Seminar	0 cr.
*	211	Community Service Seminar I	1 cr.
*	212	Community Service Seminar II	1 cr.
*	213	Community Service Practicum I	1 cr.

*	214	Community Service Practicum II	1 cr.
	337	Group Psychotherapy	3 cr.
*	350	Community Psychology	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Skills for Psychotherapy	3 cr.
	497	Research Methods	3 cr.
*	505	Professional Development, Issues & Ethics	3 cr.
*	520	Theories of Psychotherapy	3 cr.
*	551	Introduction to Gerontological Psychology	3 cr.
	MAG -554	Practicum in Gerontology I	1 cr.
	MAG -555	Practicum in Gerontology II	1 cr.
	MAG -557	M A Practicum Seminar in Gerontology I	1 cr.
	MAG -558	M A Practicum Seminar in Gerontology II	1 cr.
*	560	Assessment Methods with Older Adults	3 cr.
	563	Counseling Techniques with Older Adults & Their Families	3 cr.
	564	Physical and Psychological Issues in Aging	3 cr.
	569	Lifestyle and Career Development	3 cr.
*	623	Life Span Development	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
	662	Overview of Marriage & Family Therapy Models	3 cr.
	679	Counseling Multicultural & Marginalized Communities	3 cr.
	995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 62

* = Required before beginning Gerontological Counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

	210	Professional Development Seminar I	0 cr.
	350	Community Psychology	3 cr.
	472	Basic Skills for Psychotherapy	3 cr.
	520	Theories of Psychotherapy	3 cr.
	647	Biopsychosocial Bases of Health & Dysfunction for Counselors	3 cr.

Term Credits = 12

Spring Term

	211	Community Service Seminar I	1 cr.
	213	Community Service Practicum I	1 cr.
	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	623	Life Span Development	3 cr.
	551	Introduction to Gerontological Psychology	3 cr.

Term Credits = 11

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
505	Professional Development, Issues & Ethics	3 cr.
560	Assessment Methods with Older Adults	3 cr.
641	Social Psychology & Individual Differences	3 cr.
		Term Credits = 11

YEAR TWO

Fall Term

337	Group Psychotherapy	3 cr.
MAG-554	Practicum in Gerontology I	1 cr.
MAG-557	M A Practicum Seminar in Gerontology I	1 cr.
563	Counseling Techniques with Older Adults and Their Families	3 cr.
569	Lifestyle & Career Development	3 cr.
		Term Credits = 11

Spring Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
MAG-555	Practicum in Gerontology II	1 cr.
MAG-558	M A Practicum Seminar in Gerontology II	1 cr.
564	Physical and Psychological Issues in Aging	3 cr.
995	Masters Clinical Qualifying Examination	0 cr.
		Term Credits = 11

Summer Term

662	Overview of Marriage and Family Therapy Models	3 cr.
679	Counseling Multicultural & Marginalized Communities	3 cr.
		Term Credits = 6
		Total Credit Hours = 62

Graduation Requirements

1. Satisfactory completion of 62 credit hours, including all required courses;
2. Satisfactory completion of 200 minimum clock hours of Community Service practicum.
3. Satisfactory completion of 700 minimum clock hours of a Clinical practicum;
4. A cumulative grade point average of 3.0 or higher and no more than two grades (or six credit hours) of "C" grade;
5. Successful completion of the Master's Clinical Qualifying Examination
6. Completion of application for graduation and full payment of any outstanding tuition or other fees;
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Gerontological Counseling.

Practicum

Please see page 79 for more information regarding practicum.

M.A. in Marriage and Family Counseling

The Master of Arts in Marriage and Family Counseling program is designed to prepare entry-level counselors to specialize in working with couples

and families. The sequence of courses and supervised clinical training will assist professionals in qualifying for licensure as a Marriage and Family Therapist (LMFT) and a Licensed Clinical Professional Counselor (LCPC) in many states, and in qualifying for membership in professional organizations such as the American Association for Marriage and Family Therapy (AAMFT).

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapist (LMFT), the Licensed Clinical Professional Counselor (LCPC) and the Licensed Professional Counselor (LPC) in the State of Illinois, students should be aware licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students should consult state boards and licensure requirements in other jurisdictions and plan their curriculum accordingly to meet credentialing requirements in the jurisdiction in which they intend to practice following graduation. Links to state and provincial credentialing boards can be found on the website of the National Board for Certified Counselors at <http://www.nbcc.org/directory/Default.aspx> and on the website of the AAMFT at <http://www.aamft.org/>.

Students in this program complete course work and practicum experiences focused on the understanding and integration of individual life style dynamics with couple and family systems. Graduates of the program have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theory, values, and techniques of Alfred Adler as a foundation.

Program-Specific Minimum Admission Requirements

In addition to admission requirements common to all of the Adler graduate clinical programs, the Marriage and Family program has requirements for undergraduate course prerequisites that are somewhat flexible, since applicants from related disciplines in addition to psychology are encouraged:

- The equivalent of twelve semester credit hours in psychology with grades of “C” or better. These courses should include general or introductory psychology, abnormal psychology, theories of personality, and research methods.
- Alternatively, a similar total of twelve credit hours of courses from departments such as marriage and family studies, sociology, and gender and women’s studies, often combined with courses in psychology.

Degree Requirements

Successful completion of the following courses is required for this degree:

* 210	Professional Development Seminar	0 cr.
* 211	Community Service Seminar I	1 cr.
* 212	Community Service Seminar II	1 cr.
* 213	Community Service Practicum I	1 cr.
* 214	Community Service Practicum II	1 cr.
	337 Group Psychotherapy	3 cr.
	350 Community Psychology	3 cr.
* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	433 Parenting Education: Adlerian Theory and Interventions	2 cr.
	438 Introduction to Addictive Disorders	3 cr.
* 472	Basic Skills for Psychotherapy	3 cr.

497	Research Methods	3 cr.
* 505	Professional Issues and Ethics	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
569	Lifestyle and Career Development	3 cr.
* 623	Life Span Development	3 cr.
* 641	Social Psychology and Individual Differences	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* 651	Assessment and Treatment from a Systemic Perspective	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
* 662	Overview of Models of Marriage and Family Therapy	3 cr.
663	Effective Marriage and Family Therapy	3 cr.
664	Practicum in Marriage and Family I	1 cr.
665	Practicum in Marriage and Family II	1 cr.
667	M.A. Practicum Seminar in Marriage and Family I	1 cr.
668	M.A. Practicum Seminar in Marriage and Family II	1 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 61

* = Required before beginning counseling practicum

Curriculum Sequence

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
472	Basic Skills in Psychotherapy	3 cr.
623	Life Span Development	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.

Term Credits = 9

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
350	Community Psychology	3 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
662	Overview of Marriage and Family Therapy Models	3 cr.

Term Credits = 11

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
505	Professional Development, Issues and Ethics	3 cr.
641	Social Psychology and Individual Differences	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.

Term Credits = 11

YEAR TWO

Fall Term

433	Parenting Education: Adlerian Theory and Interventions	2 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
664	M.A.F. Practicum I	1 cr.
667	M.A.F. Practicum Seminar I	1 cr.

Term Credits = 10

Spring Term

337	Group Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
663	Effective Marriage and Family Therapy	3 cr.
665	M.A.F. Practicum II	1 cr.
668	M.A.F. Practicum Seminar II	1 cr.

Term Credits = 11

Summer Term

438	Introduction to Addictive Disorders	3 cr.
497	Research Methods	3 cr.
655	Advanced Couples Counseling	3 cr.
995	Master's Clinical Qualifying Exam	0 cr.

Term Credits = 9

Total Credit Hours: 61

Graduation Requirements

1. Satisfactory completion of 61 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of clinical practicum.
3. Satisfactory completion of 200 minimum clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Successful completion of the Master's Clinical Qualifying Examination in M.A.F.
6. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Marriage and Family Counseling.

Practicum

Please refer to page 79 for more information regarding practicum.

M.A. in Police Psychology

The Master of Arts degree in Police Psychology is designed for individuals currently in the field of law enforcement. The Program is designed to provide a theoretical background in clinical and social psychology and learn to apply the basic principles of these disciplines to managerial, field, interpersonal and organizational concerns that arise within the police environment.

This Master of Arts degree is not designed to teach the student to conduct therapy or engage in psychological testing. There neither are clinical hours required nor a practicum to complete. This degree does not lead to any type of licensure or certification. Rather, this program is designed to teach students how to practically apply psychology to the field of law enforcement. A number of courses are team taught, combining experts from both fields of study.

The Program consists of 33 credit hours divided into 10 core courses plus a thesis course. All core textbooks are provided for each course, and courses are generally taught in the evenings and on weekends. Students who choose to take two courses per semester can complete the degree program in two years.

Individuals who have successfully completed the ten week School of Police Staff and Command course at Northwestern University, or the Chicago Police Executive Development Program may be granted 3 credit hours toward this degree by having the thesis requirement waived.

Minimum Admission Requirements

Applicants to this program typically require:

- A baccalaureate degree or the equivalent from an accredited institution
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work

Approved applicants will be invited to a personal interview as the final step in the application process.

Degree Requirements

The following core and advanced courses are required for this degree. All required courses are three credits.

402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
750	Police Psychology	3 cr.
751	Psychology of Police Organizations	3 cr.
752	Assessment Issues in Police Psychology	3 cr.
753	Psychology of Critical Incidents and Trauma	3 cr.
754	Psychology of Evil and Criminal Behavior	3 cr.
755	Psychology of Terrorism	3 cr.
756	Social and Community Psychology	3 cr.
757	Psychology of Leadership	3 cr.
758	Tactical and Field Psychology	3 cr.
759	Thesis and Portfolio Development	3 cr.

Total Credit Hours: 33

Graduation Requirements

1. Satisfactory completion of 33 credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Completion of Thesis with a grade of "CR".
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Police Psychology.

Certificate in Advanced Adlerian Psychotherapy

Advanced training in Adlerian theory and psychotherapy has been part of a long-standing tradition at the Adler School of Professional Psychology. The School, originally named the Alfred Adler Institute of Chicago, offered training and education in Adlerian theory to mental health professionals. The Institute was founded and lead by Rudolf Dreikurs, MD, who was a student of Alfred Adler. Dr. Dreikurs, along with Bernard Shulman, MD, Harold Mosak, PhD and Robert Powers, M.Div., all played essential roles in the formation of the curriculum, and

the establishment of recognized certification in Adlerian Theory and Methods.

In keeping with this tradition, training in Advanced Adlerian Psychotherapy remains available to individuals enrolled in Adler School of Professional Psychology Masters' programs as well as those who already hold a Master's or doctoral degree. Current Adler School of Professional Psychology Doctoral students should review Advanced Adlerian Psychotherapy Concentration in Catalog. All students will receive specialized training in the principles, techniques and methodologies of Adlerian psychotherapy through intensive study and supervised clinical experiences.

The curriculum offers training in evidenced-based techniques and current best-practices of the field of clinical psychology. Attention will be given to developing or enhancing assessment and advanced intervention skills through the application of Adler's theory to specific topics and clinical cases. Further attention will be given to guiding students in conceptualizing Adlerian theory within the broader context of their practices, communities and the global world. Students will be encouraged to contribute to the Adlerian literature with their findings.

Minimum Admission Requirements

Applicants interested in this certificate typically require:

- A master's or doctorate degree in clinical or counseling psychology, social work, or a related field from an accredited institution. Approved applicants will be invited to a personal interview as a final step in the application process.

Certificate Requirements

The following scholastic and practicum requirements are required components of the Advanced Adlerian Psychotherapy Certificate:

402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
433	Parenting Education: Adlerian Theory and Interventions	2 cr.
514	Life Style Analysis and Diagnosis	3 cr.
517	Advanced Life Style Assessment**	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
524	Advanced Adlerian Interventions and Theory**	3 cr.

**Meets requirement for Advanced Assessment/Intervention Elective for Psy.D. program

Advisement/training requirements:

Registration in at least 2 Practicum Seminars (502-503 or 601-609) with an Adlerian seminar leader.

Integration of Science and Practice Requirement:

Certificate candidates must produce an article suitable for publication with an Adlerian focus.

As a final requirement, students will conceptualize a clinical case and develop an intervention strategy utilizing an Adlerian theoretical framework. Students will then present their work to their peers in the seminar as well as at a Common Hour event.

Total credit hours: 21

Graduation Requirements

1. Satisfactory completion of 21 credit hours, including all required courses.
2. Satisfactory completion of practicum seminars with an Adlerian seminar leader.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Successful completion of comprehensive case conceptualization.
5. Successful completion of a paper publication ready.

For further information contact Leigh Johnson-Migalski, PsyD, Advanced Adlerian Psychotherapy Concentration/Certificate Coordinator at lmigalski@adler.edu.

Certificate in Marriage and Family Therapy

The Certificate in Marriage and Family Therapy program enables qualified professionals with a minimum of a Master's degree in psychology, social work, and related mental health fields to enhance their knowledge and skills in couple and family therapy and to help them achieve licensure in marriage and family therapy. The course work and clinical practica in this certificate program focus on helping the student to understand and integrate individual life style dynamics with couple and family systems.

Although this certificate program has been designed to help students meet the current academic and pre-degree training and education requirements for the Licensed Marriage and Family Therapist (LMFT) credential in the State of Illinois, the Illinois Licensing Board will make the final determination. Additionally, students should be aware that LMFT licensure requirements in some states may require them to take courses beyond those currently required by the Adler School. Students intending to practice in another state should consult the state board and licensure requirements in that state and plan their curriculum accordingly.

The program is designed to provide students with opportunities to develop intervention skills through role-playing and supervised clinical experience. Graduates of the program will have a theoretical understanding of individual, couple, and family systems, including developmental issues and major variations; assessment skills in life style and systemic diagnosis; and intervention skills based upon major models of marital and family therapy, with the theories and methods of Individual Psychology as a foundation.

Minimum Admission Requirements

Applicants to this program typically require:

- A master's degree in psychology, social work, or a related mental health field from an accredited institution
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work
- Prerequisite graduate-level courses including the following: a minimum of nine semester hours in human development, personality theory, human sexuality, psychopathology, or behavioral pathology; three semester hours of professional issues and ethics; and three semester hours of research design, methods, and statistics

Approved applicants will be invited to a personal interview as a final step in the application process. Graduate-level course work previously completed at another college or university may be recognized for transfer of credit and will be evaluated on an individual basis by the Program Director. Students lacking any of the graduate-level prerequisite courses listed above can take Adler School courses from the M.A.F. program or the equivalent graduate-level courses at another college or university.

Certificate Requirements

The following courses are required for this certificate. In addition, students in this program should consult with the Program Director to review previous graduate coursework and develop an individualized course of study.

402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
662	Overview of Models of Marriage and Family Therapy	3 cr.
663	Effective Marriage and Family Therapy	3 cr.
664	Practicum in Marriage and Family I	1 cr.
665	Practicum in Marriage and Family II	1 cr.
667	M.A. Practicum Seminar in Marriage and Family I	1 cr.
668	M.A. Practicum Seminar in Marriage and Family II	1 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours: 25

Graduation Requirements

1. Satisfactory completion of 25 credit hours, including all required courses.
2. Satisfactory completion of 500 minimum clock hours of specialized practicum in MFT.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Successful completion of the Master's Clinical Qualifying Examination in M.A.F.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Marriage and Family Therapy.

Specialized Practicum for MFT Certificate

In addition to specialized coursework in MFT, students in the MFT Certificate Program will acquire and develop practical clinical skills in MFT through specialized field placements. Since the MFT Certificate Program is only open to students already holding a Masters degree in a mental health discipline, it is assumed that such students have already completed a general clinical practicum and that the MFT practicum is an advanced specialty practicum.

Students should expect to spend from ten to twenty hours per week at an approved MFT practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 500 total clock hours of practica is required, which should include at least 250 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Department of Training and Community Service and the Director of the Marriage and Family Counseling Program work in collaboration with MFT Certificate students to identify clinical experiences which will meet the specialized needs of the MFT profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MFT practicum sites available from the Training Department.

Certificate in Substance Abuse Counseling

The Substance Abuse Counseling Program is designed to provide education and training in the prevention, intervention, and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically the course work provides education in the theories, techniques, and the core functions of substance abuse counseling focusing on evidence based research and best practice standards. This combined with the specialized practicum supervision and experience for entry level practice in AODA or mentally ill substance abuser (MISA) clinical programs provides advanced alcohol and other drug abuse counselor training.

This program is accredited as an Advanced Alcohol and Other Drug Abuse Counselor Training Program by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). This certification process is based on the "Illinois Model for Certification of Alcohol and Other Drug Abuse Counselors."

This program can be taken as part of the students' graduate studies at either the masters or doctoral level as a concentration. Students already with a bachelors, masters, or doctoral degree can enroll in the program for a certificate in substance abuse counseling. In either case, admission is through the schools admissions process and a personal interview with the Program Director.

Course Requirements

The concentration/certificate in Substance Abuse Counseling requires the following twelve (12) credits of coursework:

438	Introduction to Addictive Disorders	3 cr.
436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
437	Treatment of Addictive Disorders	3 cr.

Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework in AODA counseling, students in the AODA concentration/certificate will acquire and develop practical skills in the AODA core functions through specialized field placements.

Students should expect to spend from ten to twenty hours per week at an AODA approved practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of five hundred (500) total clock hours of practica are required.

The Director of Training and Community Service and the Director of the Substance Abuse Counseling Program work in collaboration with concentration/certificate students to identify clinical experiences which will meet the required training hours and experiences.

The concentration/certificate in Substance Abuse Counseling requires the following four (4) semester credit hours of practicum (500 hours) coursework:

447	M.A. Practicum in Substance Abuse Counseling I	1 cr.
446	M.A. Practicum in Substance Abuse Counseling II	1 cr.
445	Practicum in Substance Abuse Counseling I (250 clock hours)	1 cr.
448	Practicum in Substance Abuse Counseling II (250 clock hours)	1 cr.

Completion Requirements:

1. Satisfactory completion of nine (9) semester credit hours of AODA coursework.
2. Satisfactory completion of the three (3) semester hour course on Professional Development, Issues & Ethics.
3. Satisfactory completion of four (4) semester hours of practicum coursework including five hundred (500) clock hours of AODA clinical practicum.

Practicum Requirements – M.A. Degree Programs

This information contained in this section applies to all M.A. degree programs. Certificate programs may have specialized practicum requirements. Please refer to individual program descriptions for specialized or additional practicum requirements.

An integral part of all Master's programs offered at Adler is the acquisition of practical counseling and scholarly skills gained in field placements. Ongoing involvement in counseling and scholarly activities at professional training sites, including Adler Community Health Services

(ACHS) at the Chicago campus, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well being. Counseling training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised counseling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counseling practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 200 clock hours of Community Service Practicum is required. At least one of the following courses must be taken concurrently with Community Service Practicum I & II (213-214), Community Psychology (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

Students should expect to spend at least two days per week over the course of at least nine months at an approved counseling practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum 700 total clock hours of counseling practica are required. The Department of Training and Community Service works in collaboration with students in identifying counseling experiences which meet the standards and requirements of their specific program. For more details, students should refer to the Practicum Handbook, which is available on Moodle.

Doctor of Psychology in Clinical Psychology

The Doctor of Psychology in Clinical Psychology (Psy.D.) program is designed to prepare students for the general practice of professional clinical psychology with a particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction (e.g., poverty, oppression, marginalization) and methods for ameliorating these broader factors (e.g. primary prevention and policy change). The program follows the scholar-practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology. This model identifies as objectives the development of knowledge, skills, and values in seven core competency areas: relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These competencies are based upon a

strong education in the foundations, knowledge base, and science of psychology.

Two additional competency areas that complete the education and training model in the doctoral program are distinctive to the Adler School. The first is focused training in the theories and methods of Alfred Adler. This focused training provides students with a strong and thorough grounding in a particular theory and method of psychology that forms of foundation for other theoretical perspectives offered in the doctoral program. The second is socially responsible practice that enables students to understand the role of social context in human functioning and to integrate this understanding into their professional practice. The Adler School's commitment to social justice continues the visionary work of Alfred Adler and enables its graduates to practice in a wide range of settings while also working to implement changes that will reform the social structures that adversely impact the well-being of members of the community in which they work and live.

The program follows the guidelines set forth by the American Psychological Association (APA), Institute of Medicine (IOM) and the National Council of Schools and Programs in Professional Psychology (NCSPP) in regards to respecting and teaching evidence-based practices in psychology. Our students are trained to recognize, critically evaluate and contribute to the evidence-base for socially responsible professional practice.

The program is fully accredited by the American Psychological Association and meets the requirements of the National Register of Health Care Providers in Psychology and state licensure guidelines.

Admission Requirements

Applicants to the Psy.D. program must have a baccalaureate degree earned from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent academic degree from a foreign college or university. Applicants should have a grade point average of 3.25 or higher on a 4.0 scale for all undergraduate and graduate course work. The Graduate Record Examination or Miller Analogies Test scores are not required; however, applicants who have taken either of these exams can submit their scores for consideration with other application materials. Applicants must have at least 18 semester credit hours in psychology with grades of "C" or better. Minimum required courses include introductory or general psychology, personality theory, abnormal psychology, and research methods.

Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants. Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are particularly invited to apply for the doctoral program.

Approved applicants will be invited to a personal interview as a final step in the application process.

Review of Applications

The application deadline is February 15th. Successful applicants who submit all required materials by the deadline, and have completed the interview portion of their application, will be notified in writing of acceptance their by April 1st.

Accepted students must notify the Office of Admissions in writing by April 15 of their intent to matriculate. Space permitting, late applications are accepted subject to the Council of Graduate Departments of Psychology (COGDOP) criteria which state that any acceptance given or left in force after April 15 commits students not to solicit or accept an offer from the Adler School without first obtaining a written release from the institution to which a commitment has already been made.

Length of Program

The doctoral program is structured to be typically completed in five years for students attending full-time. Full-time students (ten credit hours or more per term) should plan to spend four years in course work and practicum experience followed by a one-year full-time or two-year half-time internship. Students are required to enroll full time in order to complete the program in a timely fashion. However, half-time study is permitted based upon approval of the student's faculty advisor. Due to the demands of study and clinical training, students should limit employment while completing the program. Adherence to the satisfactory progress policy described in the section on general academic policies is required of all students and essential to timely completion of all program requirements.

The doctoral curriculum is based upon attendance in school throughout the calendar year. Course requirements must be completed through attendance in all three academic terms. The suggested course sequence for the doctoral program curriculum provides guidelines for students to complete requirements in a manner that is timely and complies with academic requirements. Students are strongly encouraged to complete their dissertation prior to their internship.

Time to Completion

The maximum time permitted for a student to complete all requirements for the Psy.D. is 7 years from the date of first registration following admission to the program. Students are expected to complete the program within two years of completing the internship. Failure to do so may result in administrative withdrawal from the program.

Residency Requirement

A residency requirement must be satisfied following admission to the Psy.D. program. It is expected that students fulfill all degree requirements through courses offered at the Adler School. Students can transfer up to 24 credits (21% of the total credits required) of

coursework taken at a graduate level pending approval based on review by the Program Director. In addition, in order to comply with APA-mandated residency, the program requires each student a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the doctoral degree. Doctoral students are required to attend school full-time unless approved for part-time study by their faculty advisor. At least 2 of the 3 academic training years (or the equivalent thereof) must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution.

Qualifying Examinations

In addition to satisfying course work, practica, and other program requirements, students must also pass three qualifying examinations. Qualifying examinations are important capstone tasks integrated throughout the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect upon the educational and training experiences, and apply their learning to clinical and social issues. In addition, they enable faculty to evaluate students' progress toward expected learning outcomes for the doctoral program.

The Community Service Capstone Paper requires students to integrate experiences acquired during their Community Service Practicum (a requirement of the doctoral program) with theories and research covered during first year courses. Students are required to conduct a critical review of relevant empirical and theoretical literature in psychology on an issue related to a community or social problem encountered at their practicum site. The topic of the capstone paper must be approved by the student's faculty advisor. The goal of the project is to assess the student's ability to conceptualize a community problem, integrate information from courses and the independent literature review and develop a plan and method of intervention to alleviate that problem. Students are expected to register for this requirement upon completion of one-year full time matriculation or the completion of 51 credit hours whichever comes first. The Community Service Practicum and related seminar must also be completed prior to engaging in the capstone task. Further information on this capstone task is provided in the Community Service Capstone Paper Handbook.

The next two qualifying examinations are clinical-competency based and patterned after the type of examination used at the post-doctoral level to earn board certification. In both examinations, students are required to synthesize and integrate clinical data from a range of sources to develop a clinical formulation and treatment plan, using theories and methods acquired in the classroom and at practica. The first of these examinations, the Doctoral Clinical Qualifying Examination-Assessment Competency, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case

based on Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Doctoral Clinical Qualifying Examination Handbook. Students submit the required written material for the examination to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. Students must register for and complete the Clinical Qualifying Examination- Assessment Competency during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Doctoral Clinical Qualifying Examination—Intervention Competency. Its format and intent is similar to the previous examination with the focus being on a sample of a therapeutic intervention conducted with a client. The student is required to submit a written case formulation and treatment plan along with an audio taped/videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on Adlerian theory and methods; and a discussion of the impact of social issues on a pertinent clinical issue. Deadlines for submission of this examination and other details pertinent to preparation and submission of required materials are described in the Doctoral Clinical Qualifying Examination Handbook. Students must again submit required material to the Examination Coordinator who then assigns it to a Core Faculty member for review. Following faculty review of the submitted materials, students present the case orally to the faculty member who examines students on relevant issues to assess the student on the competency areas pertinent to the examination. The prerequisite to take this examination is the successful completion of the assessment practicum and Doctoral Clinical Qualifying Examination-Assessment Competency. Students must register for and complete the Doctoral Clinical Qualifying Examination-Intervention Competency during the Spring semester of their therapy practicum year.. Students must successfully pass this examination in order to receive approval to submit application materials to internship sites from the Director of Training and Community Service.

The Doctoral Qualifying Exams are capstone experiences allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. In order to receive a "Fail" grade on these exams, students must demonstrate significant problems in several areas measured by these exams. Students who fail any of the Doctoral Qualifying Exams the first time will be referred to their advisors to address areas of deficit and resubmit a new exam. Students who fail a Doctoral Qualifying Exam for the second time will be referred to the Student Comprehensive Evaluation Committee.

Fees paid for examinations that are not taken by a student or failed by a student are not refunded. Students who must retake a Qualifying Examination must register again for the exam.

Practicum

An integral part of the doctoral program is the acquisition of practical skills gained in field placements. Ongoing involvement in community service and clinical activities at professional training sites, including Adler Community Health Services, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. Students then complete clinical training that focuses first on developing skills and providing experience in psychological assessment and second on developing skills related to intervention/treatment. Because the focus is on integrating doctoral level education with licensed doctoral-level supervised clinical training, no transfer credit is granted for practica credits earned elsewhere or in a previously completed Adler M.A. program. Students must successfully complete course prerequisites prior to being approved to begin their first practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site while concurrently enrolled in required coursework. A minimum of 200 clock hours is required. Students are expected to gain the minimum required hours over a six month period and no less. At least one of the following courses must be taken concurrently with Community Service Practicum I & II: Community Psychology and Mental Health (350), Professional Development, Issues and Ethics (505), Introduction to Adlerian Psychology and Psychopathology (402), and/or Social Psychology and Individual Differences (641).

Second and third year doctoral students should expect to spend at least two days per week over the course of at least nine months at an approved clinical practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum total of 1,500 clock hours of clinical practica is required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Students may elect to complete an advanced practicum during their fourth year of study to obtain additional specialized or in-depth training to strengthen their learning experience. Advanced practicum students must complete a minimum of 600 clock hours of practicum over the course of at least nine months at an approved practicum site, and must concurrently enroll in Practicum Seminars throughout the training year.

The Director and Associate Director of Training and Community Service work in collaboration with students in identifying clinical experiences which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle, for detailed information.

Internship

An important portion of the Psy.D. program is devoted to a 2,000 clock hour internship at an approved site over a 12 month (full-time) or 24 month (half-time) period. The internship is designed to provide intensive advanced clinical training building upon course work, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it can never be waived. Students who do not successfully complete the internship are subject to dismissal from the School.

Students must successfully complete all doctoral program requirements prior to beginning an internship. The Director of Training and Community Service works closely with students to assess readiness to apply for, accept, and begin internship, and to identify appropriate internship sites. Students requesting to apply for internship are reviewed by the core faculty to determine eligibility and readiness. If the faculty raise concerns about a student's readiness to apply for internship based on academic, clinical and/or professional comportment are referred to the Training Committee for review. All students are required to participate in the APPIC Match process for internship placement. Students are encouraged to apply to the school's APA accredited internship program, Adler Community Health Services, which participates in the APPIC Match program. Students entering the Psy.D. program prior to Fall 2004 are required to have their dissertation proposal completed and approved by their committee prior to beginning their internship. Students entering the Psy.D. program during or following Fall 2004 must have their dissertation proposal completed and approved by their committee prior to the third week in the fall term during the year of application for internship.

The Internship Handbook, available on Moodle, provides specific information regarding internship requirements.

Doctoral Dissertation

The doctoral dissertation is designed to contribute to a student's knowledge, skills and values in scholarship, and its importance to the practice of professional psychology. Dissertations at the Adler School may span a broad range of interests and methodologies. Traditional empirical studies, qualitative research and theoretical investigations are all accepted forms of dissertation research. Students may identify an area of interest, conduct preliminary work-such as reading and evaluating the current literature- in the area of interest, and consult with faculty regarding a potential topic area at any time during their residency in the program, and are encouraged to do so as early as possible. Course 696, Doctoral Dissertation Preparation Seminar is a required, non-credit course in the curriculum providing assistance to students in understanding the dissertation process and developing a suitable topic. Students must successfully complete the Community Service Capstone Paper, and both segments of the Doctoral Clinical Qualifying Exam (DCQE), prior to formally beginning work on the dissertation. In addition, course 307 (Research Methods in Clinical

Psychology), course 637 (Statistics) and course 696 (Doctoral Dissertation Preparation Seminar) must be completed before registering for course 697 (Doctoral Dissertation Proposal), in which the student is expected to complete and defend the proposal for dissertation research. The successfully defended proposal, courses 307, 637, 696 and 697, and completed Clinical Qualifying Examinations are all prerequisites to registration for course 901 (Doctoral Dissertation I), in which the student actually commences work on the approved dissertation project.

The topic, format and scope of the dissertation project must satisfy the requirements and standards of scholarship and rigor set forth by the program, with the approval of the student's doctoral dissertation committee. The chair of the committee must be a core faculty member of the Adler School, and at least two members of the dissertation committee must be core faculty members of the school. It is permissible for outside experts to be involved in the dissertation as committee members and outside readers, but not as committee chairs.

Degree Requirements

The following courses are required for this degree. Students should take courses following the curriculum sequence described below in order to satisfy prerequisites for advanced courses, be approved to take qualifying examinations, and prepare for practicum placements. Not following the recommended course sequence may result in longer time to completion of the degree.

*	210	Professional Development Seminar	0 cr.
*	211	Community Service Seminar I	1 cr.
*	212	Community Service Seminar II	1 cr.
*	213	Community Service Practicum I	1 cr.
*	214	Community Service Practicum II	1 cr.
*	305	Professional Development, Issues and Ethics	3 cr.
	350	Community Psychology	3 cr.
*	402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
	433	Parent Education: Adlerian Theory and Interventions	2 cr.
	438	Introduction to Addictive Disorders	3 cr.
*	472	Basic Intervention and Assessment Skills	3 cr.
	497	Research Methods	3 cr.
	514	Life Style Assessment and Diagnosis	3 cr.
	523	Adlerian Approaches to Individual and Family Therapy	3 cr.
	601	Psy.D. Practicum Seminar I	1 cr.
	602	Psy.D. Practicum Seminar II	1 cr.
	603	Psy.D. Practicum Seminar III	1 cr.
	604	Psy.D. Practicum Seminar IV	1 cr.
	605	Psy.D. Practicum Seminar V	1 cr.
	606	Psy.D. Practicum Seminar VI	1 cr.
	611	Psy.D. Practicum I	1 cr.
	612	Psy.D. Practicum II	1 cr.
	613	Psy.D. Practicum III	1 cr.

	614	Psy.D. Practicum IV	1 cr.
	615	Psy.D. Practicum V	1 cr.
	616	Psy.D. Practicum VI	1 cr.
*	623	Life Span Development	3 cr.
*	624	Integrative Assessment	3 cr.
*	627	Assessment I: Cognitive and Intellectual Assessment	3 cr.
*	628	Assessment II: Personality Assessment	3 cr.
	632	Cognitive-Affective Bases of Behavior	3 cr.
	634	History and Systems	3 cr.
	636	Biological Bases of Behavior	3 cr.
	637	Statistics	3 cr.
*	641	Social Psychology and Individual Differences	3 cr.
*	648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
*	649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
	671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
	676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
	690	Supervision and Consultation	3 cr.
	691	Public Policy, Advocacy and Social Change	3 cr.
	692	Psychologists in Management and Administration	3 cr.
	696	Doctoral Dissertation Preparation Seminar	0 cr.
	697	Doctoral Dissertation Proposal	0 cr.
	740	Doctoral Internship-Full Time	0 cr.
	741	Doctoral Internship-Full Time	0 cr.
	742	Doctoral Internship-Full Time	0 cr.
		OR	
	743	Doctoral Internship-Half Time	0 cr.
	744	Doctoral Internship-Half Time	0 cr.
	745	Doctoral Internship-Half Time	0 cr.
	746	Doctoral Internship-Half Time	0 cr.
	747	Doctoral Internship-Half Time	0 cr.
	748	Doctoral Internship-Half Time	0 cr.
	901	Doctoral Dissertation I	0 cr.
	902	Doctoral Dissertation II	0 cr.
	903	Doctoral Dissertation III	0 cr.
	905	Community Service Capstone Paper	0 cr.
	990	Doctoral Clinical Qualifying Examination-Assessment Competency	0 cr.
	991	Doctoral Clinical Qualifying Examination-Intervention Competency	0 cr.
	998	Doctoral Oral Defense	0 cr.
		Basic Intervention Electives	9 cr.
		Three 3-credit courses to be chosen from a menu	9 cr.
		Advanced Assessment or Advanced Intervention Elective	3 cr.
		Advanced Diversity Elective	3 cr.
		General Electives	9 cr.

* = Required before beginning practicum

Elective Menu for the Psy.D. Program:

Basic Intervention Electives consist of any of the following:

- 334 Psychodynamic Approaches to Intervention
- 335 Cognitive-Behavioral Approaches to Intervention
- 336 Humanistic/Existential Approaches to Intervention
- 337 Group Psychotherapy
- 338 Child & Adolescent Psychotherapy
- 339 Biofeedback
- 662 Overview of Marriage & Family Therapy Models
- 663 Effective Marriage & Family Therapy
- 725 Neurological Intervention Techniques
- 840 Torture Survivor Well-Being: Theory and Foundation for Community-Based Advocacy

Advanced Assessment/Intervention Electives consist of any of the following:

- 517 Advanced Lifestyle Assessment
- 524 Advanced Adlerian Interventions and Theory
- 652 Life Cycle & Cultural Issues in Marriage & Family Therapy
- 655 Advanced Couples Counseling
- 683 Advanced Child & Adolescent Assessment
- 685 Child and Adolescent Cognitive-Behavioral Therapy
- 701 Advanced Psychodynamic Approaches to Intervention
- 702 Advanced Cognitive-Behavioral Approaches to Intervention
- 703 Advanced Humanistic/Existential Approaches to Intervention
- 704 Advanced Child & Adolescent Psychotherapy
- 705 Eye Movement Desensitization & Reintegration
- 706 Trauma-Focused Approaches to Intervention
- 707 Advanced Group Psychotherapy
- 710 Theories & Techniques of Clinical Hypnosis I
- 720 Beginning Neuropsychological Assessment
- 732 Advanced Personality Assessment: Special Topics
- 822 Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention
- 841 Torture Survivor Well-Being: Community-Based Advocacy

*In addition, any Intervention and/or Assessment course from the concentrations.

Advanced Diversity Electives consist of any of the following:

- 672 Race, Ethnicity & Social Class
- 673 Gender & Sexual Orientation Issues across the Lifespan
- 674 Gay, Lesbian, Bisexual, & Transgender Issues
- 677 Advanced Issues in Religion & Spirituality-Theory & Therapy
- 679 Counseling Multicultural and Marginalized Communities

Schedule

Doctoral courses are scheduled during all three terms in an academic year. Classes are offered on weekdays as well as weekends during morning, afternoon and evening hours. *Please Note: Foundation courses, such as 350, 641 and 472 are typically offered every semester. Courses may be offered in traditional on-campus, online or blended formats.*

Suggested Course Sequences

YEAR ONE

Fall Term

210	Professional Development Seminar	0 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
623	Life Span Development	3 cr.
627	Assessment I: Cognitive and Intellectual Assessment (with lab)	3 cr.
648	Biopsychosocial Bases of Health and Dysfunction I	3 cr.
		Term Credits = 12

Spring Term

211	Community Service Seminar I	1 cr.
213	Community Service Practicum I	1 cr.
305	Professional Development in Psychology: Issues and Ethics	3 cr.
350	Community Psychology	3 cr.
628	Assessment-II: Personality Assessment (with lab)	3 cr.
649	Biopsychosocial Bases of Health and Dysfunction II	3 cr.
		Term Credits = 14

Summer Term

212	Community Service Seminar II	1 cr.
214	Community Service Practicum II	1 cr.
472	Basic Skills for Psychotherapy	3 cr.
624	Assessment-III: Integrative Assessment (with lab)	3 cr.
641	Social Psychology and Individual Differences	3 cr.
		Term Credits = 11

YEAR TWO

Please note: Foundation courses, such as 497 and 637 are typically offered every semester.

Fall Term

497	Research Methods	3 cr.
514	Lifestyle Assessment and Diagnosis	3 cr.
601	Doctoral Practicum Seminar-I	1 cr.
611	Doctoral Practicum-I	1 cr.
905	Community Service Capstone Paper	0 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.
		Term Credits = 11

Spring Term

602	Doctoral Practicum Seminar-II	1 cr.
612	Doctoral Practicum-II	1 cr.
637	Statistics	3 cr.
990	Doctoral Clinical Qualifying Examination-Assessment	0 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.

Term Credits = 8**Summer Term**

433	Parenting Education: Adlerian Theory and Interventions	2 cr.
603	Doctoral Practicum Seminar-III	1 cr.
613	Doctoral Practicum-III	1 cr.
671	Structural and Systemic Bases of Health and Dysfunction	3 cr.
	<i>Add one (1) Intervention Elective Choice</i>	3 cr.

Term Credits = 10**YEAR THREE****Fall Term**

438	Introduction to Addictive Disorders	3 cr.
523	Adlerian Approaches to Individual and Family Therapy	3 cr.
604	Doctoral Practicum Seminar-IV	1 cr.
614	Doctoral Practicum-IV	1 cr.
636	Biological Bases of Behavior	3 cr.
696	Doctoral Dissertation Preparation Seminar	0 cr.

Term Credits = 11**Spring Term**

605	Practicum Seminar-V	1 cr.
615	Doctoral Practicum-V	1 cr.
634	History and Systems	3 cr.
691	Doctoral Clinical Qualifying Examination-Intervention	0 cr.
	<i>Add one (1) Advanced Assessment or Intervention Elective Choice</i>	3 cr.

Term Credits = 8**Summer Term**

606	Doctoral Practicum Seminar-VI	1 cr.
616	Doctoral Practicum-VI	1 cr.
697	Doctoral Dissertation Proposal	0 cr.
	<i>Add one (1) Advanced Diversity Elective</i>	3 cr.
	<i>Add one (1) General or Advanced Elective</i>	3 cr.

Term Credits = 8**YEAR FOUR****Fall Term**

632	Cognitive and Affective Bases of Behavior	3 cr.
676	Global and Cross-Cultural Perspectives on Health and Dysfunction	3 cr.
901	Doctoral Dissertation I	0 cr.

Term Credits = 6

Spring Term

690	Supervision and Consultation	3 cr.
691	Public Policy, Advocacy and Social Change	3 cr.
902	Doctoral Dissertation II	0 cr.
	<i>Add one (1) General or Advanced Elective Choice</i>	3 cr.

Term Credits = 9

Summer Term

692	The Role of Psychologists in Management, Administration and Leadership	3 cr.
903	Doctoral Dissertation III	0 cr.
	<i>Add one (1) General or Advanced Elective Choice</i>	3 cr.

Term Credits = 6

YEAR FIVE

Fall Term

740	Doctoral Internship	0 cr.
998	Doctoral Oral Defense	0 cr.

Term Credits = 0

Spring Term

741	Doctoral Internship	0 cr.
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Term Credits = 0

Summer Term

742	Doctoral Internship	0 cr.
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Term Credits = 0

Total Credit Hours: 114

Graduation Requirements

1. Satisfactory completion of 114 credit hours, including all required courses.
2. Satisfactory completion of 1,500 minimum hours of clinical practicum.
3. Satisfactory completion of 200 minimum clock hours of community service practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
5. Fulfillment of the Residency Requirement.
6. Successful completion of all qualifying examinations.
7. Successful completion of a Doctoral Dissertation and Oral Defense.
8. Satisfactory completion of an approved Internship.
9. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
10. Recommendation by the Faculty to the Board of Trustees for the conferral of the Doctor of Psychology in Clinical Psychology.

Concentration and M.A. Degree Options

Doctoral students may elect to choose a concentration as part of their doctoral studies providing education and training in a focal area of study. Students may also earn the Master of Arts in Counseling Psychology degree while pursuing the Psy.D. Doctoral students interested in earning the Master of Arts degree are advised to contact the Program Director for the specific specialty area in which they seek the degree to learn the particular admission and graduation requirements for that program. Students interested in pursuing additional credentials through the concentration offerings are advised to consult with the specific Concentration Coordinator and faculty advisor to plan for this action. Many graduates report that these additional credentials enhanced their value to potential internship directors and employers. The attainment of the Master of Arts degree has assumed increased importance in recent years for students seeking internships in certain settings requiring a graduate degree for reimbursement of services. Course and practicum requirements for successfully completing the Master's Degree or concentration areas vary, depending on the extent and nature of training necessary. Consequently, pursuing the M.A. in Counseling Psychology degree or a concentration area in addition to the standard doctoral training schedule typically results in longer completion times for the Psy.D. degree. Doctoral students planning to add the Masters of Arts in Counseling Psychology degree are eligible to take the Licensed Professional Counselor (LPC) examination, enabling them to become licensed as Masters-level clinicians in the State of Illinois. Other states may require more extensive training at the M.A. level for licensure. Students interested in Masters-level licensure should consult the specific licensing regulations in the state of interest.

The concentration areas available to doctoral students include the following:

- Advanced Adlerian Psychotherapy
- Art Therapy
- Child and Adolescent Psychology
- Clinical Neuropsychology
- Marriage and Family Counseling
- Organizational Development
- Primary Care Psychology

The degree requirements for these concentrations are given below.

Doctoral Concentration in Advanced Adlerian Psychotherapy

Adler School doctoral students working toward the Psy.D. may pursue specialized training in Advanced Adlerian Psychotherapy concurrently with their doctoral work by fulfilling the requirements for this concentration. This concentration is designed to provide advanced specialized training in the principles, techniques and methodologies of Alfred Adler. This program was developed to allow qualified individuals

an opportunity to obtain specialized knowledge and clinical skills, participate in supervised clinical experiences, and acquire a specialty in Individual Psychology and psychotherapy.

The focus of the advanced concentration is to build on the basic skills set forth by the eighth competency of the Adler School. In addition, it will help the student build requisite skills that critically integrate the Adlerian foundation into current approaches and special needs areas. Attention is being given to evidence-based techniques and the best practices of the field.

Following the 11 standard Adlerian credits required for the doctorate degree, the concentration's advanced courses will enhance the student/clinician's skills in assessment and in advanced interventions.

The Concentration in Advanced Adlerian Psychotherapy has a long history at the Adler School of Professional Psychology. The Alfred Adler Institute of Chicago initially educated practicing clinicians to be Adlerian therapists solely through a series of classes led by Rudolf Dreikurs, Bernard Shulman and Harold Mosak. This approach grew into an established certification in Adlerian psychology, and clinicians seeking this certification sustained the Institute for a number of decades.

Minimum Admission Requirements

Enrollment in current Adler School of Professional Psychology doctoral program.

Coursework requirements

The following scholastic and practicum requirements are for obtaining an Advanced Adlerian Psychotherapy Concentration:

**517	Advanced Life Style Assessment	3 cr.
**524	Advanced Adlerian Interventions and Theory	3 cr.

**Meets requirement for Advanced Assessment/Intervention Elective for PsyD program

Advisement/training requirements:

Registration in at least 2 Practicum Seminars (601-609 or 502-503) with an Adlerian seminar leader.

Integration of Science and Practice Requirement:

Doctoral students seeking this concentration must have an Adlerian focus for their dissertation. However, this focus may include other areas of interest.

As a final requirement, students will conceptualize a clinical case and develop an intervention strategy utilizing an Adlerian theoretical

framework. Students will then present their work to their peers in the seminar as well as at a Common Hour event.

Total credit hours: 8

Graduation Requirements

- 1) Satisfactory completion of 8 credit hours, including all required courses.
- 2) Satisfactory completion of practicum seminars with an Adlerian seminar leader.
- 3) A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
- 4) Successful completion of comprehensive case conceptualization.
- 5) Successful completion of a dissertation.

For further information contact Leigh Johnson-Migalski, PsyD, Advanced Adlerian Psychotherapy Concentration/Certificate Coordinator.

Doctoral Concentration in Art Therapy

The Concentration in Art Therapy combines presentation of the theories and skills in art therapy with supervised practicum experience to provide students with training in the use of art as therapy. Students enrolled in the PsyD degree program at the Adler School may graduate with a concentration in Art Therapy. A 700 hour practicum in art therapy under supervision of a registered art therapist is required.

Graduates of this program need to complete 1500 hours of supervised clinical work in art therapy (direct client contact) in order to apply for registration as an art therapist (ATR) after graduation.

Program-Specific Minimum Admission Requirements

Applicants to this program must have:

- A master's degree in psychology or a related field from an accredited institution, or the equivalent academic preparation from an institution outside the US, and a student in the PsyD program, meet the prerequisites for the concentration in art therapy.
- A grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate course work.
- The concentration in art therapy requires each student to submit a portfolio of original art work at the admissions interview or upon applying to take a concentration in art therapy. This artwork needs to demonstrate competence with art materials in three or more visual art media.
- A minimum of 18 semester credit hours – or 27 quarter hour credits – studio art coursework that demonstrates proficiency and commitment in art making.
- Equivalency of some non-academic studio art experience or art therapy based coursework (270 hours) may be substituted for

the required hours of study in studio art at the discretion of the Counseling Psychology: Art Therapy Program Director. However, it is imperative that the applicant demonstrate a range of experience using a variety of art materials and processes.

Applicants, who meet application requirements, will be invited to an application interview with an art therapy core faculty. The applicant needs to bring his/her completed art portfolio to this interview that is the last step in the application process.

Course Requirements

The following courses are required for the Concentration in Art Therapy. In addition, students in this program will be required to submit a portfolio of their art therapy coursework experiences for review prior to program completion.

344	Historical & Theoretical Perspectives in Art Therapy	3 cr.
345	The Use of Art in Assessment, Diagnosis & Treatment Planning (and Lab)	3 cr.
346	The Use of Art in Group Therapy	3 cr.
450	Lifespan Development in Art Therapy	3 cr.
451	Socio-Cultural & Multicultural Approaches in Art Therapy	3 cr.
452	Theories & Methods of Intervention in Art Therapy I: Family and Older Adults	3 cr.
453	Theories & Methods of Intervention in Art Therapy II: Trauma	3 cr.
466	Studio Art	3 cr.
467	Art Therapy Practicum Seminar I	1 cr.
468	Art Therapy Practicum Seminar II	1 cr.
480	Art Therapy Practicum I	1 cr.
481	Art Therapy Practicum II	1 cr.
Total Credit Hours:		28

Completion Requirements

1. Satisfactory completion of 28 credit hours that includes all required courses.
2. Satisfactory completion of 700 hours of supervised practicum (that includes at least 350 hours of direct client contact).
3. A cumulative grade point average of 3.0 or higher with no more than one grade (or 3 credit hours) of 'C'.
4. Successful portfolio review at the end of required coursework.
5. Completion of Application for Graduation and full payment of any outstanding tuition or other fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration/Certificate in Art Therapy.

For further information contact Nancy Slater, Ph.D., Master's in Counseling Psychology: Art Therapy Program Director.

Doctoral Concentration in Child and Adolescent Psychology

The Child and Adolescent Psychology concentration is designed for students with an interest in working with these populations. Required courses provide students with knowledge and skills pertinent to issues of health and dysfunction with children and adolescents; assessment and intervention methods appropriate to these types of clients; and the broader structural and sociocultural factors that impact on their well being.

Course Requirements

The courses necessary for completion of the Child and Adolescent Concentration are the following:

338	Child and Adolescent Psychotherapy (Fall term)	3 cr.
644	Child and Adolescent Health and Dysfunction (Spring term)	3 cr.
683	Advanced Child and Adolescent Assessment (Fall term)	3 cr.
684	Systemic Interventions with Children and Adolescents (Spring term)	3 cr.

Elective menu (Choose one of the following):

652	Life Cycle and Cultural Issues in Marriage and Family Therapy (Fall term)	3 cr.
704	Advanced Child and Adolescent Psychotherapy (Summer term)	3 cr.

Total Credit Hours: 15

Students should take the required courses in the suggested terms listed above.

Other Requirements for the Concentration in Child and Adolescent Psychology

1. At least one practicum in a child/adolescent setting.
2. The assessment and therapy CQE's must address a child or adolescent client.
3. Students will also be required to write their dissertation in the area of child and adolescent psychology.

Doctoral Concentration in Marriage and Family Therapy

Adler School doctoral students may pursue specialized training in Marriage and Family Therapy concurrently with their doctoral work by

fulfilling the requirements for the concentration in Marriage and Family Therapy (MFT).

Although not required, Adler School doctoral students, who are completing this concentration program, are highly encouraged to carry out a dissertation that is focused on some aspect of marriage and family studies and therapy.

Course Requirements

The concentration in Marriage and Family Therapy requires the following courses:

523	Adlerian Approaches to Individual and Family Therapy	3 cr.
651	Assessment and Treatment from a Systemic Perspective	3 cr.
652	Life Cycle and Cultural Issues in Marriage and Family Therapy	3 cr.
655	Advanced Couples Therapy	3 cr.
663	Effective Marriage and Family Therapy	3 cr.

Total Credit Hours: 15

Specialized Practicum for MFT Concentration

In addition to specialized coursework in MFT, students in the MFT concentration will acquire and develop practical clinical skills in MFT through specialized field placements. Ongoing involvement in clinical activities at professional training sites gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Since the MFT practicum is considered an advanced specialty practicum, students typically complete a doctoral therapy practicum prior to beginning the MFT practicum.

Students should expect to spend from ten to twenty hours per week at an approved MFT practicum site and must concurrently enroll in two semesters of Practicum Seminars during their field training. A minimum of 500 total clock hours of practica is required, which should include at least 250 hours of direct clinical service, of which one-third or more should be in conjoint therapy with couples or families.

The Department of Training and Community Service and the Director of the Marriage and Family Counseling Program work in collaboration with concentration students to identify clinical experiences which will meet the specialized needs of the MFT concentration and the goals of the student. Additional resources are available in the Practicum Handbook and the database of MFT practicum sites available from the Training Department.

Completion Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 500 minimum clock hours of MFT practicum, including appropriate hours of conjoint therapy.
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for awarding a certificate of completion of the Concentration in Marriage and Family Therapy.

For further information contact Thomas Todd, Ph.D., Marriage and Family Counseling Program Director.

Doctoral Concentration/Certificate in Clinical Neuropsychology

Clinical Neuropsychology is one of the fastest growing subspecialties within psychology. Its growth and credibility are manifested in the continued implementation of new doctoral and post-doctoral training programs; its widely read professional journals such as *Neuropsychology* and *The Archives of Clinical Neuropsychology*; its growing professional organizations such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN) and Division 40 of the American Psychological Association; its recognition by the National Register of Health Care Providers; and establishment of credentialing boards such as the American Board of Clinical Neuropsychology and the American Board of Professional Neuropsychology.

Division 40 of the American Psychological Association defines a clinical neuropsychologist as follows:

A Clinical Neuropsychologist is a professional psychologist who applies principles of assessment and intervention based upon the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. The Clinical Neuropsychologist is a doctoral-level psychology provider of diagnostic and intervention services who has demonstrated competence in the application of such principles for human welfare following:

- Successful completion of systematic didactic and experiential training in neuropsychology and neuroscience at a regionally accredited university;
- Two or more years of appropriate supervised training applying neuropsychological service in a clinical setting;
- Licensing and concentration to provide psychological services to the public by the laws of the state or province in which he or she lives; and
- Review by one's peers as a test of these competencies.

The Concentration/Certificate in Clinical Neuropsychology was developed following the guidelines set forth by Division 40 of the American Psychological Association. Its requirements are continually under examination and revisions are expected.

The Concentration/Certificate is designed to provide doctoral students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. For Adler School's doctoral students, completion of the Certificate in Clinical Neuropsychology, in conjunction with the Psy.D. in Clinical Psychology, prepares graduates to complete advanced work (i.e., postdoctoral fellowship), leading to careers in clinical neuropsychology and to board certification. Note that a year of post-doctoral training is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a post-doctoral level and to acquire additional supervised clinical experience to increase both general and subspecialty neuropsychology competencies. Current national guidelines recommend that students complete a two-year post-doctoral residency in neuropsychology following the completion of this program. Licensed clinical psychologists admitted to the program will receive a Certificate in Clinical Neuropsychology.

Minimum Admission Requirements—Current Adler School Students

Students who have completed the requisite assessment sequence (627, 628 and 624), Biological Bases of Behavior (636), and a course of Biopsychosocial Bases of Health and Dysfunction (648 or 649), are eligible to take Beginning Neuropsychological Assessment (720) as an advanced assessment elective. Following successful completion of this course (i.e., grade of B or higher) and both the therapy (614-616) and clinical assessment (611-613) practica, students interested in obtaining the Concentration in Clinical Neuropsychology may then pursue its remaining course requirements and completion of an advanced practicum and practicum seminar in clinical neuropsychological assessment.

Minimum Admission Requirements—Outside Professionals

Applicants to this program typically require:

- Licensure as a clinical psychologist, or a related health care license

Approved applicants will be invited to a personal interview as a final step in the application process.

Concentration/Certificate Requirements

The following courses are required for the Concentration/Certificate in Clinical Neuropsychology. In addition, students in this program should consult with the Program Coordinator to develop an individualized

course of study. The program may be modified based on individual circumstances.

700	Doctoral Internship* (2,000 clock hours)	0 cr.
720	Beginning Neuropsychological Assessment	3 cr.
721	Intermediate Neuropsychological Assessment	3 cr.
722	Practicum Seminar in Neuropsychology I	1 cr.
723	Advanced Neuropsychological Assessment	3 cr.
724	Practicum Seminar in Neuropsychology II	1 cr.
725	Neuropsychological Intervention Techniques	3 cr.
726	Neuropsychology Practicum I: Assessment (400 clock hours minimum)	1 cr.
727	Neuropsychology Practicum II: Assessment (400 clock hours minimum)	1 cr.
728	Pediatric Neuropsychological Assessment	3 cr.

Total Credit Hours: 19

* Doctoral Internship with a focus of at least 50% on neuropsychology. Although not required, Adler School doctoral students, who are completing this certificate program, are highly encouraged to carry out a dissertation that is primarily neuropsychological in nature.

In addition to the neuropsychology courses listed above, other related elective courses are offered intermittently, on such topics as psychological and medical aspects of head trauma, assessing memory and amnesic disorders, ADHD seminar, and the Halstead-Reitan Battery.

Completion Requirements

1. Satisfactory completion of 19 credit hours, including all required courses.
2. Satisfactory completion of 800 clock hours of clinical neuropsychological assessment practicum with ancillary seminars.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of "C."
4. Satisfactory completion of a 2,000 hour doctoral internship with a focus of at least 50% on neuropsychology.
5. Submission of a completed Graduation Application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Concentration or Certificate in Clinical Neuropsychology.

For further information contact Larry Maucieri, Ph.D., Clinical Neuropsychology Concentration/Certificate Coordinator at lmaucieri@adler.edu.

Doctoral Concentration in Organizational Development

Adler School doctoral students working toward the Psy.D. may pursue specialized training in Organizational Development concurrently with their doctoral work by fulfilling the requirements for the Concentration in Organizational Development. Previous graduates of the Adler Psy.D. program may also return to pursue a formal specialized concentration such as organizational development. The concentration is intended to provide doctoral students with more intensive and focused education in areas such as organizational psychology and the related areas of change management, team building, performance enhancement, executive coaching, organizational development, and employee assistance programs.

Course Requirements

The concentration in Organizational Development requires the following courses:

569	Lifestyle and Career Development	3 cr.
574	Principles of Industrial/Organizational Psychology	3 cr.
575	Executive Coaching/Consulting and Leadership Development	3 cr.
580	Organizational Theory and Change Management	3 cr.
584	Organizational Consulting and Group Development	3 cr.

Total Credit Hours: 15

Other Requirements for the Concentration in Organizational Development:

1. Clinical Externship: Students need to have successfully completed the clinical externship in order to continue the next steps in the program. The Director of Training and Community Services and the M.A.O. Program Director work in collaboration with concentration students to identify a clinical externship which will meet the specialized needs of their program in addition to the student's unique goals. Ideally, some elements of the externship are to focus on activities related to organizational development.
2. Advanced Business Practicum: In addition to the specialized coursework, students in a program for the COD designation will be required to take an advanced business practicum (and associated practicum seminar in order to develop practical skills in applying their learning in a workplace setting. The advanced business practicum must be a minimum of 300 clock hours to be conducted in a business- oriented setting which allows the student the opportunity to apply their skills in providing intervention for individuals, teams and at the organization level. The business practicum and practicum seminar must be

conducted in sequence after the successful completion of practica in therapy and assessment. Furthermore, the advanced business practicum should ideally be completed within one semester.

3. Doctoral Dissertation: In addition, students enrolled in the doctoral program for the COD designation are required to complete a scholarly dissertation with a focus on topics or issues which are related to organizational psychology.

Completion Requirements

1. Satisfactory completion of 15 credit hours, including all required courses.
2. Satisfactory completion of 300 minimum clock hours of an Advanced Business Practicum.
3. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for awarding a certificate of completion of the Concentration in Organizational Development.

For further information contact Dr. Peter Liu, C.M., C. Psych., Program Director, Master of Arts degree in Counseling and Organizational Psychology at pliu@adler.edu.

Doctoral Concentration in Traumatic Stress Psychology

The Traumatic Stress Psychology concentration is designed for students seeking specialized training to provide therapy and assessment services for individuals with symptoms of traumatic stress, including people who have experienced combat, disasters, accidents or life-threatening illness, or interpersonal violence. In the required courses students will obtain the knowledge and skills to provide these individuals with research-supported clinical services and the support they need to improve their psychological, physical, social, and vocational functioning. An understanding of the broader structural and systemic factors that impact on survivors' well-being is also emphasized. The courses necessary for completion of the concentration are the following:

706	Trauma-Focused Interventions	3 cr.
806	Advanced Trauma-Focused Interventions	3 cr.

In addition, three electives must be chosen from the following menus:

Elective Menu – Special Populations (choose one or two of the following):

684	Systemic Interventions with Children and Adolescents	3 cr.
822	Death, Dying, Bereavement, & Loss-Focused Interventions	3 cr.

815	Mental Health Disaster Response Counseling	3 cr.
816	Torture Survivor Well-Being	3 cr.

Elective Menu – Research-Supported Interventions (choose one or two of the following):

702	Advanced Cognitive-Behavioral Approaches to Intervention	3 cr.
685	Child and Adolescent Cognitive-Behavioral Therapy	3 cr.
710	Theories and Techniques of Clinical Hypnosis I	3 cr.
711	Theories and Techniques of Clinical Hypnosis II	3 cr.

The following requirements must also be met:

1. Students earning the Traumatic Stress Psychology Concentration must complete one of their doctoral practica at a site that offers significant experience in working with survivors of traumatic events.
2. Students earning the Traumatic Stress Psychology Concentration must complete their dissertation on a topic relevant to traumatic stress.

Doctoral Concentration in Primary Care Psychology

The Primary Care Psychology concentration is designed to acquaint students interested in the integration of clinical psychology, behavioral medicine and healthcare with evidence-based approaches and techniques. Students whose particular interests focus on working in primary healthcare settings, such as hospitals, group medical practices, community clinics, HMO's and family practice centers are especially likely to find this concentration enriching and helpful. Required courses provide students with knowledge and skills pertinent to several of the key principles of primary care psychology, including mind/body interaction; pain definition and management; stress-related illnesses and treatments; the role of behavioral factors in physical and psychological well-being; the application of psychological assessment and intervention techniques to acute and chronic illness and an understanding of the impact of broader structural and systemic factors on well-being and the role of the psychologist in healthcare delivery.

Course Requirements

The courses necessary for completion of the concentration are the following:

735	Mind-Body Health I	3 cr.
736	Mind-Body Health II	3 cr.
737	Primary Care Psychology	3 cr.

Elective Menu (choose two of the following)

339	Biofeedback	3 cr.
702	Advanced Cognitive-Behavioral Approaches to Intervention	3 cr.
705	Eye Movement Desensitization and Reintegration	3 cr.

710	Theories and Techniques of Clinical Hypnosis I	3 cr.
739	Mindfulness Meditation	3 cr.

For further information contact Neil Bockian, Ph.D., Primary Care Psychology Concentration Coordinator at nbockian@adler.edu.

Programs of Study – Vancouver Campus

Master of Arts (M.A.) in Counselling Psychology
 Master of Arts (M.A.) in Organizational Psychology
 Master of Arts (M.A.) in Community Psychology

Master of Arts in Counselling Psychology

The Master of Arts degree in Counselling Psychology (MAC) prepares students to be knowledgeable in foundational theories and methods of counseling. The program offers traditional graduate degree training coupled with an emphasis on the education and training in socially responsible practice. This comprehensive program can be completed in a 2 year period as a full-time student including summer semesters.

Graduates of the program are well prepared for a wide variety of mental health positions in human service agencies and organizations in both the public and private sectors.

Graduates of this program are eligible for membership registration with the British Columbia Association of Clinical Counsellors (www.bc-counsellors.org) and/or the Canadian Counselling and Psychotherapy Association (www.ccpa-accp.ca). For other specialized licensure/certification requirements, students should consult the appropriate section of the catalog for that specialty.

Students are advised that licensure requirements are subject to change based on new legislation, and students are encouraged to regularly consult with licensing boards and agencies about current requirements. Students, who intend to practice in locations other than the State of Illinois or the province of British Columbia, are also encouraged to consult with the appropriate agency or board relevant to local licensure requirements.

Degree Requirements

Successful completion of the following courses is required for this degree:

*	200	Professional Development Seminar I	1 cr.
*	201	Professional Development Seminar II	1 cr.
*	202	Community Service Practicum I	1 cr.
*	203	Community Service Practicum II	1 cr.
	337	Group Psychotherapy	3 cr.

* 402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
* 431	Child Guidance and Parenting	1 cr.
432	Child Guidance and Parenting Group Supervision	1 cr.
438	Introduction to Addictive Disorders	3 cr.
* 472	Basic Intervention and Assessment Skills	3 cr.
495	Research in Counselling Psychology	3 cr.
525	Preparation for the M.A. Thesis	1 cr.
526	M.A. Thesis I	1 cr.
527	M.A. Thesis II	1 cr.
528	M.A. Thesis III	1 cr.
529	M.A. Thesis Continuation	0 cr.
* 505	Professional Development, Issues and Ethics	3 cr.
506	M.A. Practicum I	1 cr.
507	M.A. Practicum II	1 cr.
508	MA Practicum Seminar I	2 cr.
509	MA Practicum Seminar II	2 cr.
* 516	Individual Appraisal for Counsellors in Practice	3 cr.
* 520	Theories of Psychotherapy	3 cr.
569	Lifestyle and Career Development	3 cr.
* 623	Life Span Development	3 cr.
* 641	Social Psychology and Individual Differences	3 cr.
* 647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Total Credit Hours = 58

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

200	Professional Development Seminar	1 cr.
402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
520	Theories of Psychotherapy	3 cr.
623	Life Span Development	3 cr.
641	Social Psychology and Individual Differences	3 cr.

Term Credits = 13

Spring Term

201	Professional Development Seminar I	1 cr.
202	Professional Development Seminar II	1 cr.
472	Basic Intervention and Assessment Skills	3 cr.

505	Professional Development, Issues, and Ethics	3 cr.
495	Research in Counselling Psychology	3 cr.

Term Credits = 11

Summer Term

203	Community Service Practicum II	1 cr.
431	Child Guidance and Parenting	1 cr.
525	Preparation for the M.A. Thesis	1 cr.
516	Individual Appraisal for Counsellors in Practice	3 cr.
647	Biopsychosocial Bases of Health and Dysfunction for Counsellors	3 cr.

Term Credits = 9

YEAR TWO

Fall Term

506	M.A. Practicum I	1 cr.
508	M.A. Practicum Seminar I	2 cr.
526	MA Thesis I	1 cr.
663	Effective Marriage and Family Counselling	3 cr.
671	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

Term Credits = 10

Spring Term

432	Child Guidance and Parenting Supervision	1 cr.
527	M.A. Thesis II	1 cr.
507	M.A. Practicum II	1 cr.
509	M.A. Practicum Seminar II	2 cr.
569	Lifestyle and Career Development	3 cr.

Term Credits = 8

Summer Term

337	Group Psychotherapy	3 cr.
438	Introduction to Addictive Disorders	3 cr.
528	MA Thesis III	1 cr.
995	Master's Clinical Qualifying Examination	0 cr.

Term Credits = 7

Total Credit Hours = 58

Graduation Requirements

- 1) Satisfactory completion of 58 credit hours, including all required courses.
- 2) Satisfactory completion of 700 minimum clock hours of practicum.
- 3) Satisfactory completion of at least 150 clock hours of community service practicum.
- 4) A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of "C."
- 5) Successful completion of the M.A. Thesis.

- 6) Successful completion of the Master's Clinical Qualifying Examination.
- 7) Submission of completed Graduation Application and full payment of all outstanding tuition and fees.
- 8) Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counselling Psychology.

Practicum –Vancouver Campus

An integral part of all Master's programs offered at Adler is the acquisition of practical counselling and scholarly skills gained in field placements. Ongoing involvement in counselling and scholarly activities at professional training sites, including Adler Community Health Services at the Chicago campus, gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in course work. Practicum training requirements begin with a first year Community Service Practicum that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well being. Counselling training provided in students' second practicum focuses on developing the competencies needed to prepare students for entry-level practice at graduation. Because the focus is on integrating Master's level education at Adler with Master's-level supervised counselling training, no transfer credit is granted for practica credits earned elsewhere. Students must successfully complete course prerequisites prior to being approved to begin their counselling practicum.

First year students will spend 8-10 hours per week over the course of six months at an approved Community Service Practicum site and must concurrently enroll in required coursework. A minimum of 150 clock hours of Community Service Practicum is required.

Second year students should expect to spend at least two days per week over the course of at least eight months at an approved counselling practicum site and must concurrently enroll in Practicum Seminars throughout their field training. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Department of Training and Community Service works in collaboration with students in identifying and obtaining counselling practicum opportunities which meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle, for detailed information.

MA Thesis -Vancouver Campus

Students are required to complete a research-based thesis as a capstone project of their MAC degree. Students begin the thesis process by registering for Course #525 – Preparation for MA Thesis. Once students register for course #525 they are required to continuously

register in MA Thesis courses (#526, #527, and #528) over the next three consecutive terms. Students who have not completed their MA Thesis after registering for MA Thesis I, II, and III are required to register for course #529 - MA Thesis Continuation in all subsequent terms until their thesis is completed and approved. Students receive a grade of In Progress (IP) for any term in which they are making satisfactory progress on their thesis and a grade of No Progress (NP) when they are failing to complete the project in a timely manner. When a student satisfactorily completes each thesis component (i.e., the proposal and final thesis), a grade of CR (Credit) will be issued for all courses replacing the previous grades of IP.

M.A. in Organizational Psychology – Vancouver Campus

The Master of Arts in Organizational Psychology degree program prepares graduates to work in a variety of areas related to organizational development and leadership for business, industry and the public sector. The degree offers a curriculum that includes an integration of theory, research, applied skills and community service, within disciplines of organizational psychology and organizational development/leadership practice as well as counselling theory and practice. Knowledge and skills developed in the program will enable graduates to provide consultation to and leadership in organizational settings on the level of the individual, the work group and organizational systems and structures.

This degree requires students to complete two practica: a 150 hour Community Service practicum and a 350 hour Organizational Development practicum completed in an organizational setting.

The program also requires students to complete a comprehensive research project to ensure students have the requisite understanding of research and critical analysis process and are fully prepared to undertake further academic pursuits.

Designed for the professional learner, the program is offered in a flexible week day, week day evening, and weekend format. This allows students to maintain their involvement with their work while completing the program.

Graduates of the core M.A. in Organizational Psychology program are not eligible for registration as a clinical counselor. However, M.A. in Organizational Psychology students will be offered the opportunity to take additional coursework and practicum credits that are required to become eligible through our Master of Arts in Counselling Psychology degree program.

Program-Specific Minimum Admission Requirements

Applicants to this program typically require:

- A baccalaureate degree or equivalent from an accredited institution

- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate or graduate coursework
- The equivalent of 12 semester credit hours in psychology with grades of C or better
- Undergraduate prerequisites are introductory or general psychology, research methods, and two other courses in the fields of psychology and organizational studies.

Applicants should have completed at least 3 credits of general or introductory psychology and 3 credits of one other course in the field of psychology and organizational studies prior to beginning their studies at the Adler School, Vancouver Campus. Outstanding prerequisites are expected to be completed by the end of a student's first semester at the Adler School, Vancouver Campus.

Degree Requirements

The following courses are required for this degree. It is strongly recommended that students take courses following the sequence described below to insure timely progress in meeting program requirements.

Successful completion of the following courses is required for this degree.

*200	Professional Development Seminar I	1 cr.
*201	Professional Development Seminar II	1 cr.
*202	Community Service Practicum I	1 cr.
*203	Community Service Practicum II	1 cr.
*402	Introduction to Adlerian Psychology	3 cr.
*472	Basic Intervention and Assessment Skills	3 cr.
505	Professional Development, Issues and Ethics	3 cr.
*520	Theories of Psychotherapy	3 cr.
*546	Research Methods in Organizational Psychology	3 cr.
547	Group Theory and Process	3 cr.
548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
549	M.A. Research Project in Organizational Psychology	3 cr.
550	Preparation for M.A. Research Project	1 cr.
569	Lifestyle and Career Development	3 cr.
*571	Foundations in Counselling and Organizational Consulting	3 cr.
*574	Principles of Industrial / Organizational Psychology	3 cr.
575	Executive Coaching / Consulting and Leadership	3 cr.
*580	Organizational Theory and Change Management	3 cr.
586	Organizational Psychology Practicum	1 cr.
588	Organizational Psychology Practicum Seminar	1 cr.
*641	Social Psychology and Individual Differences	3 cr.
671	Structural & Sociocultural Bases of Health and Dysfunction	3 cr.

Total Credit Hours: 52

* = Required before beginning practicum

Curriculum Sequence

YEAR ONE

Fall Term

200 Professional Development Seminar I	1 cr.
402 Introduction to Adlerian Psychology	3 cr.
641 Social Psychology and Individual Differences	3 cr.
571 Foundations in Counselling and Organizational Consulting	3 cr.

Term credits = 10

Spring Term

201 Professional Development Seminar II	1 cr.
202 Community Service Practicum I	1 cr.
520 Theories of Psychotherapy	3 cr.
574 Principles of Industrial / Organizational Psychology	3 cr.

Term credits = 8

Summer Term

203 Community Service Practicum II	1 cr.
472 Basic Intervention and Assessment Skills	3 cr.
546 Research Methods in Organizational Psychology	3 cr.
580 Organizational Theory and Change Management	3 cr.

Term credits = 10

YEAR TWO

Fall Term

550 Preparation for the M.A. Research Project	1 cr.
505 Professional Development, Issues and Ethics	3 cr.
547 Group Theory and Process	3 cr.
671 Structural & Sociocultural Bases of Health and Dysfunction	3 cr.

Term credits = 10

Spring Term

569 Lifestyle and Career Development	3 cr.
548 Organizational Policy Frameworks and Dispute Resolution	3 cr.
549 M.A. Research Project in Organizational Psychology	3 cr.

Term credits = 9

Summer Term

575 Executive Coaching / Consulting and Leadership Development	3 cr.
586 Organizational Psychology Practicum	1 cr.
588 Organizational Psychology Practicum Seminar	1 cr.

Term credits = 5

Total Credit Hours: 52

Graduation Requirements

1. Satisfactory completion of 52 credit hours, including all required courses.
2. Satisfactory completion of 350 minimum clock hours of an organizational psychology practicum and 150 clock hours of community service practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses of six credits with a final grade of "C".
4. Successful completion of M.A. Research Project.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.
6. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Organizational Psychology degree.

M.A. in Community Psychology

The Master of Arts in Community Psychology degree program prepares graduates to work in a variety of areas related to designing, developing and delivering the supports needed to sustain healthy communities and individuals. A primary focus is researching and assessing community needs and strengths; planning and implementing early intervention and prevention programs; evaluating governmental and community-based programs and services; developing collaborative partnerships and engaging in community-based research for social change.

Community Psychology, ecological in nature, studies a wide variety of forces and structures in the community which affect the positive growth, development and functioning of its members. The practice of community psychology is directed towards improving the quality of life by promoting competence and well-being through community development, social and political action for constructive social change.

The degree offers a curriculum that includes an integration of theory, community-based research, applied skills and community service, within the disciplines of community psychology and community development, as well as counselling theory and practice. Knowledge

and skills developed in the program will enable graduates to enhance their professional practice as consultants and/or leaders in government and community agency sectors.

This degree requires students to complete two practica: a 150 hour Community Service practicum and a 350 hour Community Development practicum completed in community or social service settings. The program also requires students to complete a comprehensive research project to demonstrate that students have the requisite understanding of community-based research and critical analysis process, and are fully prepared to undertake leadership in community development or further academic pursuits.

Designed for the professional learner, the program is offered in a flexible week day, evening and weekend format. This allows students to maintain their involvement with their work while completing the program.

Minimum Admission Requirements

Applicants to this program typically require:

- A baccalaureate degree or the equivalent from an accredited institution
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate course work
- The equivalent of twelve semester credit hours in baccalaureate level psychology or community development with a grade of C or better. These courses must include introductory psychology, research methods, and two other courses in the fields of psychology or community development studies.
- Evidence of interest and experience in community and social development efforts
- Approved applicants will be evaluated through an in-person writing sample and individual interview as the final step in the application process

Students must complete all coursework required for the program at the Adler School Vancouver. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the School's official Transfer Credit policy.

Degree Requirements

Successful completion of the following courses is required for this degree:

300	Professional Development Seminar I	1 cr.
301	Professional Development Seminar II	1 cr.
302	Professional Development Seminar III	1 cr.
303	Community Service Practicum I	1 cr.
304	Community Service Practicum II	1 cr.

350	Principles of Community Psychology	3 cr.
402	Introduction to Adlerian Psychology	3 cr.
472	Basic Intervention & Assessment Skills	3 cr.
480	M.A. Practicum in Community Development	1 cr.
481	M.A. Practicum Seminar	2 cr.
485	History & Foundations of Community Development	3 cr.
486	Non-profit Organizational Structure & Practice	3 cr.
487	Program Assessment & Evaluation	3 cr.
488	Strategic Planning & Facilitation	3 cr.
494	Research Methods in Community Psychology	3 cr.
496	Preparation for Research Project	1 cr.
498	Research Project in Community Psychology	3 cr.
520	Theories of Psychotherapy	3 cr.
671	Structural & Sociocultural Bases of Health & Dysfunction	3 cr.
691	Public Policy, Advocacy & Social Change	3 cr.

Total Credit Hours: 48

Curriculum Sequence

YEAR ONE

Fall Term

300	Professional Development Seminar I	1 cr.
350	Principles of Community Psychology	3 cr.
402	Introduction to Adlerian Psychology & Psychopathology	3 cr.
641	Social Psychology & Individual Differences	3 cr.

Term Credits = 10

Spring Term

301	Professional Development Seminar II	1 cr.
303	Community Service Practicum I	1 cr.
485	History & Foundations of Community Development	3 cr.
520	Theories of Psychotherapy	3 cr.

Term Credits = 8

Summer Term

302	Professional Development Seminar III	1 cr.
304	Community Service Practicum II	1 cr.
472	Basic Intervention & Assessment Skills	3 cr.
494	Research Methods in Community Psychology	3 cr.

Term Credits = 8

YEAR TWO

Fall Term

486	Non-profit Organizational Structure & Practice	3 cr.
496	Preparation for Research Project	1 cr.

671 Structural & Sociocultural Bases of Health & Dysfunction 3 cr.

Term Credits = 7

Spring Term

487 Program Assessment and Evaluation 3 cr.

498 Research Project in Community Psychology 3 cr.

691 Public Policy, Advocacy & Social Change 3 cr.

Term Credits = 9

Summer Term

480 M.A. Practicum in Community Development 1 cr.

481 M.A. Practicum Seminar 2 cr.

488 Strategic Planning and Facilitation 3 cr.

Term Credits = 6

Total Credit Hours: 48

Graduation Requirements

1. Satisfactory completion of 48 credit hours, including all required courses.
2. Satisfactory completion of 350 minimum clock hours of a community development practicum and 150 clock hours of community service practicum.
3. A cumulative grade point average of 3.0 or higher and no more than two courses or six credits with a final grade of "C."
4. Successful completion of M.A. Research Project.
5. Submission of completed graduation application and full payment of all tuition and fees.
6. Faculty approval for graduation and recommendation for the conferral of the Master of Arts in Community Psychology degree.

assists students in their orientation and preparation for the Community Engagement Project and Capstone. For students in the MAC-OH program.

PCO-210 Professional Development Seminar 0 Credits per term

This 1-hour, once a week seminar is required of all Adler students in their first quarter. This course will provide students opportunities to meet in a small group with peers and one faculty member who will also serve as the students' advisor. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of the ethical codes and professional standards of psychology. This course will also assist in orienting and preparing students for the Community Service Practicum.

PCO-211 Community Service Seminar I 1 Credit

Co-requisite with Community Service Practicum I and concurrent with one of the following courses: PCO-350, PCO-402, PCO-641, and PSY-305 or MAC-505 or PCO-505. This weekly seminar begins in the spring semester for students' first year and supports students' engagement in Community Service Practicum I. Students will share strategies for working at their CSP sites; build skills that will help them engage in project work; and begin to reflect, write and speak on how the CSP experience facilitates socially responsible practice.

PCO-212 Community Service Seminar II 1 Credit

Co-requisite: Community Service Practicum II.

This seminar continues from Community Service Practicum I and occurs during the summer semester of students' first year of the master's or doctoral program. Students continue to share strategies for working at their practicum sites, and will engage in more structured activities that facilitate reflection on their experiences and on socially responsible practice.

PCO-213- Community Service Practicum I 1 Credit per term
PCO-214 & II

Co-requisite with Community Service Seminar I and II, and concurrent with one of the following courses: PCO-350, PCO-402, PCO-641, and PSY-305 or MAC-505 or PCO-505. Beginning in January of the first year of the master's or doctoral program, students are involved in a supervised community service project. Placements are assigned based upon an application process, overseen by the Department of Training and Community Service. Students will spend 8-10 hours a week at this placement, accruing a minimum of 200 hours over the course of 6 months. Students will engage in structured project activities such as research and program development, community organizing, grant writing, and advocacy. Students must complete their community service projects by the end of June. Students may not complete this requirement at their place of employment. May not be transferred or waived.

300- Professional Development Seminar I, II & III 1 credit per
302 *Vancouver Campus Only* term

This three-term seminar covering the first year of the program will provide students opportunities to meet in a small group with peers and one faculty member who will also serve as the students' advisor. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of community psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of the ethical codes and professional standards of psychology, community psychology and community service. This course will also assist in orienting and preparing students for the Community Service Practicum (CSP), and facilitate the service learning outcomes for their CSPs.

303-304 Community Service Practicum I & II 1 credit per
Vancouver Campus Only term

During the first year of the masters program students are involved in supervised community service. The Department of Training and Community Service will assist students in identifying a site for this practicum. Students will spend approximately 5 hours a week in this placement, accruing approximately 150 hours over the course of 30 weeks (i.e. two semesters). Students will engage in activities such as psychoeducation, youth tutoring, research & program development, community organizing and/or neighbourhood development, and advocacy work. Students may not complete this requirement at their place of employment. May not be transferred or waived.

PSY-305 Professional Development in Psychology: 3 Credits
Issues and Ethics

This course is designed to provide students with a solid foundation for the ethical practice of professional psychology. Students will learn the American Psychological Association Ethical Principles of Psychologists and Code of Conduct, as well as the history of professional psychology and psychotherapy. A review of theories of social justice and their relationship to ethical decision-making will be provided. This course will also introduce ethical guidelines for researchers and acquaint students with the Institutional Review Board (IRB), its functions and requirements. The course will reinforce the basics of professional writing and provide an introduction to supervision, consulting and leadership. Students will learn to apply ethical and professional decision-making skills to current issues facing the field of psychology.

PSY-307 Research Methods for Clinical Psychology 3 Credits

This course introduces various approaches to research design, methodology and data analysis. Doctoral students' clinical interests are integrated with information about a variety of research approaches, including theoretical, qualitative and quantitative designs. Students are expected to conduct an extensive, guided review of professional psychological literature and research from the field and prepare a major research paper in an area of interest. The applicability of skills and approaches taught in this course to the subsequent preparation of the dissertation is emphasized, as is the use of American Psychological Association (APA) standards for the preparation of manuscripts. The

import of ethical, socially responsible and diversity issues in research is also addressed.

PCO-334 Psychodynamic Approaches to Intervention 3 Credits
Prerequisites: PCO-472, PCO-520 (Applies to M.A. students only). This course is designed to provide critical examination of theory and techniques in psychodynamic models of psychotherapy (i.e., late Ego Psychology, traditional Object Relations, Self Psychology, Interpersonal psychotherapy) that focus on intrapsychic dynamics in the conceptualization of psychopathology and the treatment process. Contemporary versions that offer an understanding of diversity, including the role of culture, race, gender, and sexual orientation will be covered.

PCO-335 Cognitive-Behavioral Approaches to Intervention 3 Credits
Prerequisites: PCO-472, PCO-520 (Applies to M.A. students only). This course will focus on the analysis of the relationship between thoughts, feelings, and behaviors, and how to intervene to help clients. Experiential exercises, such as role-play and self-treatment projects, will facilitate student learning. The course will focus on outpatient populations with depression, anxiety, and other common psychological disorders. By the end of the class, students will have tangible skills to help clients to think more positively, feel better, and change their behaviors.

PCO-336 Humanistic/Existential Approaches to Intervention 3 Credits
Prerequisites: PCO-472, PCO-520 (Applies to M.A. students only). Major theories in the humanistic and transpersonal schools of psychology are reviewed including existential theory, Carl Rogers, Abraham Maslow, Stanislav Grof, and Ken Wilber. The integration of psychology and spirituality will be a particular focus of the class. In addition to examining how these perspectives inform individual psychotherapy, their applications to resolving social problems and promoting socially engaged practice will also be discussed.

PCO-337 Group Psychotherapy 3 Credits
Prerequisites: PCO-472, PCO-520 (Applies to M.A. students only). The history, theory, methods, and applications of group psychotherapy are examined, discussed, and demonstrated. The development of competency in group methods is enhanced through didactic presentation, role-playing, and participation in an ongoing group. The class meets as a group in an unstructured format. Students process their experiences in the here and now. The aim is to help students become more comfortable with themselves, and therefore learn to relate more effectively and creatively in the group setting.

PCO-338 Child and Adolescent Psychotherapy 3 Credits

This course provides an opportunity to develop knowledge and skills in child guidance and parenting based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are prepared to facilitate a parenting group. Upon completion of the class, students are required to lead or co-lead a supervised 8-hour parenting. This requirement must be completed within one year of taking this course.

PCO-432 Child Guidance and Parenting Group 1 Credit
Supervision
Vancouver Campus Only.

Prerequisite: PCO-431; Must be engaged in parenting group leadership. Students engaged in leading parenting groups are required to register for supervision.

PCO-433 Parent Education: Adlerian Theories and 2 Credits
Interventions

Prerequisite: PCO-402 (May not be taken concurrently) This course provides an opportunity to develop child guidance and parenting knowledge and skills based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group. Students will receive supervision from Adlerian faculty as they lead or co-lead a parenting group in the community. This course demarcates Adler's and Dreikurs' place in history with parenting and child guidance. Adlerian-based parenting programs are recognized as evidence-based programs. This course should not be taken in the first year of any program.

CES-436 Bio-Psycho-Social-Spiritual Aspects of 3 Credits
Addictions

Prerequisite: PCO-438. Major theories of etiology, social dynamics, and psychology of alcohol and other drug disorders are presented within the context of human development. Clinical research is reviewed which enhances a further understanding of the basic physiological, psychological, social and spiritual aspects. Impact on the individual, family, community, and organizations/ systems is presented. Considerations for how these disorders apply to special populations such as people of color, GLBT persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, children and adolescents, women, and HIV-positive clients are discussed.

CES-437 Treatment of Addictive Disorders 3 Credits

Prerequisite: PCO-438. This course will focus on the core functions of the alcohol and other drug counselor. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented.

PCO-438 Introduction to Addictive Disorders 3 Credits

This course is designed to provide an introduction to alcoholism, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess along with the treatment models of addictive disorders, and provide the tool to be able to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and the mentally ill substance abusers (MISA). The understanding of the basic pharmacological, physiological, and medical aspects of chemical dependence will be included along with the historic development of alcohol and other drug usage, self help groups, and treatment delivery systems.

CES-445-CES- Practicum in Substance Abuse 1 Credit per term
446 Counseling I-II

Prerequisites: PSY-611-PSY-613 or M.A. program practicum MAC-506-MAC-507 or MAT-480-MAT-481 or MAO-587 + MAO-590 or MAF-664-MAF-665, Approval of Program Coordinator and Direct of Training and Community Service, concurrent with practicum seminar 447-448. Students are involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 300 clock hours per practicum (a minimum of 700 total clock hours) in a supervised field experience.

CES-447-CES- M.A. Practicum Seminar in 1 Credit per term
448 Substance Abuse Counseling I-II

Prerequisite: Concurrent with Practica (CES-445 and CES-446). This course is designed to develop alcohol and other drug counseling skills concurrent with practicum field experiences. A group supervision model provides the student with the opportunity to apply previously learned concepts while working in an outside field experience. Emphasis is on written and oral case presentations in the areas of counseling skills, intake assessment, treatment planning and case management. Students are expected to recognize professional and legal considerations relevant to ethics, confidentiality, working with referral sources, special populations, treatment options, and models of alcohol and drug counseling.

MAT-450 Lifespan Development in Art Therapy 3 Credits

This course presents theories of psychological development and graphic development that provide models for understanding human behavior across the lifespan. Art therapy perspectives and interventions are presented through readings, lectures, art making activities, and class discussion.

MAT-451 Sociocultural and Multicultural 3 Credits
Approaches in Art Therapy

Through readings, lectures, and art-based activities students address a broad spectrum of cultural factors that influence art therapy practice. Issues and tools to develop cultural competence in art therapy practice are presented.

MAT-452 Theories and Methods of Intervention in 3 Credits
Art Therapy I: Family and Older Adults

The focus of this course is family dynamics and treatment strategies in culturally diverse families and varied family constellations including older adults. Readings, presentations and art-based activities provide the class learning experiences.

MAT-453 Theories and Methods of Intervention in Art Therapy II 3 Credits

Through readings, class presentations and discussions, and art making activities, this course provides information and skills-building exercises on the trauma spectrum, loss and grief, and effects of trauma on diverse populations of children and adults.

MAT-466 Studio Art 3 Credits

This course is a studio class to gain skills, develop visual art techniques and explore personal creativity.

MAT-467- M.A. Practicum Seminar in Art 1 Credit per term
MAT-468 Therapy I & II

Required: Concurrent with MAT-480-MAT-481. In a group consultation model, this course provides seven students in practicum with group discussion on art therapy practicum topics and issues. The focus is on increasing knowledge, skills and professional growth within ethical, socially responsible and culturally diverse perspectives in art therapy.

PCO-472 Basic Skills for Psychotherapy 3 Credits

This course teaches beginning students basic relationship and intervention skills, using role plays and other experiential activities to prepare for clinical work on practicum. The course covers intake interviewing, the mental status exam, treatment planning and client feedback. Students will be introduced to the DSM IV multi-axial diagnosis, using anxiety and depression as examples, to understand diagnostic criteria and the relationship between diagnosis and treatment planning. Interventions are seen in the context of case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. While the skills taught are not model-specific, students will be exposed to the elements of one theoretical model to show the relationship between the model and data-gathering, hypothesizing, treatment planning, and revision. This course includes a required lab.

480 Practicum in Community Development 1 Credit
Vancouver Campus Only

Under faculty supervision, students will be required to provide 350 hours over four months of time of direct project related service with a community or government agency in roles such as small group leader, consultant, program planner and evaluator, community developer or social change agent. Projects will be designed to produce a specific outcome in collaboration with the practicum partner agency. Roles will require both generalist skills (problem solving, communication skills, research and evaluation skills) and specialist skills (knowledge and skills applicable to a specific issue, problem or group, such as social skills development for children).

481 Practicum Seminar in Community Development 2 Credits
Vancouver Campus Only

This practicum seminar is designed to serve as a resource and support for the students, individually and collectively, as they become embedded in their community development practicum. The practicum seminar provides opportunities for mutual support and critical reflection regarding student experiences in their practicum placements as the faculty supervisor assists the students with their own learning. Case studies and role-plays are used to build skills in community consultation and support the quality execution of their community development projects.

MAT-480- Practicum in Art Therapy I-II 1 Credit per term
MAT-481

Prerequisite: Concurrent with M.A. Practicum Seminar (MAT-467-MAT-468); consent of Program Director; completion of a minimum of 27 credit hours of coursework including PCO-210, PCO-211-PCO-214, MAT-344, MAT-345, MAT-346, PCO-402, MAT-450, MAT-453, and PCO-472; and consent of Director of Clinical Training. This clinical practicum in an approved agency or institution requires 700 hours onsite with, at least, 350 hours in direct client contact.

485 History and Foundations of Community Development 3 Credits
Vancouver Campus Only

In this course, community development is understood as a dynamic and comprehensive process that has social, political, economic and ecological dimensions. The course is designed to provide an overview of the theory and practice of community development, including a historical review, an examination of contemporary issues, methodological considerations, and current community development initiatives in the city of Vancouver and across British Columbia. The course underpins principles of community organizing and development; specifically the knowledge, skill and value base underpinning community organizing, planning, development and change. The course explores various models of community development in relation to their goals, processes and outcomes.

486 Non-profit Organizational Structure & Practice 3 Credits
Vancouver Campus Only

This course provides an overview of the diversity of governance models and management functions relevant to nonprofit organizations. Students will gain a comprehensive understanding of the scope and operations of nonprofits, including organizational design and behavior, communications, managing information systems, assembling and managing boards, financial management, performance management, fundraising and resource development. The course is designed to teach students the fundamentals of how to create, lead and manage nonprofit organizations.

487 Program Assessment & Evaluation 3 Credits
 Vancouver Campus Only

This course offers an advanced investigation of current methods for conducting needs assessments and outcomes of evaluating programs and services. It provides an understanding of program assessment and evaluation as a process and a product in community contexts. The primary focus of the course is on needs, program or outcome measurement rather than the assessment of individuals. The course focuses on developing an understanding of the logic of evaluative thinking, encourages a critical review of important issues in the conduct of evaluation and assessment, and program implementation in a community context.

488 Strategic Planning and Facilitation 3 Credits
 Vancouver Campus Only

This course examines the process of strategic planning and facilitation in community organizing and decision making in creating a vision, mission and strategic plan as well as ways to measure whether an organization is living out its mission. The course will address how community organizations make the best use of scarce resources in service to that mission, whether the organization's resources are aligned with its mission, and how programmatic objectives are created as stepping stones towards a well-crafted vision.

494 Research Methods in Community Psychology 3 Credits
 Vancouver Campus Only

Community-based research is a collaborative approach to research that involves all partners (researchers, practitioners and community members) in the research process and recognizes the unique strengths that each brings. This research approach requires explicit attention to and respect for diversity among peoples, protocols and settings. This course covers fundamentals of psychological research as well as relevant research methodologies useful in conducting research on, with or for communities. These include community needs assessment, analysis of census and other statistical information on communities, evaluation of programs offered by community organizations and service-users, and surveys of community residents.

PCO-495 Research in Counseling Psychology 3 Credits
 (Vancouver campus only)

(Prerequisite: Undergraduate course in Research Methods). This course discusses the assumptions and methods of a range of research designs used in counseling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of problems in the field of counseling psychology. Students are expected to conduct an extensive review of psychological literature and research from the field and prepare a major research paper in an area of special interest. Preparation of a research proposal is intended to assist students in their eventual completion of the Master's Thesis.

PCO-496 Preparation for the M.A. Thesis 1 Credit

psychology, topics included will be group dynamics, leadership and communication. Interventions to improve performance and health, arousal regulation, imagery, goal setting, self-monitoring, stress management and problem solving will be reviewed. The impact of physical activity on health (e.g., obesity, smoking cessation) and mental health will also be considered.

MACF-501 Principles of Criminal Behavior 3 Credits
Having a thorough understanding of the psychosocial factors that contribute to the development of a criminal personality type is essential for practitioners at all levels within the field of Forensic Psychology. This course will look at deviant behavior through the lens of the predominant psychoanalytic, cognitive, and learning theories; to include the works of Sigmund Freud, Erik Erikson, Jean Piaget, Lawrence Kohlberg, and Albert Bandura. Against the backdrop of these widely-studied theories, students will look at critical developmental processes such as attachment, moral development, and identity-formation, among others, in an effort to understand the contributory role of each in a person's decision to either engage in or deter from criminal conduct.

MAC-502- M.A. Practicum Seminar I-II 2 Credits per term
MAC-503 (Chicago campus)
Prerequisite: Concurrent with Practica (MAC-506-MAC-507). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

MAC-502- M.A. Practicum Seminar I-II 2 Credits per term
MAC-503 (Vancouver campus)
Prerequisite: Concurrent with Practica (MAC-506-MAC-507). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

MACR-502 Medical & Psychosocial Aspects of Disability 3 Credits
This is a survey course on the physical, psychological, social and spiritual aspects of disability. The focus of the course is emphasizing the importance of a holistic understanding of individuals with disabilities and the often complex interplay of various factors as they impact on the well-being of those with disabilities. An overview of a range of disabling conditions is provided including etiology, pathology, diagnosis, prevalence and prognosis. The implications for the functioning in various spheres of these conditions will be reviewed as well as common rehabilitation interventions employed with individuals with these

focus on populations with sport and health problems (e.g., motivational challenges in athletes; obesity treatment) as well as the more common clinical issues, such as depression and anxiety. By the end of the class, students will have tangible skills to help clients to think more positively, feel better, and change their behaviors.

MACF-503 Psychology of Criminal and Civil Procedure 3 Credits

Prerequisite: MACF-502. In many respects the courtroom is an active laboratory for the study and analysis of human behavior. In this course students will learn about the trial process, and the role of the forensic practitioner in furthering the objectives of either the prosecution or the defense. They will learn about the proper methods and ethical considerations related to expert witness testimony, various strategies related to jury selection, and how to evaluate the accuracy of eyewitness recall and the veracity of witness testimony. They will learn about facilitating successful trial outcomes through the use of "shadow juries," focus groups, and surveys. To further develop their skills, a mock trial will be held during which students will be required to complete a psychosocial narrative for either the defense or prosecution, and testify under direct and cross examination to its content.

MACR-504 Advocacy, Community Outreach, & Case Management in Rehabilitation Counseling 3 Credits

Prerequisite: MACR-500. This is the foundational course in the role of the rehabilitation counselor as a socially responsible practitioner. The course begins with a review of various case management procedures typically performed by rehabilitation counselors such as disability documentation and eligibility determination; employment documentation; and interfacing with the medical system, community agencies and governmental agencies. In addition to preparing students to function in these traditional roles, the course also provides students with knowledge and skills that will enable them to work collaboratively with disabled individuals, communities and other professionals to advocate for services and resources for those with disabilities. Included with be a discussion of the process of policy analysis, development and implementation and the potential roles that rehabilitation counselors can play in influencing this process. Techniques for empowering individual with disabilities and their families as well as community organizations for advocating for disability rights as well as other forms of social action are covered.

MSP-504 Mind Body Health I: Applications to Sport Psychology 3 Credits

Prerequisite: PCO-647. Behavioral medicine is a multi-disciplinary field within which psychology, public health, epidemiology, medicine, public policy, and other health related professions intersect to promote emotional and physical well being. This course provides an overview of assessment, intervention and current research on the psychological mediators of health and illness from a behavior health perspective. Although specific diseases and other medical conditions will be discussed, a broader, cross-disease perspective on behavioral medicine

will be emphasized. The discussion and materials will extend to the sport arena by considering the psychological mediators that impact not only health, but wellness and sport performance. Care will be taken to build on the foundation, and minimize overlap, of the introductory survey course focused on sport and health psychology.

MACF-504 Forensic Consultancy in Criminal Investigations 3 Credits

Many aspects of the investigative process require the forensic practitioner's oversight in order to insure the integrity of the methods used and the evidence retrieved. Other tasks are best carried out by a qualified practitioner not directly involved in the investigation. During this course students will learn the techniques and legal considerations of forensic hypnosis, how to evaluate the validity of witness identifications and police line-ups, and how to review and evaluate transcripts of police interviews and interrogations for improper questioning techniques. They will learn how to evaluate crime scene and victim data in order to advise investigative personnel on potential behavioral characteristics of an unknown offender, and will learn about assisting police personnel in the gathering of evidence from special classes of victims such as children, victims of sexual assault, and the mentally ill.

PCO-505 Professional Development, Issues and Ethics 3 Credits
Chicago Campus

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics of the American Counseling Association (ACA), the American Psychological Association (APA), the American Association for Marriage and Family Therapy (AAMFT), Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA), and the Association for Addiction Professionals (NAADAC). Additionally, students will learn the history of professional counseling and therapy. A review of theories of social justice and their relationship to ethical decision making will be provided, and students will learn to apply ethical and professional decision-making skills to current issues facing the fields of counseling and psychology. This course will also reinforce the basics of professional writing and provide an introduction to ethical and professional issues related to supervision, consulting and leadership in the psychology and counseling fields.

PCO-505 Professional Development, Issues and Ethics 3 Credits
Vancouver Campus

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics relevant for the profession of counselling psychology, as well as the history of professional counseling and therapy. A review of theories of social justice and their relationship to ethical decision making will be provided. This course will also reinforce the basics of professional writing and provide an introduction to supervision, consulting and leadership. Students will learn to apply ethical and professional decision-making skills to current issues facing the fields of

counseling and psychology.

MAC-505 Professional Development, Issues and Ethics 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of psychology and counseling. Students will learn codes of ethics of the American Counseling Association (ACA). In addition, students will learn to apply ethical, legal and professional decision-making skills as it relates to current issues facing specific guidelines such as: Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA), and the Association for Addiction Professionals (NAADAC). The social justice relationship to ethical decision making will be provided, and students will learn to apply ethical and professional decision-making skills to current issues facing the field of counseling. Finally, this course will also reinforce the basics of professionalism and provide an introduction to ethical and professional issues related to supervision, consulting and leadership in the counseling field.

MACR-505 Foundations of Psychiatric Rehabilitation 3 Credits

Prerequisites: MACR500, PCO-647. This course provides students with an introduction to the field of psychiatric rehabilitation. Course topics are organized around the core principles of psychiatric rehabilitation as well as the theories and research that support those core principles. The history, philosophy and values of psychiatric rehabilitation are reviewed. Psychiatric rehabilitation is compared and contrasted with other treatment models for severe mental illness, including psychopharmacology. Recent developments in psychiatric rehabilitation, including evidence-based practices, are surveyed. The relation of psychiatric rehabilitation to community mental health, disability studies, the field of rehabilitation and mental health advocacy will also be covered.

MAT-505 Professional Development, Issues and Ethics in Art Therapy 3 Credits

This course is designed to provide students with a solid foundation for the ethical practice of art therapy and of counseling. Students will learn codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and of the American Counseling Association. Students will learn to apply ethical and professional decision-making skills to current issues in art therapy and in counseling. An overview of concepts and theories of social justice as applied decision-making in art therapy and in counseling will be presented.

MSP-505 Assessment of Individual Differences in Sport and Health Psychology 3 Credits

Prerequisites: MSP501; PCO-520. This course will consider a variety of factors that can influence health and sport outcomes and methods of assessing these factors. Among those reviewed will be: personality

traits (e.g., big five traits), cognitive schemas, information processing (learning) styles, perceived control, personal preferences and related factors impact health and sport outcomes. In addition, more general factors that determine the usefulness of such assessments will be presented, including construct validity and reliability.

MACF-505 Therapeutic Interventions within the Criminal Justice System 3 Credits

This course will explore therapeutic interventions with criminal justice professionals and their families. Students will integrate their existing knowledge and understanding of the counseling process with theory, research, and techniques related to this special class of individuals. Subjects addressed will include the effects of long-term exposure to stress, Post-traumatic Stress Disorder (PTSD), critical incident response, alcohol & drug abuse, and suicide among criminal justice professionals. Additionally, students will learn about the effects of stress on family members, and various intervention strategies directed at that population.

MSP-506 Intensive Sport and Health Psychology Practicum 1 Credits

Prerequisites: MSP-501; PCO-520; MSP-503; MSP-505; must be taken concurrently with MSP-507. This intensive sport and health psychology practicum will involve training experiences directly related to these two domains. For example, students will have the opportunity to work as therapists in an immersion program (therapeutic camp) for overweight adolescents. Other students will work with high school athletic teams, focusing on improving performance via anxiety reduction techniques, goal setting and problem solving. Still others will work in health clubs helping clients increase the consistency of their exercising. Students will also be able to use themselves and each other to practice relevant skills (e.g., improving time spent studying; losing weight; increasing exercise).

MSP-507 Intensive Sport and Health Psychology Seminar 1 Credits

Facilitated by Core Faculty and using a peer consultation model, this Practicum Seminar provides students with an opportunity to discuss their professional development and the supervision experience while engaged in practicum training. Students discuss specific cases from their practica in order to illustrate the general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling.

MAC-506- M.A. Practicum I-II 1 Credit per term
MAC-507

Prerequisites: Concurrent with M.A. Practicum Seminar (MAC502-MAC-503); completion of a minimum of 28 credit hours of course work, including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, MAC-505, MAC-516, PCO-520, PCO-623, PCO-641, and PCO-647; and permission of the Director of Training and Community Service. This may not be transferred or waived.

MSP-508 Cognitive Affective Bases of Behavior 3 Credits
in Sport and Health Psychology

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem solving, the cognitive bases of affect and consciousness, human learning and theories of motivation with a particular emphasis on sport and health. The relevance of these topics to psychotherapy and change, as well as the possible impact of social issues on course topics, will also be examined.

MAC-510 Preparation for Counseling Practice 3 Credits

This course is designed to introduce the counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of Illinois law concerning the requirements for licensure as a Mental Health Counselor, covering topics from educational to pre-and post-master's supervised practice requirements. Other topics covered include the history and rationale behind professional regulation in the counseling profession, the licensing examination, the job search, specialization of practice, continuing education and training, private-practice considerations, and licensing laws in other states. A major emphasis is on helping the student explore professional identity issues such as the role and responsibilities of a counselor, one's relationship to a multidisciplinary treatment team, and the selection of appropriate professional affiliations.

PCO-514 Life Style Assessment and Diagnosis 3 Credits

Prerequisite: PCO-402. This course focuses on the principles of the fundamental Adlerian appraisal process. The range of assessment styles is discussed with an emphasis on making the process a reliable and replicable tool in the cache of the IP practitioner. This course emphasizes the family constellation and early recollections and their meaning, significance, and usefulness in helping to gain an understanding of the client's unique patterned response to life, i.e., the life style. The early social milieu in which the individual develops fundamental attitudes is discussed along with how the level of one's social interest impacts the individual's subjective view of self, others and the world.

MAC-516 Individual Appraisal for Counselors in 3 Credits
Practice

This course will familiarize students with assessment instruments commonly used in counseling practice. The course will also examine the challenge of socially responsible assessment with diverse populations. Given its widespread use, the DSM-IV-TR will be emphasized for its system of symptom description and classification.

(Vancouver campus only)

Prerequisites: Courses PCO-495 and MAC-525. Students are required to take this course prior to registering for MAC-527 M.A. Thesis II The M.A. Thesis is a student-directed research project conducted in consultation with an approved faculty member of a topic of quantitative or qualitative study relevant to the theory and practice of counseling psychology. The thesis is an important capstone task (a culmination or highest point) for student's demonstration of the integration of science and practice and the critical thinking skills required for the ethical and professional practice of counseling psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler School guidelines, Canadian Psychological Association, and American Psychological Association standards.

MAC-527 MA Thesis II 1 Credit
(Vancouver campus only)

Prerequisites: Course MAC-526. Students are required to take this course prior to registering for MAC-528 M.A. Thesis III The M.A. See description for Course MAC-526.

MAC-528 MA Thesis III 1 Credit
(Vancouver campus only)

Prerequisites: Course MAC-527. See description for Course MAC-526.

MAC-529 M.A. Thesis Continuation 0 Credits
(Vancouver Campus Only)

M.A. students, who are continuing to work on their thesis and have already registered for and completed the M.A. Thesis course, must register each term for this course and pay the required fee to remain in good standing. Students enrolled in M.A. Thesis Continuation are expected to make steady and consistent progress on completion of their thesis. Failure to enroll in courses or M.A. thesis continuation may result in dismissal from the M.A.C. program.

MAC-537 M.A. Practicum Seminar I

Prerequisites: MAC-208, MAC-906, MAC-679, PCO-647, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623 and permission of Program Director and Director of Training and Community Service.

Using a peer consultation model, the practicum seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling. For students in the MAC-OH program.

MAC-538 M.A. Practicum Seminar II

Prerequisites: MAC-208, MAC-906, MAC-679, PCO-647, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623 and permission of Program Director and Director of Training and Community Service

Using a peer consultation model, the practicum seminar provides students engaged in practicum training with an opportunity to discuss

professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical counseling. For students in the MAC-OH program.

MAG-551 Introduction to Gerontological Psychology 3 Credits

This course introduces students to the field of Gerontological Psychology and the impact of biological, psychological, and socio-cultural factors on the aging process. The course includes discussions on viewing older adults in a holistic perspective and the role of families and health care professionals in the care and treatment of older adults. An overview of psychological and medical issues of aging, assessment and intervention methods, and special issues in working with older adults is provided. Topics include: ageism, individual and cultural diversity, social roles, biological aging theories, living options, and health care decision making.

MAG-554- Practicum in Gerontological 1 credit per
MAG-555 Counseling I – II term

Prerequisites: Concurrent with Gerontological Counseling Practica Seminar (MAG-557 & MAG-558) Completion of a minimum of 34 credit hours of course work, including PCO-210, PCO-211-PCO-213, PCO-350, PCO-402, PCO-472, PCO-505, PCO-520, MAG-551, MAG-560, PCO-623, PCO-641, and PCO-647; and permission of the Director of Training. This may not be transferred or waived. A student accepted into the M.A. in Gerontological Counseling program is required to complete at least 700 hours of supervised clinical experience.

MAG-557- Practicum Seminar in Gerontological 1 credit per
MAG-558 Counseling I - II term

Prerequisites: Concurrent with Gerontological Counseling Practica (MAG-554 & MAG-555). Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling with older adults.

MACR-557 M.A.C.R. Practicum/Internship 1 credit per
MACR-558 Seminar I-II term

Prerequisite: Concurrent with Practica/Internship (556-559). Using a peer consultation model, Practicum/Internship Seminar provides students engaged in clinical training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica and internship are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

- MACR-556 M.A.C.R. Practicum/Internship I-II 1 credit per
MACR-559 term
- Prerequisites: Concurrent with M.A.C.R. Practicum/Internship Seminar (MACR-557 and MARC-558); completion of a minimum of 28 credit hours of course work, including PCO-210-PCO-213, PCO-402, PCO-472, PCO-505, MAC-516, PCO-520, PCO-623, PCO-641, and PCO-647; and permission of the Director of Training and Community Service. This may not be transferred or waived.*
- MAG-560 Assessment Methods with Older Adults 3 Credits
- Prerequisite: MAG-551.* This course provides the skills to ascertain an older adult's biological, cognitive, affective, and environmental levels of functioning through standardized and informal measuring tools. The results of these measurements will be used to compile written summaries which include functional status, the strengths and concerns of the individual, and treatment planning. Tools include: mental status exams, instrumental activities of daily living, capacity and competency, depression, social support, risk and safety issues.
- MAG-563 Counseling Techniques with Older Adults & Their Families 3 Credits
- Prerequisites: MAG-551.* This course develops skills in interviewing, individual, family, and group counseling, and intervention techniques for older adults experiencing emotional problems or mental disorders. This course also explores innovative approaches in promoting positive emotional and cognitive well-being. Topics include: structured reminiscence, grieving, brain fitness, quality of life, ethics, and end of life issues.
- MAG-564 Physical and Psychological Issues in Aging 3 Credits
- This course provides an overview of the major physical and behavioral mental health issues of older adults, including causes, treatment options, and prevention. An interdisciplinary approach guides the course in which the contributions of a range of health care professionals in the care of older adults are described. The impact of psychological and physical issues on the older adult, families, and society is included. Topics include: normative changes and psychopathology, pharmacokinetics, polypharmacy interactions, nutrition, and sexuality.
- PCO-569 Life Style and Career Development 3 Credits
- Prerequisite: PCO-472.* This course will examine a person's career trajectory and dynamics within the context of the life style. Students will learn to assess career interests, aptitudes, and options. These will be explored as individual and collective sources of work information. Understanding how these are embedded within the life style will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.
- MAO-571 Foundations in Counseling and Organizational Consulting 3 Credits

This course introduces students to the field of consulting psychology. Attention is paid to clinical applications and corporate practices as well as the integration of the two. Societies, organizations, and professional groups are explored as sources for professional exposure and development.

MAO-574 Principles of Industrial/Organizational Psychology 3 Credits

This course covers organizational management with respect to human behavior in the workplace. Current developments in the behavior sciences as they apply to the business organization are stressed. Concepts emphasized in the course include individual and group dynamics, motivation, leadership, ethics, power, conflict resolution, decision-making, and stress management.

MAO-575 Executive Coaching/Consulting and Leadership Development 3 Credits

This course addresses the principles of identifying and developing leadership potential. Both the professional and technical aspects of personality assessment and career development are examined as well as organizational issues of competency modeling succession planning.

MAO-580 Organizational Theory and Change Management 3 Credits

This course presents an analytical, in-depth study of key macro- and mid-level organizational theories of structure and design, technology, environmental adaptation, and managerial functions and controls.

MAO-584 Organizational Consultation and Group Development 3 Credits

Prerequisite: MAO-580. The major features explored in this course include the intertwining of individual roles and group dynamics; the impact of culture, strategy and design in consultation efforts and methods used in consulting to organizations. Theories, applied analyses, and skill development emphasize the successful introduction of organizational change affecting work units, task groups and individuals. Also practice areas of private clinical practice will be explored. This includes EAP, HMO, fee for service and management consulting.

MAO-585 & M.A. Practicum Seminar in Organizational Psychology I & II: Counseling 1 Credit per term

Prerequisite: Concurrent with MAO-587 and MAO-590. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of counseling and intervention. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling.

MAO-586 M.A. Practicum Seminar in Organizational Psychology: Business 1 Credit

Concurrent with MAO-588. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in practica are discussed to illustrate general principles of organizational psychology and related business concepts. The focus is on the development of knowledge, skills, values needed to provide competent and ethical counseling, consultation and business practices.

MAO-587 & Organizational Psychology 1 Credit per term
MAO-590 Practicum I & II: Counseling

Prerequisites: Completion of a minimum of 25 credit hours of coursework including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PCO-505, PCO-520, PCO-623, PCO-641, and PCO-647; permission of the Director of Training and Community Service; and concurrent with MAO-585 and MAO-589. Students must complete a minimum of 700 clock hours of supervised experience in an approved clinical setting. This may not be transferred or waived.

MAO-588 Organizational Psychology Practicum: Business 1 Credit

Prerequisites: MAO-585, MAO-587, MAO-589, and MAO-590; permission of the Director of Clinical Training; and concurrent with MAO-586. Students must complete a minimum of 300 clock hours of experience in an approved work setting.

PSY-601-PSY-603 Psy.D. Assessment Seminar Practicum 1 Credit per term

Prerequisite: Concurrent with PSY-611-PSY-613. Taken concurrently with the diagnostic practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing, to formulate DSM-IV-TR diagnostic impressions, to write an accurate assessment report based on data from the interview and mental status exam, and to appreciate how diversity issues affect the content and processes of clinical interviewing and more broadly of psychological assessment. The course principally affords the student with an opportunity to review and discuss assessment cases from the diagnostic practicum, as well as to examine data generated from psychological tests. Finally, the course serves as a peer consultation group in which students learn to present case material in a standard format, to question and analyze their own clinical work and to function as peer consultants to their colleagues.

PSY-604-PSY-606 Psy.D. Therapy Seminar Practicum 1 Credit per term

Prerequisites: PSY-611-PSY-613; PSY-601-PSY-603. Concurrent with PSY-614-PSY-616. Using a peer consultation model, Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in their therapy practicum are discussed to illustrate general principles of therapy and intervention. The focus is on the development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises.

PSY-607- Advanced Practicum Seminar 1 Credit per term
PSY-609

Prerequisites: PSY-611-PSY-616, Concurrent with Advanced Practicum (PSY-619-PSY-621). Using a peer consultation model, Advanced Practicum Seminar provides students engaged in practicum training with an opportunity to discuss professional development and the supervision experience. Specific cases students are working on in their Advanced practicum are discussed to illustrate general principles of therapy, assessment, intervention and relevant and appropriate recommendations for the client. The focus is on the continued development of knowledge, skills and attitudes, and values needed to provide competent and ethical clinical services. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises.

PCO-610 Practicum Continued 0 Credits

Prerequisite: This course should only be taken after a student has registered for and completed all clinical training related degree requirements, but still has remaining time in the practicum contract. Master's level students are most likely to enroll for this course in the summer term after enrolling for practicum in the fall and spring term. Students who register for this course must also pay for the liability fee associated with practicum training.

PSY-611- Doctoral Assessment Practicum I - 1 Credit per term
PSY-613 III

Prerequisites: Completion of a minimum of 31 credit hours of coursework including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PSY-305, PCO-623, PSY-624, PSY-627, PSY-628, PCO-641, PCO-648 and PCO-649; permission of the Director of Training and Community Service; Concurrent with Assessment Seminar (601-603). Students complete a minimum of 750 clock hours of clinical training that focuses on developing skills and providing experience in psychological assessment. May not be transferred or waived.

PSY-614- Doctoral Therapy Practicum I – III 1 Credit per term
PSY-616

Prerequisites: Doctoral Assessment Practicum (PSY-611-PSY-613) and seminars (PSY-601-PSY-603). Concurrent with Therapy Seminar (PSY-604-PSY-606). Students complete a minimum of 750 clock hours of clinical training focused on developing skills related to intervention/treatment. May not be transferred or waived.

PSY-619- Advanced Practicum I – III 1 Credit per term
PSY-621

Prerequisites: PSY-611-PSY-616, Concurrent with Advanced Practicum Seminar (607-609). Students are required to complete a minimum of 600 practicum hours in order to receive credit for this training experience. May not be transferred or waived.

PCO-623 Life Span Development 3 Credits
Social, cultural, biological and psychological issues of prenatal life, childhood, adolescence, adulthood and aging are presented. Psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement and related issues are explored. The course focuses primarily on the theories and application of normal development using a systems approach.

PSY-624 Assessment III: Integrative Assessment 3 Credits
Prerequisites: PSY-627, PSY-628. In this course, students learn to generate hypotheses from multiple sources of data. Specifically, students are trained to cross-validate interview, historical, behavioral, psychometric, and projective data; and to subsequently compose professional psychological assessment reports based on these data sources. The course teaches students to (a) effectively organize data, (b) to understand the impact of personal bias and cultural factors in the interpretation of assessment findings, and (c) to communicate findings about cognitive/personality liabilities, as well as strengths and assets. Students also learn to sculpt assessment reports to respond to specific referral questions, to write cogent summaries and case formulations, and to develop effective recommendations based on assessment findings. This course may not be transferred or waived as it serves to prepare students for the Clinical Qualifying Exam (assessment portion). Must be taken with required lab.

PSY-627 Assessment I: Cognitive and Intellectual Assessment 3 Credits
This course introduces students to the theoretical basis, current issues, ethics and clinical use of cognitive and intelligence assessment. An appreciation of the cultural influences and diversity involving assessment procedures is emphasized. Classical and current theories of intelligence are explored. Students are trained in proficient administration, scoring, interpretation and multi-source integrative interpretation of commonly used tests of intelligence and cognition. Must be taken with required lab.

PSY-628 Assessment II: Personality Assessment 3 Credits

Prerequisite: PSY-627. This course will provide students with an overview of the conceptual, theoretical and empirical issues in the measurement of personality and psychopathology through examination of the reliability and validity of objective (actuarial) and projective methods of personality assessment. Students will learn to administer, score and interpret broadband measures (e.g., MMPI-2, PAI, etc.), narrow-band measures (e.g., BDI-II, State/Trait Anxiety Inventory, etc), and the Rorschach Inkblot Test, as well as other projective measures (e.g., TAT, Sentence Completion, etc.) The course will also focus on the assessment of personality assets and strengths, criticisms of traditional approaches to personality assessment, and behavior assessment as an alternative to traditional approaches. Must be taken with required lab.

PSY-632 Cognitive and Affective Bases of Behavior 3 Credits

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behavior. Areas of emphasis will include attention, memory, knowledge, language, reasoning, problem solving, the cognitive bases of affect and consciousness, human learning and theories of motivation. The relevance of these topics to psychotherapy and change, as well as the possible impact of social issues on course topics, will also be examined.

PSY-634 History and Systems 3 Credits

A survey of the historical development of major theories, research and practice in psychology is presented. Major systems of psychology are examined. In addition, the course is structured around a number of major philosophical issues and how major theories of psychology have understood and addressed these issues. The influence of sociocultural and historical factors on the development of theories is also examined, with particular focus to the role of psychology in promoting social justice.

PSY-636 Biological Bases of Behavior 3 Credits

The course objectives are to make the student aware of pertinent gross and microscopic human neuroanatomy, to build a foundational understanding of neurophysiology and the biology of the nerve, and to become familiar with a variety of clinical issues as they relate to neurophysiology. The emphasis throughout the class will be on developing a working familiarity with the functional neuroanatomy of the human brain. The biological consequences of trauma will also be reviewed. The role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice.

PSY-637 Statistics 3 Credits

Prerequisite: PCO-497. This course concerns concepts and applications of descriptive and inferential statistics and focuses on the statistical methods of data analysis, t-test, F-test, nonparametric statistics (Chi-square), the analysis of variance, multivariate analysis and other techniques. Particular attention is given to the application of research methodology to psychological problems and issues and to policy analysis and formulation.

PCO-641 Social Psychology and Individual Diversity 3 Credits

This course examines, from a diversity perspective, the theories and concepts of social psychology. Factors related to individual and group identity such as age, gender, sexual orientation, race, ethnicity, socio-economic status and health status are examined to facilitate an understanding of the nature of human behavior in groups, institutions and organizations. The course also considers society's role, and the role of the dominant culture, in the construction and evolution of the self. Multiple determinants of behavior are addressed.

PSY-644 Child and Adolescent Health and Dysfunction 3 Credits

Prerequisites: PCO-623, PSY-683. The purpose of this course is to provide an understanding of the major psychological disorders of childhood and adolescence. The focus is on the interaction of biogenic, familial, environmental, and socio-cultural factors. The importance of individual differences and responsibility in utilizing DSM-IV diagnostic labels is stressed.

PCO-647 Biopsychosocial Bases of Health and Dysfunction for Counselors 3 Credits

This class is an overview of the major DSM-IV-TR Axis I and Axis II disorders, specifically the anxiety, mood, psychotic and personality disorders. The course focuses on the range of mental illnesses from adjustment reactions to serious psychopathologies. Topics will also include an overview of the etiology, developmental course, treatment, and policy/advocacy issues associated with each disorder, focusing on socially responsible practice.

PCO-648 Biopsychosocial Bases of Health and Dysfunction I 3 Credits

This course examines clinical manifestations of anxiety and personality disorders across the life cycle using a systems approach. Topics covered include phobias, trauma, personality disorders, psychosexual disorders, etiology, and treatment as well as personality traits in healthy development. Advocacy and policy issues regarding mental health and illness are also presented.

PCO-649 Biopsychosocial Bases of Health and Dysfunction II 3 Credits

This course presents clinical manifestations of serious mental illness, including psychotic disorders such as schizophrenia and mood disorders such as major depression and bipolar disorders. Topics include etiology, epidemiology, behavioral genetics, developmental courses and outcomes, treatment, psychopharmacology, policy and advocacy issues.

PSY-650 Psychopharmacology 3 Credits

This course is an introduction to the scientific principles and clinical information needed for a basic understanding of the uses and limitations of the major classes of psychopharmacologic agents. The course builds on the material introduced in the prerequisite course #PSY-636. Although this course may be taken concurrently with course #PSY-636, students choosing to do so are advised that additional self-study will most likely be required.

MAF-651 Assessment and Treatment from a Systemic Perspective 3 Credits

This course teaches basic systems theory and “Metaframeworks,” a comprehensive method for analyzing family and marital systems. These concepts can be applied to a range of dysfunction of marital and family systems as well as healthy family functioning, including the impact of larger systems. Both conventional diagnostic categories and systemic diagnoses will be explored. The primary emphasis is on theoretical analysis and systems thinking rather than intervention, although an integrative treatment model will be presented.

MAF-652 Life Cycle and Cultural Issues in Marriage and Family Therapy 3 Credits

Prerequisites: MAF-651 or MAF-663. This course takes an in-depth look at the family life cycle, an important conceptual framework for family assessment and therapy. Beginning with intact, middle-class white American families, the course will explore differences related to class, family structure, trauma, and particularly ethnicity. While the course does not focus on therapy, implications for treatment will be explored.

MAF-653 Introduction to Sex Therapy 3 Credits

One of the major topics of concern among individual clients, and clients seeking couples therapy is the area of human sexuality, especially within the context of a relationship. MAF 653 has been designed as a specialized intervention course to facilitate an advanced understanding of the role of sexuality in human relationships and to introduce techniques to remediate sexual problems encountered in the practice of psychotherapy. The emphasis of this course is on a biopsychosocial, systems approach to sexual issues, although the course will also cover traditional modalities of sex therapy that focus on behavioral intervention. In addition to covering multiple models of relationally-focused sex therapy this course will explore the topics of sexual deviance, sexual trauma, and the practice of affirmative psychotherapy with sexual minorities.

MAF-655 Advanced Couples Counseling 3 Credits

Prerequisites: MAF-651 or MAF-663. This is an advanced course on marital and family systems with a particular focus on marital and other committed couple systems. Emphasis is on research-based understanding of couple systems and the implications for relationship stability and for prevention and clinical intervention. New techniques for handling client resistance and for minimizing relapse will also be presented.

MAF-662 Overview of Marriage and Family 3 Credits

Therapy Models

This course presents an overview of major models of marriage and family therapy, putting them in historical perspective and discussing how the MFT field has evolved. Important models will be introduced, including major figures in the model's development, important concepts, and typical techniques. Students will be encouraged to critique these models with consideration of power and hierarchy, gender bias, and cultural fit.

MAF-663 Effective Marriage and Family Therapy 3 Credits

This course offers an in-depth understanding of several evidence-based models for intervening with families and couples. This course covers a range of dysfunction of marital and family systems and appropriate interventions. Emphasis is on the systematic application of techniques through theoretical analysis, intervention selection and role-playing of interventions. Students will be encouraged to examine how these models fit for themselves theoretically and personally, and how well they fit with a variety of clinical populations.

MAF-664- M.A.F. Practicum I & II 1 Credit per term

MAF-665

Prerequisites: Students enrolled in the M.A. in Marriage and Family Counseling program are required to register for M.A. Practica MAF-664 and MAF-665. Students must concurrently enroll in M.A.F. Practicum Seminar I (MAF-667) and II (MAF-668). Completion of a minimum of 28 credit hours of course work, including PCO-210, PCO-211-PCO-214, PCO-402, PCO-472, PCO-505, PCO-623, PCO-641, PCO-647, MAF-651, and MAF-662; and permission of the Director of Training and Community Service. This may not be transferred or waived. A student accepted into the M.A. in Marriage and Family Counseling program is required to complete at least 700 hours of supervised clinical experience over the course of at least nine months. Students enrolled in the Certificate in Marriage and Family program must also concurrently enroll in MAF-664, MAF-667, MAF-665, and MAF-668.

MAF-667- M.A. Practicum Seminar in 1 Credit per term

MAF-668 Marriage and Family I-III

Prerequisite: Concurrent with Marriage and Family Practica (MAF-664-MAF-665). In order to register, students are required to be actively counseling couples and families. Students must either present audio or videotapes or simulate actual sessions for supervision. Rotating case presentations allow focus on intervention skills and theoretical analysis, as well as experiencing the role of case consultant.

PCO-671 Structural and Systemic Bases of Health 3 Credits
and Dysfunction

Prerequisites: PCO-350, PCO-641. The objective of this course is to first provide a review of theoretical and empirical literature within psychology and from other disciplines that has critiqued psychology's focus on individual factors to the neglect of the impact of broader contextual factors. It will then offer alternative perspectives utilizing literature on the role of structural and systemic variables on human well-being. In particular, the course will be designed to (1) provide students with some of the basic analytic and critical thinking skills

needed to identify and understand the role of structure in influencing human well-being; (2) help students think about how to integrate structural analysis and understandings into their clinical work; and (3) develop ideas about how to be a socially responsible practitioner.

PSY-672 Race, Ethnicity, and Social Class 3 Credits
Prerequisite: PCO-641. This course is designed to give students an understanding of various minority groups including African Americans, Asians, Latinos, and Native Americans. Students are exposed to the limitations and potential dangers of Western definitions of cultural groups. Specifically, emphasis is placed on facilitating awareness of biased attitudes, influences of worldview, and the consideration of the unique experiences of specific groups that have been marginalized and have experienced discrimination. Application of culturally appropriate treatment approaches will also be addressed.

PSY-673 Gender and Sexual Identity in Clinical Practice 3 Credits
Prerequisite: PCO-641. This course examines the role of gender and sexual identity with respect to attitudes and beliefs, health, lifestyle choices, and interpersonal behavior. Biological, social, psychological, cognitive, cultural, and historical influences on female, male and transgender identity will be explored. Specific topics to be covered will include the impact of power and privilege differentials, social structures, stereotyping, gender role definitions, interpersonal violence, career and workplace issues, relationships and family structure, sexuality and reproduction, body image, health, and aging. In addition, the course will explore the impact of clients' and clinicians' gender identity on the therapeutic process, including issues of bias, communication styles, compliance, resistance, negotiation, and empowerment. This advanced diversity and intervention course will emphasize an applied approach, incorporating clinical role-plays and experiential exercises.

PSY-674 Gay, Lesbian, Bisexual, and Transgender 3 Credits
Issues across the Lifespan
Prerequisites: PCO-641 and PCO-623. This course focuses on GLBT persons across the lifespan and examines the evolution of the GLBT movement from multiple dimensions. This course includes strategies useful in working with GLBT individuals of different ages and ethnicities. Sources, forms, and the history of heterosexism and homophobia are covered as are the stages of healthy and positive GLBT identity formation and the potential consequences of "coming out." Discussions and research surrounding controversial issues affecting the GLBT community serve as the focal point.

PCO-676 Global and Cross-Cultural Perspectives 3 Credits
on Health and Dysfunction
Prerequisites: PCO-641, PCO-671. This course focuses on how culture affects the definition, prevalence, recognition and societal response to health and illness. The course examines the major environmental and systemic threats to psychological well being and explores contextual views of mental illness that transcend Western views of psychopathology. Research on how a range of physical and psychological conditions are viewed cross-culturally, and on how culture

impacts utilization of services, is introduced. Idioms of distress, ritual, and symbolic healing practices are also addressed. Additionally, the unique mental health needs of immigrants and refugees are covered. Finally, the impact of globalization and other cross-cultural, social, economic and political trends on human welfare are also covered, as are novel applications for psychology across the globe.

PSY-677 Issues in Religion and Spirituality – 3 Credits
Theory and Therapy

Prerequisite: PCO-641. This course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of clients. This sensitivity includes familiarity with the research on spirituality and health; basic knowledge of diverse religious/spiritual paths; awareness of the potential benefits, harm, resources and issues of spirituality for clients as well as an understanding of the clinician's spiritual perspective. This course also strives to build competence through the development of skills to integrate spirituality with clients including spiritual assessment, case conceptualization, theory of change, treatment planning and intervention.

MAC-679 Counseling Multicultural and Marginalized Communities 3 Credits

This course seeks to critically examine practice issues associated with multicultural mental health counseling practice. The course is based on a commitment to social justice and social responsibility and respect for cultures and peoples and their individual strengths. This course will assist students in mastering the diverse perspectives, knowledge, competencies and skills needed for empowerment and collaborative mental health practice with under- and poorly served individuals and communities. The course also seeks to stimulate critical and analytical skills with respect to prevailing and alternative paradigms of mental health, as well as sharpen students' professional values and ethics and their applications in multiethnic practice.

PSY-683 Advanced Child and Adolescent Assessment 3 Credits

Prerequisites: PCO-623, PSY-627, and PSY-628. This course presents a structured approach to the psychological assessment of children and adolescents, including advanced issues in interviewing children and adolescents, conducting mental status examinations with young clients, and evaluating cognitive, social, and emotional functioning in children and adolescents. Standard measures of intelligence and achievement will be included, as will behavior rating scales, self-report, and performance-based measures. Special topics include the assessment of learning disabilities, ADHD, pediatric mood disorders, behavior disorders and psychosis.

PSY-684 Systemic Interventions with Children and Adolescents 3 Credits

Prerequisites: PCO-623 and PSY-644. This course will focus on systemic interventions in addressing the needs of traumatized and disadvantaged children. Areas of emphasis will include trauma and children, behavioral

and learning problems associated with conditions of disadvantage and traumatizing environments, diversity issues, advocacy, negotiating social service, and educational systems that deal with children.

PCO-685 Child and Adolescent Cognitive-Behavior Therapy 3 Credits

This course introduces students to the theory and practice of cognitive-behavior therapy (CBT) with children, adolescents and families. The course focuses on learning theory, treatment planning, CBT case conceptualization, and empirically-validated treatments for youth with internalizing and externalizing disorders. Developmental psychology is used as a guiding framework for understanding the practice of CBT with children and adolescents.

PSY-690 Supervision and Consultation 3 Credits

This course intended to occur late in the doctoral curriculum, during or just before the internship, focuses primarily on clinical supervision, with secondary focus on clinical and programmatic consultation. It provides an overview of all dimensions of supervision, including the supervisory contract, theoretical models of supervision, the supervisory relationship, issues of diversity, gender and power, supervisory modalities, developmental issues, and ethical and legal issues. The course includes an optional laboratory in which students who do not have current supervisory responsibilities can arrange to have quasi-supervisory responsibility for students in lower-level intervention courses.

PSY-691 Public Policy, Advocacy, and Social Change 3 Credits

This course is designed to focus on the manner in which social change happens in society. It considers the formation of social problems as well as the development of public policy within the contexts of public administration, community organizing and activism. It identifies methods for understanding the political process as a system and looks at research and evaluation techniques and their importance in addressing complex policy issues. It examines ways psychologists, other healthcare workers, advocacy groups, and community organizations can work with local, state, tribal, and federal government to address issues of social change. It provides an overview of governmental structure, process, and policies at all levels. The course presents effective methods of communication, advocacy, and lobbying to challenge policy, promote concerns and address needs.

PSY-692 The Role of Psychologists in Management, Administration, and Leadership 3 Credits

This course focuses on the development of roles for psychologists in a variety of administrative and leadership roles including behavioral health care management, public administration, and educational leadership. It provides a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role modeling to encourage students to develop their organizational leadership skills. It includes those skills necessary for psychologists' own professional growth, development, and success.

Theories and practices of good organizational leadership will be reviewed.

PSY-695 Doctoral Dissertation Proposal-Continued 0 Credits
Students who do not complete their dissertation proposal in the first term for which they have registered must continue to register for 695 and pay the necessary fee until their proposal has been approved by their committee members. Failure to complete dissertation proposal within three consecutive terms may result in referral to the Student Comprehensive Evaluation Committee.

PSY-696 Doctoral Dissertation Preparation 0 Credits
Seminar
Prerequisites: PCO-497, PSY-637. The non-credit course is designed to assist students in the early stages of developing a dissertation topic. The focus is on selection and development of a topic, selection of a committee and different stages of the dissertation process.

PSY-697 Doctoral Dissertation Proposal 0 Credits
Prerequisites: PCO-497, PSY-637, and PSY-696. One of the most important phases in preparation of the dissertation is writing the proposal in the selected area of research. Registration for this course is the first formal step in completing the dissertation. Students are required to complete and successfully orally defend a proposal to the satisfaction of their dissertation committee. Approval of the dissertation proposal is also a requirement for all students prior to applying for internship. Students who do not complete this requirement during the first term of registration are required to register for 695 each term thereafter until completed. Failure to successfully complete the dissertation proposal after three terms will result in referral to the Student Comprehensive Evaluation Committee.

PCO-699 Using Art in Treatment 3 Credits
Using experiential art making, reading and classroom discussion, this class provides an overview of the use of art in treatment with various populations. Class participants will identify how, when and where to integrate art into their treatment to deepen their work as clinicians. Class participants will also identify the limits within using art and knowing when and how to consult with an art therapist. Ethical standards, assessment, theoretical approaches and competency will be explored and discussed.

PSY-701 Advanced Psychodynamic Approaches to 3 Credits
Intervention
Prerequisite: PCO-334. This advanced interactive course aims to consider in depth select schools of psychoanalytic/dynamic thought and their respective theories of development and pathology, and, most notably, their perspective on clinical practice. Object relations, self-psychology, and contemporary structural-relational perspectives will receive special emphasis. Theoretical perspectives that incorporate racial-ethnic, sexual, gender, and other aspects of diversity will be incorporated into the discourse.

PSY-702 Advanced Cognitive-Behavioral 3 Credits
Approaches to Intervention

Prerequisite: PCO-335. This course focuses on advanced models, such as schema therapy and dialectical behavior therapy. It covers treatment of more severe problems such as personality disorders, psychotic disorders, and autism.

PSY-703 Advanced Humanistic/Existential 3 Credits
Approaches to Intervention

Prerequisite: PCO-336. This course builds upon the knowledge and skills developed in the introductory course in humanistic and existential approaches by developing a more in depth appreciation of particular theories and perspectives in this area of practice. The integration of humanistic/existential/transpersonal theories with each other and with other theoretical perspectives will be the focus of the class. In addition, the application of this perspective to a broad range of clinical and social issues will be emphasized. Students will be encouraged to develop their own personal integration of this perspective into their personal and professional lives.

PCO-704 Advanced Child and Adolescent 3 Credits
Psychotherapy

Prerequisites: PCO-623, PCO-338. This course covers advanced intervention strategies and emerging developments in the treatment of children and adolescents. Approaches to selected clinical problems and special populations are included, as well as work with diverse child and adolescent populations and evidence-based practices. Course focuses on advanced therapeutic methods such as play therapy and nonverbal strategies, group work with children and adolescents and integrative approaches. Emphasis is on integration of science and practice and the development of applied skills and preparation for effective clinical work with child and adolescent populations.

PCO-705 Eye Movement Desensitization and 3 Credits
Reintegration

Eye Movement Desensitization and Reprocessing (EMDR) is a method of therapy used in the treatment of trauma. EMDR is a physiologically based therapy that helps clients process and integrate disturbing material in new and less distressing ways. This course provides an introduction to the model, provides empirical research associated with the model, teaches the basic process and offers space for students to focus on the relationship between EMDR and specific types of trauma.

PSY-706 Trauma Focused Approaches to 3 Credits
Intervention

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction, particularly post-traumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbidities. Students will learn about the range of events associated with trauma, the prevalence, incidence, and developmental impact of PTSD across the lifespan, major risk factors for trauma-related dysfunction, cultural factors that exacerbate or ameliorate dysfunction, specialized assessments for identifying trauma-related symptoms, and

the major approaches to treatment and prevention of PTSD in the aftermath of trauma. The research-supported approaches to be covered include phase-oriented integrated therapy models, cognitive-behavioral therapy (CBT), cognitive processing therapy (CPT), eye-movement desensitization and reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), Imagery Rehearsal Therapy (IRT), stress management techniques, group and family therapy approaches, and psychopharmacological interventions.

CEG-707 Advanced Group Psychotherapy 3 Credits
Prerequisite: PCO-337. Building on the introductory course to Group Psychotherapy, this course examines the use of self and promotes development of group facilitation skills through the use of dynamic interaction and modeling. Central to the course is the belief that personal issues can impede the formation of an effective therapeutic relationship and thus impair the client's progress. The class combines the presentation of conceptual material with experiential learning in an unstructured format.

CEH-710 Theories and Techniques of Clinical Hypnosis I 3 Credits
This course will serve as an introduction to the theory and practice of clinical hypnosis in psychotherapy and medicine. Students will examine the basic question of "What is Hypnosis" including its fact, fictions, history, and theory. Theories of hypnosis will be explored utilizing the body of historical knowledge, clinical research, and experimental evidence into hypnotic phenomena that has amassed for over two centuries. Students will be able to both learn about and experience the hypnotic phenomena that are discussed in class. Students will also learn and practice basic methods of hypnotic induction, deepening, assessment, and clinical application. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.

CEH-711 Theories and Techniques of Clinical Hypnosis II 3 Credits
Prerequisite: CEH-710. Students continue their exploration of theories, techniques, and phenomena in clinical hypnosis work. The main topics include: Advanced Hypnotic Inductions and Testing methods, Ego-Strengthening Protocols, Pain Management, PTSD, Anxiety and Phobic Disorders, Habit Disorders, Constructing Therapeutic Metaphors and Indirect Suggestions, Insight-Oriented and Exploratory Hypnotic Techniques, Ethics and Professional Conduct, and Integrating Hypnosis into Clinical Practice. Students will be able to both learn about and experience the hypnotic phenomena which are discussed in class. Particular emphasis will be maintained throughout the class regarding the ethical and safety related guidelines students should follow when integrating hypnosis into their clinical practice.

meaningful assessment reports, and to appreciate the role of culture and diversity in clinical neuropsychological work. Students review and discuss practicum cases and examine data from neuropsychological tests. The courses serve as peer consultation groups in which students learn to present case material in a standard format, to question and analyze their own clinical work, and to function as peer consultants to their colleagues.

CEN-725 Neuropsychological Intervention Techniques 3 Credits

The course introduces students to neuropsychological intervention strategies, such as neurocognitive rehabilitation, based on a thorough assessment of the client's neuropsychological strengths and weaknesses. Intervention strategies for various neuropsychological disorders, including deficits in memory, attention, language, visual-spatial, and executive functions are considered.

CEN726-CEN-727 Neuropsychology Practicum 1 Credit per term

Prerequisites: PSY-601-PSY-606, PSY611-PSY-616, PSY-624, PSY-627, PSY-628, PSY-636, PCO-648 or PCO-649, CEN-720. Concurrent with CEN-722 and CEN-724, an 800 clock hour advanced clinical practicum that provides experience in the administration, scoring and interpretation of neuropsychological assessment techniques under the supervision of a licensed neuropsychologist. Students learn to develop a test battery based on a given referral question, and to integrate their findings to answer this question and to provide useful and clinically relevant recommendations. This may not be transferred or waived.

CEN-728 Pediatric Neuropsychological Assessment 3 Credits

This course provides training in the neuropsychological assessment of children, with an emphasis on trauma and developmental disorders. An array of neuropsychological instruments is used. Students develop skills in the administration, scoring, contextual interpretation and write-up of pediatric neuropsychological assessment methods.

PSY-732 Advanced Personality Assessment: Special Topics 3 Credits

Prerequisites: PSY-627, PSY-628, PSY-624. This course covers advanced issues in the assessment of personality using self-report and performance-based measures, including the Rorschach Inkblot Test, MMPI-2, MCMI-III, PAI, TAT and other measures. The course also explores the utility of personality testing in forensic evaluations, the differential diagnosis of thought disorder, and the appraisal of object relations. Additionally, the course covers new, innovative, and empirically-based, approaches to assessing adult personality. The course also emphasizes the historical roots of personality assessment within the broader realm of psychological assessment and highlights its pertinent place in contemporary clinical psychology. Adlerian, psychodynamic, phenomenological, social-cognitive, and constructivist theories provide the theoretical underpinnings for case conceptualization.

PSY-735 Mind-Body Health I 3 Credits
Behavioral medicine is a multi-disciplinary field on which psychology, public health, epidemiology, medicine, public policy, and other health related professions intersect to promote emotional and physical well being. This course provides an overview of assessment, intervention and current research on the psychological mediators of health and illness from a behavior health perspective. Although specific diseases and other medical conditions will be discussed, a broader, cross-disease perspective on behavioral medicine will be emphasized.

PSY-736 Mind-Body Health II 3 Credits
This course focuses on the interventions and current research associated with specific life threatening, chronic and acute medical conditions across the life span. The course addresses the psychosocial context of each medical condition and the ways in which psychological support can facilitate coping for both client and family.

PCO-737 Primary Care Psychology 3 Credits
Primary Care has provided psychologists a new role within the health care system to deliver behavioral health services. The focus in this course will be on functioning as a primary care consultant within a hospital or outpatient clinic setting. This course will introduce a model of collaborative care to provide continuous and comprehensive care to families in sickness and health, while also highlighting the ethical and relationship dilemmas in this role. Students will receive an overview of behavioral risk factors and sociocultural influences on problems seen in primary care. Common primary care problems, clinical assessment of these common conditions, and clinical interventions suitable for a primary care setting will be covered. Additionally, the effects of health policy, health care financing and design of health care system on individuals' health will be discussed.

PCO-739 Mindfulness Meditation 3 Credits
This experiential course will teach students to manage their own stress, and to teach mindfulness-based meditation to others to help them to manage their stress. Scientific studies have shown that meditation practice, as taught in this course, improves various medical and psychological outcomes. Thus, this meditation course provides a potentially valuable skill to clinicians. The Mindfulness-Based Stress Reduction (MBSR) course can be useful in clinical, medical, and corporate settings.

PSY-740- Doctoral Internship-Full Time 0 Credits
PSY-742

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal and permission of the Director of Training and Community Service. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. A two-year, one-half time internship may also be obtained. The internship is designed to provide an intensive clinical

experience building upon the course work, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training and Community Service assists students in identifying appropriate sites for internships. (Students must enroll three consecutive times.)

PSY743- Doctoral Internship-Half Time 0 Credits
PSY-748

Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal and permission of the Director of Clinical Training. Following completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 clock hours of training over a 12-24 month period. Most internships require a one-year, full-time commitment. A two-year, one-half time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the course work, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training and Community Service assists students in identifying appropriate sites for internships. (Students must enroll six consecutive times.)

MAP-750 Police Psychology 3 Credits

This course is designed to cover the five core areas of the field of police psychology. Students will learn the basic principles of psychological diagnosis based on the categories outlined in the DSM Multiaxial Model. Disorders more common to police personnel will be presented along with research-based interventions and their application within a police culture. Students will also learn the basics of research following APA guidelines for the presentation of findings. Students will also learn the requisite skills for the development of reflection papers. In addition, the course will cover the foundation of ethics and ethical codes of conduct including an exploration of theories of social justice as they apply to 21st century urban law enforcement.

MAP-751 Psychology of Police Organizations 3 Credits

This course explores the critical thinking, skills and processes required to operate an effective law enforcement agency within a multicultural environment. Issues of assuming command, organizational structure, decision making, maintaining ethical behavior, institutional interventions, hiring practices, community relations, promotional strategies, and psychological well-being will be discussed. Students will be exposed to the essentials necessary to create an effective vision and mission statement along with the steps necessary to operationalize elements of this statement.

MAP-752 Assessment Issues in Police Psychology 3 Credits

Students will learn the basic statistical principles used in the development of psychological and promotional testing. Measures of central tendencies, validity, reliability and the fundamental issues of test construction will be presented. In addition, students will learn the more prevalent psychological instruments used in the hiring, assessment and promotion of police personnel. Concepts underlying personality

assessment, projective tests, and intelligence testing will be presented. Ethics of test development and issues of race, gender and other cultural considerations will be presented.

MAP-753 Psychology of Critical Incidents and Trauma 3 Credits
This course applies psychological theory to both the human impact of being involved in critical incidents and trauma and the associated operational procedures, within the law enforcement community. Discussion will focus on the nature of trauma as it relates to law enforcement events: line-of-duty death, use of force, hostage incidents, post-event debriefings, bombings, and response planning. Students will learn a working model of how to handle effectively stress from the individual level, small groups and throughout the police organization. This course will utilize discussion, lecture, scenario training, video and self-directed projects.

MAP-754 Psychology of Evil and Criminal Behavior 3 Credits
This course is designed to explore abhorrent, anti-social and violent human behavior by examining how theories of evil, criminal behavior and psychology have attempted to explain such conduct. The course will look at how police organizations have historically responded to incidents of serial murder, mass killings, cults, riots, organized criminal enterprises and other acts of extreme violence. Intervention strategies will also be discussed.

MAP-755 Psychology of Terrorism 3 Credits
This course will introduce students to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis will be placed on terrorist motives and on how terrorist actions have affected the course of history and current foreign and domestic policies. Different types of terrorist organizations will be examined, based on various criteria – motives, means, objectives, geography and others. Students will learn from this course why terrorism continues to be chosen as a mechanism for change in the United States and around the world, and how governments can work to limit its effects. Students will choose relevant topics for original research and will present information in small group presentations and a research paper.

MAP-756 Social and Community Psychology 3 Credits
This course introduces students to the sociocultural factors that impact personality development, the formation of attitudes/values and group behaviors. Issues of bias, prejudice, authority, conformity, stereotyping, gender roles, race/ethnicity, poverty and culture will be discussed. Strategies for addressing these factors within a law enforcement agency will be discussed along with mechanisms for maintaining strong community relations.

MAP-757 Psychology of Leadership 3 Credits
This course introduces students to the foundational principles of psychology necessary for effective leadership in most areas of law enforcement. Styles of leadership, motivational strategies, emotional intelligence, conflict management and leadership assessment will be

discussed. Students will learn to identify their personal style of leadership and explore the assets and limitations of their unique style. Techniques for developing and maintaining management groups will be presented along with methods for developing diversity and social awareness within management practices.

MAP-758 Tactical and Field Psychology 3 Credits

This course is designed to teach students the application of individual, cognitive and social psychology to field encounters. Through role playing scenarios, discussion and lecture, students will learn to employ principles of negotiation, conflict management, anger management, stress reduction, emotional modulation techniques and engagement and disengagement procedures.

MAP-759 Thesis and Portfolio Development 3 Credits

This course contains the two capstone projects required for completion of the Master of Arts in Police Psychology. The thesis must focus on an approved topic of research and consist of an extensive literature review of a minimum of 40 pages that blends theory and research in psychology with a topic or issue in the field of law enforcement. Each thesis must be supervised by an assigned faculty or adjunct faculty member of the Adler School of Professional Psychology and be completed by dates set by school policy. The thesis must contain a minimum of 20 citations from professional literature from either field and/or texts approved by the supervising faculty/adjunct member. Each thesis must be reviewed by an approved editor prior to final submission. The Portfolio must contain all assignments outlined in the Police Psychology Portfolio Development Information Sheet and be approved by the supervising faculty/adjunct member.

PSY-770 Advanced Group Interventions: Conflict Resolution 3 Credits

Prerequisite: PCO-337. This course extends theory and research on the use of a range of group therapy intervention methods to the resolution of conflict between individuals and groups. Student will be exposed to literature both in the use of group methods for dealing with conflict and reconciliation between opposing parties and in the area of conflict resolution.

MAT-801 Expressive Arts with the Trauma Population 2 Credits

This course provides experiences in art making and processing which are applicable to therapy and counseling with client who have survived single or multiple traumatic experiences. Included is education on various types of trauma and the potential effect of the traumatic experience on the whole person. The frequent co-morbidity observed in trauma clients will be looked at in detail. The course includes an emphasis on assisting clients with skills of pacing and containment as they learn to reintegrate feelings. Also includes techniques to aid in the safe expression of intense effect through expressive art techniques.

Learning Circles) advocating for and transferring advocacy skills to their survivor partner to mobilize community resources based on unmet needs identified by the survivor. Students and survivors will both learn from and teach each other. Through these processes, survivors' cultures, experiences and knowledge are valued and utilized in the promotion of their well-being.

PSY-870 International Immersion and Cross- 3 Credits
Cultural Studies

Prerequisite: PCO-641. This course will provide doctoral students with a cultural immersion experience outside of the United States. Students will be engaged in a non-clinical service learning program for a limited period of time. The course will teach students to examine and critically think about the impact of systemic and structural barriers on health and well being issues abroad. This will enhance students' professional values and their preparation for multicultural clinical practice.

PSY-871 International Consultation on Women's 3 Credits
Issues

Prerequisites: PCO-350 and PCO-641. This course will examine the social, medical, economic and psychological oppression of women from a global perspective. Students will work in small groups on selected topics to identify strategies empowering interventions for women. They will collaborate with multidisciplinary teams to develop preventive and intervention programs that will result in models for demonstration projects. The course will focus on integrating applied research and multicultural intervention strategies that integrate multidisciplinary perspectives and systemic conceptualizations of women's health.

PSY-873 Special Topics in Diversity 3 Credits

Prerequisites: PCO-497 and PCO-641. This course will provide students with an opportunity to study and participate in an applied research project on a specific topic in diversity. Multicultural perspectives will be considered and innovative approaches to addressing mental health issues and social problems will be covered in the readings, discussions and consultation with faculty and additional experts in the areas of interest.

PSY-901- Doctoral Dissertation I-III 0 Credits
PSY-903

Prerequisite: PSY-696, PSY-697 and PSY-905. Successful completion of the Doctoral Clinical Qualifying Examination. The Doctoral Dissertation provides an opportunity for students to engage in scholarship on an issue or problem that is psychological in content and professionally relevant. Students must begin registering for Doctoral Dissertation within three consecutive terms after approval of their dissertation proposal or in any term in which they are actively working on their dissertation with their committee members. Once students register for dissertation, they must continue registering for three consecutive terms. Students who have failed to complete their dissertation at that time are required to register for 904 Doctoral Dissertation Continuation until they are approved for the Oral Defense. Students receive a grade of In

Progress for any term in which they are making satisfactory progress on their dissertation and a grade of No Progress when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NP for either Dissertation Proposal or Dissertation will be automatically referred to the Student Comprehensive Evaluation Committee for review. When a student satisfactorily completes the dissertation proposal or dissertation, a grade of CR (Credit) will be issued and all prior grades of NP and IP will be changed to Credit.

PSY-904 Doctoral Dissertation Continuation 0 Credits
Doctoral students, who are working on the dissertation and have registered for the required three terms, must register each term for this course and pay the required fee to remain in good standing. Students enrolled in Doctoral Dissertation Continuation are expected to make steady and consistent progress on completion of their dissertation. Failure to enroll in courses or doctoral dissertation continuation may result in dismissal from the Psy.D. program.

PSY-905 Community Service Capstone Paper 0 Credits
Prerequisites: Completion of PCO-210, PCO-211-PCO-214, coursework outlined in Capstone Paper Handbook. The Community Service Capstone Paper is an integrative task required of all doctoral students upon completion of their community service practicum (typically in the first year of matriculation). Students must identify a topic based upon a problem encountered while on their community service practicum. With approval of their faculty advisor, students then complete an integrative paper, that conducts a critical review of literature and provides an analysis of the problem that includes an innovative perspective aimed at its alleviation. Students are expected to register for this requirement upon completion of one year full time matriculation or the completion of 51 credit hours whichever comes first. The Community Service Practicum must also be completed prior to engaging in this capstone task.

MAC-906 Community Engagement Project 3 Credits
This course is only for students enrolled in degree programs that involve a blend of online and face-to-face coursework requirements. Students enrolled in this course will complete a supervised community engagement project at an approved site and will be required to accrue a minimum of 50 hours toward the completion of the approved project. Students will work directly with the Department of Training and Community Service to identify potential community partners and projects in the semester prior to the initiation of their placement. Projects may include activities such as community needs assessment, research and publishing, program development and evaluation, community outreach, and advocacy work. *Students may not complete this requirement at their place of employment. May not be transferred or waived, unless the student completed the Adler School Community Service Practicum.*

Prerequisite: Completion or near completion of all M.A. requirements.
The Qualifying Examination consists of the presentation of a clinical case including an audiotape, an analysis of key interchanges within the session presented, a written case conceptualization and treatment plan, a paper integrating research with the clinical case, and a paper examining social issues pertinent to the clinical case. Students will meet with two faculty examiners to review the material pertinent to the case. The oral presentation will take between one to one-and-a-half hours. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the second attempt are subject to dismissal from the School.

PSY-998 Doctoral Oral Defense 0 Credits

Prerequisite: Permission of the Doctoral Dissertation Committee.
Students are required to defend their Doctoral Dissertation during the Doctoral Oral Defense.

Faculty

The School's educational philosophy is embodied in its diverse, dedicated, and highly qualified faculty. Faculty members are chosen for their educational qualifications, professional experience, clinical training and practice, professional and community involvement, area of expertise, scholarship, ability to teach, and personal/professional commitment to the School's mission to educate socially responsible graduates. Faculty members are professionals, who combine community involvement and clinical practice with their instructional duties. Many hold leadership positions and are active in professional organizations throughout the United States, Europe, and Canada. The faculty's high level of professional activity enriches the curriculum and models for students the integration of community involvement, clinical practice, scholarship/research, and professional contribution.

The faculty consists of core, part-time program, and adjunct members. A vast majority of Core faculty members is full-time, while some Core faculty hold part-time positions. Core faculty members are actively involved in academic governance, faculty committees, student advisement and mentoring, clinical supervision, curriculum development, community involvement, and scholarship. Core faculty members maintain office hours and are on-site four days per week. The faculty members have created a learning community committed to the discovery and development of knowledge, values, and skills where students can engage in a rich learning experience.

The core faculty is supplemented by part-time program and adjunct faculty, visiting professors, and other professionals, who are hired to teach specific courses or render other academic or clinical services. Adjunct faculty members are chosen for their expertise in specific areas of program curricula.

To view faculty biographies and contact information, please visit the website directory at <http://www.adler.edu>.

Chicago

Core Faculty

Josefina Alvarez, Ph.D., Core Faculty

Robert Baker, Psy.D., Core Faculty

Christine Bard, Ph.D., Core Faculty and Program Director of the M.A.C.R. Program

Dan Barnes, Ph.D., Director, Adler Community Health Services and Core Faculty

Katy Barrington, Ph.D., CT, Core Faculty

Mark Bilkey, Psy.D., Core Faculty and Co-Chair of the Counseling Department

Mark Blagen, Ph.D., Core Faculty

Neil Bockian, Ph.D., Core Faculty

David Castro-Blanco, Ph.D., Core Faculty and Chair of the Department of Clinical Psychology.

Cristina Cox, Ph.D., Core Faculty

Douglas Craig, Psy.D., Core Faculty

Raymond Crossman, Ph.D., President and Core Faculty

Vida Dyson, Ph.D., Core Faculty

Paul Fitzgerald, Psy.D., Core Faculty and Director of Master's Training

Robert Gellman, Ph.D., Core Faculty

Frank Gruba-McCallister, Ph.D., Core Faculty

Robert (Uri) Heller, Ph.D., Core Faculty and Co-Chair of the Counseling Department

Janna Henning, J.D., Psy.D., C.T., B.C.E.T.S., Core Faculty and Coordinator of the Doctoral Concentration in Traumatic Stress Psychology

Christina Jackson-Bailey, Ph.D., Core Faculty and Program Director of the M.A.C. Program

Leigh Johnson-Migalski, Psy.D., Core Faculty and Coordinator of the Advanced Adlerian Psychotherapy Certificate and Doctoral Concentration

Mark J. Killmer, Psy.D., Core Faculty

Eunha Kim, Ph.D., Core Faculty

Eunice Kim, Psy.D., Core Faculty and Director of Doctoral Training

Laura Kunard, Ph.D., Core Faculty and Director of the Institute on Public Safety and Social Justice

Peter Liu, Ph.D., C.Psych., Program Director of the M.A.O. and M.A.C.O.H. Programs

Elina Manghi, Psy.D., Core Faculty and Coordinator of the Doctoral

Concentration in Child and Adolescent Psychology

Larry Maucieri, Ph.D., Core Faculty and Coordinator of the Doctoral Concentration of Clinical Neuropsychology

Catherine McNeilly, Psy.D., CADC, Core Faculty

Steven Migalski, Psy.D., Core Faculty and Associate Director of ACHS

Harold Mosak, Ph.D., Distinguished Service Professor

Nataka Moore, Psy.D., Core Faculty

Mayumi Nakamura, Psy.D., Core Faculty and Associate Director of Master' s Training

Deb Paskind, M.A., LCPC, ATR-BC, Core Faculty

Wendy Paszkiewicz, Psy.D., Core Faculty and Associate Vice President of Academic Affairs

Thuy Pham, Psy.D., Associate Director of Doctoral Training and Core Faculty

Brian Price, Ph.D., Core Faculty

Victoria Priola-Surowiec, Psy.D., Core Faculty and Chair of Police and Forensic Psychology Department

Gail Roy, M.A., LCPC, ATR-BC, Core Faculty

Shaifali Sandhya, Ph.D., Core Faculty

Greg Sarlo, Psy.D., Core Faculty

Nancy Slater, Ph.D., ATR-BC, Core Faculty and Chair of the Counseling Psychology: Art Therapy Department

J. Sherrod Taylor, Faculty Fellow at the Adler Institute on Social Exclusion

Cecil Thomas, M.A., M.U.P.P., Associate Director of Community Engagement

Thomas Todd, Ph.D., Core Faculty and-Chair of the Marriage and Family Department

Lynn Todman, Ph.D., Core Faculty and Director of the Institute on Social Exclusion

Joseph Troiani, Ph.D., Core Faculty and Coordinator of the Substance Abuse Counseling Program

Marla Vannucci, Ph.D., Core Faculty

Jerry Westermeyer, Ph.D., Core Faculty

Vancouver

Core Faculty

Lawrence (Larry) Axelrod, Ph.D., Dean

Lee Butterfield, Ph.D., MAC Program Director and Core Faculty

Debbie Clelland, Ed.D., MAC Core Faculty

Kathleen Irvine, Ph.D., MAC Core Faculty

Asa-Sophia Maglio, M.A., Ph.D. (c), MAC Core Faculty

Michael Mandrusiak, Psy.D., MAC Core Faculty, Director of Training and Community Service

Ana Mozol, Ph.D., MAC Core Faculty

Lyz Sayer, Ph.D., MAOP Core Faculty

Begum Verjee, Ed.D, MACD Program Director and Core Faculty

Part-Time Program Faculty

Evandro Lopes, Ph.D., R. Psych., Part-Time Program Faculty, MAC

Pamela Patterson, Ph.D., Part-Time Program Faculty, MAC

Hammond Tarry, Ph.D., Part-Time Program Faculty, MAC

Board of Trustees

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Administration

To view administration and staff biographies and contact information, please visit the website directory at www.adler.edu.

Raymond Crossman, Ph.D., President

Lawrence Axelrod, Ph.D., Dean of the Vancouver Campus

Martha Casazza, Ed.D., Vice President of Academic Affairs

Anthony Chimera, M.B.A., Vice President of Development

Jo Beth Cup, M.S.M., Vice President of Administration

Jeffrey Green, M.B.A., Chief Financial Officer

Wendy Paszkiewicz, Psy.D., Associate Vice President of Academic Affairs

Lynn Todman, Ph.D., Director of the Institute on Social Exclusion

Staff

Chicago Campus

Marylou Alvarez, M.A., Assistant Registrar

Sherri Boyle, Senior Administrative Assistant to the Institute on Social Exclusion

Nancy Bothne, M.A., Director of Community Engagement

Michelle Brice, Assistant Director of Admissions

Cathleen Bridgeman, Ph.D., Academic Writing Coordinator

Cody Camp, Student Finance Cashier

Heather Cannon, MLIS, Technical Services Librarian

Kerry Cochrane, M.A., M.S.W., Director of the Library

Adonya Collins, Receptionist

Tonya Colvin, Accounting Coordinator

Cynthia Cruz, Student Accounts Manager

Carol Davis, Manager of Clinical and Counseling Training

Adrienne Dawes, Financial Aid Counselor

Terri Esch, Director of Financial Aid

Diane Fisher, Executive Administrative Assistant to the CFO

Elaine Francis, Registration Assistant

Maria Fritz, Executive Administrative Assistant for the Office of Academic Affairs

Michael Hakimi, Psy.D., ACHS Staff Psychologist

Adam Halatek, Controller

Jacob Hansen, M.A., Admissions Counselor

Craig Hines, M.B.A., Associate Vice President of Admissions

Megan Hincks, Administrative Assistant to the Office of the President

Donald Huffman, M.Ed., Director of Institutional Effectiveness

Jennifer Jackson-Outlaw, M.S., Admissions Counselor

Sheba Jones, M.B.A., Registrar

Asra Kamal, M.S., Director of Student and Alumni Affairs

Katherine Heidrich, Executive Administrative Assistant to the Vice President of Administration

Laura Kunard, Ph.D., Director of Institute on Public Safety and Social Justice

Katherine Lux, Director of Corporate and Foundation Relations

Lisa McCaskill, Manager of Development Services

Paige McGhee, Financial Analyst

Tammy Moore, Administrative Assistant to the Department of Clinical Psychology

Hope Popa, Facilities Director

Amanda Musacchio, Interlibrary Loan Technician

Mitzi Norton, Director of the Office of the President

Dino Nuhija, Helpdesk Supervisor

Megan Odum, Admissions Counselor

Adebayo Ogunsanya, Technical Support Specialist

Christine Olah-Beecroft, Psy.D., ACHS Staff Psychologist

Mary Pfeiffer, Ph.D., ACHS Staff Psychologist

Francine Reed, Community Engagement Coordinator

Tami Renner, M.A., Assistant Director of Student and Alumni Affairs

Meghan Rivard, Systems Analyst

Maribel Rosario, Human Resource Generalist

Jennifer Schmidt, Psy.D., Staff Psychologist

Michelle Tiwade, M.S., Enrollment Advisor

Allison Urbanczyk, M.B.A., Assistant Director of Financial Aid

Jo Wagner, Admissions Counselor

Vancouver Campus

Lawrence Axelrod, Ph.D., Dean

Ada Christopher, Associate Director of Admissions

Malcome Dane, Admissions Advisor

Michael Mandrusiak, Psy.D., Core Faculty and Director of Training and Community Service

Winna Ma, Training Coordinator

Eugene Piezas, Assistant Office Manager/Faculty Assistant

Melody Sousa, Registrar/Office Manager

Academic Calendar 2010-2011

Term	Event	Date	Comments
Fall 2010	International Student Orientation	Tuesday, August 24, 2010	12:00 PM to 4:00 PM at the Chicago Campus.
Fall 2010	Chicago Psy.D. New Student Orientation	Wednesday, August 25, 2010	10:00 AM to 3:00 PM at the Chicago Campus
Fall 2010	Chicago M.A. New Student Orientation	Thursday, August 26, 2010	10:00 AM to 3:00 PM Location: TBA <i>Please note: MAP and BMAC students will have a separate orientation.</i>
Fall 2010	Chicago Program Specific Orientation	Friday, August 27, 2010	Starts at 11:30 AM at the Chicago Campus.
Fall 2010	Fall Semester Begins	Monday, August 30, 2010	Chicago Campus
Fall 2010	Fall Semester Begins	TBA	Vancouver Campus
Fall 2010	Drop Fee Begins (Chicago Campus)	Monday, August 30, 2010	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, August 30, 2010.
Fall 2010	Add/Drop Period - 100% Refund **ALL CLASSES EXCEPT ONLINE** (Chicago Campus)	Monday, August 30, 2010 - Sunday, September 5, 2010	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, September 5, 2010.
Fall 2010	Add/Drop Period - 100% Refund **ONLINE CLASSES ONLY** (Chicago Campus)	Monday, August 30, 2010 - Sunday, September 12, 2010	Registration changes for <u>ONLINE CLASSES</u> must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, September 12, 2010.
Fall 2010	M.A. in Police Psychology Orientation	Wednesday, September 1, 2010	6:00 PM to 7:00 PM at the Police Academy
Fall 2010	Add/Drop Period - 50% Refund **ALL CLASSES EXCEPT ONLINE** (Chicago	Monday, September 6, 2010 - Sunday, September 12, 2010	Registration changes must be completed via WebAdvisor by 11:59 PM CST on Sunday, September 12, 2010.

Term	Event	Date	Comments
	Campus)		
Fall 2010	Labor Day	Monday, September 6, 2010	Chicago Campus Holiday
Fall 2010	Online Hybrid MA Orientation	Saturday, September 11, 2010	8:30 AM to 10:30 AM at the Chicago Campus
Fall 2010	Online Hybrid MA Residency	Saturday, September 11, 2010	Chicago Campus
Fall 2010	Online Hybrid MA Residency	Sunday, September 12, 2010	Chicago Campus
Fall 2010	Graduation Applications due for Fall 2010 <i>and</i> Spring 2011 Graduates (Chicago Campus)	Friday, October 1, 2010	Graduation applications are due for students who will complete degree requirements by the end of the Fall 2010 and Spring 2011 terms. Applications received after this date are subject to a late fee.
Fall 2010	Explorers Day	Monday, October 11, 2010	Chicago Campus Holiday
Fall 2010	Thanksgiving	Monday, October 11, 2010	Vancouver Campus Holiday
Fall 2010	Commencement Ceremony	Sunday, October 17, 2010	http://www.adler.edu/services/Commencement.asp
Fall 2010	Deadline to drop a course with a "W" grade (Chicago Campus)	Sunday, October 24, 2010	Requests to drop a course must be submitted to your Advisor or Program Director via your Adler e-mail account no later than 11:59 PM CST on Sunday, October 24, 2010. <i>Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Fall 2010	Spring 2011 Registration (Chicago Campus)	Monday, November 1, 2010 – Friday, November 12, 2010	In order to avoid being assessed the late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, November 12, 2010.
Fall 2010	Remembrance Day	Thursday, November 11, 2010	Vancouver Campus Holiday
Fall 2010	Spring 2011 Late Registration (Chicago Campus)	Saturday, November 13, 2010	Students registering for the first time as of 12:00 AM on Saturday, November 13, 2010 will be assessed the late registration fee.
Fall 2010	Thanksgiving	Thursday, November	Chicago Campus Holiday

Term	Event	Date	Comments
		25, 2010	
Fall 2010	Day After Thanksgiving	Friday, November 26, 2010	Chicago Campus Holiday
Fall 2010	Fall Semester Ends	Monday, December 13, 2010	Chicago Campus
Fall 2010	Fall Semester Ends	TBA	Vancouver Campus
	Christmas Eve	Friday, December 24, 2010	Chicago Campus Holiday
	Christmas Day Observed	Saturday, December 27, 2010	Chicago/Vancouver Holiday
	New Year's Day Observed	Friday, December 31, 2010	Chicago/Vancouver Holiday
Spring 2011	Spring Semester Begins (Chicago Campus)	Monday, January 3, 2011	Chicago Campus
Spring 2011	Spring Semester Begins (Vancouver Campus)	TBA	Vancouver Campus
Spring 2011	Drop Fee Begins (Chicago Campus)	Monday, January 3, 2011	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, January 3, 2011
Spring 2011	Add/Drop Period - 100% Refund **ALL CLASSES EXCEPT ONLINE**	Monday, January 3, 2011 - Sunday, January 9, 2011	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 9, 2011
Spring 2011	Add/Drop Period - 100% Refund **ONLINE CLASSES ONLY**	Monday, January 3, 2011 - Sunday, January 16, 2011	Registration changes for <u>ONLINE CLASSES</u> must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 16, 2011.
Spring 2011	Online Hybrid MA Residency	Saturday, January 8, 2011	Chicago Campus
Spring 2011	Online Hybrid MA Residency	Sunday, January 9, 2011	Chicago Campus
Spring 2011	Add/Drop Period - 50% Refund **ALL CLASSES EXCEPT ONLINE**	Monday, January 10, 2011 - Sunday, January 16, 2011	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 16, 2011.
Spring 2011	Martin Luther King Jr. Holiday	Monday, January 17,	Chicago Campus Holiday

Term	Event	Date	Comments
		2011	
Spring 2011	Graduation Applications Due for Summer 2011 Graduates (Chicago Campus)	Friday, February 4, 2011	Graduation applications are due for students who will complete degree requirements by the end of the Summer 2011 term. Applications received after this date are subject to a late fee. <i>Students who wish to participate in the annual commencement ceremony must complete all degree requirements, including dissertation submission, practicum, and internship, no later than the last day of the Summer 2011 term.</i>
Spring 2011	Presidents Day	Monday, February 21, 2011	Chicago/Vancouver Holiday
Spring 2011	Deadline to drop a course with a "W" grade	Sunday, February 27, 2011	Requests to drop a course must be submitted to your Advisor or Program Director via your Adler e-mail account no later than 11:59 PM CST on Sunday, February 27, 2011. <i>Students cannot drop a course or exam with a "W" grade if the course has already ended or if the exam submission date has passed.</i>
Spring 2011	Summer 2011 Registration	Monday, February 28, 2011 - Friday, March 11, 2011	In order to avoid being assessed the late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, March 11, 2011.
Spring 2011	Summer 2011 Late Registration (Chicago Campus)	Saturday, March 12, 2011	Students registering for the first time as of 12:00 AM on Saturday, March 12, 2011 will be assessed the late registration fee.
Spring 2011	Spring Semester Ends (Chicago Campus)	Monday, April 18, 2011	Chicago Campus
Spring 2011	Spring Semester Ends (Vancouver Campus)	TBA	Vancouver Campus
Spring 2011	Good Friday	Friday, April 22, 2011	Chicago/Vancouver Holiday
Spring 2011	Easter Monday	Monday, April 25, 2011	Vancouver Campus Holiday
Summer 2011	Summer I Semester Begins (Chicago Campus)	Monday, May 2, 2011	Chicago Campus

Term	Event	Date	Comments
Summer 2011	Summer Semester Begins (Vancouver Campus)	TBA	Vancouver Campus
Summer 2011	Drop Fee Begins	Monday, May 2, 2011	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor before 12:00 AM CST on Monday, May 2, 2011.
Summer 2011	Add/Drop Period - 100% Refund	TBA	
Summer 2011	Online Hybrid MA Residency	Saturday, May 7, 2011	Chicago Campus
Summer 2011	Online Hybrid MA Residency	Sunday, May 8, 2011	Chicago Campus
Summer 2011	Add/Drop Period - 50% Refund	TBA	
Summer 2011	Victoria Day	Monday, May 23, 2011	Vancouver Campus Holiday
Summer 2011	Memorial Day	Monday, May 30, 2011	Chicago Campus Holiday
Summer 2011	Deadline to drop a course with a "W" grade	TBA	
Summer 2011	Graduation Applications Due for Fall 2011 Graduates (Chicago Campus)	Friday, June 3, 2011	Graduation applications are due for students who will complete degree requirements by the end of the Fall 2011 term. Applications received after this date are subject to a late fee.
Summer 2011	Fall 2011 Registration	Monday, June 13, 2011 - Friday, June 24, 2011	In order to avoid being assessed the late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Friday, June 24, 2011.
Summer 2011	Fall 2011 Late Registration (Chicago Campus)	Saturday, June 25, 2011	Students registering for the first time as of 12:00 AM on Saturday, June 25, 2011 will be assessed the late registration fee.
Summer 2011	Canada Day	Friday, July 1, 2011	Vancouver Campus Holiday
Summer 2011	Independence Day	Monday, July 4, 2011	Chicago Campus Holiday
Summer 2011	Summer I On Campus Classes End (Chicago Campus)	Saturday, July 2, 2011	Practicum, internship, and dissertation courses are still in session.
Summer	Summer II	Tuesday,	Chicago Campus

Term	Event	Date	Comments
2011	Session Begins (Chicago Campus)	July 5, 2011	
Summer 2011	Civic Holiday	Monday, August 1, 2011	Vancouver Campus Holiday
Summer 2011	Summer II Session Ends (Chicago Campus)	Monday, August 15, 2011	Chicago Campus
Summer 2010	Summer Semester Ends (Chicago Campus)	Monday, August 15, 2011	Chicago Campus
Summer 2011	Summer Semester Ends (Vancouver Campus)	TBA	Vancouver Campus
Fall 2011	Fall Term Begins	Monday, August 29, 2011	Chicago Campus