



# **COURSE CATALOG** **2015-2016**



## **Adler University**

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## ACCREDITATION AND APPROVALS

Adler University holds various accreditations, approvals, recognitions, and memberships, including the following:

- Adler University 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, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413; 800.621.7440/312.263.0456; email: [info@hlcommission.org](mailto:info@hlcommission.org); website: [ncahlc.org/](http://ncahlc.org/).
- The Doctoral Program in Clinical Psychology has been accredited by the American Psychological Association (APA) 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; 800.374.2721 or 202.336.5979; website: [apa.org](http://apa.org).
- 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, D.C., 20002-4242; 800.374.2721/ 202.336.5979; email: [apaaccred@apa.org](mailto:apaaccred@apa.org); website: [apa.org](http://apa.org).
- The Master of Arts in Counseling: Specialization in Rehabilitation Counseling is accredited by the Council of Rehabilitation Education (CORE). CORE can be reached at 1699 E. Woodfield Road, Suite 300, Schaumburg, Illinois 60173; 847.944.1345; website: [core-rehab.org/](http://core-rehab.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 Register can be reached at 1200 New York Avenue NW, Suite 800, Washington D.C. 20005; 202.783.7663; website: [nationalregister.org](http://nationalregister.org).
- The Substance Abuse Counseling certificate program is approved by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA) as an advanced counselor training program. The IAODAPCA can be reached at 401 E. Sangamon Avenue, Springfield, Illinois 62702; 217.698.8110; website: [iaodapca.org](http://iaodapca.org).
- The Master of Arts in Counseling: Art Therapy degree program (Chicago) is approved by the American Art Therapy Association (AATA). AATA can be reached at 4875 Eisenhower Avenue, Suite 240, Alexandria, Virginia 22304; 888.290.0878; website: [arttherapy.org](http://arttherapy.org).
- The Master of Arts in Counselling: Art Therapy degree program (Vancouver) is approved by the British Columbia Art Therapy Association (BCATA) and the Canadian Art Therapy Association (CATA). Websites: <http://bcarttherapy.com/bcata/> and <http://canadianarttherapy.org/>
- Degree programs offered at Adler University's 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 9080 Stn Prov Govt, Victoria, BC, V8W 9E2; website: [gov.bc.ca/aeit](http://gov.bc.ca/aeit).

- Adler University is approved to operate and grant degrees in the State of Illinois by the Illinois Board of Higher Education (IBHE). IBHE can be reached at 431 East Adams, 2nd floor, Springfield, Illinois 62501, 217.782.2551, [ibhe.org](http://ibhe.org). Student complaints can be submitted to IBHE at [complaints@ibhe.org](mailto:complaints@ibhe.org) or 217. 557.7359. Adler University's educational offerings are approved for veterans' education by the Illinois Department of Veterans' Affairs.
- Adler University is authorized under federal law to enroll eligible international students.
- Adler University is approved by the American Psychological Association, the Illinois Department of Financial & Professional Regulation, the Illinois Alcohol and Other Drug Abuse Professional Certification Association, and the National Board for Certified Counselors as a provider of Continuing Education (CE) programs.
- Adler University has been granted a Certificate of Approval by the Alabama Commission on Higher Education and the Alabama Department of Postsecondary Education.
- Adler University is authorized by the Indiana Board for Proprietary Education located at 101 W. Ohio St., Suite 670 Indianapolis, IN.
- Adler University is authorized by the Wisconsin Educational Approval Board. Any questions or concerns about Adler University that have not been satisfactorily answered or resolved by Adler should be directed to the Wisconsin Educational Approval Board: 210 West Washington Avenue, 3rd Floor Madison, WI 53703; 608.266.1996; website [eab.state.wi.us](http://eab.state.wi.us).
- Adler University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
- Adler University is registered with the Maryland Higher Education Commission to enroll Maryland students in its fully online programs.

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## THE UNIVERSITY: AN OVERVIEW

Adler University is named for Alfred Adler (1870-1937), a physician, psychotherapist, and founder of Adlerian psychology. He is considered the first community psychologist because his work pioneered attention to community life, prevention, and population health. Adlerian psychology emphasizes the human need and ability to create positive social change and impact. Alfred Adler held equality, civil rights, mutual respect, and the advancement of democracy as core values. He was one of the first practitioners to provide family and group counseling and to use public education as a way to address community health. He was among the first to write about the social determinants of health and of mental health. Adler's values and concepts drive the mission, work, and values at Adler University today.

Established in 1952 to build on Alfred Adler's pioneering work, Adler University offers masters and doctoral programs to educate students who can engage the world and create a more just society. More than 1,200 students are enrolled in our campuses in the urban centers of Chicago and Vancouver, and an online Global Campus. Our psychology and counseling programs uniquely emphasize socially responsible practice. They include one of the United States' largest and best-known art therapy programs, nationally recognized offerings in military clinical psychology, and Canada's first practitioner-scholar-based Doctor of Psychology in Clinical Psychology program. Adler University also offers programs that emphasize socially responsible practice in fields such as public policy and administration, criminology, nonprofit management, and emergency management leadership. Our mission-driven curricula have earned national and international recognition.

Adler University continues the pioneering work of Alfred Adler by graduating socially responsible practitioners, engaging communities, and advancing social justice.

## Facilities and Campus Locations

### CHICAGO CAMPUS:

Adler University  
17 North Dearborn Street  
Chicago, IL 60602  
312.662.4000  
adler.edu

Adler University's Chicago Campus is located in the heart of downtown Chicago. The campus boasts LEED Gold Certification for environmental innovation and provides Adler University students with classrooms equipped with state-of-the-art smart technology; a library with dedicated space for instructional support; Mediascape collaborative workspaces; a Wellness Studio for yoga, meditation, and relaxation; and many other features that support a collaborative learning environment.

The Chicago Campus is easily accessible by bus, train, or automobile, and also features secure bicycle storage facilities. Located near the campus are a number of prestigious colleges and universities, government centers, public libraries, lakefront parks, theater and shopping districts, and museums. Major tourist attractions include the Art Institute of Chicago, Water Tower Place, Navy Pier, Auditorium Theater, Chicago Theater, Oriental Theater, Willis Tower, Shedd Aquarium, Adler Planetarium, and the Field Museum of Natural History.

**VANCOUVER CAMPUS:**

Adler University  
1090 West Georgia Street  
Suite 1200  
Vancouver, BC V6E 3V7  
Canada  
604.482.5510  
adler.edu

The Vancouver Campus is located at the corner of West Georgia Street and Thurlow, in the heart of Vancouver's dynamic downtown shopping and business core. With stunning views, the campus boasts state-of-the-art classroom and administrative technology and progressive classroom and community facilities for Vancouver students, faculty, and staff.

The Vancouver Campus is conveniently accessible through public transit. The Burrard Skytrain station is easily accessed one block from the 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 internationally known for its shopping (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 University's Mission

Adler University 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 University as relevant to its mission, include the following:

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

## Social Responsibility

Building on the work of Alfred Adler, the mission of Adler University emphasizes the importance of educating socially responsible practitioners. Today's social challenges demand highly trained, relevant, and inventive practitioners to address them. No other institution prepares practitioners in the particular way that Adler University prepares socially responsible practitioners—because we are uniquely and specifically informed by Alfred Adler's ideas and constructs. *Gemeinschaftsgefühl*—Adler's concept of social interest, or the relationship

between health and community—is the foundation upon which we engage in the work of social justice and preparing practitioners to work in our communities.

The ability to engage in socially responsible practice has been adopted as a required competency in all Adler University degree programs. Attainment of this competency is achieved through 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 provided by Adler Community Health Services and the University's institutes and centers provide students with opportunities to learn how to identify and address a wide range of clinical and social issues.

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

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

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements regarding the privacy of student records and affords students certain rights with respect to their education records. Although FERPA contains exceptions for the release of “directory information” without a student’s prior written consent, students have the right to request that even such directory information be withheld from disclosure to third parties. Applicants who are not admitted to the University or who do not matriculate following admission have no right of access to their submitted education records.

Education records include any information or documentation that is recorded in any way, including records produced by handwriting, computer, email, audio, and video, among others. Educational records contain information directly related to a student, and are maintained by Adler University or any party acting on its behalf. Adler University does not maintain education records in one central office. Education records are maintained in the Office of the Registrar and in the respective academic program and department offices. Other education records are maintained in Financial Aid (financial aid information), Student Accounts (financial account payment information), Student Affairs, the Office of Community Engagement, the Training Department, and other offices. Questions regarding individual student records should be directed to the appropriate department.

Adler does not release copies of students’ transcripts from other institutions. Students are encouraged to contact their previous institutions for copies of their transcripts.

FERPA provides students the following rights:

- To inspect and review educational records by submitting a written request to the Office of the Registrar. Requests can take up to 45 days. Students should submit to the Office of the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- To request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate. The student should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- To consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent, such as directory information. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff), or a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
  - Students who believe their privacy has been violated have the right to file a written grievance with the Office of the Registrar by following the procedures of the Grievance Appeal Policy posted online at [adler.edu](https://adler.edu).
  - Students are informed of their rights under FERPA each October by the Office of the Registrar. The annual FERPA notice is located on the Office of the Registrar page on Adler Connect. For the annual notice please go to <https://connect.adler.edu/student-services/registrar>.

Given the restrictions of FERPA, Adler University faculty and staff and any entity acting on behalf of Adler University should assume that all students must provide written consent that follows the format specified in FERPA before any education records may be released to anyone other than the student. Information cannot be released to any third party, including a student's parents, relatives, and friends. Particularly sensitive information includes a student's Social Security number, race or ethnicity, gender, nationality, academic performance, disciplinary records, and grades.

### **DIRECTORY INFORMATION**

Certain information classified by Adler University as "directory information" may be disclosed to the public at the discretion of the appropriate Adler University representative without obtaining the student's permission. The items classified as directory information include:

- student's full name
- local and permanent addresses
- local and permanent phone numbers
- Adler University email address
- date and place of birth
- major and minor field(s) of study, including the college, division, department, or program in which the student is enrolled
- dates of attendance and graduation, and degrees received

- previous colleges/universities attended
- degrees earned at previous colleges/universities

Adler University reserves the right to ask for additional information, such as a written release from a student, before releasing directory information.

Students may restrict the release of any item of information considered directory information by submitting a written request via their Adler University email account to their campus's Office of the Registrar. The decision to restrict directory information will apply to all requests for directory information from within and outside Adler University, including prospective employers. These restrictions will remain in effect until the Office of the Registrar is informed in writing to remove the restrictions.

### **COMMENCEMENT/GRADUATION ACTIVITIES**

The Degree Completion and Graduation Application signals that a student is nearing completion of their degree program. By signing the Degree Completion and Graduation Application, the student is giving permission to the University to print the following information in any Adler University graduation program and/or announce this information at any Adler University commencement ceremony: the student's name, the Adler degree, and the student's major.

If a restriction on directory information request was previously submitted, the student's signature and/or submission of the Degree Completion and Graduation Application temporarily releases (for graduation ceremony/program purposes only) the directory information restrictions enacted by the student so that the information can be published in any Adler University graduation program and/or announced at any Adler University commencement ceremony. In addition, the student's signature permits Adler University to release the student's name and address to the external photography vendor with whom Adler contracts, and to have the vendor place graduation photographs of the student on its website. The recording of the graduation ceremony could also appear on the Adler University website and/or social media sites including but not limited to YouTube, Twitter, and Facebook.

If there are questions about how the information will be used for graduation or commencement purposes, please speak with the Office of the Registrar before signing and submitting the Degree Completion and Graduation Application.

### **DECEASED STUDENT RECORDS**

Adler University does not permit the release of education record information of a deceased student unless required by law and/or authorized by the executor of the deceased student's estate, or parents, or next of kin, if an executor has not been appointed. Inquiries regarding this policy should be made to the Office of the Registrar.

### **MAILING LISTS**

Adler University does not release the names, addresses, phone numbers, or email addresses of its current or former students as mailing lists unless required to by law (i.e., the Solomon Amendment).

### **ADDITIONAL QUESTIONS**

The Office of the Registrar is the compliance office for FERPA at Adler University. If there are additional questions, please contact your campus Office of the Registrar.

## **Personal Information Protection Act (PIPA) – Vancouver Campus**

British Columbia's Personal Information Protection Act (PIPA) sets out the rules for how private sector and nonprofit organizations, such as Adler University, may collect, use, or disclose information about its students.

Adler University 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 their information to a third party, students must complete and submit the FERPA – PIPA document release form online at [adler.edu](http://adler.edu).

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

Students who believe that their privacy rights have been violated have the right to file a written complaint to the University Commissioner. The designated University 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 University Commissioner, students can contact the Office of the Information and Privacy Commissioner for British Columbia at [info@oipc.bc.ca](mailto:info@oipc.bc.ca).

## **Students with Disabilities**

It is the policy of Adler University to offer reasonable accommodations to students with qualified disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 and the B.C. 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 University, the student may request accommodations by contacting the associate vice president of student affairs. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation. Accommodations cannot be applied retroactively.

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

## Diversity

Celebrating the richness of human diversity is at the heart of Adler University's commitment to social responsibility and is reflected in the content of our curricula and makeup of our community. Apparent differences in race, ethnicity, language, religion, values, beliefs, abilities, class, sexuality, gender, and age are woven into the fabric of excellence at Adler University. 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 for all programs provide the opportunity for students to acquire knowledge, skills, and values related to individual and group diversity. Field placements for clinical training are available in areas where the clientele is partly or primarily from traditionally underserved communities.

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.

## Active Duty Military

Adler will promptly readmit a service member returning from active duty, with the same academic status and enrollment status, to the same program to which he or she was last admitted. (If that exact program is no longer offered, the student will be admitted to the program that is most similar to the former program, unless the student requests or agrees to admission to a different program.) The student will be readmitted with the same number of credit hours completed previously (unless the student is readmitted to a different program to which the completed credit hours or clock hours are not transferable).

A student going on a military leave must give advance electronic or written notice of service to the University, and to be readmitted, a student must provide proper documentation as listed in 34 CFR 668.18 (g). For the Active Duty Military readmission policy to apply, the cumulative length of the absence and of all previous absences from Adler by reason of service cannot exceed five years. A student must apply for readmission not later than three years after the completion of the period of service (unless a student is hospitalized and recovering from injuries suffered during service). Adler is not required to readmit a student, after undertaking reasonable efforts, if it determines that the student is not prepared to resume the program at the point where he or she left off.

When a student is readmitted to the same program, for the first academic year in which he or she returns, the student is assessed the tuition and fee charges that he or she was or would have been assessed for the academic year during which he or she left the University. However, if his/her veterans' education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, Adler will assess those fees as well.



## Organization and Governance

Adler University is a private, independent, nonprofit institution of higher education. The University 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. The University is extra-provincially registered under the laws of British Columbia as Adler University.

## Rights Reserved

This catalog and its contents are not to be construed as a binding contract between Adler University and the student. The catalog presents the offerings and requirements in effect at the time of publication. Adler University may amend, without prior notice, the policies or procedures as stated in this catalog, Adler University handbooks, and other documents. These changes include, but are not limited to, changes in admission or academic requirements, rules, policies and procedures, tuition, fees, curricula, courses, course content, and graduation requirements. Changes to Adler University's policies, procedures, and requirements affect all students who have not yet graduated. Clarification of matters contained in this catalog or institutional handbooks can be obtained from the directors of the appropriate administrative or academic departments and offices. The University, while always working to communicate changes that affect its learning community, may make such changes as necessary and with or without advance notice. Degree and course offerings and requirements are continually under examination, and revisions are expected.

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

## ADLER UNIVERSITY LIBRARY SERVICES

The Adler University Library System is a dynamic partner in mentoring socially responsible practitioners. The Libraries collaborate with faculty, clinicians, and researchers to support students in their progress to achieve the University's institutional learning outcomes at all Adler University campuses.

The Harold and Birdie Mosak Library at the Chicago Campus is the hub of the Adler University Library System. Adler University librarians work with students, faculty, and community affiliates at all campuses 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 academic community.

The Libraries are a governing member of the Consortium of Academic and Research Libraries in Illinois (CARLI). We belong to the I-Share integrated library system that serves as the online catalog for 85 member libraries in Illinois. I-Share is now one of the largest shared library systems in the nation. Governing membership provides 14 discounted or subsidized database subscriptions, 150,000 freely available digital images, and perpetual access to a substantial body of electronic journals, e-books, and 1.5 million pages of material from member institutions' collections.

The Harold and Birdie Mosak Library provides access for students, staff, and faculty at all campuses, including full-text e-book and e-journal content. Interlibrary loan of articles and books is also available.

The Libraries manage access to more than 386 research databases related to Adler University's degree programs, as well as full-text electronic content from more than 56,000 unique journal titles, more than 365,000 electronic books, more than 3,200 digital media, and several collections of newspapers.

Library services for Adler University students and faculty at all campuses include:

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

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 (CRL) and of the Reaching across Illinois Library System (RAILS), as well as CARLI. These memberships enable the Libraries to participate in resource sharing and collection development programs on a statewide and a national scale.

For individual assistance or group instruction, please contact the Library by email ([library@adler.edu](mailto:library@adler.edu)) or telephone 312.662.4230.

## **THE CENTER FOR LEARNING AND TEACHING**

The Center for Learning and Teaching (CLT) provides academic and professional resources for students, faculty, and staff. Among the services offered by the CLT are individual consultations, workshops, and groups focused on writing and research, presentation skills and poster preparation, time management, and statistics and research methods.

The CLT also offers a state-of-the-art facility with space to use computers, browse print resources, read, practice presentations, and hold classes and meetings.

Appointments for individual consultations are available in person as well as by telephone. Anyone wanting more information or wishing to set up an appointment with CLT staff may contact the CLT by email ([CLT@adler.edu](mailto:CLT@adler.edu)) or telephone 312.662.4200.

### **INTENSIVE WRITING WORKSHOPS**

The Center for Learning and Teaching offers intensive writing workshops for Adler students. These workshops offer students the opportunity to hone their writing skills, familiarize themselves with available writing resources, and develop strategies for strengthening their writing skills. Students may register by contacting the CLT.

## DEPARTMENT OF ONLINE EDUCATION

The Department of Online Education at Adler University is responsible for ensuring the development of high-quality online course and program offerings consistent with the mission, vision, and values of Adler University. Beyond the development of courses, the Department of Online Education provides education, training, support, and thought leadership in the areas of online learning, online teaching, online course and program development, and educational technology. The Department of Online Education also provides a framework for high-quality delivery of online teaching and learning. The department collaborates with other departments and offices, throughout the University, to promote a cohesive, high-quality learning environment.

## ADLER COMMUNITY HEALTH SERVICES

Adler Community Health Services (ACHS), the clinical services division of Adler University, provides psychological services to underserved populations through its clinical training programs. ACHS is comprised of two divisions: Community Services and Juvenile Justice.

Through the Community Services division, ACHS offers a Predoctoral 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 nine full-time positions for Adler University students. The Adler internship program participates in the APPIC match process. Additionally, ACHS offers practica (externships) for Adler students in psychotherapy and in diagnostic assessment.

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

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

Services provided in the community through community partnerships include individual and group psychotherapy; neuropsychological, personality, and cognitive-ability assessment; support groups; parenting groups; consultation; and psychoeducational programs.

ACHS programs and services are designed to provide services to underserved and disadvantaged populations. Populations served include currently and formerly incarcerated persons, the homeless, people affected by HIV, students from elementary school through college, and families and elders who are struggling with poverty.

## THE INSTITUTE ON SOCIAL EXCLUSION

The Institute on Social Exclusion (ISE) is an applied social responsibility agent of Adler University. The ISE increases understanding of the ways in which laws, public policies and decisions, institutional behaviors, and other social structures create unfair social outcomes. The ISE builds community capacity and removes structural barriers so that social justice and equity can be sustained. The ISE is engaged in three overlapping areas of activity: research, outreach, and education and awareness.

**Research:** We work with community residents, organizations, nongovernmental bodies, and public agencies to conduct participatory research that aims to identify and address the structural origins of social disadvantage. Recent ISE research activities involved investigations of the mental health implications of revisions to the United States Equal Employment Opportunity Commission's (U.S. EEOC) Policy Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964. Another research project involved investigations of the health and mental health implications of open space and access to the Chicago River for the communities of Pilsen and Little Village. All of the research activities undertaken at the ISE target issues that are of concern in low-income communities. In addition to the research, students at the ISE write and publish papers, as well as present their work at conferences.

**Outreach:** Fundamental to all of our work is responsiveness to community-identified needs. Typically at the request of key community stakeholders, the ISE collaborates with communities to address their self-identified needs. Recent community outreach projects include the development of a community-based advocacy agenda around employment legislation, and the development of a community-based and community-informed violence-reduction strategy. Using a train-the-trainer model, we are transferring participatory research skills and knowledge to community residents so they can reach out to and engage other community members in the development of a strategy.

**Education and Awareness:** The research we conduct informs our education and awareness work. Our education and advocacy agenda includes presenting at conferences, leading simulations, and authoring peer-reviewed papers. Recent public-awareness programming includes a summit on arrest records as barriers to employment, with the purpose of expanding awareness of the revised U.S. EEOC Policy Guidance and its impact on key health determinants; a series of radio and television interviews, and op-eds and articles in the print media; and community-based informational programming. The ISE has also hosted seminal conferences on topics on the social determinants of mental health, examining the impacts of industrial activity, open space, food insecurity, the built environment, and other social, economic, and physical phenomena on mental health.

The ISE has two flagship activities in which students may become involved:

- The Social Exclusion Simulation (SES) is a group experiential learning tool for increasing understanding of complex systems and how the structural barriers that comprise them work to block access to key rights, resources, and opportunities for some members of society, rendering them "socially excluded."
- Health Impact Assessment (HIA) is a process for developing "evidence-based" legislation and public policy to help promote the health and mental health of entire populations of people, especially the most excluded and marginalized. With support from the Chicago

Community Trust, ISE-affiliated staff, faculty, and students are conducting theoretical and empirical community-based research that helps ensure that legislation and public policy, through a process not employed at any other school of psychology, promotes population mental health by narrowing mental health inequities.

**Application:** In September 2012, ISE established the **Center on the Social Determinants of Mental Health at the Institute on Social Exclusion**. The first of its kind in the United States, the Center is solely dedicated to identifying, examining, understanding and addressing the impact of social conditions on population or public mental health. The vision of the Center is a world where social conditions support the health and well-being of all. The mission of the Center is to improve health and well-being, and to narrow health inequities by changing social conditions, particularly those that impact the most vulnerable. The Center is the major vehicle through which the ISE conducts its research, outreach, and education and advocacy work. To learn more about the Center on the Social Determinants of Mental Health at the Institute on Social Exclusion and connect with our work, email [ISE@adler.edu](mailto:ISE@adler.edu).

## THE INSTITUTE ON PUBLIC SAFETY AND SOCIAL JUSTICE

The purpose of the Institute on Public Safety and Social Justice (IPSSJ) is to meet public safety challenges with socially just solutions. We work with community groups, peer institutions, and systems partners to address public safety challenges. By forging creative collaborations, we can devise empirically sound methods beyond mere suppression to create environments where a more lasting and meaningful sense of peace and wellness can prevail. We believe that by working together, bringing all concerned into the mix, we can improve urban safety outcomes by enhancing human potential and community wellness.

Rather than rely completely on safety strategies that isolate and confine, we strive to develop transformative alternatives that restore people, families, and neighborhoods to their optimal functionality. By mobilizing the wisdom and assets of stakeholders at all levels, IPSSJ seeks to shift the tide in public safety thinking and to create momentum for 21st century solutions that strengthen communities, protect families, and bring people closer together. We aim to create communities where all people can reach their full potential.

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

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

- Working to build public safety systems that heal and address trauma rather than recreate it
- Helping organizations plan strategies that promote functionality and wellness
- Supporting a cultural shift away from punishment and toward positive human and community development

## THE CENTER FOR ADLERIAN RESEARCH AND PRACTICE

The mission of the Center for Adlerian Research and Practice is to maintain, promote, and grow the core theory, research, and methods of Adlerian psychology, and to disseminate its foundational roots and best practice applications in schools, at home, in clinical settings, in the workplace, and in the community. Foundational Adlerian principles are presented first for context, and then the main points of focus of the Center are highlighted.

### FOUNDATIONAL ADLERIAN PRINCIPLES

*Socially embedded.* An individual does not develop in isolation. A critical goal is to find a place of significance or belonging in the social group. All of our problems are basically social problems, i.e., how we relate to each other. The ability to cooperate and contribute is a measure of social interest and mental health. A well-adjusted person is oriented to and behaves in line with the needs of the situation. A maladjusted person has faulty concepts of his or her place in the group, feelings of isolation and inferiority, and mistaken goals, which are compensation for these feelings. Individuals grow up initially feeling a sense of inferiority and compensate by developing a unique sense of superiority or striving for significance (moving from felt minus to perceived plus). Given the inherent social nature of individuals, this striving is seen through the lens of social interest, either adequately fulfilling the tasks of life in socially useful ways or moving on the socially useless side of life and living a world more at odds with others, more in one's own private logic and personal strivings for superiority.

*Subjective.* Heredity and environment are only viewed as influences. It is an individual's own ability to interpret information and draw certain conclusions that are most influential in the development of the personality or *lifestyle*. Reality is what we perceive and the meaning we attribute to these perceptions.

*Self-determining and creative.* Because the belief system is created by the individual, it can change. This idea and the inherent social nature of individuals lead to an optimistic view of human nature that people are not victims of forces beyond their control but active participants. And, if given the choice along with proper encouragement, they will choose to be socially useful and find meaning and value in this perspective.

*Goal-directed or teleological.* All behavior is viewed as movement toward a goal. The perceived place of significance becomes a final cause or *the* goal to achieve. As an individual moves through the tasks of life, this goal is projected out in front and the person is pulled toward it in all of his or her interactions. Thus, behavior has a purpose although individuals are often unaware of why they do what they do. Once individuals recognize their goals, they can continue behaviors in line with the goals, or they can change.

*Holism.* A person is not divided into parts, but is viewed as indivisible. The mind, body, and emotions work together all in the service of the individual's final fictional goal. A trained individual can see themes and how everything fits into one complete picture.

*Social justice and systems thinking.* Adlerians view things from a systems perspective. Adler was very sensitive to conditions of oppression and contextual factors that increase the probability of adverse consequences. Where possible, Adlerians will work at a systems level to change conditions impacting people in communities. Rudolf Dreikurs, founder of the Alfred Adler Institute (now Adler University) argued for social equality extensively in his book, *Social Equality: The Challenge of Today*. Dreikurs was especially focused on community education and empowering families.

*Philosophical orientation.* Watts highlighted the Adlerian philosophical orientation. He noted it is psychoeducational; present/future-oriented; time-limited; integrates cognitive and systemic perspectives; solidly resonates with postmodern approaches; has common ground with cognitive-behavioral approaches; is compatible with Rational Emotive Therapy and cognitive; is family systems-oriented; and is also aligned with constructivist, solution-focused, and narrative therapy approaches.

## **MAIN POINTS OF FOCUS OF THE CENTER FOR ADLERIAN PRACTICE AND SCHOLARSHIP**

There are a number of objectives in support of the above-noted mission.

*Education.* At Adler University, we support faculty to present the most comprehensive Adlerian information in a variety of formats and approaches. We are a clearing house for teaching and reference materials that add value in the classroom. We are working to make these materials available to all individuals worldwide who are interested in Adlerian approaches, especially in teaching the philosophy to others. We also are developing an open source approach, gaining Adlerian teaching resources from individuals willing to make them generally available.

*Community Engagement.* We build relationships with community partners including nonprofit and for-profit organizations, schools, treatment centers, healthcare providers, associations, and more. We have a speaker's bureau where we offer educational presentations; facilitate parent training classes; and train teachers, leaders, clinicians, and employees in building and sustaining relationships from an Adlerian perspective.

*Scholarship and Research.* We further Adlerian research to demonstrate the efficacy of the approaches. We encourage submissions to an annual e-publication highlighting Adlerian philosophy and practice.

*Innovation.* We offer an innovation forum for Adlerians to present new practices and applications of the philosophy.

*Practitioner Model.* We use advanced Adlerian students, alumni, and other practicing Adlerians as partners in our efforts to disseminate Adlerian information through talks and training workshops. We are continually enhancing a comprehensive speaker's bureau and match needs with expert Adlerians who address those needs.

*Financial Sustainability.* We are working to attract funding from diverse sources. We also partner with community organizations desiring to co-write grants to address specific identified needs.

## **THE LGBTQ MENTAL HEALTH AND INCLUSION CENTER**

### **PURPOSE**

The LGBTQ Mental Health and Inclusion Center (LMHIC) was created in 2011 to educate and train students, faculty, and staff on culturally competent practice with sexual and gender minorities. The Center also provides access to resources and training for practitioners on best practices in LGBTQ inclusion and treatment. Additionally, the Center makes policy recommendations for local, state, and provincial leaders based on significant experience and work with organizations serving underserved and underrepresented sexual and gender minorities.

## **EDUCATION**

We serve as the primary resource for Adler University campuses and metropolitan communities for culturally competent and evidence-based scholarship and practice about gender and sexual minorities. We created and maintain an internal database used by faculty and students documenting inclusive best practices with LGBTQ people. Additionally, the Center hosts seminars, workshops, and continuing education programming for our community partners and other practitioners seeking to improve their inclusion practices and service delivery to sexual and gender minorities.

## **COMMUNITY ENGAGEMENT**

Our approach to the advancement of social justice for gender and sexual minorities is predicated on the belief that any community with which we partner is an expert of its lived experience. Therefore, we enter into partnerships as coagents of social change through a community-centered and informed approach.

One of the Center's most significant services is the Chicagoland LGBTQ Services Directory (the Directory) at [chicagolgbt.org](http://chicagolgbt.org). Through engagement with various LGBTQ groups, practitioners, and advocates, we collectively identified the clear need for an accessible, economically just, inclusive, and nonpartisan centralized database of LGBTQ-dedicated resources. This led our Center to invest more than a year leading research, design, development, data entry, and launch of the Directory in March 2014. The Directory now lists more than 350 LGBTQ-dedicated services.

## **SCHOLARSHIP**

Through our scholarship endeavors, we identify and target the structural and systemic causes of exclusion. Our focus is strengthening inclusion of gender and sexual minorities through advocacy for inclusive public and healthcare policy, legislation, and government decisions.

## **U.S. FINANCIAL AID**

In order to be awarded financial assistance through the Office of Financial Aid, a student must complete an annual financial aid application and must meet all eligibility requirements. Students begin the financial aid process by completing and submitting a Free Application for Federal Student Aid (FAFSA) at [FAFSA.ed.gov](http://FAFSA.ed.gov) using Adler's school code, G20681. In certain instances, other aid application materials may be required. These additional items will be formally requested by the Office of Financial Aid if they are necessary to complete the aid application process.

Financial aid applications are year-specific and must be renewed each academic year in order to continue funding.

Students will be notified of their aid awards via email and will be asked to review them via the Student Self-Service area of Adler Connect.



## Financial Aid Eligibility Requirements

In order to be eligible for most types of federal and institutional assistance, an aid applicant must:

- Be actively enrolled in a degree or certificate program at Adler University;
- Have a high school diploma, have a recognized equivalent of a high school diploma (GED), or have completed schooling at the secondary level;
- Have a complete financial aid application on file with the University;
- Maintain satisfactory academic progress according to Office of Financial Aid standards;
- Enroll at a certain level for certain aid programs (e.g., loans require half-time enrollment, etc.);
- Not have a federal or state drug conviction;
- Not be incarcerated, except for certain federal assistance programs;
- Be a U.S. citizen, national, permanent resident, other eligible noncitizen, or a citizen of the Freely Associated States;
- Not be in default on a federal education loan;
- Not owe an overpayment on a federal education grant;
- Not have a defaulted federal education loan or federal grant overpayment in active bankruptcy claim (under certain circumstances);
- Not have federal education loans that were discharged due to total and permanent disability (under certain circumstances);
- Not have borrowed more than the aggregate limits established for the federal loan programs;
- Have a Social Security number;
- Have registered with Selective Service (males only), if required by law; and
- Meet all aid-specific criteria (certain programs require satisfactory credit checks, require the student to be in a specific academic program, etc.

### ENROLLMENT STATUS

Students must maintain at least half-time enrollment as defined by their academic program.

Full- and half-time definitions are as follows, with all measures being taken on a per term basis:

- Chicago Campus M.A. and certificate candidates: eight credits or more is considered full time; four to seven credits is considered half time.
- Chicago Campus doctoral candidates: nine credits or more is considered full time; five to eight credits is considered half time
- Global Campus M.A. candidates: six credits or more is considered full time; three to five credits is considered half time.
- Chicago or Global Campus students registered for practicum, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation satisfy the full-time enrollment definition.
- Chicago or Global Campus students registered for dissertation proposal continuation, doctoral dissertation continuation, or half-time internship satisfy the half-time enrollment definition.
- Chicago or Global Campus students registered only in Oral Defense are considered less than half time.
- Only credits required for completion of the degree or certificate count in a student's enrollment status for the term.

### **Enrollment Status Considerations When Retaking Coursework**

Please note: for the purposes of determining a student's enrollment status, there are special considerations for students who are repeating coursework.

- A student who has failed a course (letter grade of F, or grade of NC in a credit/no-credit course) can have the repeated failed course calculated in their enrollment status as many times as it is necessary to get a passing grade.
- A student who is retaking a previously passed course to improve their grade in it may have exactly one repetition of that course included in their enrollment status.
- A student who is retaking a previously passed course only because they failed another course may not have the previously passed course included in their enrollment status.

## **Types of Financial Aid**

Aid is available from federal, institutional, and outside programs. Aid can come in the form of:

- Scholarships – free money that does not need to be repaid. Most times, this assistance is based upon academics, personal background, essay completion, or some combination of these categories.
- Loans – money that must be repaid at some point in the future, with interest. These loans are not need-based, but there may be a credit check required.
- Work – assistance that is earned through service to the institution or an outside organization. This assistance is need-based.
- Veterans' Education Benefits – assistance available to veterans of the U.S. armed forces and their dependents.

### **SCHOLARSHIPS**

#### **Adler University Scholarships**

Adler University is committed to enrolling a diverse and outstanding student body. As such, we offer scholarships for both incoming and current students ranging up to half tuition. Adler University applicants and full-time students are eligible to apply for institutional scholarships. Descriptions of each scholarship and application information can be found on both the Adler University website and the University's online learning community portal.

#### **Other Scholarships**

The Office of Financial Aid provides information regarding opportunities for external scholarships through Adler University's Global Campus community. For more information, please see the *Financial Aid and Student Accounts Handbook*, available on the University's website or through the Office of Financial Aid.

### **FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS**

To be offered a Federal Direct Unsubsidized Stafford Loan, students must:

- Apply for student financial assistance with the University;
- Accept or reject each Federal Direct Unsubsidized Stafford Loan offered; and
- Each new borrower must complete both a master promissory note and entrance counseling session.

The Federal Direct Unsubsidized Stafford Loan is the basic component of a student's financial aid package at Adler University. Annual awards range from \$20,500 (the annual limit for most of Adler's programs) to \$37,165 (Psy.D. program only). There are also

lifetime maximums that apply to this loan program (\$138,500 for most of Adler's programs, and \$224,000 for the Psy.D. program).

For the 2015-16 year, Federal Direct Unsubsidized Stafford Loans first disbursed before 7/1/2016 will have a fixed interest rate of 5.84 percent. Loans disbursed on or after 7/1/2016 will have a different interest rate that has not been determined as of this printing. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account.

For the 2015-16 year, Federal Direct Unsubsidized Stafford Loans first disbursed before 10/1/2015 will have a loan fee of 1.073 percent. Loans first disbursed on or after 10/1/2015 and before 10/1/2016 will have a loan fee of 1.068 percent. Loans disbursed on or after 10/1/2016 will have a different loan fee that has not been determined as of this printing.

Repayment of federal loans does not begin until six months after a student graduates, withdraws from school, or ceases to maintain at least half-time enrollment. After this grace period expires, borrowers have the option of a standard, 10-year repayment or other extended repayment options based on time to repayment or the borrower's income. These loans also allow for specific deferments, or time periods when the lender will temporarily suspend collection activity on the loan. Borrowers requiring a temporary postponement or partial reduction in monthly payment may request a forbearance in the case when a deferment is not available.

### **FEDERAL GRADUATE PLUS LOANS**

Students may apply for a Federal Graduate PLUS Loan to supplement Federal Direct Unsubsidized Stafford Loan funds. To be offered a Federal Graduate PLUS Loan, students must:

- Apply for student financial assistance with the University;
- Apply for a Federal Graduate PLUS Loan online at the [studentloans.gov](http://studentloans.gov) website; and
- Each new borrower must complete both a master promissory note and entrance counseling session.

The Federal Graduate PLUS Loan is a non-need-based loan that requires a credit check. The annual loan limit is the student's cost of attendance minus any other aid they are receiving. There is no aggregate cap on this loan program.

For the 2015-16 year, Federal Graduate PLUS Loans first disbursed before 7/1/2016 will have a fixed interest rate of 6.84 percent. Loans disbursed on or after 7/1/2016 will have a different interest rate that has not been determined as of this printing. Interest begins to accrue on these loans as soon as money is disbursed to the student's tuition account.

For the 2015-16 year, Federal Graduate PLUS Loans first disbursed before 10/1/2015 will have a loan fee of 4.292 percent. Loans first disbursed on or after 10/1/2015 and before 10/1/2016 will have a loan fee of 4.272 percent. Loans disbursed on or after 10/1/2016 will have a different loan fee that has not been determined as of this printing.

Repayment of Federal Graduate PLUS Loans begins as soon as the loan is fully disbursed, though students have the option of deferring repayment while the student is enrolled as at least a half-time student and for six months following graduation/withdrawal/dropping below half-time enrollment. Borrowers have the option of a standard, 10-year repayment or other

extended repayment options based on time to repayment or the borrower's income. These loans also allow for specific deferments, or time periods when the lender will temporarily suspend collection activity on the loan. Borrowers requiring a temporary postponement or partial reduction in monthly payment may request a forbearance in the case when a deferment is not available.

### **ALTERNATIVE LOANS**

Alternative loans are private loans that cannot be consolidated with Direct loans. Alternative loans are not federal loans and are therefore available to international students and borrowers who are not able to file a FAFSA. Interest rates on alternative loans are typically not fixed and can vary by lender and by the borrower's credit rating.

Alternative loans require credit approval and can require an additional endorser. International students may qualify for alternative loans if they have a cosigner who is a U.S. citizen or permanent resident.

### **FEDERAL WORK STUDY PROGRAM**

The Federal Work Study Program provides meaningful work experience for eligible students who demonstrate financial need. While earning money to help pay educational expenses, students are encouraged to find work related to their course of study or interest as well as community service work.

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 that are posted on Adler Connect.

There are a limited number of institutional work-study positions available for international students. Positions are posted on Adler Connect.

### **VETERANS' BENEFITS**

Students eligible for U.S. veterans' benefits are encouraged to consult with the Office of Financial Aid regarding opportunities for veterans' education benefits. Funds are processed according to Title 38, Sections 1651 and 1701 of the State Approval Agency for Veterans 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. Adler University is a proud participant in the U.S. Department of Veterans Affairs (VA) Yellow Ribbon Program through which the University 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 the 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 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 [gibill.va.gov](http://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 Verification Process

The federal government randomly selects certain federal student aid applicants for a process called verification. An aid applicant whose Free Application for Federal Student Aid (FAFSA) is selected for verification will be required to provide additional documentation to the Adler University Office of Financial Aid (AUOFA). These additional documents may require the AUOFA to make corrections to the student's aid application with the federal government. In most cases, these corrections will be made by financial aid personnel directly. Otherwise, students will be notified in writing (via email) if they are required to make a correction to their financial aid application.

*Submission of these additional items is not optional for students who are selected for verification. The financial aid application cannot be processed until all required items are received.*

Students selected for verification are placed in one of several different verification tracking groups by the Department of Education's Central Processing System (CPS). For the 2015-16 year, these groups are as follows:

1. Standard Verification Group (V1)
2. Child Support Paid Verification Group (V3)
3. Custom Verification Group (V4)
4. Aggregate Verification Group (V5)
5. Household Resources Group (V6)\*\*

A detailed description of each verification tracking group can be found in the *Federal Student Aid Handbook* at <http://ifap.ed.gov/fsahandbook/attachments/1516AVGCh4.pdf>.

If the student's financial aid application is selected for verification, they will receive an email communication from the AUOFA. Depending on the student's verification tracking group, the message will request the following documents:

1. Verification Worksheet for the appropriate academic year (V1, V5, V6)
2. SNAP Verification Worksheet for the appropriate academic year (V4)
3. Child Support Paid Verification Worksheet for the appropriate academic year (V3, V4)
4. High School Completion/Identity/Statement of Education Purpose Verification Worksheet for the appropriate academic year (V4, V5)
5. Other Untaxed Income Verification Worksheet (V6)
6. Documentation for IRS income-related questions for the student (and the student's spouse, as applicable.) (V1, V5, V6)

Acceptable documentation includes:

- Information obtained from the IRS using the Department's IRS Data Retrieval Process via [fafsa.ed.gov](http://fafsa.ed.gov) (if that information has not been changed after it was initially transferred to the FAFSA) **or**
  - Federal tax transcript\*\*\* from the IRS for the appropriate calendar year for the student (and the student's spouse, as applicable)
7. Additional items, as requested

\*\*Added effective 2014-15

\*\*\*To obtain an IRS tax transcript, go to [irs.gov](http://irs.gov) and click on the “Order a Return or Account Transcript” link, or call (800) 908-9946. Make sure to request the “IRS tax transcript” and not the “IRS tax account transcript.” You will need your Social Security number, date of birth, and your address on file with the IRS. It takes up to two weeks for IRS income information to be available for electronic IRS tax return filers, and up to eight weeks for paper IRS tax return filers. If you are married and you and your spouse filed separate tax returns, you must submit tax return transcripts for both you and your spouse.

If a person who is required to provide documentation for IRS income-related questions has amended their federal tax return for the year in question, both an IRS tax transcript and an IRS tax account transcript are required.

All required items must be submitted in time for an award to be made for the academic year. The AUOFA cannot guarantee that assistance will be available for an academic term if required items are received less than two weeks before the end of that same academic term. Students will be notified in writing (via email) if changes to their financial aid awards are required as a result of the verification process. This notification will occur within five business days of the correction.

## Satisfactory Academic Progress

Federal regulations require the Adler University Office of Financial Aid to monitor the academic progress of all financial aid recipients toward the completion of their degree. This process is called Satisfactory Academic Progress (SAP). This SAP policy is enforced in conjunction with all other institutional policies and procedures, including the academic status and satisfactory progress policies of the University. The below criteria are checked at the end of each term (Chicago Campus) or course (Global Campus), once final grades are in, to determine whether students are maintaining satisfactory academic progress.

### ENFORCEMENT

The Office of Financial Aid shall have primary responsibility in enforcing this policy. The Office of the Registrar and other University offices that maintain student information relevant to this policy shall provide such information, as requested, by the Office of Financial Aid.

### GRADUATE STUDENTS

SAP for Adler University graduate students is monitored using three factors: maximum time frame measurement, cumulative progress toward completion of the degree or certificate, and cumulative grade point average (GPA).

#### Maximum Time Frame Measurement

Students may receive financial assistance for attempted credit hours up to 150 percent of the credits it normally takes to complete the academic program. The total allowable attempted hours are calculated by multiplying the hours required to complete the degree at Adler by 1.5 and rounding down to the nearest whole number. For example, for a program that requires 36 credit hours, a student may attempt up to 54 hours. Please note: non-degree certificate programs are approved by the U.S. Department of Education for financial assistance at a specific number of credit hours. Regardless of a student's actual plan of study, the maximum time frame is calculated using the number of hours for which the program was approved with the U.S. Department of Education.

Additionally, students must satisfactorily complete all degree or certificate requirements within the time frames listed below, from the date of first registration following admission to the program:

- Certificate students: two years
- M.A. students: five years
- Doctoral students: seven years

Periods of approved leave of absence do not count against this maximum time measurement.

### **Cumulative Progress toward Completion of the Degree or Certificate**

Students must successfully complete at least 70 percent of the credit hours they attempt. This measure will be measured cumulatively over the course of the student's program. For the purpose of this measurement, all of the following are applicable:

- Successful completion for Chicago Campus, non-Psy.D. students is defined as a grade of B- or better for a letter-grade course, or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- Successful completion for Chicago Campus, Psy.D. students is defined as a grade of B or better for a letter-grade course, or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- Successful completion for Global Campus students is defined as a grade of C or better for a letter-grade course, or a grade of CR for a credit/no-credit course. These credits are counted in both attempted and completed hour totals.
- All other grades (including incomplete grades) are counted in the attempted hour total, but not the completed hour total. If an incomplete grade is later converted to a grade that is considered to be a successfully completed grade, the cumulative progress percentage can be recalculated. It is the student's responsibility to notify the Office of Financial Aid when an incomplete grade has been converted.
- Students who drop individual courses but who remain enrolled at the University will not have those dropped courses counted in the attempted hours total if they are dropped during the add/drop period. Dropped courses after the add/drop period will be counted in the attempted hours total.
- Repeated courses are counted as attempted hours during all attempts.
- Transfer credits that count toward the student's current academic program count as both attempted and completed hours.
- Students who change programs will only have hours that were previously attempted counted in their cumulative totals if they are applicable to the new academic program.
- Audited courses do not count in either the attempted or completed hour totals.

### **Cumulative Grade Point Average (GPA)**

Graduate students must maintain a minimum cumulative GPA of 3.0.

### **Courses in Progress**

If a student has any courses in progress (CIP) on their transcript, this means that no grade was assigned to the course. If a student is missing any grades for any term, SAP cannot be calculated. The Office of Financial Aid will place a hold on all future federal financial aid disbursements and student refund checks in the case when a student has courses in progress at the time that SAP is being reviewed.

**Financial Aid Warning**

Graduate students are allowed a financial aid warning period. Graduate students who fail to meet the requirements of this satisfactory academic progress policy will be placed on financial aid warning for one additional term (Chicago Campus) or course (Global Campus). Students will be allowed to continue on financial assistance during the warning period. Students placed on financial aid warning will be sent notification by hard copy letter (through the U.S. Postal Service) and through their Adler email account. The notification will include SAP requirements, steps necessary to meet SAP in the upcoming term, and the consequences for failing to meet SAP requirements by the end of the warning period.

Students will be placed on financial aid suspension if they fail to meet the standards of this SAP policy after the one-term/course financial aid warning period.

**Suspension of Financial Aid Eligibility**

Students who are suspended from financial aid eligibility will be notified by hard copy letter (through the U.S. Postal Service) and through their Adler email account. Students who still fail to meet the requirements of this policy after their single term or course on financial aid warning will be placed on financial aid suspension.

**Appealing Suspension of Financial Aid Eligibility**

A student may appeal the suspension of their financial aid eligibility for extenuating circumstances. Appeals from other parties on behalf of the student will not be accepted. All appeals should be submitted to the director of financial aid in writing. Each appeal must include (1) the reasons why the standards of this policy were not met, (2) what has changed in the student's situation that will allow them to make satisfactory progress during the next evaluation, and (3) an academic plan for the remainder of the student's studies. Documentation of any statements made in the appeal should be included, as appropriate.

*All appeals must be submitted within 10 business days of the receipt of a suspension notice.*

The Director of financial aid will review the appeal and will respond to the student within 10 business days from the receipt of the appeal. If the student's appeal is approved, the student will be placed on a financial aid probationary period for one term or for the duration of an academic plan developed by the student's advisor, as appropriate. The probationary period will be defined to include checkpoints that must be achieved in order for the student to remain eligible for financial assistance. Students failing to abide by the terms of their probationary period will be suspended from financial aid after their probationary period.

*The decision of the director of student financial aid is final, binding, and not subject to further appeal.*

**Reinstatement of Financial Aid Eligibility**

A student's eligibility for financial aid will be reinstated at such time as they successfully meet the standards of the SAP policy. It is the student's responsibility to present evidence to the Office of Financial Aid at the time they meet the requirements for reinstatement.



## Withdrawing and Financial Aid

### WITHDRAWING FROM THE UNIVERSITY

Students wishing to withdraw in good standing from Adler University must follow the published policy of the Office of the Registrar. The Office of the Registrar is the designated office that a student must notify if s/he wishes to withdraw from the University. This withdrawal in good standing policy can be found in the Adler University Catalog.

### FEDERAL REGULATIONS REGARDING WITHDRAWALS

For the purposes of this discussion, students taking a leave of absence are treated in an identical manner to those students who withdraw in good standing, who are administratively withdrawn, who are dismissed, or who unofficially withdraw from Adler University. The terms “leave of absence” and “withdrawal” are interchangeable throughout this policy.

Some coursework at Adler University is considered to be modular in nature. Modules exist when courses do not span the entire academic term. Global Campus students take modular coursework throughout their program. In the case of modular coursework, a student is considered to have withdrawn for Title IV aid purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless Adler University receives written confirmation from the student at the time of withdrawal indicating that they will resume attendance in the term no later than 45 calendar days after the end of the module the student ceased attending. If the student provides written confirmation that they will resume attendance within 45 days, and the student fails to return at that future date, the student is considered to have withdrawn for Title IV aid purposes. Please note that Global Campus courses are eight weeks long, which exceeds the 45-day limit.

### TUITION REFUND POLICY

The tuition refund policy can be found in the Adler University Catalog. Please note that students may be found liable for tuition and fee amounts charged for the term in which they are withdrawing, and they may have limited eligibility for financial assistance to pay for those charges.

### TITLE IV FUNDS INCLUDED

The following funds are considered Title IV assistance and are included in the calculations described below:

- Federal Direct Stafford Loans (Unsubsidized)
- Federal Graduate PLUS Loans

### EARNED TITLE IV AID

Title IV funds are awarded to students under the assumption they will attend school for the entire period for which the aid is awarded. Upon withdrawing from Adler University, a student may no longer be eligible for the entire amount of Title IV aid they were awarded and/or received. The Adler University Office of Financial Aid is required to calculate how much of the Title IV assistance the student earned based on the period of time s/he remains enrolled for a particular term:

$(\text{Enrolled Days in Term} / \text{Total Days in Term}) = \text{percent of Title IV Aid Earned}$

If the student withdraws after 60 percent of the term has passed, they are considered to have earned all of their Title IV aid for that period.

## POSTWITHDRAWAL DISBURSEMENT

If the amount of Title IV aid disbursed is less than the amount the student is eligible to receive, the student may receive a post withdrawal disbursement to his or her tuition account at Adler University. If this post withdrawal disbursement contains loan funds, the student may elect to decline these funds so s/he does not incur additional debt. The student will be notified of any post withdrawal disbursements s/he will receive in writing. Adler University may automatically use all or a portion of a post withdrawal disbursement (including accepted loan funds) for tuition and fees. The student must authorize Adler to use the post withdrawal disbursement to cover all other charges on their account. If the student does not authorize the school to use these funds, they will be refunded to the student, and s/he will be responsible for the balance due.

There are some Title IV funds that the student may have been scheduled to receive that cannot be disbursed once the student has withdrawn because of other eligibility requirements. For example, a Stafford loan disbursement cannot be made if the student has not signed the appropriate promissory note for that program.

## FAILURE TO EARN A PASSING GRADE IN ALL COURSES

Any student who begins classes at Adler, applies for financial aid, completes all of the requirements to obtain that aid, and then **fails to receive at least one passing grade for the term** may be treated as unofficially withdrawing from the University. For students in this situation, attendance records and academically-related activity for the student will be reviewed with the course instructors to determine the withdrawal date. Grades of F and I are considered to be non-passing grades for the purposes of this policy.

## REPAYMENT OF UNEARNED AID

If the amount of aid disbursed to the student is greater than the amount s/he is eligible to receive, this overage must be returned to the federal programs. If a balance is created on the student's tuition account, the student will be billed and is responsible for these charges. Students may also be required to return amounts that were given to them to use for living expenses for the term.

The student and/or Adler University may be responsible for returning the assistance. Adler University's share is the lesser of:

- the total amount of unearned aid or
- the institutional charges for the term multiplied by the percentage of unearned aid.

In general, the student is responsible for returning any amounts of unearned aid in excess of the amount calculated above. Any loan amounts that must be returned must be repaid in accordance with the terms of that loan's promissory note (i.e., the student will make scheduled payments to the holder of the loan over a period of time).

## QUESTIONS

Students with questions about this process should first call the Office of Financial Aid at 312.662.4150. Students with questions may also call the Federal Student Aid Information Center at 800.4.FEDAID. The Office of Financial Aid is open from 9 a.m. to 5 p.m. (CST) Monday through Friday, and the Federal Student Aid Information Center is open from 8 a.m. to midnight (EST) seven days/week. TTY users may call the Federal Student Aid Information Center at 800.730.8913. The Center also has information online at [studentaid.gov](http://studentaid.gov).

## **INSTITUTIONAL REGULATIONS REGARDING WITHDRAWALS**

All institutional grants for the withdrawal term will be reduced if they exceed the student's tuition charges for that term. If the student withdraws and all of the tuition is not refunded to her/him, any state or institutional grants received for that term can be used to help cover this expense, not to exceed tuition.

If the student has taken out a private loan for the withdrawal term and the student has a credit on his or her account after all other aid has been returned according to the regulations listed above, Adler University will return private loan funds to the student's lender. The amount returned will be the lesser of the credit amount on the student's tuition account or the total amount of the private loan for the term. Any remaining credit will be sent to the student in the form of a check from Student Accounts.

## **Financial Aid Disbursement Time Line**

To ensure that student loan refund checks are distributed each term in a timely manner, the Office of Financial Aid calculates students' financial aid budgets the week prior to the start of a term. In order for students to receive their financial aid disbursements in a timely manner, we strongly recommend that financial aid recipients finalize their course registration at least two weeks prior to the start of a term. Students may add courses after their 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.

- Students attending the Chicago Campus are on a semester-based, 16-week term, and loans can be disbursed at the end of the add/drop period each semester.
- Students attending the Global Campus are on a nonstandard, 32-week term, consisting of four, eight-week classes. Loans can be disbursed at the end of the add/drop period of the first class in the nonstandard term.

Students who have financial aid in excess of their charges for the term will be issued a refund within 14 days of the aid being applied to their tuition account.

## **Debt Management and Entrance/Exit Loan Counseling**

Recipients of financial aid must attend at least one debt management webinar prior to graduation. Webinars are offered multiple times each term by the Office of Financial Aid. Federal regulations stipulate that all students awarded Federal 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 completion of a program or withdrawal from Adler University. Note that any student who enrolls in multiple degree programs at Adler University (such as a master's-level student who pursues a Psy.D. upon completion of the master's program) must complete exit loan counseling upon completion of each program.

## **International Students**

International students are eligible to apply for alternative loans. Alternative loans are approved based on credit ratings and typically require a cosigner 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 coursework.

# **NONDISCRIMINATION AND ANTI-HARASSMENT POLICY AND PROCEDURES**

## **POLICY**

It is the policy of Adler University that no person shall be the object of discrimination or harassment on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental status, family relationship status, physical or mental disability, military status, or other status protected by local, state, or federal law in its employment or its educational settings. The University is committed to maintaining an environment that is free of discrimination and harassment. In keeping with this commitment, we will not tolerate harassment of University employees, students, or others on site by anyone, including any supervisor, coworker, vendor, client, or student of the University or any third party. Adler University reserves the right to take actions that are consistent with its policies and procedures to deal with individuals found to have engaged in harassment, discrimination, and/or retaliation in violation of this policy.

## **PROHIBITED DISCRIMINATION**

Examples of discrimination in violation of this policy include treating an employee, student, or other member of the University community differently in the terms and conditions of his or her employment or education, or making decisions about a person's employment, compensation, or education based upon a person's race, marital status, parental status, family relationship status, physical or mental disability, military status, or other protected status.

## **Sexual Harassment and Sexual Violence Policy – Chicago and Global Campuses**

Adlerian psychology emphasizes the human need and ability to create positive social change and impact, and holds equality, civil rights, mutual respect, and the advancement of democracy as core values. The Adler University commitment to social justice embraces diverse perspectives and works to build and maintain bridges across social, economic, cultural, racial and political systems and empowers others to identify and address shared problems, foster the development of social equality, justice and respect through compassionate action throughout the global community.

To this end, Adler University is committed to maintaining a diverse, respectful and safe campus environment where all members of the University community can work and learn together in an atmosphere free of discrimination, harassment, retaliation, sexual assault, sexual violence, sexual exploitation, and/or intimidation. In accordance with applicable federal, state, and local law, and University Policy, the University prohibits sexual harassment, sexual violence, sexual exploitation, and retaliation. As used in this Policy, "sexual violence" includes sexual assault, domestic violence, dating violence, and stalking.

Accordingly, the University will:

- Require reporting of violations of this Policy before they become severe or pervasive;
- Identify persons to whom violations of this Policy may be reported;
- Prohibit retaliation against individuals who make and/or report violations of this Policy;
- Ensure confidentiality to the extent possible consistent with the need to address and resolve alleged violations appropriately;

- Assure all members of the University community that each complaint will receive an adequate, reliable, and impartial investigation;
- Provide for appropriate remediation when applicable, and/or corrective action/discipline up to and including student dismissal and/or termination of employment.

This Policy applies to all Adler University employees, students, independent contractors, vendors, clients, job applicants, volunteers and/or participants in any University program or activity, guests and/or visitors, and any other third party who conducts business with or supervises an Adler University employee and/or student. The University will investigate, remediate, and adjudicate any alleged suspected violations of this Policy that may occur in the context of an education program or activity, or that otherwise impact the University's work or learning environment, regardless of whether the alleged conduct occurred on campus or off campus. Although conduct prohibited by this Policy may also be prohibited by law, the University's policy, definition, and burden of proof may differ from Illinois criminal or civil law.

In addition, some misconduct can violate this Policy or other University policies without constituting a violation of law. A Complainant may seek resolution through the University's complaint process under this Policy, may pursue criminal action, may choose one but not the other, or may choose both. Neither law enforcement's determination whether or not to prosecute a Respondent, nor the outcome of any criminal prosecution, are determinative of whether sexual misconduct under this Policy has occurred. Proceedings under this Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. This Policy supplements the University's Employment Criteria and Equal Employment Opportunity Policy and Anti-Harassment Policy, which prohibit discrimination based on age, religion, race, color, gender, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability, military status (including unfavorable discharge from the military), and any other category protected by federal, state, or local law. For more information about the conduct prohibited by the Anti-Harassment Policy, please see the Student Handbook on the Student Affairs page on Adler Connect (<https://connect.adler.edu/studentservices/studentaffairs>) for the student policy. For the employee policy, please see the Adler Employee Handbook on the Human Resources page on Adler Connect (<https://connect.adler.edu/campuslife/hr/Pages/default.aspx>).

#### **A. Applicable Federal Law**

This Policy supplements the general policy statement set forth above and addresses the requirements of Title IX of the Education Amendments of 1972 ("Title IX"). Title IX is a federal law that prohibits sex discrimination in federally funded education programs and activities. Title IX states as follows:

- No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Discrimination on the basis of sex (i.e., sex discrimination) includes sexual harassment and sexual misconduct. Sexual misconduct, in turn, includes sexual assault and sexual violence. In addition, the Violence Against Women Reauthorization Act of 2013 requires colleges and universities to have particular policy statements and offer educational programming regarding domestic violence, dating violence, sexual assault, and stalking. Other federal, state, and local laws may also apply to conduct prohibited by this Policy.

## B. The Title IX Coordinator

Members of the University community may obtain information about resources relating to sexual harassment and sexual violence from the University's Title IX Coordinator. The Title IX Coordinator is responsible for implementing and monitoring Title IX Compliance on behalf of the University. This includes coordination of training, education, communications, and administration of the complaint and grievance procedures for the handling of suspected or alleged violations of this Policy.

The University's Title IX Coordinator is:

Susan Yasecko  
Associate Vice President, Human Resources  
Adler University  
17 North Dearborn Street  
Chicago, IL 60602  
Office location: 16-204  
Phone: 312.662.4415  
Email: syasecko@adler.edu

## C. Options for Immediate Assistance Following an Incident of Sexual Violence

As explained in Sections I and K of this Policy, victims of sexual violence have multiple options for reporting sexual violence, as well as options for confidential support and other assistance. In the event that you have experienced an act of sexual violence and need emergency assistance, please immediately get to a place of safety. Emergency assistance can be obtained from the local police by dialing 911, or from local hospitals.

Downtown Chicago hospitals include:

- Northwestern Memorial Hospital (Emergency Department)  
250 E. Erie St, Chicago, IL 60611  
312.926.5188
- Rush University Medical Center (Department of Emergency Medicine)  
1653 W. Congress Parkway, Chicago, IL 60612  
312.942.5000  
888.352.RUSH (7874)

**Going to an Illinois hospital for medical care after an incident of sexual violence does not obligate an individual to file a report with the University or the police.**

- The Sexual Assault Survivors Emergency Treatment Act (SASETA) covers emergency room costs, including any medications received.
- If you so choose, the hospital can collect evidence using the Illinois State Police Evidence Collection Kit. Physical evidence can play an important role in the investigation or prosecution of criminal conduct or in obtaining an order of protection.

To maximize evidence collection:

- Do not shower or change clothes. Try not to urinate if possible.
- If oral contact took place, do not smoke, eat, drink, or brush teeth.
- If leaving from home, take extra clothes/shoes.

If an individual is uncertain regarding how to respond or wishes to be accompanied to seek medical care or to report to the police, he or she may call one of the advocates or resources listed in Section K of this Policy.

## D. Definitions

### 1. Sexual Harassment

- a) Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:
- Submission to such conduct is explicitly or implicitly made a term or condition of academic participation or activity, educational advancement, or employment;
  - Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions that affect the individual;
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or limiting participation in University programs or activities;
  - The intent or effect of such conduct is to create an intimidating, hostile, or offensive academic or work environment.
- b) Whether conduct is sexual harassment does not depend on biological gender or gender identification of either the victim or the harasser. Sexual harassment also includes sexual violence, which consists of physical sexual acts (including, for example, sexual assault) that are perpetrated against a person's will or without a person's consent, or when a person is incapable of giving consent due to his or her age, family relation to the other person, the ingestion of drugs or alcohol, or the person's intellectual disability or other disability.
- c) Sexual harassment may occur in hierarchical relationships between peers or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.
- d) Depending on the particular circumstances, sexual harassment may include, but is not limited to, the following:
- Actual or attempted rape, sexual assault, sexual battery, or molestation, without consent or against another's will, whether achieved through force, threat, or intimidation or advantage gained by the aggrieved party's mental or physical incapacity or impairment.
  - Nonconsensual or forcible sexual touching.
  - Offering or implying an employment-related reward (such as a promotion, raise, or different work assignment) or an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any education program or activity) in exchange for sexual favors or submission to sexual conduct.
  - Threatening or taking a negative employment action (such as termination or demotion), and/or negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity), or intentionally making the individual's job or academic work more difficult because submission to sexual conduct is rejected.

- Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is not wanted, unwelcome physical conduct of a sexual nature, or sexual gestures, noises, remarks, jokes, questions, images, online postings, graffiti, or comments about a person's sexuality that are so severe, persistent, or pervasive that they would reasonably be perceived as creating a hostile and/or abusive work or educational environment. A single incident involving severe misconduct may rise to the level of harassment.
- Speculation and discussion about an individual's sexual relations and/or orientation, where such speculation and discussion is so severe, persistent, or pervasive that it would reasonably be perceived as creating a hostile and/or abusive work or educational environment.

## **2. Hostile Environment Caused by Sexual Harassment**

A "hostile environment" exists when sexual harassment is sufficiently serious to deny or limit the individual's ability to participate in or benefit from the University's programs or activities. A hostile environment can be created by anyone involved in the University's programs or activities (e.g., administrators, faculty members, students, and campus visitors). In order to create a hostile environment, the conduct must be unwelcome to the individual who was harassed, and a reasonable person in the individual's position would have perceived the conduct as undesirable or offensive. To make the ultimate determination of whether a hostile environment exists, the University considers a variety of factors related to the severity, persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected one or more person's education or employment. In some circumstances a single instance of sexual assault may be sufficient to create a hostile environment.

## **3. Sexual Assault**

"Sexual assault" is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual assault may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:

- Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
- Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one's intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.



#### 4. Sexual Exploitation

“Sexual exploitation” occurs when a person takes nonconsensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Nonconsensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Nonconsensual distribution of photos, other images, or information of an individual’s sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Exceeding the boundaries of consent;
- Engaging in nonconsensual voyeurism;
- Knowingly transmitting an STI, such as HIV, to another without disclosing your STI status;
- Exposing one’s genitals in nonconsensual circumstances, or inducing another to expose his or her genitals;
- Possessing, distributing, viewing, or forcing others to view illegal pornography.

#### 5. Domestic Violence

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or
- any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

#### 6. Dating Violence

“Dating violence” means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

#### 7. Stalking

“Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

**E. Retaliation**

This Policy prohibits retaliation against or intimidation of any person who reports a violation of this Policy, assists someone with a report, or participates in any manner in an investigation or resolution of a sexual harassment or sexual violence report. The University recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Respondent, Complainant, or third party can be the subject of retaliation. The University will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate.

**F. Consent**

“Consent” must be knowing, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress are used. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to sexual activity with another person. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption, or being asleep or unconscious.

**G. Consensual Relationships**

Relationships that are welcomed by both parties may not entail sexual harassment. Whether a relationship is in fact welcomed will be gauged according to the circumstances. Special risks are involved when one party, whether a faculty member, staff member, or student, is in a position to evaluate or exercise authority over the other. It is inappropriate for a faculty member, clinical supervisor, and/or teaching assistant to have a sexual relationship with a student who is currently in his/her course or is subject to his/her supervision or evaluation. It is similarly inappropriate for someone who has control over the educational success/scholarship status of a student and/or in a supervisory position to have a sexual relationship with an individual in a subordinate position.

Therefore, persons with direct supervisory or evaluative responsibilities who contemplate beginning or are involved in a sexual, romantic, or dating relationship, or who were recently involved in such a relationship, are required to promptly report the circumstances to his/her immediate supervisor, who will arrange for other appropriate supervision/evaluation of the student/employee and take other actions as needed to address the potential conflict. Failure to fully comply with these requirements, or to comply in a timely manner, is a violation of this Policy, and the person in authority could be subject to disciplinary action, up to and including dismissal from employment by the University.

Even when both parties previously consented to a sexual relationship, a charge of sexual harassment may be based on subsequent unwelcome conduct. Members of the University community are cautioned that consensual relationships can entail abuse of authority, conflict of interest, or other adverse consequences that may be addressed through other pertinent policies and practices.

## **H. Reporting Violations of this Policy**

### **1. Law Enforcement Reporting**

Incidents involving sexual violence may be criminal in nature. Therefore, any member of the University community who is subjected to sexual violence on University property, at a University sponsored activity/program/event, or at a practicum site, is encouraged to dial 911 to contact the local law enforcement agency with jurisdiction. If a member of the University community wishes to file a criminal report, assistance can be obtained from the University. Victims of sexual violence may also decline to notify local law enforcement if they so choose. A victim who contacts the University for assistance may be accompanied by a University employee when making a report to law enforcement.

### **2. Campus Reporting**

It is strongly encouraged that complaints be filed as soon as possible following the alleged incident(s), although the University will still investigate and address any alleged violation, regardless of when it is reported. The ability to investigate a complaint may be limited if the complaint is not made within a reasonable time period after the alleged incident(s). Any member of the University community may report conduct that may constitute a violation of this Policy to any supervisor, manager, or the University's Title IX Coordinator:

Susan Yasecko  
Associate Vice President, Human Resources  
Adler University  
17 North Dearborn Street  
Chicago, IL 60602  
Office location: 16-204  
Phone: 312.662.4415  
Email: syasecko@adler.edu

If filing the complaint with the University's Title IX Coordinator creates a conflict of interest, the complaint can be filed with the Associate Vice President, Student Affairs, who will report the complaint to the Vice President, Administration/Leadership Team to determine if a conflict exists and to determine the need for an external investigator.

All reports of sexual violence directed to any employee of Adler University other than those designated as Confidential Resources under this Policy must be forwarded to the Title IX Coordinator immediately. Once the Title IX Coordinator receives the complaint, the Title IX Coordinator will contact the Complainant as soon as practical, and in any event within five (5) business days of the receipt of the complaint.

### **3. Amnesty Policy to Encourage Reporting**

The University encourages the reporting of violations of this Policy, and recognizes that an individual who has been drinking or using drugs at the time of an incident of sexual misconduct may be hesitant to make a report because of potential disciplinary consequences. An individual who reports sexual misconduct will not be subject to disciplinary action by the University for personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not/do not endanger the health or well-being of any other individual. The University may, however, initiate an education discussion or pursue other education remedies regarding alcohol or other drugs.

#### 4. Confidential Resources

All employees of the University are “responsible employees” under this Policy and are mandated to report any violations of this Policy. The University has also designated the members of its Board of Trustees as “responsible employees” who are mandated to report violations of this Policy. Any student and/or employee who needs assistance but does not wish to report to the University is encouraged to contact the resources listed in “Other Assistance for Victims of Sexual Violence” in Section K.

#### I. Requesting Accommodations and Protective Measures

A person who has experienced an incident of sexual violence or other conduct prohibited by this Policy may contact the Title IX Coordinator or the Associate Vice President of Student Affairs (contact information below) to obtain any appropriate interim measures or remedies to address his or her safety and well-being.

Susan Yasecko  
Associate VP, Human Resources  
Adler University  
17 N. Dearborn Street  
Chicago, IL 60602  
Office location: 16-204  
Phone: 312.662.4415  
Email: syasecko@adler.edu

Greg MacVarish  
Associate VP, Student Affairs  
Adler University  
17 N. Dearborn Street  
Chicago, IL 60602  
Office location: 15-227  
Phone: 312.662.4141  
Email: gmacvarish@adler.edu

Such remedies may include counseling services, no contact orders, provision of escorts, and residence modifications, along with academic and campus work accommodations. In addition, the University may, at its discretion, impose an interim suspension or leave of absence in cases where the University believes there is risk of harm to others. Any such interim steps will be taken in a manner that minimizes the burden on the Complainant to the extent possible.

#### J. Confidentiality

All Adler University employees and all members of the University’s Board of Trustees are considered to be “responsible employees” and are required by this Policy to promptly report to the Title IX Coordinator if they become aware of any alleged incident of sexual assault, domestic violence, dating violence, or stalking.

In matters involving incidents of sexual assault, domestic violence, dating violence, or stalking, requests for confidentiality will be respected to the extent allowable under federal and state law, and information pertaining to such incidents will be treated with sensitivity and disseminated with care when it is necessary to do so for purposes of conducting an investigation or taking appropriate corrective action. However, the University reserves the right (as permitted or required by applicable law) to issue timely warnings and make other announcements to the University community when the University determines that there is a serious or continuing threat to members of the University community or that there is another significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on the University’s campus. Timely warnings do not include victim names or other identifying information about victims.

Under federal law, the University must report the occurrence of certain designated crimes that occur on campus or in certain other designated areas, including forcible and non-forcible sex offenses as defined by the federal government, in an annual security report that is submitted to the U.S. Department of Education. This annual security report does not include names or other personally identifiable information.

Upon request by the individual reporting the incident, the University may allow the report to be made anonymously or in confidence. The Title IX Coordinator will make a determination that balances the request for anonymity/confidentiality with its obligation to provide a safe and nondiscriminatory environment for all University members. A request for complete confidentiality may limit the University's ability to investigate or to take disciplinary action.

Any manager, supervisor, or designated "responsible" employee who knew about an incident of sexual violence and took no action to report the prohibited act to the Title IX Coordinator may be subject to disciplinary action.

#### **K. Other Assistance for Victims of Sexual Violence**

Members of the University community may obtain information about resources relating to sexual violence from the University's Title IX Coordinator.

The University will provide victims of sexual violence with written notice about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services, as well as options and available assistance for changing working situations, if requested, if reasonably available and regardless of whether reports are made to a University employee or local law enforcement.

Assistance and information relating to incidents involving sexual violence may also be obtained from these organizations not affiliated with the University:

1. Employees eligible for benefits may contact the University's Employee Assistance Program (EAP) for immediate 24-hour confidential counseling assistance at 800.272.7255 or online at [guidanceresources.com](http://guidanceresources.com). Use Company Web ID: COM589.
2. National Sexual Assault Hotline  
800.656.HOPE  
[rainn.org/get-help/national-sexual-assault-hotline](http://rainn.org/get-help/national-sexual-assault-hotline)
3. National Domestic Violence Hotline  
800.799.7233  
[thehotline.org/blog/get-help-today/](http://thehotline.org/blog/get-help-today/)
4. Chicago Rape Crisis Hotline  
Rape Victim Advocates (RVA)  
888.293.2080 (Chicago metropolitan area only)  
[rapevictimadvocates.org/](http://rapevictimadvocates.org/)
5. Chicago Lakeshore Hospital Respond Hotline  
Staffed by licensed clinicians who are LGBTQ competent.  
800.888.0560
6. Center on Halsted LGBTQ Violence Resource Line  
This is NOT a 24-hour hotline. Services are available from 9 a.m. to 5 p.m.  
773.871.CARE (2273)  
[Violence-resource@centero.nhalsted.org](mailto:Violence-resource@centero.nhalsted.org)

7. Chicagoland LGBTQ Services Directory  
A comprehensive list of all services provided for the LGBTQ community, including advocacy, legal assistance, and health and mental health services.  
[chicagolgbtserives.org/](http://chicagolgbtserives.org/)
8. Chicago Domestic Violence Help Line  
877.863.6338
9. Crime Victims Assistance Line  
800.228.3368  
[illinoisattorneygeneral.gov/victims/index.html](http://illinoisattorneygeneral.gov/victims/index.html)

## **L. Investigation and Grievance Procedures**

The University will promptly, thoroughly, and equitably investigate and resolve all alleged violations of this Policy.

### **1. Consultation and Interim Measures**

Upon learning of an alleged violation of this Policy, the Title IX Coordinator or his/her designee will contact the Complainant for an initial meeting. During the consultation, the person alleging sexual harassment will be provided with a copy of this Policy, have an opportunity to ask questions and obtain information about reporting incidents, obtain interim relief, request disciplinary action, and obtain counseling, health and mental health assistance, and other services on campus and/or in the community. The Complainant will also be provided with written notice of his or her rights and options.

As noted above, the Title IX Coordinator will work with all parties involved in an alleged incident to undertake any appropriate interim measures to protect the safety of the campus community and will seek to provide remedies for the parties that address their safety and well-being. Such remedies may include counseling services, no contact orders, provision of escorts, and residence modifications, along with academic and campus work accommodations. In addition, the University may, at its discretion, impose an interim suspension or leave of absence in cases where the University believes there is risk of harm to others. Any such interim steps will be taken in a manner that minimizes the burden on the Complainant to the extent possible. All parties will be informed that the University prohibits any retaliation against parties involved in reporting or witnessing allegations of sexual violence or other violations and that retaliation is grounds for disciplinary action.

### **2. Investigation/Administrative Review**

The Title IX Coordinator will designate a trained individual to investigate and, if necessary, provide a recommended resolution to the alleged violation. All persons investigating alleged violations of this Policy receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking, and on how to conduct an investigation that protects the safety of victims and promotes accountability. Any member of the University community who believes they have been sexually harassed may also skip the consultation and file a complaint against their alleged harasser by filing a complaint with the Title IX Coordinator. If filing the complaint with the Title IX Coordinator creates a conflict of interest, the complaint can be filed with the Associate Vice President, Student Affairs, who will report the complaint to the Vice President, Administration/Leadership Team to determine if a conflict exists and to determine the need for an external investigator.

To file a complaint, the Complainant will be asked to provide a signed statement containing a factual account of the alleged harassment. If the Complainant declines to provide a signed statement, a written summary of the Complainant's oral allegations may be prepared. After the complaint is filed, the Respondent will be provided a written summary of the material allegations.

The allegations will receive a prompt, thorough, reliable, and impartial investigation, typically within 30 days, and an effort will be made to fairly resolve the complaint. If extenuating circumstances require the process to extend beyond that time frame, the University will determine, in its discretion, if such circumstances exist and will notify the Complainant and Respondent of the reason for the extension.

A typical investigation may include interviewing the Complainant(s) and Respondent(s), interviewing other relevant witnesses, if any, and reviewing relevant documents, such as police reports or student and/or personnel files. In cases involving alleged sexual assault, domestic violence, dating violence, and stalking, both the Complainant and Respondent may bring an adviser of their choice to any investigatory and/or disciplinary meetings or proceedings. The adviser plays a support role only and may not participate in the proceedings except to consult privately with the party he or she accompanies.

Both the Respondent and Complainant will be provided with similar and timely opportunities to identify witnesses and provide evidence relevant to the complaint. The University will provide the parties with periodic updates as it deems appropriate regarding the status of the process.

At the conclusion of the investigation, the investigator will prepare a report summarizing the investigation, his or her factual findings, and the finding of whether a violation of this Policy occurred. If a violation occurred, the investigator will submit the report to the Vice President, Administration (students) or the Vice President, Finance and IT (employees), who will determine appropriate sanctions. The standard for determining whether or not a violation occurred is the "preponderance of the evidence" standard, i.e., whether it is more likely than not a violation occurred.

Both the Complainant and the Respondent will receive concurrent written notice of the outcome. In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, the notice will include the finding of whether or not a violation occurred, all sanctions imposed, and the rationale for the result and the sanctions.

### **3. Appeal Procedure**

In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, both the Complainant and the Respondent have the right to submit an appeal. In cases that do not involve sexual assault, domestic violence, dating violence, or stalking, only the Respondent may appeal.

A party who wishes to appeal part or all of the outcome of the University's investigation must submit a written appeal to the President of the University within ten (10) days of being notified of the outcome of the investigation. Appeals of either the decision or the sanctions may be filed on grounds of new, relevant, substantive

information not available at the time of the hearing, alleged bias of the investigator or the Vice President, Administration (students) or Vice President, Finance and IT (employees), for significant and material procedural error, or a sanction that was excessively harsh or excessively lenient.

In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, the party who did not initiate the appeal will be provided with a copy of the written appeal and shall have ten (10) days to submit a rewritten response, if he or she so chooses. The President will review the investigator's report, the outcome letters to the parties, and both parties' written submissions, as well as any other information he/she deems relevant.

The President may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The President will issue a determination within fourteen (14) days after receiving both parties' submissions, unless the President determines in his/her discretion that more time is required. Both parties will be notified concurrently in writing of the outcome of the appeal, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the President is final.

#### **4. Sanctions/Corrective Actions and Remedial Measures**

The recommendations and outcomes for corrective actions and/or sanctions are:

- Corrective actions—training, guidance, adjustment of supervisory or evaluative responsibilities, and measures to protect the health and safety.
- Sanctions—written reprimand, disciplinary probation, suspension, student dismissal, and/or termination of employment. The University reserves the right to pursue all legal options related to a violation of the Policy.

The University will also take remedial measures to prevent the recurrence of any violations of the Policy and to correct the discriminatory effects on the Complainant (and others, if appropriate). Such measures can include, but are not limited to, counseling services, no contact orders, provision of escorts, and residence modifications, along with academic and campus work accommodations, training, or other appropriate steps.

The University reserves the right to impose interim action(s) at any time, if doing so reasonably appears to protect a member of the University community. The University also reserves the right to extend the time frames in this Policy due to the complexity of the facts, the availability of witnesses, and other factors. In cases where the investigator is unable to complete his/her work within the time frames as stated in this Policy and believes substantial additional time will be required, both parties will be notified that further time is required. In no event will the Complainant in matters involving an alleged violation of the Policy that involves sex discrimination, sexual harassment, or other sexual misconduct be required to abide by a nondisclosure agreement that would prevent disclosure of the outcome. In instances where the University is unable to take disciplinary or other corrective action in response to a violation of this Policy because a Complainant insists on confidentiality or for some other reason, the University will nonetheless pursue other steps to limit the effects of the conduct at issue and prevent its recurrence.



**M. False Claims/Allegations**

A person who knowingly makes false allegations of sexual harassment, or who knowingly provides false information in a sexual harassment investigation or proceeding, may be subject to disciplinary action, up to and including termination of employment and/or student dismissal.

**N. Records Maintenance**

The University will maintain documentation and records regarding alleged violations of the Policy and their resolution in a manner that protects the confidentiality of the parties involved, complies with the Family Educational Rights and Privacy Act (FERPA), and, to the extent possible, excludes personally identifiable information of victims of domestic violence, dating violence, and stalking.

Any audio recording and evidence presented will be maintained by the Title IX Coordinator. If a student has been found responsible for violating the Policy, this finding remains a part of that student's conduct record.

**O. Dissemination of the Policy, Educational Programs and Employee Training**

As part of the University's commitment to providing a working and learning environment free from sexual harassment and sexual violence, this Policy will be disseminated to the University community through publications, websites, new employee orientation, student orientation, and other channels of communication. Information concerning training and educational programming in compliance with the Violence Against Women Act (VAWA) can be found by viewing the Campus Security and Crime Prevention Information report on the Facilities page on Adler Connect (<https://connect.adler.edu/campuslife/facilities/Pages/default.aspx>).

The University has appointed individuals to oversee compliance with applicable federal, state, and local laws, including Title IX, as well as this Policy. The Title IX Coordinator will oversee dissemination of this Policy and any procedures to the University community.

The University will inform students, faculty, and staff about sexual harassment and the problems it causes. All members of the University community will be advised of their rights and responsibilities under this Policy and any related procedures. Preventative educational materials will be available to all members of the University community to promote compliance with this Policy. Annual employee training will be conducted on issues relating to sexual harassment and how to conduct investigations and hearings that protect the safety of victims and promote accountability. For more information regarding educational programs, employee training, and other efforts, please see the Campus Security and Crime Prevention Information report, which is located on the Facilities page on Adler Connect (<https://connect.adler.edu/campuslife/facilities/Pages/default.aspx>).

**P. Academic Freedom**

Nothing in this Policy limits academic freedom, as noted in the Faculty Handbook, Section IV: Faculty Rights, Duties and Responsibilities, which is essential to fulfilling the mission of the University. This Policy shall not be interpreted to abridge academic freedom.

All faculty members should be aware that they are “responsible employees” under this Policy and are required to report any known or suspected incidents of sexual violence to the Title IX Coordinator, even if such knowledge arises from class discussion, advising, or another academic context. Accordingly, in an academic setting, expression that is reasonably designed or reasonably intended to contribute to academic inquiry, education, or debate on issues of public concern shall not be construed as sexual harassment. Consistent with these academic freedom principles, no provision of this Policy shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums.

Academic freedom and freedom of expression will be strongly considered in investigating complaints and reports of discrimination or harassment, but academic freedom and freedom of expression will not excuse behavior that constitutes a violation of the law or this Policy.

## **Sexual Harassment and Sexual Violence Policy – Vancouver Campus**

Adlerian psychology emphasizes the human need and ability to create positive social change and impact, and holds equality, civil rights, mutual respect, and the advancement of democracy as core values. The Adler University commitment to social justice embraces diverse perspectives and works to build and maintain bridges across social, economic, cultural, racial and political systems and empowers others to identify and address shared problems, foster the development of social equality, justice and respect through compassionate action throughout the global community.

To this end, Adler University is committed to maintaining a diverse, respectful and safe campus environment where all members of the University community can work and learn together in an atmosphere free of discrimination, harassment, retaliation, sexual assault, sexual violence, sexual exploitation, and/or intimidation. In accordance with applicable U.S. federal, state, and local law, Canadian federal, provincial, and local law, and University Policy, the University prohibits sexual harassment, sexual violence, sexual exploitation, and retaliation. As used in this Policy, “sexual violence” includes sexual assault, domestic violence, dating violence, and stalking.

Accordingly, the University will:

- Encourage reporting of violations of this Policy before they become severe or pervasive;
- Identify persons to whom violations of this Policy may be reported;
- Prohibit retaliation against individuals who make and/or report violations of this Policy;
- Ensure confidentiality to the extent possible consistent with the need to address and resolve alleged violations appropriately;
- Assure all members of the University community that each complaint will receive an adequate, reliable, and impartial investigation;
- Provide for appropriate remediation when applicable, and/or corrective action/discipline up to and including student dismissal and/or termination of employment.

This Policy applies to all Adler University employees, students, independent contractors, vendors, clients, job applicants, volunteers and/or participants in any University program or activity, guests and/or visitors, and any other third party who conducts business with or supervises an Adler University employee and/or student. The University will investigate, remediate, and adjudicate any alleged suspected violations of this Policy that may occur in the context of an education program or activity, or that otherwise impact the University's work or learning environment, regardless of whether the alleged conduct occurred on campus or off campus. Although conduct prohibited by this Policy may also be prohibited by law, the University's policy, definition, and burden of proof may differ from Canadian criminal or civil law.

In addition, some misconduct can violate this Policy or other University policies without constituting a violation of U.S. law and/or Canadian law. A Complainant may seek resolution through the University's complaint process under this Policy, may pursue criminal action through local law enforcement (police), may choose one but not the other, or may choose both. Neither law enforcement's determination whether or not to prosecute a Respondent, nor the outcome of any criminal prosecution, are determinative of whether sexual misconduct under this Policy has occurred. Proceedings under this Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. This Policy supplements the University's Employment Criteria and Equal Employment Opportunity Policy and Anti-Harassment Policy, which prohibit discrimination based on age, religion, race, color, gender, gender identity, sexual orientation, national origin, ancestry, marital status, physical or mental disability, military status (including unfavorable discharge from the military), and any other category protected by U.S. federal, state, or local law and/or Canadian federal, provincial, or local law. For more information about the conduct prohibited by the Anti-Harassment Policy, please see the Student Handbook on the Student Affairs page on Adler Connect (<https://connect.adler.edu/studentservices/studentaffairs>) for the student policy. For the employee policy, please see the Adler Employee Handbook on the Human Resources page on Adler Connect (<https://connect.adler.edu/campuslife/hr/Pages/default.aspx>).

#### **Q. Applicable Federal Law**

This Policy supplements the general policy statement set forth above and addresses the requirements of Title IX of the Education Amendments of 1972 ("Title IX") under U.S. federal law which prohibits sex discrimination in U.S. federally funded education programs and activities. Title IX states as follows:

- "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Discrimination on the basis of sex (i.e., sex discrimination) includes sexual harassment and sexual misconduct. Sexual misconduct, in turn, includes sexual assault and sexual violence. In addition, the U.S. Violence Against Women Reauthorization Act of 2013 requires colleges and universities to have particular policy statements and offer educational programming regarding domestic violence, dating violence, sexual assault, and stalking. Other U.S. federal, state, and local laws may also apply to conduct prohibited by this Policy as well as any applicable Canadian federal, provincial, or local laws, including the British Columbia *Human Rights Code* and the *Workers Compensation Act*.

## **R. The Title IX Coordinator**

Members of the University community may obtain information about resources relating to sexual harassment and sexual violence on the Vancouver Campus from the Manager, Student and Alumni Services or the University's Title IX Coordinator, who is located on the Chicago Campus. The Vancouver Campus Manager, Student and Alumni Services, in collaboration with and through the direction of the Title IX Coordinator, is responsible for implementing and monitoring Vancouver Campus Title IX compliance on behalf of the University, including alleged violations of this Policy. The University Title IX Coordinator is responsible for the coordination of training, education, communications, and administration of the complaint and grievance procedures for the handling of suspected or alleged violations of this Policy.

Vancouver Campus violations of this Policy should be reported to the Vancouver Campus Deputy Title IX Coordinator:

Stephanie Haslam  
Manager, Student and Alumni Services  
Adler University – Vancouver Campus  
1200 – 1090 Georgia Street West  
Vancouver, B.C.  
Office location: 12th Floor  
Phone: 604.482.5515  
Email: shaslam@adler.edu

The University's Title IX Coordinator, located on the Chicago Campus, is:

Susan Yasecko  
Associate Vice President, Human Resources  
Adler University  
17 North Dearborn Street  
Chicago, IL 60602  
Office location: 16-204  
Phone: 312.662.4415  
Email: syasecko@adler.edu

## **S. Options for Immediate Assistance Following an Incident of Sexual Violence**

As explained in Sections I and K of this Policy, victims of sexual violence have multiple options for reporting sexual violence, as well as options for confidential support and other assistance. In the event that you have experienced an act of sexual violence and need emergency assistance, please immediately get to a place of safety. Emergency assistance can be obtained from the local police by dialing 911, or from local hospitals.

Local hospitals include:

- Vancouver General Hospital (Sexual Assault Service)  
855 12 Avenue West  
Vancouver, BC  
604.875.2881
- Mount Saint Joseph Hospital (Emergency Department)  
3080 Prince Edward Street  
Vancouver, BC  
604.874.1141

- St. Paul's Hospital  
Providence Health Care  
1081 Burrard Street  
Vancouver, BC  
604.806.8016

**Going to a hospital for medical care after an incident of sexual violence does not obligate an individual to file a report with the University or the police.**

- An incident of sexual violence that occurs in British Columbia may be covered (after completion of an application) under the Crime Victim Assistance Program, and medical expenses and medications may be covered.
- If you so choose, the hospital can collect evidence using a sexual assault evidence kit. Physical evidence can play an important role in the investigation or prosecution of criminal conduct or in obtaining an order of protection.

To maximize evidence collection:

- Do not shower or change clothes. Try not to urinate if possible.
- If oral contact took place, do not smoke, eat, drink, or brush teeth.
- If leaving from home, take extra clothes/shoes.

If an individual is uncertain regarding how to respond or wishes to be accompanied to seek medical care or to report to the police, he or she may call one of the advocates or resources listed in Section K of this Policy.

## T. Definitions

### 8. Sexual Harassment

- e) Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:
- Submission to such conduct is explicitly or implicitly made a term or condition of academic participation or activity, educational advancement, or employment;
  - Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions that affect the individual;
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or limiting participation in University programs or activities;
  - The intent or effect of such conduct is to create an intimidating, hostile, or offensive academic or work environment.
- f) Whether conduct is sexual harassment does not depend on biological gender or gender identification of either the victim or the harasser. Sexual harassment also includes sexual violence, which consists of physical sexual acts (including, for example, sexual assault) that are perpetrated against a person's will or without a person's consent, or when a person is incapable of giving consent due to his or her age, family relation to the other person, the ingestion of drugs or alcohol, or the person's intellectual disability or other disability.
- g) Sexual harassment may occur in hierarchical relationships between peers or between individuals of the same sex or opposite sex. To determine whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

- h) Depending on the particular circumstances, sexual harassment may include, but is not limited to, the following:
- Actual or attempted rape, sexual assault, sexual battery, or molestation, without consent or against another's will, whether achieved through force, threat, or intimidation or advantage gained by the aggrieved party's mental or physical incapacity or impairment.
  - Nonconsensual or forcible sexual touching.
  - Offering or implying an employment-related reward (such as a promotion, raise, or different work assignment) or an education-related reward (such as a better grade, a letter of recommendation, favorable treatment in the classroom, assistance in obtaining employment, grants or fellowships, or admission to any education program or activity) in exchange for sexual favors or submission to sexual conduct.
  - Threatening or taking a negative employment action (such as termination or demotion), and/or negative educational action (such as giving an unfair grade, withholding a letter of recommendation, or withholding assistance with any educational activity), or intentionally making the individual's job or academic work more difficult because submission to sexual conduct is rejected.
  - Unwelcome sexual advances, repeated propositions or requests for a sexual relationship to an individual who has previously indicated that such conduct is not wanted, unwelcome physical conduct of a sexual nature, or sexual gestures, noises, remarks, jokes, questions, images, online postings, graffiti, or comments about a person's sexuality that are so severe, persistent, or pervasive that they would reasonably be perceived as creating a hostile and/or abusive work or educational environment. A single incident involving severe misconduct may rise to the level of harassment.
  - Speculation and discussion about an individual's sexual relations and/or orientation, where such speculation and discussion is so severe, persistent, or pervasive that it would reasonably be perceived as creating a hostile and/or abusive work or educational environment.

### **9. Hostile Environment Caused by Sexual Harassment**

A "hostile environment" exists when sexual harassment is sufficiently serious to deny or limit the individual's ability to participate in or benefit from the University's programs or activities. A hostile environment can be created by anyone involved in the University's programs or activities (e.g., administrators, faculty members, students, and campus visitors). In order to create a hostile environment, the conduct must be unwelcome to the individual who was harassed, and a reasonable person in the individual's position would have perceived the conduct as undesirable or offensive. To make the ultimate determination of whether a hostile environment exists, the University considers a variety of factors related to the severity, persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected one or more person's education or employment. In some circumstances a single instance of sexual assault may be sufficient to create a hostile environment.

## 10. Sexual Assault

“Sexual assault” is actual or attempted sexual contact with another person without that person’s consent. Sexual assault includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. This includes rape, sexual assault, battery, and sexual coercion. Sexual assault may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:

- Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
- Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one’s intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth, or any other part of the body that is touched in a sexual manner.

## 11. Sexual Exploitation

“Sexual exploitation” occurs when a person takes nonconsensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Nonconsensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Nonconsensual distribution of photos, other images, or information of an individual’s sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Exceeding the boundaries of consent;
- Engaging in nonconsensual voyeurism;
- Knowingly transmitting an STI, such as HIV, to another without disclosing your STI status;
- Exposing one’s genitals in nonconsensual circumstances, or inducing another to expose his or her genitals;
- Possessing, distributing, viewing, or forcing others to view illegal pornography.

## 12. Domestic Violence

“Domestic violence” includes felony or misdemeanor crimes of violence committed by:

- a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or
- any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

### **13. Dating Violence**

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

### **14. Stalking**

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- fear for his or her safety or the safety of others; or
- suffer substantial emotional distress.

### **U. Retaliation**

This Policy prohibits retaliation against or intimidation of any person who reports a violation of this Policy, assists someone with a report, or participates in any manner in an investigation or resolution of a sexual harassment or sexual violence report. The University recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Respondent, Complainant, or third party can be the subject of retaliation. The University will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate.

### **V. Consent**

"Consent" must be knowing, voluntary, and mutual, and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress are used. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to sexual activity with another person. If a person is mentally or physically incapacitated or impaired so that such person cannot understand the fact, nature, or extent of the sexual situation, there is no consent; this includes impairment or incapacitation due to alcohol or drug consumption, or being asleep or unconscious.

### **W. Consensual Relationships**

Relationships that are welcomed by both parties may not entail sexual harassment. Whether a relationship is in fact welcomed will be gauged according to the circumstances. Special risks are involved when one party, whether a faculty member, staff member, or student, is in a position to evaluate or exercise authority over the other. It is inappropriate for a faculty member, clinical supervisor, and/or teaching assistant to have a sexual relationship with a student who is currently in his/her course or is subject to his/her supervision or evaluation. It is similarly inappropriate for someone who has control over the educational success/scholarship status of a student and/or in a supervisory position to have a sexual relationship with an individual in a subordinate position.

Therefore, persons with direct supervisory or evaluative responsibilities who contemplate beginning or are involved in a sexual, romantic, or dating relationship, or who were recently involved in such a relationship, are required to promptly report the circumstances to his/her immediate supervisor, who will arrange for other appropriate



supervision/evaluation of the student/employee and take other actions as needed to address the potential conflict. Failure to fully comply with these requirements, or to comply in a timely manner, is a violation of this Policy, and the person in authority could be subject to disciplinary action, up to and including dismissal from employment by the University.

Even when both parties previously consented to a sexual relationship, a charge of sexual harassment may be based on subsequent unwelcome conduct. Members of the University community are cautioned that consensual relationships can entail abuse of authority, conflict of interest, or other adverse consequences that may be addressed through other pertinent policies and practices.

## **X. Reporting Violations of this Policy**

### **5. Law Enforcement Reporting**

Incidents involving sexual violence may be criminal in nature. Therefore, any member of the University community who is subjected to sexual violence on University property, at a University sponsored activity/program/event, or at a practicum site, is encouraged to dial 911 to contact the local law enforcement agency with jurisdiction. If a member of the University community wishes to file a criminal report, assistance can be obtained from the University. Victims of sexual violence may also decline to notify local law enforcement if they so choose. A victim who contacts the University for assistance may be accompanied by a University employee when making a report to law enforcement.

### **6. Campus Reporting**

It is strongly encouraged that complaints be filed as soon as possible following the alleged incident(s), although the University will still investigate and address any alleged violation, regardless of when it is reported. The ability to investigate a complaint may be limited if the complaint is not made within a reasonable time period after the alleged incident(s). Any member of the University community may report conduct that may constitute a violation of this Policy to any Vancouver Campus employee and/or the Deputy Title IX Coordinator:

Stephanie Haslam  
Manager, Student and Alumni Services  
Adler University – Vancouver Campus  
1200 – 1090 Georgia Street West  
Vancouver, BC  
Office location: 12th Floor  
Phone: 604.699.3578  
Email: shaslam@adler.edu

or the University's Title IX Coordinator:

Susan Yasecko  
Associate Vice President, Human Resources  
Adler University  
17 North Dearborn Street  
Chicago, IL 60602  
Office location: 16-204  
Phone: 312.662.4415  
Email: syasecko@adler.edu

If filing the complaint with the Vancouver Manager, Student and Alumni Services creates a conflict of interest, the complaint can be filed with the University's Title IX Coordinator, who will report the complaint to the Leadership Team to determine if a conflict exists and to determine the need for an external investigator.

All reports of sexual violence directed to any employee on the Adler University Vancouver Campus must be forwarded immediately to the Manager, Student and Alumni Services or the Title IX Coordinator in the event of a conflict. Once the complaint is received, the Vancouver Campus Manager, Student and Alumni Services (or, in the event of a conflict of interest, the Title IX Coordinator) will contact the Complainant as soon as practical, and in any event within five (5) business days of the receipt of the complaint.

### **7. Amnesty Policy to Encourage Reporting**

The University encourages the reporting of violations of this Policy, and recognizes that an individual who has been drinking or using drugs at the time of an incident of sexual misconduct may be hesitant to make a report because of potential disciplinary consequences. An individual who reports sexual misconduct will not be subject to disciplinary action by the University for personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not/do not endanger the health or well-being of any other individual. The University may, however, initiate an education discussion or pursue other education remedies regarding alcohol or other drugs.

### **8. Confidential Resources**

All employees of the University are "responsible employees" under this Policy and are mandated to report any violations of this Policy. The University has also designated the members of its Board of Trustees as "responsible employees" who are mandated to report violations of this Policy. Any student and/or employee who needs assistance but does not wish to report to the University is encouraged to contact the resources listed in "Other Assistance for Victims of Sexual Violence" in Section K.

### **Y. Requesting Accommodations and Protective Measures**

A person who has experienced an incident of sexual violence or other conduct prohibited by this Policy may contact the Vancouver Campus Manager, Student and Alumni Services or the Title IX Coordinator (contact information below) to obtain any appropriate interim measures or remedies to address his or her safety and well-being.

Stephanie Haslam  
 Manager, Student and Alumni Services  
 Adler University- Vancouver Campus  
 1200 – 1090 Georgia Street West  
 Vancouver, BC  
 Office location: 12th Floor  
 Phone: 604.699.3578  
 Email: shaslam@adler.edu

Susan Yasecko  
 Associate VP, Human Resources  
 Adler University  
 17 N. Dearborn Street  
 Chicago, IL 60602  
 Office location: 16-204  
 Phone: 312.662.4415  
 Email: syasecko@adler.edu

Such remedies may include counseling services, no contact orders, provision of escorts, and residence modifications, along with academic and campus work accommodations. In addition, the University may, at its discretion, impose an interim suspension or leave of absence in cases where the University believes there is risk of harm to others. Any

such interim steps will be taken in a manner that minimizes the burden on the Complainant to the extent possible.

## **Z. Confidentiality**

All Adler University employees and all members of the University's Board of Trustees are considered to be "responsible employees" and are required by this Policy to promptly report to the Vancouver Campus Manager, Student and Alumni Services or the University Title IX Coordinator if they become aware of any alleged incident of sexual assault, domestic violence, dating violence, or stalking.

In matters involving incidents of sexual assault, domestic violence, dating violence, or stalking, requests for confidentiality will be respected to the extent allowable under federal and state law, and information pertaining to such incidents will be treated with sensitivity and disseminated with care when it is necessary to do so for purposes of conducting an investigation or taking appropriate corrective action. However, the University reserves the right (as permitted or required by applicable law) to issue timely warnings and make other announcements to the University community when the University determines that there is a serious or continuing threat to members of the University community or that there is another significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on the University's campus. Timely warnings do not include victim names or other identifying information about victims.

Under U.S. federal law, the University must report the occurrence of certain designated crimes that occur on campus or in certain other designated areas, including forcible and non-forcible sex offenses as defined by the federal government, in an annual security report that is submitted to the U.S. Department of Education. This annual security report does not include names or other personally identifiable information.

Upon request by the individual reporting the incident, the University may allow the report to be made anonymously or in confidence. The Vancouver Campus Manager, Student and Alumni Services or the Title IX Coordinator will make a determination that balances the request for anonymity/confidentiality with its obligation to provide a safe and nondiscriminatory environment for all University members. A request for complete confidentiality may limit the University's ability to investigate or to take disciplinary action.

Any manager, supervisor, or designated "responsible" employee who knew about an incident of sexual violence and took no action to report the prohibited act to the Vancouver Campus Manager, Student and Alumni Services or the Title IX Coordinator may be subject to disciplinary action.

## **AA. Other Assistance for Victims of Sexual Violence**

Members of the University community may obtain information about resources relating to sexual violence from the Vancouver Campus Manager, Student and Alumni Services or University's Title IX Coordinator.

The University will provide victims of sexual violence with written notice about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other services, as well as options and available assistance for changing working situations, if requested, if reasonably available and regardless of whether reports are made to a University employee or local law enforcement.

Assistance and information relating to incidents involving sexual violence may also be obtained from these organizations not affiliated with the University:

1. Employees have access to psychological services under the Vancouver Campus Extended Health Benefits plan.
2. Crisis Centre BC  
Crisis intervention and suicide prevention centre of B.C. (24-hour crisis line)  
604.872.3311  
800.784.2433
3. BC Women's Sexual Assault Service  
604.875.2881
4. VictimLinkBC  
800.563.0808
5. The Centre – LGBT Community Centre  
604.684.6869  
800.566.1170  
lgtbcentreancouver.com
6. Women Against Violence Against Women/Rape  
24-hour crisis line  
604.255.6344  
877.392.7583
7. Victim Services Unit Vancouver Police (assists victims in completing documentation and application forms for the Crime Victim Assistance Program)  
604.717.2737  
vpd.vsu@vpd.ca

## **BB. Investigation and Grievance Procedures**

The University will promptly, thoroughly, and equitably investigate and resolve all alleged violations of this Policy.

### **5. Consultation and Interim Measures**

Upon learning of an alleged violation of this Policy, the Vancouver Campus Manager, Student and Alumni Services or, in the event of a conflict, the Title IX Coordinator or his/her designee will contact the Complainant for an initial meeting. During the consultation, the person alleging sexual harassment will be provided with a copy of this Policy, have an opportunity to ask questions and obtain information about reporting incidents, obtain interim relief, request disciplinary action, and obtain counseling, health and mental health assistance, and other services on campus and/or in the community. The Complainant will also be provided with written notice of his or her rights and options.

As noted above, the Vancouver Campus Manager, Student and Alumni Services, in the event of a conflict, the Title IX Coordinator will work with all parties involved in an alleged incident to undertake any appropriate interim measures to protect the safety of the campus community and will seek to provide remedies for the parties that address their safety and well-being. Such remedies may include counseling services, no contact orders, provision of escorts, and residence modifications, along

with academic and campus work accommodations. In addition, the University may, at its discretion, impose an interim suspension or leave of absence in cases where the University believes there is risk of harm to others. Any such interim steps will be taken in a manner that minimizes the burden on the Complainant to the extent possible. All parties will be informed that the University prohibits any retaliation against parties involved in reporting or witnessing allegations of sexual violence or other violations and that retaliation is grounds for disciplinary action.

## **6. Investigation/Administrative Review**

The Vancouver Campus Manager, Student and Alumni Services or, in the event of a conflict, the Title IX Coordinator will designate a trained individual to investigate and if necessary provide a recommended resolution to the alleged violation. All persons investigating alleged violations of this Policy receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking, and on how to conduct an investigation that protects the safety of victims and promotes accountability. Any member of the University community who believes they have been sexually harassed may also skip the consultation and file a complaint against their alleged harasser by filing a complaint with the Vancouver Campus Manager, Student and Alumni Services or, in the event of a conflict, the Title IX Coordinator. If filing a complaint with the Title IX Coordinator creates a conflict of interest, the complaint can be filed with the Associate Vice President, Student Affairs, who will report the complaint to the Leadership Team to determine if a conflict exists and to determine the need for an external investigator.

To file a complaint, the Complainant will be asked to provide a signed statement containing a factual account of the alleged harassment. If the Complainant declines to provide a signed statement, a written summary of the Complainant's oral allegations may be prepared. After the complaint is filed, the Respondent will be provided a written summary of the material allegations.

The allegations will receive a prompt, thorough, reliable, and impartial investigation, typically within 30 days, and an effort will be made to fairly resolve the complaint. If extenuating circumstances require the process to extend beyond that time frame, the University will determine, in its discretion, if such circumstances exist and will notify the Complainant and Respondent of the reason for the extension.

A typical investigation may include interviewing the Complainant(s) and Respondent(s), interviewing other relevant witnesses, if any, and reviewing relevant documents, such as police reports or student and/or personnel files. In cases involving alleged sexual assault, domestic violence, dating violence, and stalking, both the Complainant and Respondent may bring an advisor of their choice to any investigatory and/or disciplinary meetings or proceedings. The adviser plays a support role only and may not participate in the proceedings except to consult privately with the party he or she accompanies.

Both the Respondent and Complainant will be provided with similar and timely opportunities to identify witnesses and provide evidence relevant to the complaint. The University will provide the parties with periodic updates as it deems appropriate regarding the status of the process.

At the conclusion of the investigation, the investigator will prepare a report summarizing the investigation, his or her factual findings, and the finding of whether a violation of this Policy occurred. If a violation occurred, the investigator will submit the report to the Dean, Vancouver Campus, who will determine appropriate sanctions. The standard for determining whether or not a violation occurred is the "preponderance of the evidence" standard, i.e., whether it is more likely than not a violation occurred.

Both the Complainant and the Respondent will receive concurrent written notice of the outcome. In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, the notice will include the finding of whether or not a violation occurred, all sanctions imposed, and the rationale for the result and the sanctions.

## **7. Appeal Procedure**

In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, both the Complainant and the Respondent have the right to submit an appeal. In cases that do not involve sexual assault, domestic violence, dating violence, or stalking, only the Respondent may appeal.

A party who wishes to appeal part or all of the outcome of the University's investigation must submit a written appeal to the President of the University within ten (10) days of being notified of the outcome of the investigation. Appeals of either the decision or the sanctions may be filed on grounds of new, relevant, substantive information not available at the time of the hearing, alleged bias of the investigator or the Dean, Vancouver Campus, for significant and material procedural error, or a sanction that was excessively harsh or excessively lenient.

In cases involving allegations of sexual assault, domestic violence, dating violence, or stalking, the party who did not initiate the appeal will be provided with a copy of the written appeal and shall have ten (10) days to submit a rewritten response, if he or she so chooses. The President will review the investigator's report, the outcome letters to the parties, and both parties' written submissions, as well as any other information he/she deems relevant.

The President may affirm the outcome or sanctions, modify either or both, impose new sanctions and/or remedies, or may return the matter for further investigation. The President will issue a determination within fourteen (14) days after receiving both parties' submissions, unless the President determines in his/her discretion that more time is required. Both parties will be notified concurrently in writing of the outcome of the appeal, including any changes to the determination of whether a violation occurred, the sanctions, or both. The decision of the President is final.

## **8. Sanctions/Corrective Actions and Remedial Measures**

The recommendations and outcomes for corrective actions and/or sanctions are:

- Corrective actions—training, guidance, adjustment of supervisory or evaluative responsibilities, and measures to protect the health and safety.
- Sanctions—written reprimand, disciplinary probation, suspension, student dismissal, and/or termination of employment. The University reserves the right to pursue all legal options related to a violation of the Policy.

The University will also take remedial measures to prevent the recurrence of any violations of the Policy and to correct the discriminatory effects on the Complainant (and others, if appropriate). Such measures can include, but are not limited to, counseling services, no contact orders, provision of escorts, and residence modifications, along with academic and campus work accommodations, training, or other appropriate steps.

The University reserves the right to impose interim action(s) at any time, if doing so reasonably appears to protect a member of the University community. The University also reserves the right to extend the time frames in this Policy due to the complexity of the facts, the availability of witnesses, and other factors. In cases where the investigator is unable to complete his/her work within the time frames as stated in this Policy and believes substantial additional time will be required, both parties will be notified that further time is required. In no event will the Complainant, in matters involving an alleged violation of the Policy that involves sex discrimination, sexual harassment, or other sexual misconduct, be required to abide by a nondisclosure agreement that would prevent disclosure of the outcome. In instances where the University is unable to take disciplinary or other corrective action in response to a violation of this Policy because a Complainant insists on confidentiality or for some other reason, the University will nonetheless pursue other steps to limit the effects of the conduct at issue and prevent its recurrence.

#### **CC. False Claims/Allegations**

A person who knowingly makes false allegations of sexual harassment or who knowingly provides false information in a sexual harassment investigation or proceeding may be subject to disciplinary action, up to and including termination of employment and/or student dismissal.

#### **DD. Records Maintenance**

The University will maintain documentation and records regarding alleged violations of the Policy and their resolution in a manner that protects the confidentiality of the parties involved, complies with the U.S. Family Educational Rights and Privacy Act (FERPA), and, to the extent possible, excludes personally identifiable information of victims of domestic violence, dating violence, and stalking.

Any audio recording and evidence presented will be maintained by the Title IX Coordinator. If a student has been found responsible for violating the Policy, this finding remains a part of that student's conduct record.

#### **EE. Dissemination of the Policy, Educational Programs and Employee Training**

As part of the University's commitment to providing a working and learning environment free from sexual harassment and sexual violence, this Policy will be disseminated to the University community through publications, websites, new employee orientation, student orientation, and other channels of communication. Information concerning training and educational programming in compliance with the Violence Against Women Act (VAWA) can be found by viewing the Campus Security and Crime Prevention Information report on the Facilities page on Adler Connect (<https://connect.adler.edu/campuslife/facilities/Pages/default.aspx>).

The University has appointed individuals to oversee compliance with applicable federal, state, and local laws, including Title IX, as well as this Policy. The Title IX Coordinator will oversee dissemination of this Policy and any procedures to the University community.

The University will inform students, faculty, and staff about sexual harassment and the problems it causes. All members of the University community will be advised of their rights and responsibilities under this Policy and any related procedures. Preventative educational materials will be available to all members of the University community to promote compliance with this Policy. Annual employee training will be conducted on issues relating to sexual harassment and how to conduct investigations and hearings that protect the safety of victims and promote accountability. For more information regarding educational programs, employee training, and other efforts, please see the Campus Security and Crime Prevention Information report, which is located on the Facilities page on Adler Connect (<https://connect.adler.edu/campuslife/facilities/Pages/default.aspx>).

#### **FF. Academic Freedom**

Nothing in this Policy limits academic freedom, as noted in the *Faculty Handbook*, Section IV: Faculty Rights, Duties and Responsibilities, which is essential to fulfilling the mission of the University. This Policy shall not be interpreted to abridge academic freedom.

All faculty members should be aware that they are “responsible employees” under this Policy and are required to report any known or suspected incidents of sexual violence to the Vancouver Campus Manager, Student and Alumni Services, or, in the event of a conflict, the Title IX Coordinator, even if such knowledge arises from class discussion, advising, or another academic context. Accordingly, in an academic setting, expression that is reasonably designed or reasonably intended to contribute to academic inquiry, education, or debate on issues of public concern shall not be construed as sexual harassment. Consistent with these academic freedom principles, no provision of this Policy shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums.

Academic freedom and freedom of expression will be strongly considered in investigating complaints and reports of discrimination or harassment, but academic freedom and freedom of expression will not excuse behavior that constitutes a violation of the law or this Policy.



# ADMISSION POLICIES AND PROCEDURES – CHICAGO CAMPUS

## Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University 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 communities and in the lives of the individuals and families 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 University Application for Admission;
- Application fee (\$50.00);
- Statement of intent;
- Resume or curriculum vitae;
- Official transcripts from all colleges or universities attended;
- Three letters of recommendation accompanying the Adler University recommendation form; and
- Graduate Record Examination (GRE) scores.\*

\*The GRE general test is required for applications to the Doctor of Psychology in Clinical Psychology program.

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. Please contact the Office of Admissions for specific transcript evaluation requirements.

## Application Deadlines

### PRIORITY DEADLINES

While applications are accepted throughout the year, the following deadlines ensure that students receive full consideration. Programs fill early, and applicants are strongly encouraged to begin the application process at least six to 12 months before their desired term of entry.

- Applicants seeking admission to the Doctor of Psychology (Psy.D.) program (including all tracks) should submit all application materials by the priority deadline of February 15 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 Adler University without first obtaining a written release from any institution to which a commitment has already been made

## CHICAGO CAMPUS

Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
Psy.D. Clinical Psychology (including all tracks)	December 1	February 15	August 15	Fall
Doctor of Couple and Family Therapy	December 1	February 15	August 15	Fall
Doctor of Philosophy in Counselor Education and Supervision	December 1	February 15	August 15	Fall
All M.A. programs (Chicago Campus)	February 1	April 1	August 15	Fall
Emphases/Certificates	Rolling Admissions			All

## 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 University 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 admission processes;
- Community service interest and/or experience;
- Professional and/or prior work experience; and
- Integrity, motivation, and personal ethics.

## Acceptance of Admission

Applicants who are offered admission to an Adler University program have 30 days or until the priority deadline notification to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (doctoral applicants) or \$300 (M.A. and certificate students) nonrefundable tuition deposit that 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 University; otherwise, admitted applicants who choose not to enroll forfeit their deposit.

If a statement of acceptance is not received from an applicant before 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 be able to defer their admission for up to one year from their original term of admission. To defer admission, students must have their statement of acceptance along with the appropriate tuition deposit, a \$500 nonrefundable deferment fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions. Students who are approved to defer their admission will be notified in writing and will be subject to program requirements in effect at the time of the new application. Students who defer admission but do not matriculate must reapply for admission as outlined in the Application Process – Chicago Campus 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.

## International Applicants

In addition to submitting a completed application, all transcripts from outside of Canada or the United States must be evaluated by an acceptable transcript evaluation service such as World Education Service ([wes.org](http://wes.org)) or Educational Course Evaluation ([ece.org](http://ece.org)). All official transcripts and official translations if not in English, as well as a course-by-course international credential evaluation, must be submitted.

If you order the WES ICAP ([wes.org](http://wes.org)) course-by-course analysis, you will only be required to submit your official international credential evaluation to Adler University, as this service provides a verified copy of your official transcripts and translations to Adler University. Make sure you send in all your transcripts and order the course-by-course analysis.

### English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

Applicants should request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years only.

### TOEFL ([ets.org/toefl](http://ets.org/toefl))

Adler University–Chicago Campus' code number for receiving test scores is 1147. Applicants who take the paper-based TOEFL must receive a minimum score of 580. Applicants who take the computer-based TOEFL must receive a minimum score of 240. Applicants who take the Internet-based TOEFL must receive a minimum of score of 92 with a score of at least 22 on each of the four sections.

### IELTS ([ielts.org](http://ielts.org))

Applicants who take the IELTS must receive a minimum Academic score of seven overall with no band score lower than seven.

International applicants must also submit documentation of sufficient financial resources to complete the program and provide for living expenses while attending Adler University. Once enrolled in the program, students must pay tuition and fees according to the University's payment schedule. Current international students will not be allowed to register for classes if they have an outstanding balance that jeopardizes the student's ability to remain in the United States under their F-1 student visa.

Students who have been accepted into a degree program at the University 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 United States. 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. This information is required by Homeland Security, and student I-20s cannot be updated until we receive this information.

International students must have their I-20s updated each year they are in attendance at the University. Students must maintain full-time status each term as outlined by the University 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 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 University does not provide financial assistance for international students in the form of financial aid or tuition reduction, students are eligible for Adler University 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 University, or qualified graduate students and mental health professionals, may be admitted as student-at-large/non-degree seeking (SAL/NDS) students. Qualified 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 degree programs at other regionally accredited institutions bear the responsibility of verifying with their home institutions whether Adler University courses will be transferred back and accepted for credit.

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

Those admitted as SAL/NDS students may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the Adler University Catalog. Graduates of Adler University degree programs who are approved as SAL/NDS students 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 that 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 coursework, however, does not guarantee admission to a degree or certificate program. A student-at-large 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 credit hours of coursework 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 students will not be required to pay an additional application fee for the admission application, but they will be required to submit additional information as is required to make that degree program application complete.

## Changing or Adding Programs

Doctoral students may apply to add a master's degree program, and M.A. students may apply to change from one Adler University master's 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 does not guarantee admission to another program.

Master's degree students who wish to apply to a doctoral program are required to apply for admission as outlined in the Application Process – Chicago Campus section of the current catalog. The application deadlines for doctoral applicants apply to Adler University master's students who are applying to a doctoral 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 master's programs who have been accepted to a doctoral program must complete all requirements for their master's degree no later than one year after acceptance.

## Readmission

Students who were previously enrolled at Adler University, but withdrew from their degree program or were administratively withdrawn, may submit a new application for admission no less than one year from the date of withdrawal and will be evaluated according to current admission requirements. If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. This also applies to students who seek to return to the University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University 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 University'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 University. There are no fixed and absolute rules regarding granting credit for previously completed coursework. 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 in a degree program.

## Transfer Credit

A student accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. Upon enrollment into a degree program, a review of the student's unique academic history will occur, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit is an extensive process that involves a review of previous academic work, including syllabi and grades earned. It is Adler University policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment.

Transfer of credit is subject to the following conditions:

1. Transferred course credit is restricted to graduate-level courses from recognized and regionally accredited degree-granting institutions.
2. Completed course matches 80 percent of the content of the course requirement.
3. Number of credits earned for the completed course matches or exceeds number of credit hours for the requested course.
4. Transfer of credit is not granted for practicum or internship.
5. Transfer of credit is granted only for courses in which the grade earned was a "B" or higher. Pass/fail or credit/no-credit courses are ineligible.
6. No credit will be transferred for coursework that is more than five years old.

A maximum of 12 credit hours from other accredited institutions may be transferred into a master's program; a maximum of 24 credit hours may be transferred into the Doctor of Psychology (Psy.D.) in Clinical Psychology program; and a maximum of 39 hours may be transferred into the Doctor of Couple and Family Therapy program. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.

## ACADEMIC POLICIES AND PROCEDURES

### Class Attendance

Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of five hours of class time, due to late arrival or tardiness, may receive a grade of F (fail) and may be required to 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 at the discretion of the faculty instructor.

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 may 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 may receive a grade of NC (no credit) and may be referred to the appropriate Student Development Committee for review.

## Application of the Attendance Policy

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. The policy is on an honor system where students are expected to be present for all classes and will notify the instructor if absent. Faculty may use their discretion on how to track attendance and recognize the honor system.

Instructors consider extenuating circumstances and/or 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 who are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

## Credit Hour Policy

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and that comply with federal standards.

At Adler University, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Adler University operates on a semester calendar. A semester is defined as a term of 15 weeks. Instruction is scheduled over three terms. Fall and spring terms are full semesters. The summer semester is comprised of full-semester courses and courses that are offered in two sessions: Summer I and Summer II. Adler University also offers courses throughout the academic year in sessions of varying lengths shorter than the full semester.

For traditional **lecture-discussion and seminar courses**, a one-credit hour class meets for no less than 60 minutes per week over the course of a semester.

A one-credit class requires a minimum of:

- 15 contact hours per semester
- 30 hours of outside work per semester
- A total of 45 hours of student engagement per one-credit course, per semester

A two-credit class requires a minimum of:

- 30 contact hours per semester
- 60 hours of outside work per semester
- A total of 90 hours of student engagement per two-credit course, per semester

A three-credit class requires a minimum of:

- 45 contact hours per semester
- 90 hours of outside work per semester
- A total of 135 hours of student engagement per three-credit course, per semester

**Short-term courses:** Half-semester courses (eight weeks), summer session courses, and other courses offered over an abbreviated period of time will require the same amount of classroom and out-of-class work per credit hour as required of semester-long courses, with work distributed over the shorter period of time.

**Practicum, Field Work, and Internship:** Require the completion of an institutionally sanctioned academic activity that is equivalent to the amount of work stipulated in paragraph (1) that may occur over a different amount of time.

**Independent Study:** Will represent a minimum of three hours of student work per week throughout the course of the semester or the equivalent work distributed over a different period of time.

**Online and Hybrid Courses:** The expectation of contact time and student effort outside the class is the same in all formats of a course whether online, a hybrid of face-to-face contact with some content delivered by electronic means, or traditional.

## Statement of Student Responsibilities

Adler University expects that students will:

1. Adhere to all applicable University policies and procedures.
2. Uphold all rules applicable to conduct in off-campus settings, including clinical, field, internship, or in-service activities.
3. Abide by all local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance or participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for the rights of others.
9. Regularly monitor their student accounts.

## Academic Status

### ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

1. Maintain consistent enrollment.
2. Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the catalog.
3. Meet all academic, comportment, and professional standards as well as applicable program requirements.
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Note: The Department of Education additionally requires that students keep their accounts current, and successfully complete (B grade or better) 70 percent of attempted coursework in each term, in order to be eligible for federal student financial aid.

### ACADEMIC ALERT

Students with a minimum cumulative GPA of 3.0 who earn a B- grade for the first time will be placed on *Academic Alert* status for the following semester.



### **ACADEMIC WARNING**

Students will be placed on *Academic Warning* when they meet any of the following conditions:

1. Earn a first grade of C with a minimum cumulative GPA of 3.0
2. Earn a second B- with a minimum cumulative GPA of 3.0

This status will be in effect for one semester subsequent to the receipt of the second low grade.

### **ACADEMIC PROBATION**

Students will be placed on *Academic Probation* the first time they meet any of the following conditions:

1. Earn a second grade of C.
2. Earn a single D, F, or NC grade without a prior history of low grades (B- or C).
3. Earn three or more grades of B-.
4. Fall below a minimum cumulative GPA of 3.0 on a 4.0 scale.

Students on academic probation shall have a maximum of two consecutive semesters following the status change in which to address the issue that generated probationary status.

### **ACADEMIC DISMISSAL**

Students may be subject to *Academic Dismissal* when they meet any of the following conditions:

1. Earn two or more grades of D, F, or NC.
2. Earn a third grade of C.
3. Fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two semesters.
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation "Academic Dismissal." Students who have been dismissed are ineligible to re-apply to the University

## **Satisfactory Progress**

To maintain satisfactory progress, students must remain consistently registered until completion of all degree requirements and take a course load that ensures steady movement toward degree completion within the maximum time limits for the program.

Students who fail to register each term may be administratively withdrawn from the University, and "administrative withdrawal" will be indicated on the transcript.

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

Doctoral students should complete at least 18 credit hours every 12 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.

## **Student Referral Policy**

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

When students breach one or more of the student responsibilities, any member of the Adler community may alert the appropriate Student Development Committee by submitting a Student Incident Referral Form (available online).

Referrals will be directed to the Student Development Committee, which will determine the level of severity of the concern in accordance with the criteria and direct the referral to the student's faculty advisor, to review by the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

## **Student Development Committee (SDC)**

The Student Development Committee (SDC) is a standing committee within each academic department that monitors students' academic status and compliance with student responsibilities. The primary function of the SDC is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards to the appropriate departmental SDC at the beginning of each term a list of students who are no longer in academic good standing. When students breach one or more of the student responsibilities, any member of the Adler community may alert the appropriate SDC by submitting a Student Incident Referral Form (available online).

The SDC reviews the grade reports and incident forms, determines the level of severity of the concern, and directs the student to take remedial action. Depending upon the seriousness of the concern, the student will be referred to the faculty advisor, to meet with the Student Development Committee, or to the Student Comprehensive Evaluation Committee.

## **Student Comprehensive Evaluation Committee (SCEC)**

Serious or repeated breaches of academic good standing or of the Student Responsibilities policy will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The SCEC will evaluate the referral, provide a plan for remediation if appropriate, and deliver a decision on the outcome, which may include dismissal.

## **Appeals**

Students may appeal the referral outcomes by following the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

## Qualifying Examinations

In addition to satisfying coursework, practica, and other program requirements, master's and doctoral programs require qualifying exams that differ by program. Please consult the requirements for each program. Qualifying examinations are important requirements, 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.

## Registration

Term schedules are published and updated online via WebAdvisor. Students register online, 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 receive written approval from their Program Director.

Students wishing to add courses or exams after the published add/drop period must submit a written request and written approval from the course instructor via email to the Office of the Registrar. Students will incur the late registration fee for courses and exams added after the published add/drop period. A hold will placed on the student's account until payment in full is submitted to Student Finance. Financial aid recipients should consult with the Office of Financial Aid. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

## Full-Time, Half-Time, and Less-Than-Half-Time Statuses

### CHICAGO CAMPUS PROGRAMS

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

Master's and certificate students must enroll in eight or more credits to be considered full-time. Master's and certificate students enrolled in four to seven 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 carrying a full-time load are encouraged to limit employment to part-time in order to allow adequate time for classes, practicum work, study, and other student activities.

Students registered for practicum, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation satisfy the requirement for full-time study and are eligible to receive Title IV funding and deferments.

Students who are registered for only half-time internship, dissertation proposal continuation, or doctoral dissertation 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.

## **BLENDED PROGRAMS**

Students enrolled in a blended degree program must enroll in six or more credits to be considered full time. Students enrolled in three to five credits are considered half time, and those enrolled in fewer than three credits are considered less than half time and are not eligible for federally funded financial aid.

Students registered for practicum satisfy the requirement for full-time study and are eligible to receive Title IV funding and deferments.

Students carrying a full-time load are encouraged to limit employment to part time in order to allow adequate time for classes, practicum work, study, and other student activities.

## **Course Drop and Withdrawal**

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 Community Engagement or 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 WebAdvisor.

After the published add/drop period of a semester, electronic approval via email from the student's advisor or program director is required to withdraw from a course or exam. 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 email 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 final grade for the course that reflects the work completed and the work that was not completed. 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. Students are not eligible for a refund after the add/drop period.

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.

## **Leave of Absence**

Students may take a leave of absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence form, including necessary signatures, and submitting it to the Office of the Registrar. An LOA may be taken 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 or community service prior to submission of the form to their faculty advisor. The LOA will be noted on the student's transcript for each term until the student returns to the University. Time approved for an LOA does not impact the maximum time allowed for degree completion.

LOA refers to the specific time period during a program when a student is not in active attendance. Students on an LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

Students who do not return from an LOA by the agreed-upon term may be administratively withdrawn from the University. 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.

## **Administrative Withdrawal**

Once enrolled, students are expected to maintain good academic standing, meet all student responsibilities, and 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 may be administratively withdrawn from the University. The University also retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees.

“Administrative Withdrawal” will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be reconsidered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

In the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by federal law to recalculate a student’s eligibility for financial aid awards.

A calculation is used to determine the amount of “earned” and “unearned” aid based on the effective date of the administrative withdrawal. If a student completes 60 percent or less of credits taken during a term, the Office of Financial Aid determines the amount of “earned” aid based on the proportion of credits successfully completed within the term. If a student successfully completes more than 60 percent of the credits taken in a term, s/he is considered to have earned 100 percent of the awards disbursed for the term.

“Unearned” awards must be returned to the lender. The student is responsible for repaying the University for any balances owed as a result of the return of financial aid funds.

## **Withdrawal in Good Standing**

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

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

## Grading System

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

### CHICAGO CAMPUS

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-	Marginal	2.75
C	At Risk	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
AU	Audit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

### Grade Scale

95 – 100%	A
90 – 94%	A-
85 – 89%	B+
80 – 84%	B
77 – 79%	B-
70 – 76%	C
60 – 69%	D
Below 59%	F

Only two grades of C, and no grades of D, F, NC, or AU may be counted toward completion of degree requirements. A maximum of six credit hours may be repeated to remediate deficient grades and 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.

**In Progress**

A temporary grade of IP (in progress) can be given to students who are engaged in field experiences, thesis, 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. The maximum time frame to complete course requirements for an IP grade is the final date of the subsequent term.

**Incomplete**

An I (incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the 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 Grade Agreement form with 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. The student and instructor must sign the agreement. The instructor must submit the form to the Office of the Registrar.

Receipt of one or more incomplete grades may preclude a student 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 Development Committee.

If the coursework is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the incomplete grade will be changed to an F (fail) or NC (no credit).

**Credit/No Credit**

A grade of CR (credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/ internship requirements, qualifying examinations, the master's thesis, and the doctoral dissertation. A grade of NC (no credit) is assigned upon unsatisfactory performance in a practicum or a course offered on a credit/no-credit 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 academic satisfactory progress.

**Audit**

Students registered to audit a course will receive, upon successful completion of the course, a designation of "AU" on their transcripts that signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Audited courses do not count toward graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time.

**Grade Corrections and Grade Appeals**

A student may appeal a final course grade only for one or more of the following reasons:

- A. The faculty member violated a specific University rule or policy pertaining to grading, including refusal to discuss a grade with the student;

- B. The faculty member did not provide stated grading criteria and a grading scale, did not follow the stated criteria or grading scale, or applied either of them inconsistently;
- C. A clerical or administrative error was made in the process of recording or reporting the grade, and the faculty member has not corrected it;
- D. The faculty member did not report any grade for the individual student;
- E. The grade reflects discriminatory, biased, abusive, exploitive, or otherwise improper conduct toward the individual student.

## **APPEAL PROCESS**

For the purpose of this procedure, “days” means academic/business days, not calendar days. Dates when classes are not in session will not count toward the time line. “Term” means the fall, spring, or summer academic term.

### **First Level: Appeal to the Faculty Member**

A student who wishes to appeal a grade for any of the criteria listed above must first notify the instructor of record by email that he or she wishes to appeal. The email should explain the student’s reason(s) for questioning the final grade.

The deadline for a student to take the complaint to the faculty member is close of business on the tenth business day of the semester following the final grade being appealed.

A student having a verbal discussion of an appeal related to any of the approved appeal criteria must follow up with an email to the instructor summarizing the basis of the appeal.

In most cases, the discussion between the student and the instructor should suffice to resolve the issue.

The instructor must respond in writing to the student, copying the Department Chair or Program Director, within five business days of the student’s email concerning the disputed grade.

### **Second Level: Appeal to the Department Chair/Program Director**

If the student’s concerns remain unresolved after discussion with the instructor, or if the instructor does not respond, the student may submit a written Grade Appeal Form according to the following process. The Grade Appeal Form must be submitted within 10 business days of the response from the instructor.

#### **A. Completion** of the Grade Appeal Form, to include:

1. the criterion or criteria for the appeal (see A. through E. of the grade appeal criteria above),
2. the grounds for challenging the original grade,
3. a description of the remedy sought, and,
4. full documentation of the informal efforts to resolve the matter taken to date.

#### **B. Submission** of the completed Grade Appeal Form to the

1. Chair or Program Director responsible for the degree program, and
2. Instructor of record.



**C. Departmental Review** (within 20 business days of Grade Appeal Form submission)

Upon receiving a Grade Appeal Form, the Department Chair or Program Director will review the appeal documents, including the instructor's response to the student, within the department or program.

The Chair or Program Director will determine the outcome of the appeal and communicate it to the student and the instructor. The departmental review process, terminating with notification from the Chair or Program Director, is to be completed within 20 business days of Grade Appeal Form submission.

Departmental review may be governed to an extent by accreditation requirements applicable to the program.

**Third Level: Appeal to Academic Affairs Grade Appeal Committee** (*within 10 business days of departmental determination*)

If the departmental review process does not result in resolution of the student's concerns, the student has 10 business days after receiving the determination to direct the Grade Appeal Form and all associated communications to the Grade Appeal Committee, a standing committee that provides a higher level of appeal beyond the department. The Grade Appeal Committee will deliver a decision within 20 business days of Grade Appeal Form and documentation submission to them. The decision of the Grade Appeal Committee is final.

## TUITION AND FEES

### 2015-2016 Tuition and Fees Schedule

#### Tuition

Tuition - Standard Masters Credit Hour	\$ 1,145
Tuition - Standard Doctoral Credit Hour	\$ 1,330
Tuition - Dissertation Credit Hour	\$ 1,330
Tuition - Doctoral Internship (per term)	\$ 1,330
Tuition - Doctoral Half-time Internship (per term)	\$ 665
Tuition - Global Online Programs Credit Hour	\$ 855
Tuition - Masters Audit Credit Hour	\$ 573
Tuition - Doctoral Audit Credit Hour	\$ 665

#### Course Fees

Fee - Masters Pre-requisite	\$ 1717
Fee - Doctoral Pre-requisite	\$ 1,995
Fee - Masters Professional Development Seminar	\$ 1,145
Fee - Doctoral Professional Development Seminar	\$ 1,330
Fee - Doctoral Dissertation Preparation Seminar	\$ 225
Fee - Doctoral Dissertation Proposal	\$ 1,330
Fee - Doctoral Dissertation Proposal Continued	\$ 1,330
Fee - Doctoral Dissertation Continuation	\$ 1,330
Fee - Masters Clinical Qualifying Exam	\$ 1,145
Fee - CMHC Comprehensive Exam	\$ 1,145
Fee - Doctoral Qualifying Exam (DCFT-763)	\$ 1,330
Fee - DCES Candidacy Exam	\$ 1,330
Fee - Psy.D. Clinical Qualifying Exam - Assessment Competency	\$ 600
Fee - Psy.D. Clinical Qualifying Exam - Intervention Competency	\$ 600
Fee - Psy.D. Qualifying Exam (PSY-704)	\$ 300
Fee - Psy.D. Qualifying Exam (PSY-804)	\$ 300
Fee - Doctoral Dissertation Defense	\$ 510
Fee - Practicum Continuation	\$ 78
Fee - Internship Continuation	\$ 78
Fee - Time2Track Utilization Fee (if applicable)	\$ 30
Fee - AASP Mentorship Fee (if applicable)	

#### Lab/Testing Material Fees

Fee - MAT-521	\$ 30
Fee - COUN-629	\$ 30
Fee - PSY-661	\$ 350
Fee - PSY-662	\$ 350
Fee - PSY-663	\$ 350
Fee - PSY-720	\$ 350
Fee - PSY-783	\$ 300

**Registration-based Fees**

Fee - Student Services Fees	\$ 285
Fee - Liability Insurance for Practica, Internship, Externship (per term)	\$ 78
Fee - Liability Insurance for Social Justice Practica (per term)	\$ 47

**Degree Completion Fees**

Fee - Continuing Ed Certificate Processing	\$ 47
Fee - Graduation	\$ 188
Fee - Replacement Diploma	\$ 58

**Admissions Fees & Deposits**

Fee - Application for Admission	\$ 50
Deposit (non-refundable) - Masters Programs	\$ 300
Deposit (non-refundable) - Doctoral Programs	\$ 500
Deferment Fee	\$ 500

**Other Fees**

Fee - Course Drop	\$ 68
Fee - Late Degree Completion and Graduation Application	\$ 50
Fee - Late Payment	2% of balance
Fee - Late Registration	\$ 395
Fee - Returned Check	\$ 68
Fee - Transcript (Official)	\$ 10
Fee - Transfer/Waiver Credit Evaluation (per course)	\$ 55
Fee - Stop Payment	\$ 35
Fee - UPASS	\$ 114
Fee - UPASS New Card (one time)	\$ 5
Fee - UPASS Replacement	\$ 50

**Payment Information**

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover, American Express, or Visa. Payments made through WebAdvisor will be assessed a convenience fee: 2.5 percent of the payment amount for credit card payments, and \$3 for e-check payments.

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

## Tuition Refund Policy

Students who have officially withdrawn from the University 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 the Registrar page on Adler Connect) 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 term has begun. Only tuition charges will be refunded based on the following schedule:

### Fall & Spring Terms – On-Campus and Blended Programs

End of 7th calendar day of the term (11:59 p.m.)	100%
End of 14th calendar day of the term (11:59 p.m.)	50%
Third week through the end of term	0%

### Summer Term – On-Campus and Blended Programs

End of 7th calendar day of the term (11:59 p.m.)	100%
End of 14th calendar day of the term (11:59 p.m.)	50%
Third week through the end of term	0%

Students who formally withdraw from Adler University will be refunded in accordance with the University's refund policy based on the official withdrawal date processed by the Office of the Registrar.

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

Students who are administratively withdrawn from the University are subject to the University'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.

## PROGRAMS OF STUDY – CHICAGO CAMPUS

Adler University is committed to serving students with diverse needs through multiple degree options. A number of degree programs, certificates, and emphases can be completed on either a full-time or part-time basis via online, blended, or traditional on-ground delivery methods. It is strongly recommended that students pursuing a counseling or clinical psychology degree enroll full time in order to focus the necessary time and attention to their studies and clinical training. Degree programs, certificates, and emphases are offered in the following areas:

Master of Arts (M.A.) in:

- Counseling: Art Therapy
- Counseling: Specialization in Clinical Mental Health Counseling
- Counseling: Specialization in Forensic Psychology
- Counseling: Specialization in Rehabilitation Counseling
- Counseling: Specialization in Sport and Health Psychology
- Couple and Family Therapy
- Public Policy & Administration: Urban Mental Health concentration
- Public Policy & Administration: Human Rights Advocacy concentration

Certificate programs in:

- Substance Abuse Counseling
- Couple and Family Therapy

Doctor of Couple and Family Therapy

Doctor of Philosophy in Counselor Education and Supervision

Doctor of Psychology in Clinical Psychology

Emphases offered (Psy.D. program):

- Military Clinical Psychology
- Child and Adolescent Psychology
- Advanced Adlerian Psychotherapy
- Clinical Neuropsychology
- Primary Care Psychology and Behavioral Medicine
- Traumatic Stress Psychology
- Substance Abuse

# MASTER OF ARTS IN COUNSELING: ART THERAPY

## Program Overview

The Master of Arts in Counseling: Art Therapy program provides 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 program focuses on the process of art-making for self-expression and communication.

After completing graduate studies and 1,000 hours of supervised clinical art therapy practice, a graduate may apply for art therapy registration (ATR) through the Art Therapy Credentials Board (ATCB). ATR requires 1,000 hours of clinical art therapy (direct client contact) including at least 100 hours of supervision or at least one hour of supervision for every 10 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 (LPC) examination. 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. 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 Illinois. Students wishing to seek licensure outside of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice. An online search on a state's or province'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 are typically required to present the following:

- 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 coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- The equivalent of 15 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, life span development, and psychometrics or research methods. All prerequisites should be completed by the end of a student's first semester at Adler University.

- Eighteen 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 artwork (15 examples in three or more different media) demonstrating competence with art materials is required to be presented at the admission interview.

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

## Degree Requirements

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

* MAT-510	Professional Development Seminar	0 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
* MAT-515	Professional Development, Issues and Ethics in Art Therapy, Counseling and Psychopathology	3 cr.
MAT-517	Community Psychology	3 cr.
* MAT-518	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MAT-519	Adlerian Theories and Integrative Interventions for Parents and Teachers	2 cr.
MAT-520	Introduction to Addictive Disorders	3 cr.
MAT-521	Lifestyle and Career Development	3 cr.
MAT-522	Biopsychosocial Bases of Health and Dysfunction for Counselors	3 cr.
* MAT-523	Basic Skills for Psychotherapy and the Use of Art Therapy (w/lab)	3 cr.
MAT-524	Research Methods in Art Therapy, Counseling and Psychotherapy	3 cr.
* MAT-525	Historical and Theoretical Perspectives of Art Therapy, Counseling, and Psychotherapy	3 cr.
* MAT-526	Assessment and Appraisal in Art Therapy, Counseling and Psychotherapy	3 cr.
* MAT-527	Use of Art Therapy in Group Psychotherapy and Psychopathology	3 cr.
* MAT-650	Life Span Development in Art Therapy, Counseling and Psychotherapy	3 cr.
MAT-651	Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychotherapy	3 cr.
MAT-652	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy I: Couples, Families, and Older Adults	3 cr.
* MAT-653	Theories and Methods of Intervention in Art Therapy, Counseling, and Psychotherapy II: Trauma, Loss, Grief, and Bereavement	3 cr.
MAT-654	Neuroscience in Art Therapy, Counseling and Psychotherapy: Special Populations	3 cr.
MAT-655	Studio Art in Therapy, Counseling and Psychotherapy	3 cr.
MAT-656	Special Populations: Adaptive Methods in Art Therapy, Counseling, and Psychotherapy	2 cr.

MAT-667	Practicum Seminar in Art Therapy, Counseling and Psychotherapy I	2 cr.
MAT-668	Practicum Seminar in Art Therapy, Counseling and Psychotherapy II	2 cr.
MAT-677	Practicum in Art Therapy, Counseling and Psychotherapy I	1 cr.
MAT-678	Practicum in Art Therapy, Counseling and Psychotherapy II	1 cr.
MAT-995	Master's Clinical Qualifying Examination	0 cr.

**Total Credit Hours Required: 63**

\* = Required before beginning art therapy practicum

MAT-669	Practicum Seminar in Art Therapy, Counseling and Psychotherapy Continued	1 cr.
MAT-679	Practicum in Art Therapy, Counseling and Psychotherapy III	1 cr.
MAT-610	Practicum Continued	0 cr.

If students need to register for either MAT-669 or MAT-679, their total credit hours will increase accordingly.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of Social Justice Practicum I & II.
3. Satisfactory completion of 700 minimum clock hours of art therapy practicum/ internship 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".
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 Arts in Counseling: Art Therapy.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1) to assist community agencies in their work toward equity for all members of our community, and 2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.



Students must complete their practicum by the last day of spring term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

## **Clinical Practicum**

The Master of Arts in Counseling: Art Therapy program combines education and clinical training in the field of art therapy, core counseling education and training, with the theories and practices of Adlerian psychotherapy. The program requires 63 credit hours in coursework, including 700 hours of art therapy practicum that is completed over a nine- to 12-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 into the summer term of their second year. They would then enroll in MAT-679: Practicum in Art Therapy, Counseling and Psychotherapy III, which was developed for students who need more time for completion. The art therapy program can be completed in two years with a full-time course load over three terms for each of the two years. For further information, consult the Master's and Certificate Clinical Practicum Handbook.

*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 Illinois. Students wishing to seek licensure outside of Illinois are strongly encouraged to research the requirements to sit for licensure for each state or province in which they wish to practice.*

# MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN CLINICAL MENTAL HEALTH COUNSELING

## Program Mission

The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling (CMHC) prepares skilled and socially responsible counselors who are culturally competent and socially aware to meet the needs of diverse communities. The program prepares students with knowledge in theories and methods of clinical mental health counseling. Graduates of the program may work in a wide variety of mental health positions, such as in human service agencies and organizations in both the public and private sectors.

## Program Overview

The M.A. in Counseling–CMHC program consists of:

- A comprehensive theoretical curriculum (counseling and Adlerian foundations) and supervised field experiences of 61 credit hours. These may be completed in two years as a full-time student or three years on a part-time (evening/weekend/online) basis.
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- A Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.
- A CMHC Comprehensive Examination (CPCE).

## Full-Time or Part-Time Learning Schedule

The class offerings are designed to meet the needs of students who desire a full-time, two-year or part-time, three-year learning schedule. Courses required for this program are offered in a variety of weekday, evening, weekend, online, and blended options, giving students the flexibility necessary to meet the demands of a busy life.

## Licensure

The program curriculum is designed to meet the current requirement for the Licensed Professional Counselor (LPC) credential in Illinois. Per the approval of the Illinois Department of Financial and Professional Regulation, graduates may be able to take the National Counselor Exam that was adopted by the state for the LPC credential.

With additional postmaster's supervised experience, graduates may apply for the Licensed Clinical Professional Counselor (LCPC) credential in Illinois. Students should be advised that licensure criteria may change frequently and that some states may require courses and/or training beyond those currently required by the program. Therefore, students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at [nbcc.org/directory](http://nbcc.org/directory).

CMHC students also have the opportunity to apply for the National Certified Counselor (NCC) credential and to take the National Counselor Examination (NCE) on campus during the last semester of the program before graduation. Upon degree completion, students can submit their passing NCE scores to the state board toward the fulfillment of state LPC requirements.

## Minimum Admission Requirements

Applicants to this program are required to have:

- 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.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

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

## Degree Requirements

### Core Courses

CMHC-510	Professional Development Seminar	0 cr.
CMHC-511	Professional Identity Seminar I	1 cr.
CMHC-512	Professional Identity Seminar II	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-531	Foundations of Clinical Mental Health	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
*# COUN-534	Counseling Skills	3 cr.
*# COUN 535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
*# COUN-540	Group Counseling	3 cr.
# CMHC-617	Treatment Planning and Intervention	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.
CMHC-635	Advanced Clinical Mental Health Counseling	3 cr.

**Electives (3 Credit Hours)**

Students are required to take COUN-599, the Thesis Series, or another course upon the faculty advisor's approval. Canadian students are required to take the thesis series as the elective.

COUN-599	Special Topics in Clinical Mental Health Counseling	3 cr.
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**or**

The thesis series below:

COUN-550	Preparation for Applied Thesis	1 cr.
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COUN-551	M.A. Thesis I	1 cr.
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COUN-552	M.A. Thesis II	1 cr.
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Note: Students who choose the thesis option will need to work with their faculty advisor during their first-year spring term. This series is to be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

**Field Training and Seminars**

SJP-513	Social Justice Practicum I	1 cr.
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SJP-514	Social Justice Practicum II	1 cr.
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CMHC-693	CMHC Practicum and Seminar	2 cr.
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CMHC-694	CMHC Internship and Seminar I	2 cr.
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CMHC-698	CMHC Internship and Seminar II	2 cr.
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**CMHC Comprehensive Examination**

CMHC-995	CMHC Comprehensive Examination (CPCE)	0 cr.
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**Total Credit Hours Required: 61**

If students are unable to accrue the 600 required hours of internship upon completion of CMHC-698, then students will have to register for CMHC-697: CMHC Internship II Continuation.

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

# Courses denoted with “#” are offered only on-campus, in a 15-week format.

**Graduation Requirements**

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Passing grade on the Counselor Preparation Comprehensive Exam.
6. Submission of 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: Specialization in Clinical Mental Health Counseling.

## Professional Practice and Field Training

An integral part of the training offered at Adler is the acquisition of practical counseling and scholarly skills gained in field placements for some degree programs. Ongoing involvement in counseling 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 coursework.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1) to assist community agencies in their work toward equity for all members of our community, and 2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

## Clinical Mental Health Counseling Practicum and Internship

Professional practice is a key element of the training of a student to become a professional counselor. During field training, students are provided with opportunities to apply theory, develop counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and Adler University.

CMHC field training is composed of two phases that typically both take place at the same site. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase, students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours of fieldwork, consisting of 240 direct client hours of various services, including but not limited to individual and group counseling, assessment, and intake.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship; and internship as a supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

During the academic year, the Director of Clinical Training will assist students with the application process prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details of the requirements and application process for the CMHC practicum and internship can be found in the CMHC Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu), or from the program faculty advisor and program director.

## **Thesis**

The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards. This is a requirement for credentialing in Canada.

## **Counselor Preparation Comprehensive Examination**

The CMHC program uses the Counselor Preparation Comprehensive Examination (CPCE) as a comprehensive examination of students. It is developed and published by the Center for Credentialing and Education and is offered by the National Board of Certified Counselors. Students can take the comprehensive examination upon completion of all their core courses and consultation with their advisors.

# MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN FORENSIC PSYCHOLOGY

## Program Overview

The Master of Arts in Counseling: Specialization in Forensic Psychology (MACF) prepares students to apply theory and foundational counseling skills as well as to be knowledgeable regarding forensic psychology principles and contexts. The program offers traditional graduate degree training coupled with an emphasis on education and training of socially responsible practitioners who embrace diversity and seek to empower forensic populations through counseling and advocacy. The specialized forensic courses are part of the comprehensive counseling education curriculum, and graduates are well prepared for a wide variety of mental health positions in human service agencies, organizations in both the public and private sectors, and forensic services. The specialization in forensic psychology consists of specialized coursework in forensic evaluation and treatment in all four areas of forensic populations, including criminal, civil, corrections, and first responders. The program will foster the development of social equality, justice, and respect for individuals who have experienced involvement in forensic arenas.

The MACF program combines rigorous academic instruction with a foundation in theories and methods of counseling and counseling techniques with clinical field placements through which students receive hands-on experience under the supervision of licensed professionals.

The MACF program consists of:

- A comprehensive theoretical curriculum (counseling, forensic specialties, and Adlerian foundations) and supervised field experiences of 65 credit hours. This comprehensive graduate program can be completed in 24 months of full-time attendance.
- Clinical field experience, which is conducted through a supervised practicum (100 hours) and internship (600 hours). Through a large network of community providers, students are able to complete their clinical training in a variety of settings.
- A Social Justice Practicum (SJP), a social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.

This program is designed to be completed on a full-time basis. Students seeking a part-time schedule must consult with the program director. Courses required for this program are offered in a combination of weekday and evening options; some classes are offered in an online format.

## Licensure

Graduates are eligible to apply for licensing as a Licensed Professional Counselor (LPC) in Illinois. In addition, students are provided with the opportunity to apply for the National Counselor Credential (NCC) and to take the National Counselor Exam (NCE) prior to 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 while not all states require the NCE exam, students are strongly encouraged to take it.

Although this program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in Illinois, students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. 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 American Counseling Association at [counseling.org](http://counseling.org) and the National Board of Certified Counselors at [nbcc.org](http://nbcc.org).

## Minimum Admission Requirements

Applicants to this program are required to have:

- 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.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate outstanding academic performance or academic ability in other ways.

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

## Degree Requirements

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

SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
*MACF-500	MACF Professional Development Seminar	0 cr.
MACF-518	MACF Professional Identity Seminar I	1 cr.
MACF-519	MACF Professional Identity Seminar II	1 cr.
MACF-506	Roles and Directions in Forensic Psychology	3 cr.
MACF-507	Counseling in Forensic Populations	3 cr.
MACF-508	Violence, Aggression, and Social Deviance	3 cr.
MACF-509	Trauma, Victimology, Theory, Practice & Advanced Counseling Skills	3 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
*COUN-532	Professional, Legal, and Ethical Issues	3 cr.
*COUN-533	Counseling Theories	3 cr.
*COUN-534	Counseling Skills	3 cr.
*COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
*COUN-536	Counseling Multicultural Communities	3 cr.
*COUN-540	Group Counseling	3 cr.
COUN-618	Couple and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Development	3 cr.



COUN-626	Appraisal and Assessment	3 cr.
COUN-629	Career Development Theories and Intervention	3 cr.
COUN-630	Addictions Counseling	3 cr.
MACF-680	MACF Counseling Practicum and Seminar	2 cr.
MACF-681	MACF Counseling Internship and Seminar I	2 cr.
MACF-683	MACF Counseling Internship and Seminar II	2 cr.

Choose one elective (to be chosen with advisor consultation)

**Elective Options:**

MACF-515	Forensic Psychology for Law Enforcement	3 cr.
MACF-516	Sex Offender Treatment Theory and Practice	3 cr.
MACF-517	Psychology of Juvenile Justice Populations	3 cr.
<b>or</b>		
COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

*Students who choose the thesis option are required to work with their faculty advisor in the spring semester of year one. The series will begin in fall of second year.*

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**Total Credit Hours Required: 64**

If students do not complete their required practicum or internship hours in MACF-680, MACF-681, or MACF-683, then they will need to register for one of the following continuation courses:

MACF-684	MACF Counseling Internship & Seminar Continued	0 cr.
MACF-610	Practicum Continued	0 cr.

## Grade Requirements for Prerequisites

1. Courses denoted with an asterisk are practicum prerequisites.
2. Students are expected to complete all the practicum prerequisites before they are allowed to participate in field training. These eight courses are considered foundational for the other courses in the program. Thus, students are required to earn a B or above in each of these courses. Should students fail to earn the appropriate grade in any of these courses, they have to retake the courses and receive a B or better grade by the time the practicum begins.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 700 minimum hours of practicum.
3. Satisfactory completion of Social Justice Practicum I & II.
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 Counselor Preparation Comprehensive Exam (CPCE).
6. Successful completion of an M.A. thesis for students interested in license eligibility in Canada.

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: Specialization in Forensic Psychology degree.

## Social Justice Practicum

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1) to assist community agencies in their work toward equity for all members of our community, and 2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

## Professional Practice and Field Training

Professional practice is a key element of a student's training to become a professional in the field. During field training, students are provided with opportunities to apply theories, develop skills, and formulate goals and strategies with actual clients under supervision both from the site and Adler University.

MACF counseling field training is composed of two phases that typically both take place at the same site. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours of fieldwork, consisting of 240 direct client hours of various services, including but not limited to individual and group counseling, assessment, and intake assessments.

"Practicum" is defined as a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship; and internship as a supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and

skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The faculty advisor and training professor will assist students with the application process during the academic year prior to the actual field placement. The University has a pool of approved training sites in various mental health settings and service themes. Details about requirements and the application process for the MACF counseling practicum and internship can be found in the MACF Counseling Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu), or from the program faculty advisor and program director.

## **Counselor Preparation Comprehensive Examination**

It is one of the graduation requirements for MACF students to successfully complete a comprehensive examination. The Department of Counseling and Counselor Education at Adler University utilizes the Counselor Preparation Comprehensive Examination (CPCE) issued by the Center for Credentialing and Education under the National Certified Counselor Board. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

The CPCE is usually administered once every semester. Students are eligible to take the exam after their successful completion of all the core courses.

## **Thesis**

The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards. The thesis is a requirement for credentialing in Canada.

## MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN REHABILITATION COUNSELING

The mission of the Master of Arts in Counseling: Specialization in Rehabilitation Counseling (MACR) program is to educate students in the profession of rehabilitation counseling, with a special emphasis on the provision of services that enhance the independence and quality of life for persons with disabilities. Special emphasis is placed on training students to become socially responsible practitioners who embrace diversity perspectives and who empower individuals with disabilities to build bridges across social, economic, cultural, racial, and political systems. The program will foster the development of social equality, justice, and respect for individuals with disabilities in the global community.

The MACR program is designed to provide students with a foundation in theories and methods of counseling with practical, supervised training in counseling techniques, in addition to specific training in the field of rehabilitation counseling. The program combines the best features of a traditional counseling program with Adler University's emphasis on education and training in socially responsible practice, systems change, and leadership in service to individuals with disabilities. Graduates of the program are well prepared for a wide variety of rehabilitation counseling and community mental health positions in human service agencies and organizations in both the public and private sectors.

The MACR program consists of:

- A comprehensive theoretical curriculum (counseling, rehabilitation counseling, and Adlerian foundations) and supervised field experiences of 64 credit hours. This comprehensive graduate program can be completed in 24 months of full-time attendance.
- Clinical field experience, which is conducted through a supervised practicum (100 hours) and internship (600 hours). Through a large network of community partners, students are able to complete their clinical training in a variety of settings.
- A Social Justice Practicum (SJP), a 200-hour social responsibility immersion experience created to develop in graduates an identity as social justice advocates and agents of social change.

### Instructional Modality

This program is designed to be completed on a full-time basis. Students seeking a part-time schedule must consult with the program director. Courses required for this program are offered in a combination of weekday and evening options; some classes are offered in an online format.

### Licensure and Credentials

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 Illinois. In addition, students who pass the CRC examination are eligible to apply for the LPC in Illinois with no additional examination requirement. The program is accredited by the Council on Rehabilitation Education (CORE).

Although this degree program satisfies the current academic and pre-degree training and education requirements for the Licensed Professional Counselor (LPC) credential in Illinois,

students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. Students should be advised that licensure criteria may change frequently and that some states may require courses and/or training beyond those currently required by the program. Therefore, students should plan their curriculum according to specific state requirements. Details regarding application for these credentials can be found at [nbcc.org/directory](http://nbcc.org/directory). More information about the field of rehabilitation counseling can be found at [arcaweb.org](http://arcaweb.org) and [crrcertification.com](http://crrcertification.com).

## Minimum Admission Requirements

Applicants to this program are required to have:

- 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.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways

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

## Degree Requirements

### Core Courses

* MACR-500	Foundations of Rehabilitation Counseling	3 cr.
MACR-502	Medical and Psychosocial Aspects of Disability	3 cr.
MACR-510	Professional Development Seminar	0 cr.
MACR-511	Rehabilitation Counseling Professional Identity Seminar I	1 cr.
MACR-512	Rehabilitation Counseling Professional Identity Seminar II	1 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* CMHC-531	Foundations of Clinical Mental Health	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behavior	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* COUN-540	Group Counseling	3 cr.
COUN-618	Couples and Family Counseling	3 cr.
COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-630	Addictions Counseling	3 cr.
MACR-638	Advocacy, Community Outreach & Case Management in Rehabilitation Counseling	3 cr.
MACR-639	Individual Appraisal and Assessment Methods in RC	3 cr.
MACR-642	Career Development, Vocational Rehabilitation, & Job Placement Elective (to be chosen with advisor consultation)	3 cr.

### Electives (3 Credit Hours)

Students are required to take and choose either COUN-599 or another master's-level course upon the faculty advisor's approval and the approval of the applicable academic leader overseeing the chosen course. Canadian students are required to take the thesis series as the elective.

COUN-599	Special Topics in Clinical Mental Health Counseling	3 cr.
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*or*

The thesis series below:

COUN-550	Preparation for Applied Thesis	1 cr.
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COUN-551	M.A. Thesis I	1 cr.
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COUN-552	M.A. Thesis II	1 cr.
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Note: Students who choose the thesis option will need to work with their faculty advisor during their first-year spring term. This series is to be started in the summer of the first year of the program. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. Thesis Continuation courses until the thesis is completed.

### Field Training and Seminars

SJP-513	Social Justice Practicum I	1 cr.
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SJP-514	Social Justice Practicum II	1 cr.
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MACR-557	MACR Practicum and Seminar	2 cr.
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MACR-657	MACR Internship and Seminar I	2 cr.
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MACR-658	MACR Internship and Seminar II	2 cr.
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**Total Credit Hours Required: 64**

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

### Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
5. Submission of graduation application and full payment of all outstanding tuition and fees.

### Professional Practice and Field Training

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 coursework.

## Social Justice Practicum (SJP)

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1) to assist community agencies in their work toward equity for all members of our community, and 2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

## Rehabilitation Counseling Practicum and Internship

Professional practice is a key element of the training of a student to become a professional counselor. During field training, students are provided with opportunities to apply counseling theories, develop counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and Adler University.

The MACR field training is composed of two phases: a 100-hour minimum practicum and a 600-hour minimum internship. These typically both take place at the same site. The University has a pool of approved training sites in various mental health settings and service themes.

The MACR practicum is a supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to the internship. The MACR internship is a supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The MACR Director of Training will assist students with the application process during the academic year prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details about the requirements and application process for the MACR practicum and internship can be found in the Adler University Practicum and Internship Training Manual. You may obtain a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu), or from your academic advisor or program director.

# MASTER OF ARTS IN COUNSELING: SPECIALIZATION IN SPORT AND HEALTH PSYCHOLOGY

## Program Overview

The Master of Arts in Counseling: Specialization in Sport and Health Psychology (MASH) provides students with a foundation in theories and methods of counseling that will allow them to counsel individuals who wish to maximize their sport performance and health. Sport and health psychology share many synergies, including the necessity to manage overt and covert behaviors that often conflict with challenges posed by social environments and physiological states. Counselors with specialized training in sport and health psychology are employed within health promotion programs, high school and university counseling centers, amateur and professional sport programs, physical rehabilitation centers, community health and recreation agencies, retirement communities, as well as 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 address issues such as childhood obesity, develop sport and-wellness programs for those who are underserved and marginalized, and assist youth and adult athletes, coaches, and other professionals working within sports and health with the development of performance enhancement and character-building programs. The MASH program offers the best features of traditional graduate degree training programs coupled with Adler University's emphasis on education and training in socially responsible practice.

## Licensure and Credentials

The Sport and Health Psychology program consists of specialized coursework integrated within the existing Master of Arts in Counseling degree program. The MASH program has received National Certified Counselor credentialing by the National Board of Certified Counselors. This provides students with the opportunity to apply for the NCC credential and to take the National Counselor Examination (NCE) before graduation. Upon degree completion, students can submit their passing NCE scores to the Illinois board toward the fulfillment of state licensing requirements. It should be noted that not all states require the NCE for the counselor licensure. Students are strongly encouraged to check specific state exam requirements before taking the NCE. Although this degree program satisfies the current academic and pre degree training requirements for the Licensed Professional Counselor (LPC) credential in Illinois, students should be aware that licensure requirements in some states may require them to take courses beyond those currently required by Adler University. Students should consult state boards and licensure requirements in other jurisdictions in which they intend to practice and plan their curriculum accordingly. Links to state and provincial credentialing boards can be found on the website of the American Counseling Association ([counseling.org](http://counseling.org)) or Association of State and Provincial Psychology Boards at [asppb.org](http://asppb.org).

In addition, successful completion of this program will prepare graduates to apply for provisional credentialing in sport psychology as a Certified Consultant through the Association for Applied Sport Psychology (CC-AASP).



The Master of Arts in Counseling: Specialization in Sport and Health Psychology consists of:

- A comprehensive theoretical curriculum (counseling, Adlerian foundations, and sport psychology) and supervised field experiences of 70 credit hours.
- The clinical field experience is conducted through a supervised practicum (100 hours) and internship (600 hours). Through our vast network of community partners, students are able to complete their practical training in a variety of settings.
- The Social Justice Practicum, which is a social responsibility immersion experience created to develop an identity as social justice advocates and agents of social change in graduates.
- A 400-hour sport and health psychology externship field training experience supervised by Adler faculty who have earned CC-AASP credentialing.

This program is designed to be completed on a full-time basis. Students seeking a part-time schedule must consult with the program director. Courses required for this program are offered in a combination of weekday, evening, weekend, online, and blended options, giving students the flexibility to complete the program in a time frame that may be realistic with other obligations they have.

## Minimum Admission Requirements

Applicants to this program are required to have:

- 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.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.

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

## Degree Requirements

### Core Courses

* MASH-500	MASH Professional Development Seminar	0 cr.
COUN-518	Adlerian Theory and Counseling	3 cr.
* COUN-532	Professional, Legal, and Ethical Issues	3 cr.
* COUN-533	Counseling Theories	3 cr.
* COUN-534	Counseling Skills	3 cr.
* COUN-535	Diagnosis of Maladaptive Behaviors	3 cr.
* COUN-536	Counseling Multicultural Communities	3 cr.
* MASH-539	Introduction to Sport and Health Psychology	3 cr.
* COUN-540	Group Counseling	3 cr.
MASH-541	Human Performance Enhancement Using Cognitive Behavioral Approaches in Sport and Health Psychology	3 cr.
MASH-542	Appraisal of Individual Differences in Sport and Health Psychology	3 cr.
COUN-618	Couple and Family Counseling	3 cr.

*COUN-622	Human Growth and Development	3 cr.
COUN-625	Research and Program Evaluation	3 cr.
COUN-629	Career Development Theories and Interventions	3 cr.
COUN-630	Addictions Counseling	3 cr.
MASH-636	Biological Bases of Behavior in Sport and Health Psychology	3 cr.
MASH-645	Critical Evaluation of Contemporary Issues in Sport and Health Psychology	3 cr.
MASH-646	Cognitive Affective Bases of Behavior in Sport and Health Psychology	3 cr.

### Field Training and Seminars

MASH-501	Applied Sport and Health Psychology Professional Preparation Seminar I	1 cr.
MASH-502	Applied Sport and Health Psychology Professional Preparation Seminar II	1 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MASH-680	MASH Counseling Practicum and Seminar	2 cr.
MASH-682	MASH Counseling Internship and Seminar I	2 cr.
MASH-684	MASH Counseling Internship and Seminar II	2 cr.
MASH-681	Sport and Health Externship and Seminar I	1 cr.
MASH-683	Sport and Health Externship and Seminar II	1 cr.
MASH-685	Sport and Health Externship and Seminar III	1 cr.

### Comprehensive Examination

MASH-995	MASH Comprehensive Examination	0 cr.
	Elective (Choose one from list below)	3 cr.

### Electives (3 credit hours)

Students are required to choose one of the electives listed below. If students do not have an upper-level undergraduate exercise physiology, biomechanics, or kinesiology course (as required by standard C3 of AASP Certification) students must take MASH-643 as their elective.

MASH-643	Exercise Physiology	3 cr.
MASH-647	Exercise Psychology	3 cr.
MASH-648	Business Development in Sport & Health Psychology	3 cr.

**or**

Students may choose to follow the thesis series below.

*Note: Students who choose this option will need to work with their faculty advisor during their first-year spring term. This series is to be started in fall of the second year.*

COUN-550	Preparation for Applied Thesis	1 cr.
COUN-551	M.A. Thesis I	1 cr.
COUN-552	M.A. Thesis II	1 cr.

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**Total Credit Hours Required: 70**

\*Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.

## Graduation Requirements

1. Satisfactory completion of all required courses and seminars.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of Social Justice Practicum I & II.
4. Satisfactory completion of at least 400 hours of sport & health psychology externship.
5. Pass the Counseling Preparation Comprehensive Examination.
6. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
7. Submission of 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: Specialization in Sport and Health Psychology.

## Professional Practice and Field Training

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 coursework.

## Social Justice Practicum (SJP)

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the fall and spring terms. The SJP is an anchor of student learning at Adler University, where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1) to assist community agencies in their work toward equity for all members of our community, and 2) to enable students to gain knowledge, skills, and perspectives around social justice strategies needed to build a more equitable society.

The SJP is designed to help students learn how to work alongside communities, and it serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners.

Students must complete their practicum by the last day of spring term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the midterm and final evaluation to receive credit for completing the SJP.

The SJP may not be waived, and life credit is not admissible to meet this requirement.

## **Counseling Practicum and Internship**

Professional practice is a key element of a student's training to become a professional in the field. During field training, students are provided with opportunities to apply theories, develop skills, and formulate goals and strategies with actual clients under supervision both from the site and Adler University.

MASH Counseling field training is composed of two phases that typically both take place at the same site. Practicum is the first phase of clinical field training in mental health settings as a counselor trainee. In this phase students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours fieldwork, consisting of 240 direct client hours of various services, including but not limited to individual and group counseling, assessment, and intake.

The practicum is completed prior to internship; and internship as a supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The MASH Training Director and program faculty will assist students with the application process during the academic year prior to the actual field placement. Adler University has a pool of approved training sites in various mental health settings and service themes. Details about the requirements and application process for the MASH Counseling Practicum and Internship can be found in the MASH Counseling Practicum and Internship Training Manual. You may find and download a copy of this manual from the Adler Connect portal at [connect.adler.edu](http://connect.adler.edu), or from the program faculty advisor and program director.

## **Sport and Health Externship**

Students will complete an externship (minimum of 400 hours) in a setting that allows them to focus on sport and health psychology. The externship experience involves students providing sport- and health-related services under the supervision/mentorship of a sport psychology consultant (CC-AASP) who is certified by the Association of Applied Sport Psychology (AASP). An externship complements classroom education and provides students the opportunity to work with experienced sport and health professionals and to acquire a professional identity. The MASH Training Coordinator will assist students with the externship application process that is outlined in the MASH Externship Handbook.

## Counselor Preparation Comprehensive Examination

A graduation requirement for all MASH students is to successfully complete a comprehensive examination. The Department of Counseling and Counselor Education at Adler University utilizes the Counselor Preparation Comprehensive Examination (CPCE) issued by the Center for Credentialing and Education under the National Certified Counselor Board. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

The CPCE is usually administered once every semester. Students are eligible to take the exam after their successful completion of all the core courses.

## Postgraduate Advanced Training in Applied Sport Psychology

Optional postgraduate training is designed to provide Adler graduates with 300 post-degree hours required for the Association of Applied Sport Psychology Certification (CC-AASP). AASP consultants may provide a variety of services depending on their professional training. The most common services focus on:

- Providing information about the role of psychological factors in sport, exercise, and physical activity to individuals, groups, and organizations. They may, for example, assist with exercise adherence, communication, teamwork, performance enhancement, or program development and evaluation.
- Teaching participants specific mental, behavioral, psychosocial, and emotional control skills for sport, exercise, and physical activity contexts. They might, for example, focus on relaxation, emphasis, or the use of imagery.

Advanced training is available to graduates who have completed the MASH program in the last three years. The advanced training consists of an externship field placement supervised/mentored by an Adler faculty member who is certified by AASP (CC-AASP). Graduates enroll in one advanced training course, MASH-686: Advanced Sport Psychology Externship and Seminar (two credits).

# MASTER OF ARTS IN COUPLE AND FAMILY THERAPY

## Program Overview

The Master of Arts in Couple and Family Therapy (MCFT) program is designed to prepare highly skilled therapists with specialized expertise in treating couples and families. Students are trained to perceive individuals, couples, and families from a systems perspective. The clinically intensive coursework and practicum experiences provide students with strong conceptual, assessment, treatment planning, and intervention skills based on the major models of couple and family therapy.

Graduates of the program have the core professional identity as a Couple and Family Therapist (CFT) qualified for membership in the American Association for Marriage and Family Therapy (AAMFT). CFTs are mental health professionals who recognize that relationships and patterns of engaging influence individual and relational functioning and therefore need to be part of the therapy process. CFTs work with individuals, couples, and families in a wide variety of clinical settings including community mental health centers, group and private practices, hospitals, schools, substance abuse treatment programs, correctional facilities, and residential treatment programs.

The MCFT curriculum and supervised training are intended to help graduates meet the educational requirements for licensure as a Marriage and Family Therapist (LMFT). The program satisfies the current academic and pre-degree training requirements for Illinois. Students should be aware that LMFT requirements can vary significantly from state to state in their expectations of practicum hours and coursework. It is vital that students identify the licensure requirements for the state(s) in which they intend to practice and seek guidance from their advisors to create an educational and training plan that will meet the criteria for each specific state.

The CFT department is dedicated to training quality couple/marriage and family therapists firmly grounded in systemic theories who are culturally competent and socially responsible. An experiential training model is used to:

- Achieve clinical excellence with individuals, couples, and families
- Impact relational change
- Develop the self of the therapist
- Foster social justice
- Create cultural competence

## Minimum Admission Requirements

- A baccalaureate degree from a college or university regionally accredited by a nationally recognized accrediting agency or an equivalent degree from an international college or university.
- A grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate improved academic performance or academic ability in other ways.
- Completion of the following semester courses in psychology with grades of C or better: General or introductory psychology, human development, and research methods or statistics. Equivalent coursework in other social sciences may also be considered.

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

Students are admitted to the MCFT program on a full-time basis typically completing the program in two years. Part-time study is permitted on a limited-time basis based on extenuating circumstances with the permission of the chair of the department. Students approved for part-time study will be provided with a planned sequence of courses. The MCFT program must be completed in five years.

## Degree Requirements

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

* MCFT-510	Professional Development Seminar I	0 cr.
* MCFT-511	CFT Professional Identity Seminar I	1 cr.
* MCFT-512	CFT Professional Identity Seminar II	1 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
MCFT-337	Group Psychotherapy	3 cr.
MCFT-433	Fundamentals of Adlerian Psychology and Parenting Education: Theory and Interventions	3 cr.
MCFT-438	Introduction to Addictive Disorders	3 cr.
* MCFT-472	Basic Skills of Therapy for CFTs	3 cr.
MCFT-497	Research Methods	3 cr.
* MCFT-505	Professional Development: Issues and Ethics	3 cr.
* MCFT-647	Biopsychosocial Bases of Health and Dysfunction for CFTs	3 cr.
* MCFT-650	Overview of Postmodern Approaches to Couple and Family Therapy	3 cr.
* MCFT-651	Assessment and Treatment Planning with Individual and Family Systems	3 cr.
* MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-655	Therapy with Couples: Theory and Techniques	3 cr.
* MCFT-660	Culture and Diversity in Couple and Family Therapy	3 cr.
* MCFT-662	Overview of Modern Approaches to Couple and Family Therapy	3 cr.
MCFT-663	Family Therapy: Theory and Techniques	3 cr.
MCFT-664	Practicum in Couple and Family I	1 cr.
MCFT-665	Practicum in Couple and Family II	1 cr.
MCFT-667	M.A. Practicum Seminar in Couple and Family I	3 cr.
MCFT-668	M.A. Practicum Seminar in Couple and Family II	3 cr.
MCFT-669	M.A. Practicum Seminar in Couple and Family III	3 cr.
MCFT-670	Family Therapy with Children and Adolescents	3 cr.
MCFT-995	Master's Clinical Qualifying Examination	0 cr.

**Total Credit Hours Required: 60**

\* = Required before beginning counseling practicum

If students are unable to accrue the required practicum hours upon completion of MCFT-669, then they will have to register for MCFT-610: Couple & Family Practicum Continuation in the subsequent term.

## **Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 300 clinical hours, including 100 relational hours.
3. Satisfactory completion of Social Justice Practicum I & II.
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 CFT Master's Clinical Qualifying Examination (MAQE).
6. Submission of completed graduation application and full payment of all outstanding tuition and fees

## **Program-Specific Practicum**

Students in the MCFT program acquire and develop practical clinical skills in couple and family therapy through a clinical practicum. The clinical practicum usually occurs in the second year of the program. Students spend roughly 15-20 hours per week for 12 months at an approved practicum site. The practicum is comprised of a minimum of 300 hours of therapy with individuals, couples, and families including a minimum of 100 relational hours. The clinical director of the MCFT program will collaborate with students to identify the clinical experiences that meet the needs of the MFT profession and the goals of the student. Additional resources are available in the Practicum Handbook and the database of practicum sites available from the Training Department.

## **Three-Year Option**

For a variety of reasons, MCFT students may need to complete the program in three years. In this option, the student does the clinical practicum in the third year of the program. During the second year, the student will take most of the courses for that year. The exceptions are Family Therapy: Theory and Techniques (MCFT-663) and Therapy with Couples: Theory and Techniques (MCFT-655), which are required to be taken concurrently with the practicum. In addition, students will take Professional Development Seminar II (MCFT-515) during the second year of the program.



# MASTER OF ARTS IN PUBLIC POLICY & ADMINISTRATION – CONCENTRATIONS IN URBAN MENTAL HEALTH AND HUMAN RIGHTS

## Program Overview

The Master of Arts in Public Policy & Administration (MAPPA) is a graduate professional degree that helps students prepare for careers in public policy, governance, and service. With the global growth of urbanization over the past 200 years, more than 50 percent of the world's population now lives in urban areas. These migratory patterns and other challenges facing urban life span the spectrum of opportunities from prosperity to concerns for sustainable lifestyles and social inclusion. Considering both the opportunities and problems urbanization generates, the goal of the MAPPA program is to provide students with a quality education that prepares graduates for leadership and advocacy roles in government and community services. The program combines rigorous academic instruction with civic-engaged experiences that give students the opportunity for hands-on experience under the supervision of faculty and professionals in the field. The program offers the best features of traditional graduate education and training in policy and administration coupled with Adler University's emphasis on being a socially responsible practitioner.

The MAPPA program provides students with core knowledge and skills in policy development and analysis, program evaluation, management, and politics necessary for work in the public arena including national, state, and local governments; policy research centers; consulting firms; community action groups, and direct-service providers in the United States and around the world. The program requires 36 hours of coursework with a minimum of 27 hours of public policy and administration core coursework and nine hours of concentration coursework in either urban mental health or human rights. In order for students to become effective public policy professionals and administrators, they need to advance their abilities in leadership and management and become participants in and contributors to the process of creating public policy—including the analysis, synthesis, critical thinking, and problem-solving that encourages the growth of healthy communities. Learning to communicate and interact with diverse groups within a rapidly changing society is essential, as is the ability to articulate and apply new perspectives in policy discussions. In helping students achieve these competencies, the MAPPA program incorporates both practice and theory into the curriculum.

The Human Rights Advocacy concentration of the MAPPA will offer students opportunities to gain competency in advocacy using international human rights treaties, concepts, and international governmental and quasi-governmental bodies such as the United Nations or World Health Organization.

The Urban Mental Health concentration of the MAPPA offers students the knowledge, skills, and attitudes needed to address one of the world's most pressing trends—the unprecedented growth and size of the world's urban areas—to ensure that city living promotes mental health and well-being. Graduates will have the knowledge, skills, and attitudes required to develop, implement, and evaluate policy interventions that reduce urban environmental risk factors and enhance urban environmental protective factors to promote the mental health and well-being of city residents.

## Minimum Admission Requirements

Applicants to this program are required to have:

- 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.
- A minimum grade point average of 3.0 or higher on a 4.0 scale for undergraduate and graduate coursework. Exceptions may be made for applicants who demonstrate outstanding academic performance or academic ability in other ways.
- The equivalent of one introductory course in microeconomics and one quantitative reasoning course which can be in mathematics, logic, or statistics with grades of C or better. Equivalent coursework in other social sciences may also be considered. All prerequisites should be completed by the end of a student's first semester at Adler University.

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

## Degree Requirements

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

### Core Curriculum

PPA-500	Theories of Public Policy and Administration	3 cr.
PPA-501	Political Economy and Economic Analysis in Public Policy Development	3 cr.
PPA-502	Ethics in Public Service	3 cr.
PPA-503	Collaborative Policymaking and Civic Engagement	3 cr.
PPA-504	Public Finance	3 cr.
* PPA-505	Research Methods I: Quantitative Research Methods	3 cr.
* PPA-506	Research Methods II: Qualitative Research Methods & Community Consultation	3 cr.
PPA-507	Organization Theory in Public Administration	3 cr.
PPA-508	Capstone/Fieldwork Experience in Public Policy	3 cr.

\* = Required before beginning capstone/fieldwork

### Nine credit hours within one area of concentration:

#### Urban Mental Health Concentration Curriculum

PPA-509	Health Determinants and Outcomes	3 cr.
PPA-510	Public Health and Population Mental Health Research and Promotion	3 cr.
PPA-511	Topics in Urban Policy – Critical Urban Mental Health Issues	3 cr.

#### Human Rights Concentration Curriculum

PPA-512	Human Rights Policies and Outcomes	3 cr.
PPA-513	The Human Right to Health	3 cr.
PPA-514	Topics in Urban Policy – Contemporary Human Rights Issues	3 cr.

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**Total Credit Hours Required: 36**

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## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 100 minimum hours of fieldwork.
3. Successful completion of a 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.
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 Public Policy Administration.

# CERTIFICATE IN SUBSTANCE ABUSE COUNSELING

## Program Overview

The Certificate in Substance Abuse Counseling is designed to provide education and training in the prevention, intervention, and treatment of alcohol and other drug abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and 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 certificate 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 certificate program can be taken as part of the student's graduate studies at either the master's or doctoral level. Students in the Psy.D. program will need to complete the emphasis in Substance Abuse Treatment prior to admittance into the certificate program. The 500-hour practicum in substance abuse counseling is taken as an advanced clinical practicum.

Students may elect to take only the substance abuse counseling courses without the practicum, as an emphasis. In this case, they are ineligible to sit for the IAODAPCA, Inc. certification examination for Illinois.

Non-degree-seeking students already with a counseling, social work, or psychology bachelor's, master's, or doctoral degree can enroll in the program for a Certificate in Substance Abuse Counseling. The certificate is awarded after completion of the required coursework and the 500-hour practicum.

In either case, admission is through the University's admission process and a personal interview with the Program Director.

## Course Requirements

The Certificate in Substance Abuse Counseling requires the following 12 credits of coursework:

PCO-438, MAT-438	Introduction to Addictive Disorders	3 cr.
	<i>or</i>	
COUN-630	Addictions Counseling	3 cr.
	<i>or</i>	
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
CES-437	Treatment of Addictive Disorders	3 cr.

MAT-515, MCFT-505	Professional Development, Issues, and Ethics	3 cr.
	<i>or</i>	
COUN-532	Professional, Legal, and Ethics Issues	3 cr.
	<i>or</i>	
PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.

## Specialized Practicum for Substance Abuse Certificate

In addition to the specialized coursework in AODA counseling, students pursuing the Certificate in Substance Abuse Counseling will acquire and develop practical skills in the AODA core functions through specialized field placements.

Students should expect to spend from 10 to 20 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 500 total clock hours of practica is required.

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

The Certificate in Substance Abuse Counseling requires the following four semester credit hours of practicum (500 hours) coursework:

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

## Completion Requirements:

1. Satisfactory completion of all required credit hours of AODA coursework.
2. Satisfactory completion of the three-semester-hour course on professional development, issues, and ethics.
3. Satisfactory completion of four semester hours of practicum coursework including 500 clock hours of AODA clinical practicum.
4. Submission of completed graduation application and full payment of all outstanding tuition and fees.

# CERTIFICATE IN COUPLE AND FAMILY THERAPY

## Program Overview

The Certificate in Couple and Family Therapy (CCFT) enables qualified professionals to develop specialized expertise in treating couples and families. Professionals with a master's degree in professional counseling, social work, psychology, and related health fields can build on prior training and experience by developing skills in couple and family therapy. These additional skills can enhance current clinical work in a variety of mental health settings.

Students are trained to perceive individuals, couples, and families from a systems perspective. The clinically intensive coursework and practicum experience provides students with strong assessment, conceptual, treatment planning, and intervention skills based on the major models of couple and family therapy. The ability to work with families is particularly valuable for clinicians treating children and adolescents.

The CCFT program is designed to help students meet the current academic and pre-degree training and education requirements for the Marriage and Family Therapy license (LMFT) in Illinois. Since licensure requirements change periodically and vary from state to state, students should plan their curriculum carefully with their advisor in order to meet the criteria for the state where they intend to practice.

The CCFT program embraces Adler's commitment to social justice and diversity. Thus, social interest is integrated into the curriculum with the goal of training skilled clinicians who are socially responsible and culturally competent.

## Requirements for Admission to the Certificate Program

Qualified professionals or students nearing completion of a master's degree program may apply for the CCFT program following the application procedures outlined in the Adler University Catalog. Approved applicants will be invited to participate in the MCFT interview process as a final step in the application process. Application requirements include:

- A master's degree in professional counseling, psychology, social work, or a related health field.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- Prerequisite graduate coursework including three semester hours in human development, professional ethics, research methods, psychopathology, and basic therapeutic skills.
- Practicum experience in the master's degree program.
- Post-master's experience is desirable but not required.

Students completing other Adler clinical programs wishing to add the CCFT will follow the application process for in-house candidates. Approved Adler students will participate in the MCFT interview process as a final step in the application process.

Graduate-level CFT coursework completed in the applicant's master's degree program may be recognized for transfer of credit to the CCFT program. These courses will be evaluated on an individual basis by the CFT chair. Students lacking any of the graduate-level prerequisite courses listed above can take Adler University courses or the equivalent graduate 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.

MCFT-651	Assessment of Treatment Planning with Individual Family Systems	3 cr.
MCFT-660	Issues of Culture and Diversity in Couple and Family Therapy	3 cr.

*Note: MCFT-651 is a prerequisite for the following classes:*

MCFT-654	Individual Life Span and the Family Life Cycle	3 cr.
MCFT-662	Modern Models of Couple and Family Therapy	3 cr.
MCFT-650	Postmodern Models of Couple and Family Therapy	3 cr.

*Note: MCFT-662 and MCFT-650 are prerequisites for the following classes:*

MCFT-663	Family Therapy: Theory and Techniques	3 cr.
MCFT-655	Therapy with Couples: Theory and Techniques	3 cr.
MCFT-664	Practicum I in CFT	1 cr.
MCFT-665	Practicum II in CFT	1 cr.
MCFT-667	M.A. Practicum Seminar in CFT I	3 cr.
MCFT-668	M.A. Practicum Seminar in CFT II	3 cr.

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**Total Credit Hours Required: 29 credits**

## Graduation Requirements

2. Satisfactory completion of CFT practicum.
3. A cumulative grade point average of 3.0 or higher and no more than one grade of C.
4. Submission of completed graduation application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Certificate in Couple and Family Therapy.

## CFT Practicum for Certificate Students

Students in the CCFT program will acquire and develop practical clinical skills in couple and family therapy through specialized field placements. Since the CCFT program is only open to students already holding a master's degree in a mental health discipline, it is assumed that such students have already completed a general clinical practicum. The CFT practicum, then, is an advanced specialty practicum.

Certificate students must complete MCFT-660, MCFT-651, MCFT-662, and MCFT-650 prior to beginning the CFT practicum. Students should expect to spend from 15 to 20 hours per week for nine to 12 months at an approved CFT practicum site. During practicum, students will enroll in CFT Practicum Seminar and CFT Practicum in CFT. The exact number of clock hours and direct clinical hours for practicum will be determined based on the student practicum experience and licensing requirements. During the practicum, the student will obtain 300 direct clinical hours with individuals, couples, and families including a minimum of 100 relational hours.

The clinical director for the CFT Department works in collaboration with certificate students to identify clinical experiences which will meet the specialized needs of the marriage and family therapy profession and the goals of the student.



# DOCTOR OF COUPLE AND FAMILY THERAPY

## Program Overview

Designed for experienced clinicians as well as recent graduates of master's degree clinical programs, the Doctor of Couple and Family Therapy (DCFT) emphasizes excellence in clinical practice, training students to apply empirically based knowledge, research, and techniques to therapy, training, and clinical supervision. Graduates of the program will be positioned to make a significant contribution to the practice of CFT through supervision, education, leadership, and scholarly work. The DCFT program uses an experiential learning model with an in-depth focus on the self of the therapist.

The DCFT program emphasizes a systems perspective, enabling practitioners to understand children, individuals, couples, and families in the context of complex relational, family, and societal dynamics. Our students are trained to provide therapy for individuals, couples, and families using approaches based on the major models of couple and family therapy, which are grounded in systems theory. Couple and family therapists assess, conceptualize, plan treatment, and intervene in order to promote change in the primary relationships of clients.

The curriculum also provides in-depth training in the systemic supervision of couple and family therapists, including a focus on the lifelong learning process for clinicians.

Over the course of the program, doctoral students will broaden their CFT networks by becoming actively involved in AAMFT both at the national and state levels. As practitioner-scholars, doctoral students are encouraged and supported to present their work at state and national conferences.

The DCFT program embodies Adler University's commitment to social justice through graduating socially responsible and culturally competent therapists. In addition to their academic work in social justice, diversity, and multicultural contexts, doctoral students get "hands-on" experience by providing therapy, clinical supervision, and advocacy in clinical settings that work with underserved individuals, couples, and families.

## Program-Specific Admission Requirements

- Master's degree in marriage and family therapy or related clinical field, such as social work, psychology, or professional counseling.
- Completion of clinical practicum in the graduate degree program.
- GPA of 3.5 or higher in the graduate degree program.
- Commitment to the profession of couple and family therapy as evidenced in the applicant's essay and interview.

## Transfer of Master's Degree Credits and Requisites

Students accepted to the DCFT program may transfer a maximum of 41 credits from their master's degree program to the doctorate. These 41 credits must include a minimum of 15 credits (five courses) in marriage and family therapy and two credits of Community Service Practicum. Students with fewer than 15 credits in marriage/couple and family therapy will transfer fewer credits to the DCFT and will take requisite CFT courses in the first year of

their doctoral program. Students who have not completed a Community Service Practicum will take the Social Justice Practicum (SJP-513, 514) in the fall and spring semesters of their first year. CFT faculty will review the transcript of each applicant to determine the number of transfer credits.

## Degree Requirements

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

DCFT-720	Advanced CFT Theory I	3 cr.
DCFT-721	Advanced CFT Theory II	3 cr.
DCFT-722	Advanced Couple Therapy Theory	3 cr.
DCFT-724	Advanced Family Therapy with Children and Adolescents	3 cr.
DCFT-725	Grief and Loss Through the Family Life Cycle	3 cr.
DCFT-726	Trauma and the Family System	3 cr.
DCFT-730	Advanced Issues of Culture and Diversity in CFT	3 cr.
DCFT-740	CFT Qualitative Research Methods	3 cr.
DCFT-741	CFT Statistics	3 cr.
DCFT-742	CFT Quantitative Research Methods	3 cr.
DCFT-745	Supervision of Couple and Family Therapists	3 cr.
DCFT-747	Supervision of Supervision I	1 cr.
DCFT-750	Professional Development Seminar	1 cr.
DCFT-751	Doctoral Practicum I	1 cr.
DCFT-752	Doctoral Practicum II	1 cr.
DCFT-753	Doctoral Practicum III	1 cr.
DCFT-754	Doctoral Practicum IV	1 cr.
DCFT-755	Doctoral Practicum V	1 cr.
DCFT-757	Doctoral Practicum Seminar I	3 cr.
DCFT-758	Doctoral Practicum Seminar II	2 cr.
DCFT-759	Doctoral Practicum Seminar III	3 cr.
DCFT-760	Doctoral Practicum Seminar IV	3 cr.
DCFT-761	Doctoral Practicum Seminar V	2 cr.
DCFT-763	Doctoral Qualifying Exam	0 cr.
DCFT-765	Doctoral Internship I	0 cr.
DCFT-766	Doctoral Internship II	0 cr.
DCFT-767	Doctoral Internship III	0 cr.
DCFT-775	Dissertation Proposal	0 cr.
DCFT-776	Doctoral Dissertation I	0 cr.
DCFT-777	Doctoral Dissertation II	0 cr.
DCFT-778	Doctoral Dissertation III	0 cr.
DCFT-780	Dissertation Oral Defense	0 cr.

Successful completion of nine elective credits from:

DCFT-728	Divorce Mediation and Conflict Resolution with Couples	3 cr.
DCFT-729	Sex Therapy: Theory and Techniques	3 cr.

DCFT-732	Integration of Religion and Spirituality in CFT	3 cr.
DCFT-735	LGBTQ Competent Therapy with Couples and Families	3 cr.
DCFT-736	Medical Family Therapy	3 cr.
DCFT-738	Gerontology Issues in Family Therapy	3 cr.
DCFT-749	Supervision of Supervision III	1 cr.

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**Total Credit Hours Required for Two Years: 63**

**Transferred Credits and/or Requisites: 39**

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**Total Credit Hours Required:: 102**

Following successful completion of the core curriculum, the remaining requirements for graduation include passing the Doctoral Qualifying Exam and completion of both an internship and a research dissertation.

## Practicum and Internship

DCFT students develop advanced therapy skills and competence in supervision through a five-semester clinical practicum and a full-time internship. The CFT faculty and the Training Department collaborate with students to identify clinical experiences that meet the specialized needs of the MFT profession and the goals of the student. The doctoral student plays a vital role in creating his/her internship, tailoring the experience to meet individualized learning objectives. The clinical and supervisory hours accrued during these experiences usually can be applied to LMFT licensure for students who have not yet obtained their license.

## Dissertation

The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship and research on an important issue in couple and family therapy. The three-person dissertation committee will be chaired by a core faculty member of the CFT department and will include the student's statistics/quantitative professor. Once initiated, doctoral candidate will work on the dissertation for three consecutive semesters.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of all required clinical practica.
3. A cumulative grade point average of 3.0 or higher.
4. Successful completion of the DCFT Qualifying Exam.
5. Successful completion of a doctoral dissertation and oral defense.
6. Satisfactory completion of an approved internship.
7. Submission of final dissertation to the CFT Department.
8. Submission of completed graduation application and full payment of all outstanding tuition and fees.

# DOCTOR OF PHILOSOPHY IN COUNSELOR EDUCATION AND SUPERVISION

## Program Mission

The mission of the Doctor of Philosophy in Counselor Education and Supervision program is to provide advanced training and academic orientation for practicing counselors to become expert clinicians, counselor educators in teaching, supervisors and trainers of the new generation of counselors, researchers and scholars, as well as leaders and advocates in the field of counseling. The program is designed to develop students' expertise and excellence in teaching, research, leadership and advocacy, advanced counseling, and supervision. Through the integration of reflective, experiential, and participant learning and social engagement, students are expected to become professionals who are also critical thinkers and courageous leaders, multiculturally competent, aware of self and the needs of others; in short, practitioners who are ethically and socially conscious and responsible in all settings of their professional involvements.

## Program Overview

The program consists of a total of 60 credit hours, including 45 credit hours of core courses and electives, nine credit hours of dissertation, and six credit hours of practicum and internship experiences. Students are expected to complete the curriculum in three years, or four years for part-time students. Program requirements include:

- Completion of core courses and electives (45 credit hours)
- Completion of field training, practicum (two credit hours), and internship (four credit hours)
- Completion of dissertation (nine credit hours)
- Passage of CES Candidacy Exam

## Licensure and Credentials

The aim of the program is to provide advanced training for licensed counselors or mental health professionals who are eligible for master's-level licensure in Illinois or other states. The goal of the program is not the preparation of its students for any type of counselor licensure which only requires a master's as the highest degree for its eligibility. However, if students' master's-level training does not equip them for licensure as a professional licensed counselor in Illinois, students may be able to attain such a credential through this proposed Ph.D. program in the following manner:

- a. If students graduated from a 48 or more credit hour program in counseling or a related field, and completed the practicum and internship requirements, they can make up the licensure course requirements through the program admission prerequisites or courses in the Ph.D. program.
- b. If students came from a master's-level program with fewer than 48 credit hours, they will need to use this doctoral program as the primary degree when applying for licensure. Besides taking the necessary admission prerequisites, students may also need to have additional clinical internship hours in order to fulfill the state pre-licensure clinical training requirements.
- c. If students want to use this degree for licensure requirements of other states, they will need to work with their advisor to see what additional courses and clinical practicum and internship hours are needed.

This program is designed to accommodate the multiple life demands of working professionals. Classes are mostly offered in weekend, evening, blended, or fully online format. Students can complete the program in three years on a full-time basis or four years part time.

## Minimum Admission Requirements

- A master's degree in counseling or a related field from a regionally accredited U.S. institution or a comparable degree from an international institution.
- Applicants who did not graduate from CACREP-accredited or equivalent programs will be required to complete the equivalency requirements in addition to the doctoral curriculum. (See prerequisites of the program below).
- An academic record that demonstrates ability to fulfill the academic demands of the program. Successful applicants typically have a grade point average of 3.25 or higher on a 4.0 scale for graduate-level coursework.
- Completion of clinical training, a practicum, and/or internship as part of a master's program.
- Approved applicants will be invited to complete an interview as part of the application process.

## Program Prerequisites

Applicants are expected to have adequate coursework in the following areas. Applicants who did not graduate from a CACREP-accredited or equivalent program will be assessed to determine whether they have adequate coursework in the following master's-level counseling course areas, and whether they need to complete additional master's-level courses prior to the beginning of the doctoral program.

### Course Areas and Equivalent Courses at Adler

COUN-532	Professional, Legal, & Ethical Issues
COUN-534	Counseling Skills
COUN-533	Counseling Theories
COUN-622	Human Growth & Development
COUN-536	Counseling Multicultural Communities
COUN-540	Group Counseling
COUN-626	Appraisal and Assessment
COUN-625	Research and Program Evaluation
COUN-629	Lifestyle and Career Development
COUN-535	Diagnosis of Maladaptive Behavior
COUN-618	Couple and Family Counseling, or, a course in systems theory/child & adolescent counseling

Clinical training: counseling practicum/internship (a minimum of 600 hours)

## Application Requirements

- Application for admission
- Application fee
- Statement of intent
- Resume or curriculum vitae

- Official transcripts from each undergraduate and graduate school attended
  - International transcripts must be evaluated by a transcript evaluation service (wes.org or ece.org). Please contact us for specific transcript translation requirements.
- Three letters of recommendation accompanying the Adler University recommendation form

Appropriate recommendations are from professors and/or supervisors from significant work or volunteer experiences who can appraise your academic or professional performance.

## Degree Requirements

### Core Curriculum

DCES-700	Professional Orientation and Academic Endeavors I	1 cr.
DCES-701	Professional Orientation and Academic Endeavors II	1 cr.
DCES-702	Professional Orientation and Academic Endeavors III	1 cr.
* DCES-703	Advanced Individual and Career Counseling Theory	3 cr.
** DCES-704	Advanced Multicultural Counseling, Advocacy & Leadership	3 cr.
*** DCES-705	Teaching & Learning in Higher Education	3 cr.
*** DCES-706	Clinical Supervision and Consultation	3 cr.
* DCES-707	Advanced Assessment, Diagnoses, and Treatment Planning	3 cr.
DCES-801	Program Evaluation, Development & Management	3 cr.
DCES-802	Advanced Systems, Couple & Family Counseling	3 cr.
DCES-803	Crisis intervention, Disasters, and Trauma Management	3 cr.
DCES-804	Advanced Group Counseling and Supervision	3 cr.
DCES-821	Qualitative Research Methods in Counseling	3 cr.
DCES-822	Quantitative Research Methods in Counseling	3 cr.
DCES-823	Applied Statistics and Analyses in Research	3 cr.
	<b>or</b>	
DCES-824	Qualitative Data Analyses in Research	3 cr.

### Electives: Students may choose two courses from the following or courses approved by their advisors.

DCES-890	Advanced Addiction Counseling	3 cr.
DCES-891	Counseling Children and Adolescents	3 cr.
DCES-892	Advanced Adlerian Counseling and Parent Education	3 cr.
DCES-893	Veterans & Military Family Counseling	3 cr.
DCES-894	Technology & Counseling in DCES	3 cr.
DCES-895	Special Topics for Counseling Diverse Populations in DCES	3 cr.
DCES-896	Leadership in Mental Health Agencies	3 cr.

\* Practicum prerequisites

\*\* Prerequisites of Advanced CES Internship – Leadership & Advocacy

\*\*\* Prerequisite of internship experience with supervision

\*\*\*\* Prerequisite of internship experience with teaching

### Field Training: Practicum and Internship

DCES-850	Advanced Clinical Counseling Practicum and Seminar	2 cr.
DCES-851	DCES Internship and Seminar I	1 cr.

DCES-852	DCES Internship and Seminar II	1 cr.
DCES-853	DCES Internship and Seminar III	2 cr.
<i>or</i>		
DCES-854	DCES Internship – Leadership, Advocacy, and Social Justice	2 cr.

\*\*DCES-854 is designed and required for students who did not have the Community Service Practicum, Social Justice Practicum, or a similar program requirement in their master's degree program prior to their admission to the doctoral CES program. These students are expected to complete 200 hours of internship in the area of community services, leadership, or advocacy.

#### **DCES Candidacy Examination**

DCES-900	DCES Candidacy Examination	0 cr.
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#### **Dissertation**

DCES-901	DCES Dissertation I	3 cr.
DCES-902	DCES Dissertation II	3 cr.
DCES-903	DCES Dissertation III	3 cr.

\*\*\* Should students not be able to complete their dissertation after DCES Dissertation III, they are required to register for DCES Dissertation Continuation courses until the completion of the dissertation.

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**Total Credit Hours Requirement: 60 hours**

## **Field Training: DCES Practicum and Internship**

The DCES practicum and internship provide students a forum to enrich their professional portfolios and strengthen their career possibilities and potentials as expert clinicians, supervisors, researchers, scholars, and counselor educators. Students will work with their faculty advisors to tailor their individual practicum and internship experiences in order to enhance their professional goals. As a result, students will be responsible for developing their practicum and internship training sites and opportunities with assistance and support from their faculty advisors.

**The Advanced Clinical Counseling Practicum** provides students a forum to be expert clinicians and advance their clinical counseling skills and experiences in their preferred areas. It consists of a minimum of 100 hours of clinical work, including 40 direct hours. Students are expected to complete these requirements in the time line with the approval of their faculty advisor.

**The Counselor Education and Supervision Internship** provides students venues to be trained in supervision, teaching, research, and other advanced professional experiences. Students are required to complete 600 hours of internship.

#### **MANDATORY INTERNSHIP EXPERIENCES**

- a. Supervision (minimum, 100 hours),
- b. Teaching or other continuous didactic activities (minimum, 100 hours), and
- c. Research (minimum, 100 hours) – Students are to participate and assist with either current research projects, or initiate research projects with faculty members or the community at large.
- d. Community advocacy, leadership, and social justice experiences (200 hours)  
*DCES-854 DCES Internship – Leadership, Advocacy, and Social Justice is designed and required for students who did not have the Community Service Practicum (CSP),*

*Social Justice Practicum (JSP), or a similar program requirement in their master's degree program prior to their admission to the doctoral CES program. These students are expected to complete 200 hours of internship in the area of community services, leadership, or advocacy.*

### **OPTIONAL EXPERIENCES**

In addition to the mandatory experiences, students may choose to complete their internship hours with one or a combination of the following:

- Program development,
- Consultation,
- Professional leadership, and/or
- Other (approved by faculty advisor or the doctoral training director)

## **DCES Candidacy Examination**

Students can apply for the candidacy examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of two parts: Part I is about the integration of theories and practice in the core curriculum areas of practice, advocacy, teaching, supervision, and research. Responses to the questions are to be completed in 10 days. Part II is a question related to the student's specialty area. The specialty question will be jointly developed by the student and his/her advisor, and it must be approved by the Program Director. The student is to complete Part II of the candidacy examination in five days. Students have to pass the candidacy examination before entering dissertation and related courses.

## **DCES Dissertation**

Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be used as a means to add knowledge, preferences, and evidences in counseling and the five core competencies in counselor education (teaching, supervision, advocacy, research, and practice). Students start to formulate their research area during first-year courses, such as Professional Orientation and Academic Endeavors, and will refine their research topic as they are taking their research courses. Faculty advisors will assist them during the process of establishing a dissertation committee, who will guide the student to complete their dissertation in compliance with the required format and standards.

## **Graduation Requirements**

1. Satisfactory completion of all core courses (39 credit hours) and electives (six credit hours).
2. Satisfactory completion of 100 practicum hours at an approved practicum site.
3. Satisfactory completion of 600 internship hours at an approved internship site.
4. A cumulative grade point average of 3.0 or higher.
5. Successful completion of the CES Candidacy Exam.
6. Successful completion of a doctoral dissertation and oral defense.
7. Submission of completed graduation application and full payment of all outstanding tuition and fees.



# DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

## Admission Requirements

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 practitioner-scholar model of training and education.

The program has five overarching goals:

1. To develop graduates who ethically assess, evaluate, and intervene with diverse populations, using multiple methods across many settings, and in changing and evolving contexts.
2. To develop graduates who have mastered the scientific foundations of clinical psychology, who apply this knowledge to their work, and who use research methods to understand human problems.
3. To train graduates to understand clinical phenomena within social and cultural context with the attitudes, knowledge, and skills needed to work professionally in a multicultural society.
4. To prepare graduates who are knowledgeable in the application of supervision, management, and consultation methods.
5. To develop graduates with the essential attitudes, knowledge, and skills to effectively engage in socially responsible practice and who can apply Adlerian theory and values in their work.

These goals are based on the seven core competency areas developed by the National Council of Schools and Programs of Professional Psychology (NCSPP): relationship, assessment, intervention, research and evaluation, consultation and education, management and supervision, and individual and cultural diversity. These areas are based upon a strong education in the foundations, knowledge base, and science of psychology. Two additional areas that complete the education and training model in the doctoral program are distinctive to Adler University. 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 a 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. Adler University'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) and Institute of Medicine (IOM) in regard 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.

The program currently offers students the opportunity to enroll in one of seven emphases: Military Clinical Psychology, Child and Adolescent Psychology, Advanced Adlerian Psychotherapy, Clinical Neuropsychology, Primary Care Psychology and Behavioral Medicine, Traumatic Stress Psychology, and Substance Abuse Treatment. A description of each emphasis can be found on the pages that follow.

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 coursework. The Graduate Record Examination is required for all applicants. Applicants should have at least 18 semester credit hours in psychology with grades of C or better. Minimum required courses should include introductory or general psychology, personality theory, abnormal psychology, and research methods. All prerequisites should be completed by the end of a student's first semester at Adler University.

Applicants who have a record of commitment to and experiences in community service nationally and/or abroad are encouraged 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 priority deadline is February 15. 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 their acceptance by April 1.

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 Adler University 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 completed in five years for students attending full time. Full-time students (9 credit hours or more per term) should plan to spend four years in coursework 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. Part-time study is permitted for a limited time based upon approval of the student's academic advisor and Department Chair as long as the student meets the program's residency requirements as specified in the Program Residency Policy. 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 seven 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 not exceeding seven years. Failure to do so may result in administrative withdrawal from the program.

## **Psy.D. Program Residency Policy**

The program is designed to be completed in five years. Students who matriculate with a master's degree can transfer up to 24 credit hours of graduate-level coursework toward the 114 credit hours needed to graduate. In order to be considered a full-time student, students are required to register for nine credit hours per semester or 27 credit hours per academic year. Students who are registered for practicum or internship are considered to be full-time students regardless of the number of credits they are taking. All students are required to be full-time students for at least two years before being admitted for Doctoral Candidacy. Following admittance for Doctoral Candidacy, students are required to be full-time students for at least one more year. Doctoral students are required to attend school full time unless approved for part-time study by their faculty advisor and Department Chair. Students must complete at least three years of academic coursework and practical training in the program before going for internship. All students are required to complete a one-year, full-time or two-year, half-time internship in order to meet the requirements for the Psy.D. degree. The complete Psy.D. Program Residency Policy can be found in the Psy.D. *Student Handbook*.

## **Doctoral Candidacy**

In order to be admitted for Doctoral Candidacy, students are required to successfully complete all requirements for the first two years of the Psy.D. program. The complete Psy.D. Doctoral Candidacy policy can be found in the Psy.D. *Student Handbook*.

## **Psy.D. Program Grade Policy**

Students are required to achieve at least a grade of B to successfully pass every required course. Students who receive a grade below B on any required course must retake the course in order to have it counted toward the Psy.D. degree. The complete Psy.D. grade policy can be found in the Psy.D. *Student Handbook*.

## Qualifying Examinations

For students matriculating before fall 2013, please refer to the catalog of the year entered to the Psy.D. Program.

In addition to satisfying coursework, practica, and other program requirements, students must also pass four qualifying examinations (two knowledge-based and two clinical-based). Qualifying examinations are important 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.

The knowledge-based qualifying exams are integrated throughout the curriculum to assess the student's knowledge of the foundations of clinical psychology. They are based on the core courses required in the program. Before the beginning of the second year, students sit for the first knowledge-based qualifying exam that covers first-year courses, including Diversity and Individual Differences; Community Psychology; Psychopathology I & II; Integrative Assessment I, II & III; Ethics; and Life Span Development. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses. The second knowledge-based qualifying exam is administered before the beginning of the fourth year and includes: Statistics, Research Methods, Biological Bases of Behavior, History and Systems, Social Psychology, and Cognitive and Affective Bases of Behavior. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses.

The other two qualifying examinations are clinical-competency based and are designed to model the style of examination used at the postdoctoral 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 Psy.D. Clinical Qualifying Examination-Assessment, consists of a comprehensive psychological report on an individual case integrating assessment material, social history, diagnosis, and treatment plan; a paper integrating research with a pertinent clinical issue posed by the case; 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 *Psy.D. Clinical Qualifying Examination Handbook*. Following faculty review and approval of the submitted materials, students complete an oral exam in which their knowledge, skills, and attitudes pertaining to assessment and intervention are assessed. Students must register for and complete the Psy.D. Clinical Qualifying Examination-Assessment during the spring term of their diagnostic practicum year.

The second clinical competency examination is the Psy.D. Clinical Qualifying Examination-Intervention. 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 audiotaped/ videotaped therapy session; a paper integrating research with a pertinent clinical issue posed by the case; a formulation of the case based on two theoretical approaches, of which

one is 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 *Psy.D. Clinical Qualifying Examination Handbook*. Following faculty review and approval of the submitted materials, students complete an oral exam in which their knowledge, skills, and attitudes pertaining to assessment and intervention are assessed. The prerequisite to take this examination is the successful completion of the first knowledge-based qualifying exam, assessment practicum, and Psy.D. Clinical Qualifying Examination-Assessment. Students must register for and complete the Psy.D. Clinical Qualifying Examination-Intervention 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 Psy.D. Qualifying Exams are milestone experiences allowing faculty to evaluate students' readiness for internship and ability to proceed in the program. Receiving a failing grade on these exams indicates that students demonstrated significant problems in several areas measured by these exams. Students who fail any of the Psy.D. 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 Development 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 coursework. Practicum training requirements begin with a first-year Social Justice Practicum (SJP) 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. Students conclude their practicum training by taking an advanced practicum in their fourth year, which provides them with a deeper level of training within their areas of interest. 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 master's program. Students must successfully complete course prerequisites prior to being approved to begin their first practicum.

First-year students will spend eight to 10 hours per week over the course of six months at an approved Social Justice 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 Social Justice Practicum I & II: Community Psychology (PSY-659), Ethics and Professional Development in Clinical Psychology

(PSY-645), and/or Diversity and Individual Differences (PSY-642). The Department of Community Engagement works in collaboration with community partners to identify and place students in projects that meet the standards and requirements of the Social Justice Practicum.

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 they must concurrently enroll in practicum seminars throughout their field training. A minimum total of 1,500 clock hours of clinical practica are required. Most doctoral students complete more than the minimum number of hours prior to beginning their internship. Fourth-year students complete an advanced practicum to obtain in-depth training in their areas of interest 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 they must concurrently enroll in practicum seminars throughout the training year.

The Training Department works in collaboration with students in identifying clinical experiences that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Adler Connect, for detailed information.

## **Social Exclusion Simulation**

First-year students participate in one of the Social Exclusion Simulations (SES) offered by the Institute on Social Exclusion on multiple occasions during the academic year. This experiential learning exercise allows participants to “walk in the shoes” of formerly incarcerated women encountering “structural and systemic” barriers as they attempt to re-enter society. Through this role-playing exercise, students gain a deep appreciation of the socially constructed processes by which certain individuals and groups of people are denied access to the rights, opportunities, and resources commonly available to members of society.

## **Right to Participate or Decline**

Students have the right to not participate in this simulation. At any time, students also have the option to withdraw from this experience by verbally indicating this option as their choice. This decision will not affect their relationship with Adler University or the Institute on Social Exclusion. The student's agreement to participate is voluntary since students do not receive any tangible benefit or compensation for participation in the evaluation. If a Psy.D. student elects to exercise his/her right not to participate in the simulation, he/she may do so without any penalty. In lieu of participating, the student must write a five-page reflection paper that addresses the following:

- Please provide insight into why you decided not to participate.
- What is social exclusion?
- How does social exclusion happen (e.g., What are the mechanisms by which it occurs?)
- How can/should social exclusion be addressed?
- What is the role of the practicing psychologist in addressing social exclusion?
- Responses should be emailed to [ise@adler.edu](mailto:ise@adler.edu) on or before a deadline agreed upon between the student and the faculty advisor. The paper will be graded on a PASS/FAIL scale.

## MASTER OF ARTS IN CLINICAL PSYCHOLOGY

Upon successful completion of all the requirements for the first two years of the Psy.D. degree, students are eligible to be awarded the Master of Arts in Clinical Psychology. This is a nonterminal degree, which is integral to the doctoral program. As a nonterminal degree, it does not serve as an independent clinical degree that is licensable.

## 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 coursework, practicum experiences, and clinical supervision. Because the internship is an essential component of the Psy.D. program, it cannot be waived. Students who do not successfully complete the internship are subject to dismissal from the University.

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 an internship, and to identify appropriate internship sites. Students requesting to apply for an internship are reviewed by the Training Department to determine eligibility and readiness. If the faculty raises concerns about a student's readiness to apply for an internship based on academic, clinical, and/or professional comportment, the student will be referred to the Student Development Committee for review. All students are required to participate in the APPIC match process for internship placement. 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 the third week in the fall term during the year of application for an internship.

The *Internship Handbook*, available on Adler Connect, provides specific information regarding internship requirements.

## Psy.D. Dissertation

The Psy.D. 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 Adler University may span a broad range of interests and methodologies and follow the Local Clinical Scientist model. 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. Students are encouraged to do so as early as possible. PSY-896: Psy.D. Dissertation Preparation Seminar is a required, noncredit course in the curriculum providing assistance to students in understanding the dissertation process and developing a suitable topic. Students must successfully complete the first Comprehensive Examination, and both segments of the Psy.D. Clinical Qualifying Exam (PCQE), prior to formally beginning work on the dissertation. In addition, PSY-737 (Statistics), PSY-738 (Research Methods in Clinical Psychology I), PSY-739 (Research Methods in Clinical Psychology II), and PSY-896 (Psy.D. Dissertation Preparation Seminar) must be completed before registering for PSY-897 (Psy.D. Dissertation Proposal), in which the student is expected to complete and defend a proposal for dissertation research. The successfully defended proposal; courses PSY-737, PSY-738,

PSY-739, PSY-896, and PSY-897; and the completed Clinical Qualifying Examinations are all prerequisites to registration for PSY-901 (Psy.D. 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 in the Psy.D. program, and at least two members of the dissertation committee must be core faculty members of the University. It is permissible for outside experts to be involved in the dissertation as committee members and outside readers, but not as committee chairs. Requirements for the doctoral dissertation are detailed in the University's *Dissertation Handbook*.

## 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.

PSY-600	Clinical Interviewing and Basic Skills	3 cr.
PSY-623	Life Span Development	3 cr.
PSY-642	Diversity and Individual Differences	3 cr.
PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.
PSY-648	Psychopathology I	3 cr.
PSY-649	Psychopathology II	3 cr.
SJP-513	Social Justice Practicum I	1 cr.
SJP-514	Social Justice Practicum II	1 cr.
PSY-659	Community Psychology	3 cr.
PSY-661	Integrative Assessment I: Cognitive and Intellectual Assessment	3 cr.
PSY-662	Integrative Assessment II: Objective Personality Assessment and Self-Report Measures	3 cr.
PSY-663	Integrative Assessment III: Performance-Based Personality Assessment	3 cr.
PSY-667	Professional Development and Socially Responsible Practice Seminar I	1 cr.
PSY-668	Professional Development and Socially Responsible Practice Seminar II	1 cr.
PSY-669	Diversity Seminar	0 cr.
PSY-704	Psy.D. Qualifying Examination I	0 cr.
PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-710	Adlerian Therapy I: Introduction to Assessment and Case Conceptualization	3 cr.
PSY-711	Adlerian Therapy II: Psychodynamics of Psychopathology and Interventions	3 cr.
PSY-720	Cognitive and Behavioral Therapy Approaches I	3 cr.
PSY-724	Biological Basis of Behavior	3 cr.



PSY-737	Statistics	3 cr.
PSY-738	Research Methods for Clinical Psychology I	3 cr.
PSY-739	Research Methods for Clinical Psychology II	2 cr.
PSY-750	Doctoral Practicum Seminar I	1 cr.
PSY-751	Doctoral Practicum Seminar II	1 cr.
PSY-752	Doctoral Practicum Seminar III	1 cr.
PSY-760	Doctoral Practicum I	1 cr.
PSY-761	Doctoral Practicum II	1 cr.
PSY-762	Doctoral Practicum III	1 cr.
PSY-790	Psy.D. Clinical Qualifying Exam – Assessment	0 cr.
PSY-832	Cognitive and Affective Bases of Behavior	3 cr.
PSY-833	Social Psychology	3 cr.
PSY-834	History and Systems	3 cr.
PSY-835	Social Determinants of Mental Health	3 cr.
PSY-850	Doctoral Practicum Seminar IV	1 cr.
PSY-851	Doctoral Practicum Seminar V	1 cr.
PSY-852	Doctoral Practicum Seminar VI	1 cr.
PSY-860	Doctoral Practicum IV	1 cr.
PSY-861	Doctoral Practicum V	1 cr.
PSY-862	Doctoral Practicum IV	1 cr.
PSY-890	Psy.D. Clinical Qualifying Exam – Intervention	0 cr.
PSY-896	Psy.D. Dissertation Preparation Seminar	0 cr.
PSY-897	Psy.D. Dissertation Proposal	0 cr.
PSY-901	Psy.D. Dissertation I	0 cr.
PSY-902	Psy.D. Dissertation II	0 cr.
PSY-903	Psy.D. Dissertation III	0 cr.
PSY-910	Supervision and Management in Clinical Psychology	3 cr.
PSY-912	Psychopharmacology	2 cr.
PSY-920	Doctoral Internship Full-Time	0 cr.
PSY-921	Doctoral Internship Full-Time	0 cr.
PSY-922	Doctoral Internship Full-Time	0 cr.
	<b>or</b>	
PSY-923	Doctoral Internship Half-Time	0 cr.
PSY-924	Doctoral Internship Half-Time	0 cr.
PSY-925	Doctoral Internship Half-Time	0 cr.
PSY-926	Doctoral Internship Half-Time	0 cr.
PSY-927	Doctoral Internship Half-Time	0 cr.
PSY-928	Doctoral Internship Half-Time	0 cr.
PSY-950	Advanced Practicum Seminar I	1 cr.
PSY-951	Advanced Practicum Seminar II	1 cr.
PSY-960	Advanced Practicum I	1 cr.
PSY-961	Advanced Practicum II	1 cr.

PSY-998	Psy.D. Dissertation Oral Defense	0 cr.
PSY-XXX	Basic Intervention Electives (two)	6 cr.
PSY-XXX	Advanced Intervention Elective	3 cr.
PSY-XXX	General Electives (five)	15 cr.

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**Total Credit Hours Required: 114**

## Elective Menu for the Psy.D. Program

### Required Intervention Electives – (Each course listed below is worth three credits.)

Choose *two* of the following basic intervention courses:

PSY-721	Psychoanalytic Approaches I
PSY-722	Humanistic and Existential Therapy Approaches I
PSY-723	Couple and Family Therapy Approaches I

Choose *one* of the following advanced intervention courses:

PSY-801	Psychoanalytic Approaches II
PSY-802	Cognitive and Behavioral Therapy Approaches II
PSY-804	Couple and Family Therapy Approaches II
PSY-824	Advanced Adlerian Interventions and Theory

### Selected General Electives\*

PSY-706	Trauma-Focused Approaches to Intervention
PSY-756	Group Psychotherapy
PSY-757	Child & Adolescent Psychotherapy
PSY-758	Biofeedback
PSY-763	LGBTQ Issues across the Life Span
PSY-764	Neuropsychological Assessment I
PSY-783	Advanced Child & Adolescent Assessment
PSY-805	Advanced Child & Adolescent Psychotherapy
PSY-806	Advanced Trauma-Focused Approaches to Intervention
PSY-811	Advanced Issues in Co-occurring Disorders
PSY-817	Advanced Lifestyle Assessment
PSY-822	Death, Dying, Bereavement, and Loss-Focused Approaches to Intervention
PSY-856	Advanced Group Psychotherapy
PSY-874	Race, Ethnicity, & Social Class
PSY-877	Advanced Issues in Religion & Spirituality-Theory & Therapy
PSY-878	Clinical Issues and Interventions with Sexual Orientation and Gender Identity Minorities

\*In addition, any intervention and/or assessment course from the emphases pending emphasis coordinator's approval. Please consult with your advisor regarding the variety of elective options available each term.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 1,500 minimum hours of clinical practicum.
3. Satisfactory completion of Social Justice Practicum I & II.
4. A cumulative grade point average of 3.0 or higher and no grades below B.
5. Fulfillment of the residency requirement.
6. Successful completion of all qualifying examinations.
7. Successful completion of a Psy.D. dissertation and oral defense.
8. Satisfactory completion of an approved internship.
9. Submission of final dissertation to the Psy.D. Department.
10. Submission of completed graduation application and full payment of all outstanding tuition and fees.

## EMPHASIS IN MILITARY CLINICAL PSYCHOLOGY

### Military Emphasis Admission Criteria and Continued Enrollment

Students who have an interest in the Emphasis in Military Clinical Psychology should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes. For students who did not enter directly into the Emphasis in Military Clinical Psychology, admission to the emphasis after matriculating into the Psy.D. Program requires the following:

- Copies of undergraduate and graduate transcripts.
- A cover letter describing the student's professional goals and interests and how the emphasis will help them to achieve these goals.
- Overall Adler GPA of at least 3.25.
- One letter of recommendation from faculty. This may be in the form of a brief email.
- An interview with the Coordinator.
- Passing all the Psy.D. Program milestones up to the point of emphasis admission.

Admission occurs after completion of the first-year courses and before the beginning of the second-year fall semester.

Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with the other data.

Additionally, once a student is admitted into the emphasis, students must maintain the following standards or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.00.
- Obtain a grade of at least B in all required emphasis courses (listed below).
- Pass all milestones in the Psy.D. program (CQE, knowledge exams, dissertation, etc.).
- Have no SCEC referrals for comportment issues.
- No more than one SCEC referral for any other reason.
- Maintain a collaborative, team-focused attitude while engaged in any emphasis activities, practica, or classes.
- Attend all mandatory emphasis meetings.
- Attend at least one emphasis in-house training.

## Coursework Requirements

Satisfactory completion of the following courses is required to complete the emphasis:

PSY-784	Introduction to Military Psychology	3 cr.
PSY-785	Psychology of Combat and Conflict	3 cr.
PSY-786	Psychological Testing & Assessment in Military Healthcare Settings	3 cr.
PSY-787	Evidence-Based Treatment in DoD and Veterans' Healthcare Systems	3 cr.
PSY-788	Trauma-Informed Treatment for Military Populations	3 cr.
PSY-789	Military Couple and Family Treatment Issues	3 cr.

**Total Credit Hours Required: 18**

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of practicum seminars with an emphasis seminar leader.
3. A cumulative grade point average of 3.0 or higher and no grades below B.
4. Successful completion of a dissertation and submission to the Psy.D. department.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Grady Osten-Garner, Coordinator of the Emphasis in Military Clinical Psychology.

## EMPHASIS IN CHILD AND ADOLESCENT CLINICAL PSYCHOLOGY

### Emphasis in Child and Adolescent Clinical Psychology Admission and Continued Enrollment

The Emphasis in Child and Adolescent Clinical Psychology prepares students to meet the growing demand in the field for well-trained child and adolescent psychologists. Students who have interest in the Emphasis in Child and Adolescent Clinical Psychology should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

Students admitted into the emphasis after completion of the first year. Admission criteria include:

- A cover letter describing the student's professional goals and interests and how the emphasis will help them achieve these goals.
- Copies of undergraduate and graduate transcripts.
- A letter of recommendation from one faculty member in the Adler Psy.D. Program.
- Overall Adler GPA of at least 3.25.
- Passing all Psy.D. Program milestones up to the point of emphasis admission.
- An interview with the Emphasis Coordinator.

Admission to the emphasis is not guaranteed. The decision will be weighed in conjunction with other data.

Additionally, students admitted into the emphasis must maintain the following standards or they will risk dismissal from the emphasis:

- Maintain an overall GPA of at least 3.00.
- Obtain a grade of at least B in all required emphasis courses.
- Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
- Have no SCEC referrals for comportment issues.
- No more than one SCEC referral for any other reason.

## Coursework Requirements

Successful completion of the following courses is required to complete the emphasis:

PSY-723	Couple and Family Therapy Approaches I	3 cr.
PSY-753	Child and Adolescent Psychopathology	3 cr.
PSY-757	Child and Adolescent Psychotherapy	3 cr.
PSY-783	Advanced Child and Adolescent Assessment	3 cr.
PSY-805	Advanced Child and Adolescent Psychotherapy	3 cr.
PSY-XXX	Child and Adolescent Elective (See menu below)	3 cr.

**Total Credit Hours Required: 18**

Emphasis in Child and Adolescent Clinical Psychology electives consist of any of the following (three credits each):

- PSY-930: Trauma, Grief, and Loss with Children, Adolescents, and Families
- PSY-931: Developmental Disorders of Childhood and Adolescence
- PSY-932: Assessment and Intervention with Adolescents and Young Adults
- PSY-754: Special Topics in the Treatment of Children, Adolescents, Young Adults and/or Families

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. At least one practicum (diagnostic or psychotherapy) in a child/adolescent setting. Advanced practicum must allow students to have children, adolescents, and/or young adult clients as part of caseload.
3. At least one of the CQE's, assessment or therapy, must address a child or adolescent client.
4. Students will also be required to write their dissertation in the area of child and adolescent psychology. This does not mean that children or adolescents must be part of the sample; however, the topic selected must add to the literature on the assessment and treatment of this population. Young adult dissertation topics will also be considered for those students who wish to work with older adolescents and young adults.
5. A cumulative grade point average of 3.0 or higher and no grades below B.
6. Successful completion of a dissertation and submission to the Psy.D. department.
7. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Dr. Lauren Nichols, Coordinator of the Child and Adolescent Psychology Emphasis.

# EMPHASIS IN ADVANCED ADLERIAN PSYCHOTHERAPY

## Emphasis Overview

Adler University 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 emphasis. This emphasis 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 emphasis is to build on the basic skills set forth by the eighth competency of Adler University. 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 six standard Adlerian credits required for the doctoral degree (PSY-710, PSY-711), the emphasis advanced courses will enhance the student/clinician's skills in assessment and interventions as well as training in Adlerian play, group, and couples therapy.

The Emphasis in Advanced Adlerian Psychotherapy has a long history here in Chicago. The Alfred Adler Institute of Chicago initially educated practicing clinicians to be Adlerian therapists solely through a series of classes led by Rudolf Dreikurs, M.D., Bernard Shulman, M.D., and Harold Mosak, Ph.D. This approach grew into an established certification in Adlerian psychology as well as an emphasis within the Psy.D. Program.

## Admission Criteria

Enrollment in the clinical psychology Psy.D. program. Interested applicants need to have a meeting with the Emphasis Coordinator to review requirements and their future goals.

## Coursework Requirements

The following scholastic and practicum requirements are for obtaining an Emphasis in Advanced Adlerian Psychotherapy

PSY-817	Advanced Lifestyle Assessment	3 cr.
PSY-823	Adlerian Parent Consultation and Family Therapy	3 cr.
PSY-824	Advanced Adlerian Interventions and Assessment	3 cr.

## Advisement/Training Requirements

Registration in Practicum Seminar with an Adlerian seminar leader.

## Dissertation Requirement

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

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**Total Credit Hours Required: 15**

## Completion Requirements

1. Satisfactory completion of all required 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 grades below B.
4. Successful completion of a dissertation and submission to the Psy.D. department.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Leigh Johnson-Migalski, Psy.D., Advanced Adlerian Psychotherapy Emphasis Coordinator.

## EMPHASIS IN CLINICAL NEUROPSYCHOLOGY

### Emphasis Overview

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 postdoctoral training programs; the number of high quality peer-reviewed professional journals such as Neuropsychology and the Archives of Clinical Neuropsychology; the growth of professional organizations such as the International Neuropsychological Society (INS), the National Academy of Neuropsychology (NAN), and Division 40 of the American Psychological Association; recognition by the National Register of Health Care Providers; and establishment of a credentialing board, the American Board of Clinical 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; and
  - 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 Emphasis 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 emphasis is designed to provide doctoral students with the opportunity to develop a solid competence and proficiency in clinical neuropsychology. For Adler University's doctoral students, completion of the Emphasis 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 postdoctoral training is required for licensure as a psychologist in most states and provinces. In addition, graduates are expected to continue training on a postdoctoral 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 postdoctoral residency in neuropsychology following the completion of this program.

## Admission Criteria

Students who have completed the requisite assessment sequence (PSY-661, PSY-662, PSY-663), Biological Bases of Behavior (PSY-724), and Psychopathology (PSY-648 or PSY-649) with a grade of B or better are eligible to take Neuropsychological Assessment I (764). Following successful completion of 764 and 765, (i.e., grade of B+ or higher) and assessment (PSY-760, PSY-761, PSY-762) practica and seminar (PSY750, PSY-751, and PSY-752), students interested in obtaining the Emphasis in Clinical Neuropsychology will then apply to enter the emphasis. After acceptance into the emphasis, students will complete the remaining course requirements (PSY-766, PSY-865, and PSY-864 with a grade of B+ or better). Additionally, following completion of the assessment and psychotherapy practicums/seminars, the student will be allowed to apply for an advanced practicum in neuropsychology and the associated practicum seminar in clinical neuropsychological assessment.

Students who have an interest in the emphasis should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

For admission to the Emphasis in Clinical Neuropsychology, the following are required:

- Copies of undergraduate and graduate transcripts.
- Completion of PSY-764 and PSY-765 with a grade no lower than B+.
- Completion of all first-year assessment sequence courses (PSY-661, PSY-662, PSY-663) with a grade no lower than B+.
- Overall Adler GPA of at least 3.4, with no grades in any class lower than a B.
- One letter of recommendation from a faculty member. This may be in the form of a brief email or a conversation with the Coordinator.
- No referrals to the SCEC.
- Passing all milestones up to the point of emphasis admission.
- No more than one SDC referral for any reason. (Note: having only one SDC referral does not guarantee admission, this will be weighed in conjunction with the other data supplied by the student).
- A cover letter describing the student's professional goals and interests and how the emphasis will help him/her to achieve these goals.



Additionally, students admitted into the emphasis must maintain the following standards or they will be withdrawn from the emphasis:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
3. Obtain a grade of at least B+ in all statistics and research design courses.
4. Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
5. Have no SCEC referrals.
6. No more than one SDC referral for any other reason.
7. Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to the SCEC while engaged in any ANST or emphasis activities, practica, or classes.

## Emphasis Criteria

The following courses are required for the Emphasis 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.

PSY-764	Neuropsychological Assessment I (Prerequisite: PSY-724, PSY-661, PSY-662, and PSY-663)	3 cr.
PSY-765	Neuropsychological Assessment II (Prerequisite: PSY-764)	3 cr.
PSY-766	Neuropsychological Assessment III (Prerequisite: PSY-765)	3 cr.
PSY-864	Pediatric Neuropsychological Assessment (Prerequisite: PSY-766)	3 cr.
PSY-865	Neuropsychological Intervention Techniques (Prerequisite: PSY-766)	3 cr.
PSY-943	Neuropsychology Practicum I: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-944	Neuropsychology Practicum II: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-945	Neuropsychology Practicum III: Assessment (400 clock hour minimum) (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-933	Practicum Seminar in Neuropsychology I (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.

PSY-934	Practicum Seminar in Neuropsychology II (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766)	1 cr.
PSY-935	Practicum Seminar in Neuropsychology III (Prerequisites: Doctoral Assessment Practicum and Seminar I, II, III; Doctoral Intervention Practicum and Seminar I, II, III; PSY-766) (Prerequisites: PSY-944)	1 cr.
PSY-920	Doctoral Internship Full-Time* (2,000 clock hours)	0 cr.
PSY-921		
PSY-922		
<b>or</b>		
PSY-923	Doctoral Internship Half-Time* (2,000 clock hours)	0 cr.
PSY-924		
PSY-925		
PSY-926		
PSY-927		
PSY-928		

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**Total Credit Hours Required: 21**

All students should take PSY-724: Biological Bases of Behavior during the fall of year two since this course is a prerequisite for PSY-764.

\*Students are strongly encouraged to apply to doctoral internships with a focus of at least 50 percent on neuropsychology. Students who are completing this emphasis are required to carry out a dissertation that is primarily neuropsychological in nature. Students should be aware that obtaining this type of internship is critical for obtaining a specialized postdoctoral fellowship, which is required to practice as a neuropsychologist.

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 all required credit hours, including all required courses.
2. Satisfactory completion of a minimum of 800 clock hours of clinical neuropsychological assessment practicum with ancillary seminars.
3. A cumulative grade point average of 3.25 or higher and no grades below B.
4. Satisfactory completion of a 2,000-hour doctoral internship with a focus of at least 50 percent on neuropsychology.
5. Submission of final dissertation to the Psy.D. department.
6. Submission of a 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 Emphasis in Clinical Neuropsychology.

For further information, contact Linda Rice, Ph.D., Clinical Neuropsychology Emphasis Coordinator, at [Lrice@adler.edu](mailto:Lrice@adler.edu).

# EMPHASIS IN PRIMARY CARE PSYCHOLOGY AND BEHAVIORAL MEDICINE

## Emphasis Overview

The Emphasis in Primary Care Psychology and Behavioral Medicine 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, HMOs, and family practice centers are especially likely to find this emphasis enriching and helpful. Similarly, students who wish to intervene with medical patients in order to reduce physical symptoms, such as reduction in pain symptoms using mindfulness, reduction in blood pressure using biofeedback, or regulation of blood sugar in diabetics using behavioral management techniques in collaboration with a dietician, will find this emphasis to be a good fit. 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.

## Admission Criteria

Interested students in good academic standing having maintained a minimum 3.0 GPA should apply to the emphasis coordinator for entry into the Emphasis in Primary Care Psychology and Behavioral Medicine toward the end of the first year. Students are also expected to attend either a Primary Care Student Organization (PCSO) meeting or event, or attend an emphasis meeting during their first year. Interested students should also meet with the emphasis coordinator before application to discuss their interest in the area.

## Course Requirements

The following courses are necessary for completion of the emphasis:

PSY-735	Assessment and Intervention in Behavioral Medicine I (Prerequisites: Cognitive and Behavioral Therapy Approaches I and Statistics)	3 cr.
PSY-736	Assessment and Intervention in Behavioral Medicine II (Prerequisite: Assessment and Intervention in Behavioral Medicine I)	3 cr.
PSY-717	Primary Care Psychology	2 cr.
PSY-718	Medical Terminology and Conditions for Primary Care Psychologists	1 cr.

Behavioral Medicine Skills (three credits). Select one:

PSY-758	Biofeedback	3 cr.
PSY-719	Mindfulness Meditation	3 cr.
CEH-710	Theories and Techniques of Clinical Hypnosis I	3 cr.

Special Topics (three credits). Select one:

PSY-802	Cognitive and Behavioral Therapy Approaches II	3 cr.
PSY-822	Death, Dying, Bereavement and Loss-Focused Approaches to Intervention	3 cr.

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**Total Credit Hours Required: 15**

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses, for the Psy.D. Program and the emphasis as listed above.
2. A cumulative grade point average of 3.0 or higher and no grades below B.
3. Successful completion of a dissertation and submission to the Psy.D. department.
4. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Neil Bockian, Ph.D., Primary Care Psychology Emphasis Coordinator, at [nbockian@adler.edu](mailto:nbockian@adler.edu).

## EMPHASIS IN TRAUMATIC STRESS PSYCHOLOGY

### Emphasis Overview

The Emphasis in Traumatic Stress Psychology 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.

### Admission Criteria

Admission to the emphasis after matriculating into the Psy.D. Program requires the following:

1. Overall Adler GPA of at least 3.25
2. Passing all Psy.D. Program milestones up to the point of emphasis acceptance
3. An interview with the Emphasis Coordinator

The following courses are necessary for completion of the emphasis:

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

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

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

PSY-811	Advanced Issues in Co-Occurring Disorders	3 cr.
PSY-822	Death, Dying, Bereavement, & Loss-Focused Interventions	3 cr.
PSY-815	Mental Health Disaster Response Counseling	3 cr.

PSY-840	Torture Survivor Well-Being: Theory and Foundation for Community-Based Advocacy	3 cr.
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**Elective Menu – Research-Supported Interventions (choose one of the following):**

PSY-802	Cognitive and Behavioral Therapy Approaches II	3 cr.
PSY-757	Child and Adolescent Psychotherapy	3 cr.

**Total Credit Hours Required: 12**

\*NOTE: If a student has taken a three-day formal training in cognitive and behavioral therapy at the Beck Institute, he or she may waive the requirement for a research-supported intervention and take two courses from the special populations menu instead. Proof of attendance must be submitted to the Traumatic Stress Psychology Emphasis Coordinator and the Office of the Registrar.

The following requirements must also be met:

1. Students earning the Traumatic Stress Psychology emphasis 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 emphasis must complete their dissertation on a topic relevant to traumatic stress.
3. If the Coordinator of the Traumatic Stress Psychology emphasis is not a member of the student's dissertation committee, the student must submit the dissertation to the Coordinator for review before the dissertation defense takes place.

\*Discuss with the Traumatic Stress Psychology Emphasis Coordinator to verify that these requirements are being met.

## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of practicum seminars with an emphasis seminar leader.
3. A cumulative grade point average of 3.0 or higher and no grades below B.
4. Successful completion of a dissertation and submission to the Psy.D. department.
5. Submission of completed Graduation Application and full payment of all outstanding tuition and fees.

For further information, contact Janna A. Henning, J.D., Psy.D., F.T., B.C.E.T.S., Associate Professor, Coordinator, Traumatic Stress Psychology Emphasis, at [jhenning@adler.edu](mailto:jhenning@adler.edu).

## EMPHASIS IN SUBSTANCE ABUSE TREATMENT

### Emphasis Overview

The Emphasis in Substance Abuse Treatment is designed to provide education and training in the prevention, intervention, and treatment of alcohol and other drug abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and core functions of substance abuse treatment, focusing on evidence-based research and best practice standards.

Adler University 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.

Students who have an interest in the emphasis should speak with the Emphasis Coordinator as early as possible to express their interest and discuss programmatic changes.

## Admission Requirements

Enrollment in the clinical psychology Psy.D. program.

Additionally, once students are admitted into the emphasis, he/she must maintain the following standards or will be withdrawn from the emphasis:

1. Maintain an overall GPA of at least 3.25.
2. Obtain a grade of at least B in all required courses.
3. Pass all milestones in the Psy.D. program (CQE, dissertation, etc.).
4. Have no SCEC referrals.
5. No more than one SDC referral for any other reason.
6. Maintain a collaborative, team-focused attitude with no comportment issues that warrant a referral to the SCEC while engaged in any emphasis activities, practica, or classes.

## Course Requirements

The emphasis in Substance Abuse Treatment requires the following courses:

PSY-709	Diagnosis and Treatment of Addictive Disorders	3 cr.
PSY-645	Ethics and Professional Development in Clinical Psychology	3 cr.
CES-436	Bio-Psycho-Social-Spiritual Aspects of Addictions	3 cr.
CES-437	Treatment of Addictive Disorders	3 cr.

**Total Credit Hours Required: 12**

If students also complete the Advanced Practicum in substance abuse counseling, they will be eligible to sit for the Illinois Certification Exam to become a Certified Alcohol and Drug Counselor (CADC). Please see the Emphasis Coordinator for more information.

## Elective Option

The following elective course is offered by the Emphasis in Substance Abuse Treatment in addition to the required courses above as a way to increase skills and knowledge in this focus area. The elective course below satisfies the general elective requirement for the Psy.D. program:

PSY-811	Advanced Issues in Co-Occurring Disorders	3 cr.
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## Completion Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. A cumulative grade point average of 3.25 or higher and no more than one grade of C.
3. Submission of a 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 the conferral of the emphasis in Substance Abuse Treatment.

For further information, contact Cathy McNeilly, Psy.D., CADC, Associate Professor, Coordinator, Emphasis in Substance Abuse Treatment at [cmcneilly@adler.edu](mailto:cmcneilly@adler.edu).

## COURSE DESCRIPTIONS – CHICAGO CAMPUS

**PCO-001                      Student Orientation                      0 Credits**

This mandatory orientation for new students provides an overview of Adler University policies and procedures, facilities, personnel, resources, and organizations. The training model and core competency areas of degree programs are explained. Newly admitted students are expected to attend this orientation prior to enrollment. Master's degree students who go on to the doctorate must participate in the orientation.

**PCO-040                      Basic Abnormal Psychology                      0 Credits**

This noncredit graduate course covers the development, symptoms, and patterns of maladaptive behavior. Topics covered include the onset and progression of developmental and psychological disorders. Students are introduced to current DSM categorization and classification of psychological phenomena. Students may use this course to fulfill the undergraduate requirement.

**PCO-041                      Basic Theories of Personality                      0 Credits**

This noncredit graduate course provides a comparative study of the major theories of personality. The nature of personality is examined from various points of view including psychodynamic, humanistic, existential, behavioral, and cognitive. Students may use this course to fulfill the undergraduate requirement.

**PCO-043                      Basic Research Methods                      0 Credits**

This noncredit graduate course provides an overview of scientific method, research methodology, and statistical design in psychology. Students may use this course to fulfill the undergraduate requirement.

**PCO-215                      International Community Service Seminar I                      1 Credit**

This seminar is designed to prepare master's degree students for their cross-cultural community engagement and services outside the United States. Through structured activities, information sessions, and presentations, this course aims at equipping students for their cultural immersion experience professionally, psychologically, and culturally. Students will have opportunities to become familiar with the hosting country and community service sites (e.g., cultural practices, site facilities, services provided, and needs). Students will also explore their own cultural self and mental readiness to learn from and to immerse in a different culture. In addition, students will learn to examine the impact of systemic and structural barriers on health and well-being issues both abroad and within the United States.

**PCO-216                      International Community Service Seminar II                      1 Credit**

*Corequisites: PCO 218.* This seminar is conducted when students are at the international community engagement sites. Students are expected to reflect on and integrate their field experiences in advocacy and socially responsible practice. Students will share thoughts and strategies for working with clients at their practicum sites, and betterment of their experiences. This seminar culminates in a public presentation of the practicum experience.

**PCO-217                      International Community Service Practicum                      2 Credits**

*Corequisites: PCO-216.* This is a four-week intensive immersion service practicum in which students will work closely with clients and personnel of the practicum sites. Students will engage in structured project activities such as client services, social action, outreach,

programming, development, and needs assessment. Students are expected to learn about the operation of the sites, clients' characteristics, and program and system needs. As a result of this cross-cultural experience, students are expected to gain increased multicultural competencies and advocacy competency as future mental health practitioners and global citizens.

**MCFT-337                      Group Psychotherapy and Psychopathology                      3 Credits**

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.

**MCFT-433                      Fundamentals of Adlerian Psychology and Parenting                      3 Credits**  
**Education: Theory and Interventions**

This course will provide the couple and family therapy student with an overview of the core concepts of Adler's Individual Psychology. Building on this foundation, the course provides an opportunity to develop child guidance and parenting skills based on Adlerian principles. Through lecture, class discussion, observations, and participative demonstrations, students will learn how to facilitate parenting groups. Students will receive supervision from Adlerian faculty as they lead or colead a parenting group in the community.

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

Prerequisite: PSY-709 or 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 of addiction. Impacts on the individual, family, community, and organizations/systems are presented. Considerations for how these disorders apply to special populations, such as people of color, LGBTQ 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: PSY-709 or 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, ethical, and legal perspective are presented.

**MCFT-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.



**PCO-438 Introduction to Addictive Disorders 3 Credits**

This course provides an introduction to alcoholism, substance abuse, and other addictive disorders. It includes an overview of assessment methodologies, the treatment models of addictive disorders, and the tools for recognizing the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and mentally ill substance abusers. The basic pharmacological, physiological, and medical aspects of chemical dependence are explained along with the historic development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

**CES-445 Practicum in Substance Abuse Counseling I-II 1 Credit Each**  
**CES-446**

Prerequisites: PSY-750, PSY-752, or M.A. program practicum, approval of Program Coordinator and Director of Training, concurrent with practicum seminar CES-447-448 for M.A. or PSY-860-861. In this practicum, students are involved in an approved field placement experience to integrate knowledge and skills in a clinical setting. Students are required to spend 250 clock hours per practicum (a minimum of 500 total clock hours) in a supervised field experience.

**CES-447 M.A. Practicum Seminar in Substance Abuse 1 Credit Each**  
**CES-448 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.

**MCFT-472 Basic Skills for CFTs 3 Credits**

Through this course students will gain foundational assessment and intervention skills with individuals, couples, and families. The course addresses intake interviewing, introduction to the mental status exam, risk assessment, and overview of the DSM-5 approach to diagnosis. The course also addresses basic counseling skills, the therapeutic relationship, common factors in psychotherapy, basics of theoretical views on human change processes, and multicultural competencies. Students learn about informed consent, confidentiality, and the importance of clinical documentation, including the ability to compose cogent assessment reports and treatment plans. While this course is not model-specific, students are exposed to one theoretical model to show how a model is employed to gather data, develop hypotheses, plan treatment, and intervene. This course has a required lab.

**MCFT-497 Research Methods 3 Credits**

This course integrates the student's academic program of study and clinical interests with an introduction to various approaches to research design, methodology, and statistics. Students learn to conduct an extensive review of couple and family therapy literature and to use research findings in therapy with individuals, couples, and families.

**PCO-497                      Research Methods                      3 Credits**

This course integrates the student's academic program of study and clinical interests with an introduction to various approaches to research design, methodology, and statistics. Doctoral 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. Students in the doctoral program find this course helpful in preparing for the dissertation. Emphasis is placed on the use of the American Psychological Association standards for the preparation of manuscripts. Ethical and diversity concerns in research are addressed.

**MACF-500                      MACF Professional Development Seminar                      1 Credit**

This one-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. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of counseling and forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and an overview of ethical codes (ACA and APA) and professional standards of counseling. This course will also assist in orienting and preparing students for the Social Justice Practicum.

**MACR-500                      Foundations of Rehabilitation Counseling                      3 Credits**

This foundation course is designed to introduce and orient students to the profession of rehabilitation counseling. Students will learn about the history and development of rehabilitation counseling and the current issues relevant to the field. Historical and contemporary perspectives on disability will be described to elucidate societal attitudes toward disability and their impact on people with disabilities. Students will also acquire a working knowledge of federal laws that dictate the delivery of rehabilitation services, the various service roles performed by the rehabilitation counselor, the settings in which rehabilitation counselors perform services, and best practices in various areas of rehabilitation counseling.

**MASH-500                      Professional Development Seminar                      0 Credits**

This one-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. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of counseling and sport and health psychology, issues of diversity as it relates to the field and students' personal and professional growth, and an overview of ethical codes (ACA and AASP) and professional standards of counseling. This course will also assist in orienting and preparing students for the Community Service Practicum.

**PPA-500                      Theories of Public Policy and Administration                      3 Credits**

This course introduces students to the historical and theoretical foundations of public policy and administrative services. Topic areas focus on growth of government services, political agendas, administrative law, government decision-making, societal influence on policy formation or change, technology and social media, and the four main values in public policy and administration: equity, economy, efficiency, and effectiveness. Current situations in public sector organizations today will be used in course discussions.

**MASH-501                      Applied Sport and Health Psychology  
Professional Preparation Seminar I                      1 Credit**

This course provides students with opportunities to develop workshops and one-on-one consulting activities to utilize during sport and health psychology externships and beyond. The experience is designed to be a collaborative process and assist students in the

following: (a) becoming skilled in educating potential clients on the benefits of sport and health psychology; (b) learning how to facilitate and deliver performance enhancement techniques in an applied sport and health setting; (c) practicing and understanding their personal styles and approaches to delivering sport and health psychology to individuals, teams, and groups; and (d) gaining a greater understanding of the techniques and methods of providing sport and health psychology services.

**PPA-501                      Political Economy and Economic Analysis in                      3 Credits**  
**Public Policy Development**

The first part of this course teaches students the basic economic tools and microeconomic models relevant to current policy and public sector choices, including the role of government in a market-oriented economy, with an emphasis on market failures. Students learn about public goods, externalities, competition versus monopoly, opportunity cost, economic efficiency and equity, how microeconomics is used in public policy analysis, and methods of economic analysis. In the second half of this course, students learn the formulation and implementation of policies, primarily within urban areas and local government. The course focuses on political and economic factors impinging on the policy process, the current policy environment within vital areas, and the role of key policy players (government and nonprofit agencies, community organizations/coalitions, windows of opportunity, etc.) in policy formation. Case studies will be used, as well as policy alternatives and recommendations to broaden students' policy analysis skills.

**MACR-502                      Medical and 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 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 conditions.

**MASH-502                      Applied Sport and Health Psychology                      1 Credit**  
**Professional Preparation Seminar II**

This course is a first-year advanced seminar in which students will have opportunities to develop advanced workshops and advanced one-on-one consulting activities to utilize during sport and health psychology externships and beyond. The experience is designed to be a collaborative process and assist students in the following: (a) applying skills in educating potential clients on the benefits of sport and health psychology; (b) applying facilitation and delivery skills for performance enhancement techniques in an applied sport and health setting; (c) continuing to develop their personal styles and approaches to delivering sport and health psychology to individuals, teams, and groups; and (d) gaining a greater understanding of the advanced techniques and methods of providing sport and health psychology services.

**PPA-502                      Ethics in Public Service                      3 Credits**

This course is designed to provide students with a solid foundation for the ethical practice of leadership and management in the public and nonprofit sectors. Questions related to corruption, abuse of power, financial impropriety, ethics codes, and standards in government and professional fields, as well as corporate codes of ethics, whistle-blowing, and other topics related to problems of conscience and judgment will be examined.

**PPA-503 Collaborative Policymaking and Civic Engagement 3 Credits**

This course explores different dialogue modalities, including intergroup dialogue, and how these techniques are used in experiential learning opportunities, such as role-play, within the classroom. Focusing on key concepts in negotiation and mediation, the power of the democratic process in creating new ideas, the use of social media, and cointelligence or the mixing of personal intelligences to produce new ideas, students will learn how policy can be developed or changed in ways that are more inclusive and representative of community needs. The course also examines social movements and policy case studies that include civic engagement in different cultural settings, as well as key stakeholders such as civic leaders, citizens, community services, government agencies, and private business. Policy professionals will guest lecture, and current policy issues in the Chicago metropolitan area will be considered.

**PPA-504 Public Finance 3 Credits**

This course provides students with a basic understanding of the methods used to analyze and evaluate public sector finances, including revenues and expenditures. The primary emphasis is on government organizations in Illinois state and local government budget processes (development and reform), including funding sources (e.g., taxation, user fees, and fines) and expenditures (e.g., operating budgets, capital budgets, and the role of budgets in public sector agencies). In addition, students explore the public budget as a political tool and the complications of budgeting when democratic governance is used in the decision-making process at both the policy and agency level, including the allocation of resources that reflect the values of agencies and society.

**MCFT-505 Professional Development, Issues, and Ethics 3 Credits**

This course provides students with a solid foundation for the ethical practice of therapy with individuals, couples, and families, according to the code of ethics of the American Association for Marriage & Family Therapy (AAMFT). In addition to the issues common to all therapists, the course will address the unique ethical/legal issues related to systemic therapy, such as working with multiple family members or combining individual with conjoint therapy. Dilemmas created by competing goals/priorities of family members or involvement with other systems will be highlighted. The student will learn to think ethically by employing a decision-making model to current issues in the field. A review of social justice theories and their relationship to ethical decision-making will be provided.

**MCFT-505IS Professional Development, Issues, and Ethics 1 Credit**

This one-credit independent study is for DCFT and MCFT students who completed a strong professional ethics course in a clinical master's degree program other than an MFT program (e.g., MSW). It provides students with a solid foundation for the ethical practice of therapy with couples and families according to the code of ethics of the American Association for Marriage & Family Therapy (AAMFT). In addition to the issues common to all therapists, the course will address the unique ethical/legal issues related to systemic therapy, such as working with multiple family members or combining individual with conjoint therapy. Dilemmas created by competing goals/priorities of family members or involvement with other systems will be highlighted. The student will learn to think ethically by employing a decision-making model to current issues in the field. A review of social justice theories and their relationship to ethical decision-making will be provided.

**PPA-505                      Research Methods I: Quantitative Research Methods                      3 Credits**

This course reviews basic methods and theories of quantitative analysis in the social sciences. Students will learn descriptive and inferential statistics. Studying the topics of sampling, probability theory, and statistical methods of correlation and regression, students will participate in designing research studies and interpreting results. Articles using various types of quantitative research methods will be reviewed to build students' competence in assessing research methodologies.

**MACF-506                      Roles and Directions in Forensic Psychology                      3 Credits**

This course will explore the historic roots of the field of forensic psychology as well as provide insight into the evolving role of forensic practitioners within the criminal justice system. Students will be exposed to the various areas in which psychology and the legal system interact, including but not limited to correctional settings, courtroom advocacy, and law enforcement organizations.

**PPA-506                      Research Methods II: Qualitative Research Methods and Community Consultation                      3 Credits**

In this course, students learn how to get detailed and significant information through research methods that use open-ended and in-depth interviewing, with a focus on the key components of qualitative research designs, methods, and analysis. Using qualitative methods used in policy formation and analysis, this course reviews ethnography, case studies, thick description, depth interviewing, and various theories of inductive reasoning. Students also study asset-based approaches to needs assessments of communities and are introduced to various styles of participatory research.

**MACF-507                      Counseling in Forensic Populations                      3 Credits**

This course exposes students to the wide gamut of approaches utilized in the treatment and rehabilitation of offenders, with attention given to the evaluation of their effectiveness. The course also explores the complexities of assessing and treating various psychological diagnoses and conditions within forensic settings. Further, this course examines the psychological theories related to the etiology, development treatment, and prediction of violent crimes as well as the types of interventions feasible within the criminal justice system.

**PPA-507                      Organization Theory in Public Administration                      3 Credits**

In this course, students will learn human resource practices and styles of management in public organizations. Topics include sociological, economic, and political science theories of organizational behavior and management within the public sector; decision-making and change within nonprofit and government agencies; and organizational leadership and culture. Students will study the fundamentals of public administration, core managerial activities, and important managerial skills (e.g., team-building, mentoring, and decision-making).

**MACF-508                      Violence, Aggression, and Social Deviance                      3 Credits**

This course explores the psychosocial, political, and economic systems that influence behavior and the role they each play in the development of aggression, violence, and social deviance. Contemporary research, theory, and practice concerning the hypothesized role of biology and environment will also be considered.

**PPA-508 Capstone/Fieldwork Experience in Public Policy 3 Credits**

*Prerequisites: PPA-505 and PPA-506.* The capstone/fieldwork experience offers students the opportunity to work in an organizational setting such as a governmental agency, community group, or nonprofit organization within the policy area of their choice that is part of their area of concentration. Guided by a faculty advisor, students will create three learning objectives that must include at least one of the following activities: policy development, analysis, or change; program analysis; community assessments; cost-benefit analysis; or coalition building. The fieldwork experience must provide students with an opportunity to find viable and sustainable solutions to urban issues. In addition to the field experience, students are required to complete a capstone project. Using the combined knowledge of core and concentration courses and specific research skills learned in the Research Methods I and II courses, students will complete a combination research/major policy brief that requires an in-depth literature review, research study, a thoughtful synthesis of primary and secondary sources, and consideration of policy options that can be used by others (e.g., fieldwork agency, public officials, politicians, development practitioners, donors, etc.). Students will present their final project to fellow students, faculty, the client organization, or interested community partners and constituents.

**MACF-509 Trauma and Victimology: Theory, Practice, & Advanced Counseling Skills 3 Credits**

This course will familiarize students with the major psychological theories of trauma as they relate to both perpetrators and victims of crime, and it will explore the impact of trauma on individuals and groups. Students will develop evidenced-based practice skills as applied to the treatment of PTSD, vicarious trauma, and compassion fatigue.

**PPA-509 Health Determinants and Outcomes 3 Credits**

According to the World Health Organization, in 2010 more than half of all people lived in urban areas. With current urbanization rates, by 2030 six out of every 10 people will live in a city, and by 2050 the urban population will increase to seven out of 10 people. Given this pattern of rapid worldwide urbanization, this course explores the history of mental health in cities and the determinants within cities that shape mental health outcomes, the social distribution of health and disease, and health disparities. The determinants studied include, but are not limited to, social, economic, political, and environmental factors. Consideration is also given to how advocacy assists in bringing into the policy process values that serve to improve the conditions that promote health and well-being for individuals and communities.

**CMHC-510 CMHC Professional Development Seminar 0 Credits**

This seminar will provide students with an orientation to the counseling profession and address issues of diversity in the development of a counselor identity. In addition, advisement and mentoring around Adler's mission, degree requirements, social justice/advocacy externship experience, and CMHC practicum and internship will be discussed.

**MACR-510 Professional Development Seminar 0 Credits**

This seminar will provide students with an orientation to the profession, including an overview of the ethical codes and professional standards in counseling and rehabilitation counseling. In addition, advisement and mentoring around Adler's mission, degree requirements, social justice/advocacy externship experience, and MACR practicum and internship are included.

**MAT-510 Professional Development Seminar 0 Credits**

This one-hour, once-a-week seminar is required of all Adler students in their first quarter. This course will provide students opportunities to meet in small groups with peers and one faculty member who will also serve as the students' advisor. The course covers advisement, consultation, and mentoring around Adler degree requirements and mission, orientation to the field of professional counseling, art therapy, and mental health, and issues of diversity as it relates to the field and students' personal and professional growth, and the development of art therapist and counselor identity in an interactive lecture discussion. It provides an overview of the ethical codes and professional standards of the students' course of study that includes the American Art Therapy Association (AATA), including the Art Therapy Credentials Board (ATCB) and of the American Counseling Association (ACA) in the field of mental health and counseling. This course will also assist in orienting and preparing students for the Community Service Practicum. In addition, advisement and mentoring around Adler's mission, degree requirements, Community Service Practicum Experience, practicum and internship are discussed. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based practices to develop their skills for employment in the field of art therapy and counseling.

**MCFT-510 Professional Development Seminar 0 Credits**

This one-hour, once-a-week seminar is required of all Adler students in their first semester. 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 orients students to the field of couple and family therapy. It also prepares the student for the Community Service Practicum.

**PPA-510 Public Health and Population Mental Health Research and Health Promotion 3 Credits**

This course explores the public health approach to population mental health research and health promotion, including epidemiologic methods to identify and solve urban mental health problems including association and causation of mental health. Students are introduced to the basic principles of epidemiology as used in public health studies that examine the origins and characteristics of specific mental illnesses, and applications of health promotion and practices used to improve individual and community health.

**CMHC-511 Professional Identity Seminar I 1 Credit**

*Prerequisite: CMHC-510.* This seminar continues to facilitate the development of a counselor identity. It also assists in preparing students for clinical practicum and internship.

**MACR-511 Rehabilitation Counseling Professional Identity Seminar I 1 Credit**

This professional identity seminar examines the roles and functions of rehabilitation counselors. Issues of diversity related to students' personal and professional growth are addressed. The roles of rehabilitation counselors as socially responsible practitioners embracing social justice and advocacy are explored. In addition, participation in professional associations to further education and advocacy is examined.

**MCFT-511 CFT Professional Identity Seminar I 1 Credit**

This one-hour seminar focuses on the development of a professional identity as a couple and family therapist. This focus includes an understanding of the unique qualities and clinical skills of the CFT and the scope of practice as defined by AAMFT and state licensing

laws. The seminar also emphasizes the importance of membership and ongoing participation in the American Association for Marriage and Family Therapy as the national professional organization for CFTs.

**PPA-511**                      **Topics in Urban Policy – Critical Urban  
Mental Health Issues**                      **3 Credits**

This course examines four themes that directly affect the health of a community and its members. It will provide students with an overview of the important public policy issues facing urban centers in the 21st century. Each of the four issues will provide students with an overview of the policy issue, current debates, and local and national policy questions related to the issue.

**CMHC-512**                      **CMHC Professional Identity Seminar II**                      **1 Credit**

*Prerequisite: CMHC-511.* This continuation of the professional identity seminar focuses on the development of a counselor identity. This focus includes an understanding of the unique qualities and clinical skills of a professional counselor, the scope of practice, and state licensing laws. The seminar also emphasizes the importance of membership and ongoing participation in national and state professional associations, such as the American Counseling Association (ACA) and the Illinois Mental Health Counselors Association (IMHCA).

**MACR-512**                      **Rehabilitation Counseling Professional Identity Seminar II**                      **1 Credit**

This continuation of the professional identity seminar extends discussion of systemic barriers and attitudinal issues that limit full access and participation for marginalized individuals. Critical-thinking approaches about what constitutes socially responsible practice are explored. Applications for empowering individuals with disabilities, at the intersection of individual and community are considered. In addition, advisement and mentoring around Adler's mission with a focus on social justice and advocacy continues.

**MCFT-512**                      **CFT Professional Identity Seminar II**                      **1 Credit**

*Prerequisite: MCFT-511.* This seminar continues to facilitate the development of a professional identity as a couple and family therapist. It also prepares students for the imminent start of their clinical practicum.

**PPA-512**                      **Human Rights Policies and Outcomes**                      **3 Credits**

This course introduces students to the field of universal human rights. Students will develop a critical understanding of the main issues that influenced the conceptualization of human rights historically, theoretically, and currently, and students will be introduced to the skills needed to analyze human rights policies and strategies on an international scale from a non-U.S. perspective. Students will explore the key historical moments in the development of the first human rights policies and consider contemporary issues and topics such as globalization, neoliberalism, living conditions, military expenditures, violence, women rights, human trafficking, and non-Western conceptions of human rights.

**PPA-513**                      **The Human Right to Health**                      **3 Credits**

The human right to health is protected in multiple human rights treaties. Several countries around the world, most notably South Africa, have used the human right to health to adjudicate the needs of many for healthcare vs. the need of few for specific interventions. A human right to health includes rights to mental as well as physical well-being, and not merely an absence of illness. This class will examine what a right to health constitutes, how



governments use the human right to health to make decisions about healthcare delivery, as well as public health issues (such as a right to clean water). This class will specifically examine models of healthcare delivery of Heartland Alliance for Human Rights and Human Needs.

**SJP-513/514                      Social Justice Practicum I & II                      1 Credit Each**

The Social Justice Practicum (SJP) is a first-year, nonclinical and non-discipline specific experiential practicum that occurs during the Fall and Spring Terms. The SJP is an anchor of student learning at Adler University where our academic institution and community partners unite to educate and equip students with skills to become agents of social change. The purpose of this practicum is twofold: 1. To assist community agencies in their work toward equity for all members of our community; 2. To enable students to gain knowledge, skills and perspectives around social justice strategies needed to build a more equitable society. The SJP is designed to help students learn how to work alongside communities; and serves as a catalyst for students to develop their own strengths and understand their lifelong responsibility in making a contribution toward social change and social equity. During this practicum students gain, maintain, and strengthen connection to community by developing critical problem-solving skills necessary to be socially responsible practitioners. Students must complete their practicum by the last day of Spring Term. SJP requirements include: 1) completion of a minimum of 200 hours, 2) attendance at a monthly Campus Community Engagement workshop, and 3) a formal SJP presentation at the Annual Community Engagement Symposium. Students must also receive a grade of "Pass" for the mid-term and final evaluation to receive credit for completing the SJP. The SJP may not be waived and life credit is not admissible to meet this requirement.

**MACF-514                      Practicum Seminar Continued                      2 Credits**

Continuing in the group consultation model utilized in MACF 680 & 682, students registered for PCO 610: Practicum Continuation in the summer term should register for this seminar. The seminar includes case presentation, further consultation, and discussion of therapy practicum issues and topics with a focus on increasing knowledge, skills, and professional growth within ethical, socially responsible, and culturally diverse perspectives of counseling.

**PPA-514                      Topics in Urban Policy – Contemporary                      3 Credits**  
**Human Rights Issues**

This course will offer students an opportunity to address a contemporary human rights issue in depth. This could include, for example, a focus on the Chicago torture cases or the newly promulgated treaty for the rights of persons with disabilities. Students may have the opportunity to contribute to a "shadow report" documenting human rights violations in preparation for a United Nations committee.

**MACF-515                      Forensic Psychology for Law Enforcement                      3 Credits**

This elective course is in year two, spring term. This course is designed to cover the core areas of the field of police psychology and the application of psychology theory to the field of law enforcement. Students will learn the basic principles of law enforcement, police culture, and forensic systems within law enforcement. Students will learn disorders more common to police personnel along with research-based interventions and their application with law enforcement personnel and their families. In addition, the course will cover the foundations of ethics and ethical codes of conduct, including an exploration of theories of social justice as they apply to law enforcement personnel.

**MAT-515 Professional Development, Issues, and Ethics in Art Therapy, Counseling, and Psychotherapy 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 the codes of ethics of the American Art Therapy Association (including the Art Therapy Credentials Board) and the American Counseling Association. Students will learn to apply ethical and professional decision-making skills to current issues in art therapy and counseling. An overview of concepts and theories of social justice as applied to decision-making in art therapy and in counseling will be presented. This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession as well as professional roles (practitioner, supervisor, educator, etc.) and its professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

**MCFT-515 Professional Development Seminar II 1 Credit**

*Prerequisite:* MCFT-512. This seminar will continue the professional development of MCFT students who delay their clinical practicum until the third year of the program.

**MACF-516 Sex Offender Treatment, Theory, and Practice 3 Credits**

This course is designed to introduce students to the history, theory, research, and clinical practices involved with the treatment of both adult and juvenile sex offenders. The laws and the impact of systemic influences will be stressed as well as the sociocultural aspects of sex offenses and their impact on society.

**MACF-517 Psychology of Juvenile Justice Populations 3 Credits**

This course is designed to introduce students to the theory and clinical practices involved with the behavior of the youth population engaged in the juvenile justice system. Gang involvement, youth violence, and substance use among youth populations impact their growth and adversely influence behavior. The laws and the impact of systemic influences will be stressed, as well as the sociocultural aspects of juvenile offenses and the impact on community. Appropriate treatment models for use in juvenile justice settings will also be reviewed.

**MAT-517 Community Psychology 3 Credits**

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues which impact on the health of individuals and communities. Community Psychology takes an ecological approach to human functioning, locating health and dysfunction in the interaction between individuals and larger social systems. This area of psychology is also concerned with preventive interventions and encourages collaboration across disciplines. Intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism/advocacy, fundraising, and policy analysis will be emphasized. In addition, art therapy and art-making through an Adlerian lens in relation to community and social interest is explored.

**PCO-517                      Advanced Lifestyle Assessment                      3 Credits**

*Prerequisites:* PCO-402/PSY-710, PCO-472/PSY-600, PCO-514. This course focuses on the application of the lifestyle. We will address topics such as lifestyle matching in dyads and most prominently in marital counseling, in vocational counseling, and in predicting the patient-therapist relationship, including such issues as resistance and transference.

**COUN-518                      Adlerian Theory and Counseling                      3 Credits**

This course introduces the principles of Alfred Adler's Theory as a basis for understanding the development of an individual's unique style of living or personality. These principles include the purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in mental health and social progress. Students will learn how to apply these principles in counseling and treatment planning, with the goals to improve well-being of individuals, couples, groups, families, and society.

**MACF-518                      MACF Professional Identity Seminar I                      1 Credit**

*Prerequisite:* MACF-500. This one-hour, once-a-week seminar is required of all Adler students in their second semester. This course will provide students opportunities to meet in a small group with peers and one faculty member. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of counseling and forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of ethical codes (ACA; APA) and professional standards of counseling. This course will also assist in orienting and preparing students professional practice.

**MAT-518                      Introduction to Adlerian Psychology and Psychopathology                      3 Credits**

This course introduces the principles of Alfred Adler's Theory as a basis for understanding the development of an individual's unique style of living or personality. These principles include the purposiveness of behavior, the indivisible self, goal-directed behavior, and the role of social interest in mental health and social progress. Students learn how to apply these principles in counseling and treatment planning, with the goals to improve well-being of individuals, couples, groups, families, and society. This course covers the theoretical principles of individual psychology with an emphasis on the self-creation of one's unique style of life and includes other integrative approaches. Focus is on the context of the individual's original family constellation and socioeconomic setting. It further emphasizes the contextual setting of pathological development of the style of life within families and society. The course addresses cognitive, affective, sociocultural dimensions in the individual's development and self-training; the selectivity of perception in the formation of one's worldview; the purposive nature of behavior; creativity, self-determination, and the indivisibility of the person. It also covers the maladaptive manifestation of these aspects as the psychodynamics of psychopathology. Attention is paid to the recursive influence between society and the individual on both adaptive and maladaptive levels. Art therapy and art-making through an Adlerian lens based on the work of Sadie Dreikurs is explored.

**MACF-519                      MACF Professional Identity Seminar II                      1 Credit**

This one-hour, once-a-week seminar is required of all Adler students in their third semester. This course will provide students opportunities to meet in a small group with peers and one faculty member. The course covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of counseling and forensic psychology, issues of diversity as it relates to the field and students' personal and professional growth, and overview of ethical codes (ACA; APA) and professional standards of counseling. This course will also assist in orienting and preparing students professional practice.

**MAT-519                      Adlerian Theories and Integrative Interventions                      2 Credits  
for Parents and Teachers**

*Prerequisite: MAT-518 or MAT-402 or PCO-402 (may not be taken concurrently).* This course provides an opportunity to develop child guidance, parenting knowledge and skills, as well as instruction and behavioral skills to be used by teachers in the classroom based upon Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group or teacher training group. Students will receive supervision from Adlerian faculty as they lead or colead a parenting group or teacher training group in the community. This course demarcates Adler's and Dreikurs' place in history with parenting and child guidance. Adlerian-based parenting programs and other therapeutic approaches are recognized as evidence-based programs. This course should not be taken in the first year of any program.

**MAT-520                      Introduction to Addictive Disorders                      3 Credits**

This course provides an introduction to substance use and the treatment of addictive disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, and concurrent disorders are discussed. Information about pharmacological, physiological, and medical aspects of chemical dependence as well as an overview of treatment delivery systems and alternative treatment settings (inpatient and outpatient treatment, prevention programs, mutual-help groups, harm-reduction programs, and recovery homes) is provided. Each of these areas includes a focus on the historical context of substance use, along with consideration of current diversity and social justice issues related to substance use and regulation. 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 is included, along with the historic development of alcohol and other drug usage, self-help groups, and treatment delivery systems.

**PCO-520                      Theories of Psychotherapy                      3 Credits**

This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive-behavioral therapies. The influence of sociocultural and historical factors on the development of theories is examined.

**MAT-521                      Lifestyle and Career Development                      3 Credits**

*Prerequisite: MAT-523 or MAT-472 or PCO-472.* This course examines a person's career trajectory and dynamics within the context of the lifestyle. Students 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 lifestyle allows students to help clients with career decisions and transitions in the broader perspective of total personal development. This course examines career development and decision-making models and ethical counseling applications to diverse/multicultural client populations. Students select, administer, interpret, and evaluate a variety of art therapy-related (as well as counseling and psychotherapy-related) assessment instruments and utilize information for the purpose of educational and labor market information for the purpose of career planning and development. In addition, students develop and evaluate career services/programs for particular groups in school, agency, or business settings.



**PCO-523                      Adlerian Approaches to Individual and Family Therapy                      3 Credits**

*Prerequisite: PCO-402.* This course presents the practical application of Adlerian approaches to psychotherapy with specific emphasis on interventions for individuals and families in a multicultural society. Particular emphasis is placed on the respective roles of the therapist and the client throughout the process of the four stages of therapy. Basic Adlerian therapeutic techniques are offered in both individual and family therapy. Interventions that are empirically based, best practices are analyzed from an Adlerian perspective. Emphasis is placed on solution-focused interventions, the cultivation of self-storying, and dynamics of responsibility. Current research and recommendations for contemporary individual and family problems are discussed as is the use of self-help literature and groups.

**MAT-524                      Research Methods in Art Therapy, Counseling,                      3 Credits  
and Psychotherapy**

This course is an introduction to approaches to research design, data collection methodology, and data analysis with a focus on the field of art therapy. It emphasizes the importance of evidence-based research in advancing the field of art therapy and counseling. Qualitative and quantitative research and mixed methods will be examined and synthesized by a major research proposal. Also, art therapy research protocols, ethical issues in conducting research, and multicultural considerations are explored. This course is a master's-level introduction to research methods and program evaluation as it pertains to the fields of art therapy, counseling, psychotherapy, and clinical mental health counseling. Major research designs including both quantitative and qualitative methods are explored. In addition, the course surveys its history and development of program evaluation and provides an introduction to needs assessment, data collection methodology, and data analysis. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies are also covered.

**MAT-525                      Historical and Theoretical Perspectives of Art Therapy,                      3 Credits  
Counseling and Psychotherapy**

This course introduces the history, philosophy, theory, and practice of art therapy, counseling, and psychotherapy within the fields of counseling, mental health, and psychology. The fundamental elements of art therapy, counseling, and psychotherapy are addressed with attention to the theoretical foundations of each field of study. The impact of diversity issues such as culture, age, gender, and diverse intersections, as they apply to different psychotherapy approaches, will be a central theme in this course. Learning in this course is attained through lectures, oral and written assignments, art directives, and experiential exercises. In addition, this course explores the nature and the history of clinical mental health counseling and the role of counselors in relation to different service delivery modalities, other mental health professionals in the community, mental health services agencies, and organizations. Students are exposed to various crisis-intervention models, associated responses to clients' mental health needs during crises, and professional response to various traumatic events. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and it emphasizes the role of the art therapist and counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on their mental health. In addition, ethical and professional issues that affect the practice of clinical mental health counselors are discussed.

**MAT-526**                      **Assessment and Appraisal in Art Therapy,  
Counseling, and Psychotherapy**                      **3 Credits**

This course introduces students to the concept of appraisal as it pertains to an art therapy, counseling, and psychotherapy practice. It also provides foundational knowledge of individual and group approaches to assessment and evaluation commonly used in art therapy and counseling. Students explore the tools and methods of appraisal, assessment, and evaluation using the latest and most current DSM, in addition to formal standardized and informal assessments, to practice treatment planning and socially responsible best practices. Psychometric statistics such as measures of central tendency and standard errors, as well as psychometric properties of instruments such as validity and reliability are discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations are addressed. Experiential art activities, lab exercises, lectures, evaluation via quizzes and exams, as well as regular written assignments are the primary means of learning in this course. This class develops cultural awareness and sensitivity regarding professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

**MAT-527**                      **Use of Art Therapy in Group Psychotherapy  
and Psychopathology**                      **3 Credits**

This course introduces students to the history, theory, methods, principles, and applications of group dynamics, as well as the developmental stages of groups. In addition, group members' roles and behaviors and the therapeutic factors of group work are discussed. Students have the opportunity to apply these principles through role-playing and participating as group members in art experiential components of this course, as well as designing, planning, leading, and coleading group sessions for diverse client populations in an effort to process their experiences and learn to relate more effectively and creatively in the group setting. Special consideration of trust-building in socially excluded groups is addressed with focus on art therapy directives especially suited to these groups. This course offers models, approaches, and skills in leading group counseling, group psychotherapy, and group art therapy. Through seminal readings on the theory and practice of group therapy, films, current journal articles, role-plays, and art experientials, the understanding and experience to facilitate engagement and change is gained through a here-and-now, multimodel approach.

**CMHC-531**                      **Foundations of Clinical Mental Health**                      **3 Credits**

This course orients students to the nature and history of clinical mental health counseling and the role of counselors in relation to different service delivery modalities, other mental health professionals in the community, mental health services agencies, and organizations. Students will be introduced to crisis intervention models, and associated responses to clients' mental health needs during crises, disasters, and other traumatic events will also be discussed. This course takes a systems approach to explain human functioning, health, and dysfunctional behavior when interacting with the larger social systems, and it emphasizes the role of the counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on clients' mental health. In addition, ethical and professional issues that affect the practice of clinical mental health counselors will be discussed.

**COUN-532 Professional, Legal, and Ethical Issues 3 Credits**

This course provides a foundation for the ethical practice of professional counseling. It introduces students to the history of the counseling profession, as well as professional roles (practitioner, supervisor, educator, etc.) and professional organizations. The American Counseling Association (ACA) Code of Ethics (and ethical standards of its divisions) will be examined and applied to a variety of ethical and legal situations using a variety of ethical decision-making models.

**COUN-533 Counseling Theories 3 Credits**

This course provides a survey of models and theories consistent with current research (evidenced-based) and practice in the counseling profession. Approaches include Psychoanalytic, Individual psychology, Person-centered, Existential, Cognitive-Behavioral, Gestalt, Family systems, and Postmodern theories. The influence of sociocultural and historical factors on the development of counseling theories is also examined.

**COUN-534 Counseling Skills 3 Credits**

This course teaches basic relationship and counseling skills using role-plays and other experiential activities. The course covers basic counseling skills (e.g., attending, active listening, building rapport), intake interviewing, and self-reflection/self-assessment procedures. It also addresses additional skills such as confrontation, immediacy, here-and-now processing, self-disclosure, and stages of change.

**COUN-535 Diagnosis of Maladaptive Behavior 3 Credits**

This course provides an overview of the major disorders in the current edition of the DSM. A range of mental disorders, from adjustment disorders to serious psychopathologies, will be discussed. Additional topics will include an overview of the etiology, developmental course, multi-axial diagnosis, treatment planning, and policy/advocacy issues associated with various disorders to address socially responsible practice. Biological, environmental, cultural, intrapersonal, and interpersonal risk and protective factors will be addressed, along with the sociocultural and theoretical critiques of limitations of diagnosis and the DSM.

**COUN-536 Counseling Multicultural Communities 3 Credits**

This course is designed to provide a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course will cover theories, research, and practices associated with multicultural competence with emphases on between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students will be introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism.

**MAC-537 M.A. Practicum and Seminar I 3 Credits**

*Prerequisites: PCO-210, PCO-211-PCO-214, PCO-337, PCO-350, PCO-402, MAC-472, MAC-473, MAC-505, PCO-520, PCO-623, PCO-647, PCO-679, 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.



**MAC-538**                      **M.A. Practicum and Seminar II**                      **3 Credits**  
*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.

**MASH-539**                      **Introduction to Sport and Health Psychology**                      **3 Credits**  
This foundational course is designed to help students understand the origins and functions of the related fields of sport and health psychology. It will include an historical analysis of the creation of sport psychology, tracing its roots to exercise science and cognitive-behavior therapy. Professional organizations focused on both of these areas will be discussed (e.g., Association of Applied Sport Psychology, (AASP); Society of Behavioral Medicine; Division 38 – American Psychological Association; U.S. Olympic Committee Registry of Sport Psychologists; APA Division 47 Exercise and Sport Psychology). Issues that impact sport performance and health will be considered, such as personality, motivation, and stress. Topics will include 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.

**COUN-540**                      **Group Counseling**                      **3 Credits**  
This course introduces students to theory and principles of group dynamics as well as developmental stages of groups. In addition, group members' roles and behaviors, and therapeutic factors of group work will be discussed. Students will have the opportunity to apply these principles through role-playing, participating as group members in an experiential component of this course as well as designing, planning, leading, and coleading group sessions for diverse client populations.

**MASH-541**                      **Human Performance Enhancement Using Cognitive Behavioral Theory**                      **3 Credits**  
*Prerequisite:* MASH-539. Human performance enhancement, an area of education used to fine-tune the psychological well-being and precision of athletics and the health field, is examined utilizing a cognitive-behavioral perspective. An overview of cognitive and behavioral approaches to counseling is provided. Emphasis will be placed on case formulation and development of cognitive and behavioral assessment and intervention skills. The cognitive behavioral basis of sport and health enhancement will be emphasized. This course will focus on the examination of sport psychology skills (goal-setting, imagery, relaxation training, etc.). Analysis of the relationship between thoughts, feelings, and behaviors, and how to intervene to help clients will be highlighted. Experiential exercises such as role-play will facilitate student learning. The course will focus on populations with sport and health problems (e.g., motivational challenges in athletes) as well as common clinical issues, such as depression and anxiety. By the end of the class, students will have tangible skills to create psychological skills training programs and will be able to help clients use cognitive behavioral interventions to enhance performance and overall wellness.

**MASH-542                      Appraisal of Individual Differences in Sport and Health Psychology                      3 Credits**

*Prerequisites:* MASH-539, MASH-533, MASH-532. This course will consider a variety of factors that can influence health and sport outcomes and methods of assessing them. Among those reviewed will be personality traits, cognitive schemas, information processing (learning) styles, perceived control, and personal preferences and related factors. The assessment of various attributes of people through standardized tests will be examined, including an overview of statistical procedures and more general factors that determine the usefulness of such assessments (psychometrics), including validity, reliability, and ethics in testing.

**COUN-550                      Preparation for Applied Thesis                      1 Credit**

*Prerequisite:* Permission of the Program Director. The purpose of this course is to review policies and procedures pertinent to completion of a thesis as a degree program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their thesis advisor, identifying a second reader, and developing a research proposal that will form the foundation for their final thesis. The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**COUN-551                      M.A. Thesis I                      1 Credit**

*Prerequisite:* COUN-550. The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**COUN-552                      M.A. Thesis II                      1 Credit**

*Prerequisite:* COUN-551. The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in a theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines and American Psychological Association standards.

**MACR-557                      MACR Practicum and Seminar                      2 Credits**

*Prerequisites:* CMHC-531, COUN-532, COUN-533, COUN-534, COUN-535, COUN-536, COUN-540. Using a group and individual supervision consultation model, this course 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 are discussed to illustrate general principles of rehabilitation counseling, and counseling and intervention, with a focus on service delivery to individuals with disabilities. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical rehabilitation counseling.

**PCO-569                      Lifestyle and Career Development                      3 Credits**

*Prerequisite:* PCO-472 or MAT-472. This course will examine a person's career trajectory and dynamics within the context of the lifestyle. 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 lifestyle will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

**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. Areas of private clinical practice will also be explored. This includes EAP, HMO, fee-for-service, and management consulting.

**COUN-599                      Special Topics in Counseling                      3 Credits**  
This course will vary in content depending on faculty expertise and student interest. Students will study in depth selected topics in counseling.

**PSY-600                      Clinical Interviewing and Basic Skills                      3 Credits**  
This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills, using role-plays and other experiential activities to prepare for clinical work on practicum. The course covers intake and semi-structured interviewing, the mental status exam, treatment planning, and providing client feedback. Students will be introduced to the DSM-5 system of clinical diagnosis, using especially the anxiety and mood disorders – as well as obsessive-compulsive spectrum and trauma-related disorders – 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. Students will be exposed to the elements of one theoretical model to show the relationship between theory, data gathering, hypothesizing, and treatment planning. Finally, a brief introduction to self-care and how to use clinical supervision is presented. This course includes a required lab.

**PCO-610                      Practicum Continuation                      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.

**CMHC-617                      Treatment Planning and Intervention                      3 Credits**  
*Prerequisite COUN-534.* This course is designed to assist students in expanding their counseling knowledge and skills. Students will learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships, e.g., stages of treatment, common factors in the change process, and multicultural issues. Students will also be trained in current record-keeping standards and protocol in clinical mental health settings.

**COUN-618 Couple and Family Counseling 3 Credits**

*Prerequisite COUN-534.* This course presents an overview of major models of couple and family therapy. The impact of multigenerational and environment factors on family dynamics and couples' relations will be examined through various systemic perspectives. Students will learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students will be encouraged to evaluate the strengths and limitations of these models, with consideration of power and hierarchy, gender bias, and diversity factors when working with different client populations.

**COUN-622 Human Growth and Development 3 Credits**

This course presents an overview of various models and theories in the discussion of the characteristics, developmental needs, and tasks at different stages of a person's life cycle. The impact of social, cultural, biological, and psychological factors on prenatal life, childhood, adolescence, adulthood, and aging will be discussed. Students will also learn about psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement, and related issues in a person's life cycle in relation to their work as a counselor.

**PSY-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.

**COUN-625 Research and Program Evaluation 3 Credits**

This course is a master's-level introduction to research methods and program evaluation as it pertains to the field of clinical mental health counseling. Major research designs including both quantitative and qualitative methods will be explored. In addition, the course will survey the history and development of program evaluation and provide an introduction to needs assessment, data collection methodology, and data analysis. Ethical and culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies will be also covered.

**COUN-626 Appraisal and Assessment 3 Credits**

This course will provide foundational knowledge of individual and group approaches to assessment and evaluation commonly used in counseling practice. Psychometric statistics such as measures of central tendency and standard errors, as well as psychometric properties of instruments such as validity and reliability will be discussed. Strategies for ethical selection, administration, and interpretation of assessment and evaluation instruments and techniques with multicultural considerations will be addressed.

**COUN-629 Career Development Theories and Interventions 3 Credits**

This course will examine career development and decision-making models and ethical counseling applications to diverse/multicultural client populations. Students will select, administer, interpret, and evaluate a variety (online, etc.) of assessment instruments and utilize educational and labor market information for the purpose of career planning and development. In addition, students will develop and evaluate career services/programs for particular groups in school, agency, or business settings.

**COUN-630                      Addiction Counseling                      3 Credits**

This course provides an introduction to substance use and the treatment of addictive disorders. Assessment of substance use disorders and current treatment models for substance use, misuse, abuse, dependence, and concurrent disorders are discussed. Information about pharmacological, physiological, and medical aspects of chemical dependence as well as an overview of treatment delivery systems and alternative treatment settings (inpatient and outpatient treatment, prevention programs, mutual help groups, harm-reduction programs, and recovery homes) is provided. Each of these areas include a focus on the historical context of substance use, along with consideration of current diversity and social justice issues related to substance use and regulation.

**CMHC-635                      Advanced Clinical Health Counseling                      3 Credits**

This course focuses on the management, administration, supervision, and consultation roles of clinical mental health counselors. Students will be oriented to the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory process. In addition, students will learn about models of supervision and consultation, and the operation and management of risk and emergency systems within clinical mental health agencies and in the community.

**MASH-636                      Biological Bases of Behavior in Sport and Health                      3 Credits**

*Prerequisite MASH-539.* 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, sport, and health 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 role of environmental and ecological factors on biological functioning will be discussed to promote socially responsible professional practice. Emphasis will be placed on sport and health settings.

**MACR-638                      Advocacy, Community Outreach, and Case Management                      3 Credits  
in Rehabilitation Counseling**

*Prerequisite: MACR-500.* This is the foundational course in the role of the rehabilitation counselor as a socially responsible practitioner. This 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 will 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 individuals with disabilities and their families, as well as community organizations, to advocate for disability rights as well as other forms of social action are covered.

**MACR-639 Individual Appraisal and Assessment Methods in Rehabilitation Counseling 3 Credits**

*Prerequisite: MACR-500.* This class provides an overview of the role of assessment in rehabilitation counseling, including the diagnostic interview and various assessment tools and methods used to evaluate individuals with disabilities and develop recommendations and interventions based on the findings. Included in this review are basic psychometric principles pertinent to test design and use; types of assessment methods and instruments typically used in rehabilitation; understanding of the process of administering, scoring, and interpreting results; communicating results and recommendations; using assessment for treatment planning; the role and function of vocational assessment; and the impact of individual and cultural diversity on assessment.

**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, socioeconomic 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. Through a variety of interactive learning methods, the following broad themes in social psychology are explored: social forces on behavior, diversity and difference, attitudes, motivation, social perception and cognition, power and social influence, and self and self-presentation.

**MACR-642 Career Development, Vocational Rehabilitation, and Job Placement 3 Credits**

*Prerequisite: MACR-502.* This course focuses on the critical interface of work and disability. The major theories of career development are reviewed, and application of these theories to persons with disabilities is explored. The psychosocial and economic aspects of work, and the impact of disability on employment are considered. Theories and techniques for successful integration of rehabilitation clients in the labor market are addressed, including demand-side employer perspectives, job analysis, job development, job restructuring and modification, labor market analysis, and use of specialized placement techniques. Attention is also given to the role of the rehabilitation counselor in advocating for changes in policies and practices related to attitudinal and environmental barriers to employment.

**PSY-642 Diversity and Individual Differences 3 Credits**

This is one of two courses foundational to understanding human behavior in context and examining the impact of diversity, power, and privilege. Diversity broadly defined, including aspects of individual and group identity such as age, gender, sexual orientation, culture, race, ethnicity, religion, socioeconomic status, and health/ability status will be examined. The course emphasizes experiential and theoretical learning, including self-reflection and exploration of personal identity, so students develop culturally and socially responsive knowledge, skills, and attitudes. Research, theoretical frameworks, and models for understanding identity will be presented, as well as consideration of multiple statuses, worldviews, and the role of social constructs. Integration of these diversity perspectives into clinical work and their application to the development of socially responsible practitioners are interwoven into the course.

**MASH-643                      Exercise Physiology                      3 Credits**

This course is designed to introduce sport and health psychology students to the concepts of human physiology while applying the concepts to sport, exercise, and training. Students will learn the systems of the human body and will learn how the systems interact and result in human performance. This course provides a theoretical basis for understanding the body's physiological responses to sport and exercise. The course investigates how the systems of the body (muscular, respiratory, and cardiovascular, for example) function with energy production, which is used to fuel sport, exercise, and training. Emphasis will be placed upon the practical application of exercise physiology principles to sport and health settings.

**MASH-645                      Critical Evaluation of Contemporary Issues in                      3 Credits  
Sport and Health**

*Prerequisite MASH-539.* This course is designed to introduce sport and health psychology students to current issues in sport, exercise, leisure activities, and health through the critical evaluation of professional literature. Students will learn how to evaluate an issue by examining multiple sides of the issue and will learn how to utilize conflict management. Emphasis will be placed on sport psychology and health psychology.

**PSY-645                      Ethics and Professional Development in                      3 Credits  
Clinical Psychology**

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.

**MASH-646                      Cognitive Affective Bases of Behavior in Sport and                      3 Credits  
Health Psychology**

*Prerequisite MASH-539.* 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 counseling and change, as well as the possible impact of social issues on course topics, will also be examined.

**MASH-647                      Exercise Psychology                      3 Credits**

The course will examine applied and theoretical issues related to the psychology of exercise behaviors. Theories of motivation and the variables influencing exercise (e.g., emotional states, anxiety, sociological and demographic influences, stress, etc.) are examined. The course is designed to cover: (a) psychological theories for understanding and predicting health-oriented behaviors; (b) psychological and psychobiological responses to exercise; and, (c) interventions for increasing exercise participation and adherence.

**MCFT-647                      Biopsychosocial Bases of Health and Dysfunction for CFTs                      3 Credits**

This course is an overview of the major DSM-5 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-647                      Biopsychosocial Bases of Health and Dysfunction                      3 Credits  
for Counselors**

This course 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.

**MASH-648                      Business Development in Sport & Health Psychology                      3 Credits**

This course covers essential business knowledge and skills necessary for professionals in the field of sport and health psychology. Students will have the opportunity to create marketing plans and advertising strategies. Applied experiences developing and negotiating contracts as well as discussing pricing concerns will be provided. Students will begin the process of developing a professional brand through the creation of flyers, websites, workshops, and speeches. Pertinent ethical considerations will also be examined.

**PSY-648                      Psychopathology I                      3 Credits**

This course examines historical and conceptual issues in diagnosis and psychopathology, including how wellness is differentiated from pathology. The course examines dimensional versus categorical models, diagnostic validity, the DSM-5 and its predecessors, models of personality development, and the biopsychosocial model of mental illness. Specific mental disorders covered in this class include the anxiety disorders, trauma, the obsessive-compulsive spectrum, mild to moderate depression, somatic symptom disorders, autistic-spectrum disorders and the Cluster C personality disorders (e.g., avoidant, dependent, and obsessive-compulsive). A major focus of the course is DSM-5 diagnosis. Other topics will include etiology, epidemiology, behavioral genetics, developmental course, therapeutic outcome, psychopharmacology, policy, and advocacy issues. \*\*Offered ONLY in the fall term.

**PSY-649                      Psychopathology II                      3 Credits**

*Prerequisite: PSY-648.* This course is a continuation of PSY-648 with a focus on both the science of psychopathology and DSM-5 diagnosis. The course examines the clinical manifestations of the persistent and serious mental illnesses, including the schizophrenic-spectrum disorders, dissociative disorders, bipolar disorders, features of severe mood disorders, eating and feeding disorders, gender dysphoria, and paraphilic disorders. The course also examines the Cluster A personality disorders (e.g., schizotypal, paranoid, and schizoid), Cluster B personality disorders (e.g., borderline, antisocial, narcissistic, and histrionic). Comorbidity and differential diagnosis are major foci of this course, and other topics will include etiology, epidemiology, behavioral genetics, developmental course, treatment, therapeutic outcome, psychopharmacology, policy, and advocacy issues. \*\*Offered ONLY in the spring term

**MAT-650                      Life Span Development in Art Therapy, Counseling,  
and Psychotherapy                      3 Credits**

This course presents an overview of various art therapy and counseling models and theories in the discussion of the characteristics, developmental needs, and tasks at different stages of a person's life cycle. The impact of social, cultural, biological, and psychological factors on



prenatal life, childhood, adolescence, adulthood, and aging is discussed. Students learn about psychosocial development, cognitive functioning, life transitions, coping and adaptation, work and retirement, bereavement, and related issues in a person's life cycle in relation to their work as a counselor. Theories of psychological development and graphic development provide models for understanding human behavior across the life span. Art therapy perspectives, counseling, and psychotherapy interventions are presented through readings, lectures, art-making activities, films, and class discussion. Students review major theories of psychological and psychosocial development that have provided models for understanding human behavior across the life span. This understanding, in addition to learning the various stages of graphic development (includes Lowenfeld's), is the basis for specific age-appropriate interventions in art therapy. Additionally, understanding the development of socially excluded populations due to racism, sexism, ableism, etc., enhance the overview of this course.

**MCFT-650**                      **Overview of Postmodern Approaches to Couple and Family Therapy**                      **3 Credits**

*Prerequisite: MCFT-651.* This is an introductory course in postmodern theory models of couple and family therapy. Several models will be covered including solution-focused, collaborative family language systems, narrative, and feminist approaches to therapy. Discussion of each model will include history of the approach, fundamental concepts and typical techniques of assessment and intervention. Students will be engaged in the learning process through a variety of interactional methods (i.e., role-plays and multimedia applications). Students will critique these models with consideration of power/privilege and hierarchy, gender bias, and cultural fit.

**MAT-651**                      **Sociocultural and Multicultural Approaches in Art Therapy, Counseling, and Psychotherapy**                      **3 Credits**

This course provides a basic foundation of knowledge, awareness, and skills needed for providing more effective counseling services in a multicultural society. The course covers theories, research, and practices associated with multicultural competence with emphases on both between-group and within-group differences and the intersections of race, ethnicity, gender, religion, sexual orientation, country of origin, disability, and socioeconomic status. Students are introduced to topics including oppression and privilege, racism, discrimination, sexism, power, and ageism. Through readings, lectures, films, and art-based activities, students address a broad spectrum of cultural factors that influence art therapy, counseling, and psychotherapy practice. Issues and tools to develop cultural competence in an art therapy, counseling, and psychotherapy practice are presented. Focus is placed on gaining an understanding of the historical, social, and political factors that influence beliefs, attitudes, and behaviors toward individual difference. Students examine critical methods and best practices of multicultural art therapy and counseling through class discussions, exercises, and assessment assignments. Emphasis is placed on developing increased awareness and application of multicultural art therapy and counseling skills to become a culturally competent and ethical practitioner, as well as gaining an understanding of multicultural art therapy and counseling techniques that highlight sociocultural and diverse perspectives. Additional emphasis is placed on developing an awareness of individual and group processes and how the clinician's individual, group, and cultural identity impact ethical assessment and treatment of clients from diverse groups. Integrating science and practice is also highlighted. Through readings, lectures, videos, and art-based activities, students address a broad spectrum of cultural and social exclusion factors that influence art therapy practice. Issues and tools to develop cultural competence in counseling and art therapy practice are presented. Using written, oral, and artistic skills, students are

expected to explore their own racial and cultural roots to build a foundation for working with diverse clients. This class develops cultural awareness and sensitivity regarding socially responsible professional identity within the realm of the role and responsibilities of an art therapist, counselor, and psychotherapist.

**MCFT-651                      Assessment and Treatment Planning with Individuals                      3 Credits**  
**and Family Systems**

This course explores essential concepts of systems theory including context, causality, communication, change, structure, and development to the comprehensive analysis of individual and family systems. These concepts will be applied to a range of presenting problems as well as healthy family functioning, including the impact of larger systems. Implications of systems perspectives will be explored in depth. Students will also be introduced to the genogram as an assessment tool in evaluating family systems.

**MAT-652                      Theories and Methods of Intervention in Art Therapy,                      3 Credits**  
**Counseling, and Psychotherapy I: Couples, Families,**  
**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. This course focuses on understanding family dynamics and treatment strategies involving interviewing and intervention techniques and approaches in art therapy, counseling, and psychotherapy through selected readings, discussions, and film presentations. This course introduces the process of clinical art therapy and counseling interventions with families across the life span and across generations. Definitions of “couple and family” are discussed in reference to traditional, single parent, and alternative parenting practices. This course also addresses issues arising in culturally diverse families and effective approaches to treatment utilizing predominant theoretical models in family therapy. Learning in this course focuses on information and strategies in couple and family art therapy and counseling through experiential exercises and lectures as well as written and oral assignments. The impact of multigenerational and environment factors on family dynamics and couples’ relations is examined through various systemic perspectives. Students learn about the leading figures, feature concepts, and typical techniques and intervention strategies of these models. Students are encouraged to evaluate the strengths and limitations of these models, with consideration of power and hierarchy, gender bias, and diversity factors when working with different client populations.

**MAT-653                      Theories and Methods of Intervention in Art Therapy,                      3 Credits**  
**Counseling, and Psychotherapy II: Trauma, Loss, Grief,**  
**and Bereavement**

Through readings, class presentations, discussions, and art-making directives, this course provides information and skill-building exercises that elucidate several aspects of the trauma spectrum. The subjects of trauma recovery, loss, grief and bereavement, vicarious trauma, and the effects of trauma on diverse populations are covered in depth. This course is designed to assist students in expanding their art therapy and counseling knowledge and skills, such as interviewing and intervention techniques. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students’ application of theory-specific

counseling techniques in the context of therapeutic relationships, e.g., stages of treatment, common factors in the change process, and multicultural issues. Students are trained in current record-keeping standards and protocol in clinical mental health settings.

**MCFT-653                      Human Sexual Development and Introduction                      3 Credits**  
**to Sex Therapy**

This course is designed to examine the diverse forms of individual human sexual development and sexual relationships from a biopsychosocial and systems perspectives. It also studies the role of sexuality in human relationships including varied types of committed couples. The course will also introduce students to common sexual problems and issues presented by individuals and couples in therapy, along with the fundamental treatment protocols of sex therapy.

**MAT-654                      Neuroscience in Art Therapy, Counseling, and                      3 Credits**  
**Psychotherapy: Special Populations**

This course addresses the relationships among neuroscience, biology, art, creativity, perception, and memory as they relate to the application and practice of counseling, psychotherapy, and art therapy. The perception and aesthetics of the visual elements of art are highlighted and discussed in relation to neurological functioning. This course covers the structures and functions of the areas of the brain and executive-functioning skills such as working memory, symbolic process/symbol formation, reasoning, and problem-solving, as well as developing an understanding of visual-spatial abilities. The emphasis throughout the class covers various specialized topics ranging from Adlerian approaches to neurological disorders to Jungian archetypes, symbolism, and complex clinical case studies that include various syndromes and neurocognitive/neurological disorders that may include, but are not limited to, traumatic brain injury, dementia, and cerebrovascular diseases. This course explores the scientific theory and the science of art therapy using mind-body approaches and the application of art therapy in neuropsychological settings to demonstrate how such principles can be utilized for enhanced clinical practice, efficacy, and therapeutic outcomes within a developmental, behavioral, and sociocultural context. Students participate in research regarding their choice in special populations in order for them to expand their knowledge base and understanding of potential clients. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, as well as more in depth directives that relate to the functions of the brain and its impact within the art therapy and counseling milieu in order to further develop and enhance their skills for employment in the field of art therapy and counseling.

**MCFT-654                      Individual Life Span and Family Life Cycle                      3 Credits.**

The individual life span is examined from a biopsychosocial perspective with a focus on normal family processes, life transitions, and their influence on individual, couple, and family issues. Multicultural issues will be addressed as they impact the transitions through different family life cycles and individual developmental markers. This course will also address the basics of play therapy and its use in the context of family therapy.

**MAT-655                      Studio Art in Art Therapy, Counseling, and Psychotherapy                      3 Credits**

This course provides studio time to gain skills, develop visual art techniques, explore artistic creativity via materials and media in art therapy through visio-spatial and perception skills as they relate to counseling and psychotherapeutic health and wellness goal-setting for clients. Students explore personal creativity in relation to the art therapy and counseling

profession. An emphasis is placed on the process of materials and media involved in art-making as it relates to the profession of art therapy as well as how it is integrated within the realm of increased mental health and wellness is a focus of this course. Additionally, students share information about art-making techniques to expand each individual's repertoire of media and approaches. Art experientials that use symbolism, the formal elements of art, and the Expressive Therapies Continuum enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students also collaborate and consult within a peer and supervisory model in the planning, publicizing, staging, and execution of a studio art show that highlights their art made throughout the course.

**MCFT-655                      Therapy with Couples: Theory and Techniques                      3 Credits**

*Prerequisites:* MCFT-651, MCFT-662, MCFT-650. This is an intermediate course on the assessment and treatment of couples. Dyadic processes pertaining to couple distress will be explored through different theoretical approaches in couple therapy, such as emotionally-focused therapy, narrative therapy, and contextual therapy. Specific issues pertaining to couples' assessment and treatment will be addressed (e.g., affairs, trauma, and sexual issues). This course has a required lab.

**MAT-656                      Special Populations: Adaptive Methods in Art                      2 Credits**  
**Therapy, Counseling, and Psychotherapy**

This course develops student competencies by utilizing conceptual frameworks and best practices for the appropriate selection and use of a wide range of art media, including processes and adaptive measures that incorporate medical art therapy and technology within special populations. These populations may include hematology, oncology, combat and moral injury with veterans, spinal cord injury, paralysis, hearing, sight, speech and movement impairments, and developmental delays. This course discusses intervention strategies based on the therapeutic effect of art-making, including benefits, limitations, and contraindications of art materials, as well as the medical and psychosocial aspects of disabilities in order to enhance the independence and quality of life for persons with behavioral, medical, and/or physical disabilities.

**MACR-657                      MACR Internship and Seminar I                      2 Credits**

*Prerequisite:* MACR 557. Following student's completion of practicum, internship is a supervised clinical experience in which the student refines basic rehabilitation counseling and integrates and authenticates professional knowledge and skills appropriate to rehabilitation and clinical mental health counseling settings. At this stage, students work toward completion of 600 hours of field training, including 240 hours of direct service to people with disabilities, in rehabilitation or clinical mental health settings. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, case conceptualization, and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

**MACR-658                      MACR Internship and Seminar II                      2 Credits**

*Prerequisite:* MACR 657. This is a continuation of students' internship experience with the goal to complete the 600-hours requirement. At the conclusion of the internship, students should be able to demonstrate competencies that enable them to be clinically and

culturally competent, ethical, and socially responsible entry-level rehabilitation counseling practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, case conceptualization, and treatment planning with a focus on service delivery to individuals with disabilities. The seminar will continue to provide support, peer consultation opportunities, and group supervision for student interns.

**PSY-659                      Community Psychology                      3 Credits**

Students learn theory and research on the role of community psychology in treating problems related to a range of pervasive social justice issues which impact on the health of individuals and communities. This course takes an ecological approach to human functioning, locating health and dysfunction in the interaction between individuals and larger social systems. This area of psychology is also concerned with preventive interventions and encourages collaboration across disciplines. Intervention strategies that involve community needs assessment, program development and evaluation, community organizing, activism/advocacy, fundraising, and policy analysis will be emphasized.

**MCFT-660                      Culture and Diversity in Couple and Family Therapy                      3 Credits**

*Prerequisites: MCFT-654 and MCFT-662.* This course is designed to expose students to different dimensions of culture and its interface with the practice and profession of marriage and family therapy. The course will explore race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. Students will be encouraged to think of themselves as complex cultural beings and will be challenged to explore their inner thoughts, perceptions, beliefs, interactions and behaviors. Particular emphasis will rest on an appreciation and application of how these issues impact students' work as family therapists.

**MCFT-661                      Trans-generational Approaches to Individual and Family Therapy                      3 Credits**

*Prerequisite: MCFT-651, MCFT-662.* This CFT elective course provides the student with an in-depth understanding of working with individuals, couples, and families from a trans-generational perspective such as Bowen Family Systems Theory and Contextual Family Therapy. The course will also examine the Postmodern Narrative Family Therapy model. The vital clinical skills of assessment, case conceptualization, treatment planning, and intervention based on these models are the core MFT competencies addressed by this class.

**PSY-661                      Integrative 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 multisource integrative interpretation of commonly used tests of intelligence and cognition. Must be taken with required lab.

\*\*Offered ONLY in the fall term.

**MCFT-662 Overview of Modern Approaches to Couple and Family Therapy 3 Credits**

*Prerequisite:* MCFT-651. This course introduces students to the modern models of couple and family therapy. The course will review the evolution of the classic systems theories as well as the historical development of the field of family therapy. Several approaches will be studied including Strategic, Structural, Bowenian, Contextual, Experiential and Cognitive-Behavioral. The examination of each model will include major figures in its theoretical development, key concepts and fundamental techniques of assessment and intervention. These models can be used in therapy with individuals, couples and families. Students will be encouraged to critique these models with consideration of power/privilege and hierarchy, gender bias and cultural fit.

**PSY-662 Integrative Assessment II: Objective Personality Assessment and Self-Report Measures 3 Credits**

*Prerequisite:* PSY-661. 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. \*\*Offered ONLY in the spring term

**PSY-663 Integrative Assessment III: Performance-Based Personality Assessment 3 Credits**

*Prerequisites:* PSY-661, PSY-662. 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.

\*\*Offered ONLY in the summer term

**MCFT-663 Family Therapy: Theory and Techniques 3 Credits**

*Prerequisites:* MCFT-650, MCFT-651, MCFT662. This is an advanced CFT course on the theory and application of systems models to family therapy. It offers an in-depth understanding of several models for assessing, conceptualizing, treatment planning, and intervening with families. There is an emphasis on the application of family therapy techniques, including theoretical analysis, intervention selection, and role-playing of interventions. The course will also explore special topic areas common to contemporary families. Students will be encouraged to examine self-of-the-therapist factors, including the personal fit of each theory and varied clinical populations. This course has a required lab.

**MCFT-664                      Practicum in Couple and Family I & II                      1 Credit Each**  
**MCFT-665**

All CFT students will complete a supervised clinical practicum with a minimum of 700 clock hours. Placed in a local agency by the CFT and Training Departments, students will provide individual and relational (couple/family) therapy. A licensed staff therapist in the agency will provide weekly supervision for the student.

**MCFT-667                      Practicum Seminar in Couple                      3 Credits Each Term**  
**MCFT-668                      and Family I, II & III**  
**MCFT-669**

*Corequisites: Couple and Family Practica (MCFT-664, MCFT-665, PCO-610).*

Students are required to actively provide therapy to individuals, couples, and families. Rotating case presentations allow focus on intervention skills and theoretical analysis as well as experiencing the role of case consultant. Students must present videotapes and/or audiotapes of actual sessions. Under extenuating circumstances, a student may simulate an actual session only with the permission of the CFT supervisor and CFT clinical director. An essential aspect of the CFT program is faculty mentoring the development of skills, techniques, attitudes, and values expected of developing marriage and family therapists. Concurrent with practicum field experiences, the practicum seminar enhances the integration of theoretical and academic perspectives with clinical practice. A variety of topics and clinical experiences are offered through class discussion, case presentation, role-playing, and structured exercises. May not be transferred or waived.

**MAT-667                      Practicum Seminar in Art Therapy, Counseling,                      2 Credits**  
**and Psychotherapy I**

*Prerequisite: Completion of a minimum of 27 credit hours of coursework, including MAT-510 or PCO-210 or MAT-210; PCO-211; PCO-212; MAT-523 or MAT-472 or PCO-472; MAT-525 or MAT-344; MAT-526 or MAT-345; MAT-527 or MAT-346; MAT-518 or MAT-402 or PCO-402; MAT-650 or MAT-450; MAT-653 or MAT-453; concurrent with MAT-677; and consent of chair and director of training required.* This clinical practicum in an approved agency or institution requires 700 hours onsite with at least 350 hours in direct client contact. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. In a group consultation model, this course provides eight students in practicum with group discussion on counseling, psychotherapy, and 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 and mental health counseling. This seminar is designed to assist students in expanding their counseling knowledge and skills. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships, e.g., stages of treatment, common factors in the change process, and multicultural issues. Students will also be trained in current record-keeping standards and protocol in clinical mental health settings, as well as learning consultative skills. Art experientials enhance this course as students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students discuss and present cases that include artwork to demonstrate their ability in applying





health, and dysfunctional behavior when interacting with the larger social systems, and it emphasizes the role of the counselor in advocating and promoting client welfare, including an understanding of the impact of a range of pervasive social justice issues on their mental health. In addition, ethical and professional issues that affect the practice of art therapists and mental health counselors is discussed. Practicum seminar also provides peer support and consultation, as well as professional development. Students demonstrate competencies that enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

**MCFT-670                      Family Therapy with Children and Adolescents                      3 Credits**

*Prerequisite:* MCFT-662. This MAF elective course provides students with an in-depth understanding of working with children and adolescents in the context of the family. The course will draw from the spectrum of family therapy models as well as play therapy to strengthen parent functioning and to address the emotional, behavioral, and relational symptoms of children and adolescents. Treatment for serious behavioral issues, such as acting out, eating disorders, or abuse, will be introduced. The vital clinical skills of assessment, case conceptualization, treatment planning, and intervention based on these models are the core MFT competencies addressed by this class.

**PCO-671                      Structural and Systemic Bases of Health and Dysfunction                      3 Credits**

*Prerequisites:* PSY-659, PSY-642. 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.

**PCO-676                      Global and Cross-Cultural Perspectives on Health                      3 Credits  
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.

**MAT-677                      Practicum in Art Therapy, Counseling, and                      1 Credit Per Term**  
**MAT-678                      Psychotherapy I-II**

*Prerequisite: Completion of a minimum of 27 credit hours of coursework, including MAT-510 or PCO-210 or MAT-210; PCO-211; PCO-212; MAT-523 or MAT-472 or PCO-472; MAT-525 or MAT-344; MAT-526 or MAT-345; MAT-527 or MAT-346; MAT-518 or MAT-402 or PCO-402; MAT-650 or MAT-450; MAT-653 or MAT-453; concurrent with MAT-667/ MAT-668. This clinical practicum in an approved agency or institution requires 700 hours onsite, with at least 350 hours in direct client contact.*

**MAT-679                      Practicum in Art Therapy, Counseling,                      1 Credit**  
**and Psychotherapy III**

*Prerequisite: Students should register for this course only after they have registered for and completed all clinical training degree-related requirements, but still have significant remaining hours to complete in order to satisfy licensure requirements in their desired state of licensure. Approval of department chair is required for registration. This semester-long clinical practicum is designed for those expecting to be at their practicum site completing hours for more than four weeks into the summer term.*

**MACF-680                      MACF Counseling Practicum and Seminar                      2 Credits**

This course provides a forum for students to obtain supervised clinical experience in which students develop basic counseling skills and integrate professional knowledge. Practicum requires students to complete 100 hours of field training in a clinical mental health setting, including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation. Counseling Practicum is a prerequisite for Counseling Internship (MACF-682).

**MASH-680                      MASH Counseling Practicum Internship and Seminar                      2 Credits**

Using a peer consultation model, this 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 practicum 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 and sport and health psychology services. In addition, field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MASH-681                      Sport and Health Externship and Seminar                      1 Credit**

*Prerequisite: MASH-680. Externship field placement includes delivery of sport and health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.*

**MACF-681                      MACF Counseling Internship and Seminar I                      2 Credits**

*Prerequisite:* MACF-680. Following practicum completion, internship is a supervised capstone clinical experience in which the student refines basic counseling, and integrates and authenticates professional knowledge and skills appropriate to the clinical mental health counseling settings and initial postgraduate professional placement. At this stage, students are to complete the 600 hours of field training, including 240 direct counseling hours, in a clinical mental health setting. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

**MASH-682                      MASH Counseling Internship and Seminar I                      2 Credits**

*Corequisite:* MASH-680. Using a peer consultation model, seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned to during internship 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 and sport and health psychology services. In addition, this field training experience will provide students with the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MACF-683                      MACF Counseling Internship and Seminar II                      2 Credits**

*Prerequisite:* MACF-681. This is a continuation of students' internship experience with the goal to complete the 600-hours requirement. At the conclusion of the practicum and internship, students should be able to demonstrate competencies which enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. The seminar will continue to provide support, peer consultation opportunities, and group supervision for the student interns.

**MASH-683                      Sport and Health Externship and Seminar II                      1 Credit**

*Prerequisite:* MASH-680, MASH-681. The second term of externship field placement includes delivery of sport and health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.

**MACF-684                      MACF Counseling Internship and Seminar Continuation                      0 Credits**

*Prerequisite:* MACF-683. This course should only be taken after a student has registered for and completed all clinical training degree-related requirements, but still has remaining time in the practicum/internship contract. Master's-level students are most likely to enroll for this course in the summer II term after enrolling in MACF practicum/internship seminar in the fall, MACF internship and seminar II in the spring, and MACF internship and seminar III in summer I term. Students who register for this course must also pay the liability fee associated with practicum/internship training.

**MASH-684                      MASH Counseling Internship and Seminar II                      2 Credits**

Using a peer consultation model, the seminar provides students engaged in internship training with an opportunity to discuss professional development and the supervision experience. Specific cases students are assigned to during internship 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. In addition, students will (1) present a case including an audiotape and an analysis of key interchanges within the session presented; (2) a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case; (3) an oral presentation of the case which 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 University. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MASH-685                      Sport and Health Externship and Seminar Continued                      1 Credit**

*Prerequisite:* MASH-681, MASH-683. The continuation of externship field placement includes delivery of sport and health psychology services under the supervision and mentorship of a sport psychology consultant who is certified by the Association for Applied Sport Psychology (CC-AASP). The field experience is paired with a seminar during which students utilize a peer consultation model to develop skills related to sport and health psychology and professional development.

**MASH-686                      Advanced Sport Psychology Externship and Seminar                      2 Credits**

*Prerequisites:* MASH-539, COUN-533, MASH-532. This seminar provides students with an opportunity to discuss their professional development and the mentorship experience while engaged in externship training. Students discuss specific cases from their externship sites in order to illustrate the general principles of sport psychology, performance enhancement, and intervention. The focus is on the development of knowledge, skills, and values needed to provide competent and ethical sport psychology services. This advanced sport psychology externship will involve training experiences directly related to sport and health psychology and is designed for graduates who wish to receive post-master's AASP hours. Students will work directly with a sport and health population as they apply the theories and concepts learned throughout the master's program and previous practicum and internship experiences. Students will learn about the process of mentoring others and assess their own readiness to be an AASP mentor. This externship will consist of a minimum of 300 hours; 75 must be direct client contact, and 30 must be supervised by an AASP certified consultant (CC-AASP). Graduates of Adler's Sport and Health Psychology specialization are eligible to take this course.

**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                      Psychologists in Management and Administration                      3 Credits**

This course focuses on the development of roles for psychologists in a variety of administrative and leadership positions, including behavioral healthcare 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.

**CMHC-693                      Clinical Mental Health Counseling Practicum and Seminar                      2 Credits**

CHMC Practicum provides a forum for students to attain supervised clinical experience in which the students develop basic counseling skills and integrate professional knowledge. Practicum requires students to complete 100 hours of field training in a clinical mental health setting, including attaining 40 direct hours through both individual and group counseling. Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. Students discuss and present cases to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation. Counseling Practicum is a prerequisite for Counseling Internship (CMHC 694).

**CMHC-694                      CMHC Internship and Seminar I                      2 Credits**

*Prerequisite: CMHC-693.* Following completion of practicum, internship is a supervised capstone clinical experience in which the student refines basic counseling, and integrates and authenticates professional knowledge and skills appropriate to the clinical mental health counseling settings and initial postgraduate professional placement. At this stage, students are to complete the 600 hours of field training, including 240 direct counseling hours, in a clinical mental health setting. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Students will continue receiving support, peer consultation opportunities, and group supervision during the seminar.

**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 PSY-695 and pay the necessary fee until their proposal has been approved by their committee members. Failure to complete the dissertation proposal within three consecutive terms may result in referral to the Student Comprehensive Evaluation Committee.

**CMHC-698                      CMHC Internship and Seminar II                      2 Credits**

*Prerequisite: CMHC-694.* This is a continuation of students' internship experience with the goal to complete the 600-hours requirement. At the conclusion of both the practicum and internship, students should be able to demonstrate competencies which enable them to be

clinically and culturally competent, ethical, and socially responsible entry-level practitioners. Students discuss and present cases to illustrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. The seminar will continue to provide support, peer consultation opportunities, and group supervision for the student interns.

**CMHC-699 CMHC Internship and Seminar II Continuation 0 Credits**

*Prerequisite:* CMHC 698. Students are required to register for this course should they not be able to meet the 600-hours requirement with a minimum of 240 direct service hours during CMHC 698. This seminar will continue to provide students with support, faculty supervision, and peer consultation opportunities. At the conclusion of the internship, students should be able to demonstrate competencies enabling them to be clinically, culturally, ethically, and socially responsible entry-level practitioners. There is a fee associated with this course. Students will need approval from the director of training, or the program director to register for this course.

**DCES-700 Professional Orientation and Academic Endeavors I 1 Credit**

This is the first course of a three-course sequence (DCES 700, 701 & 702). This course aims at fostering the development of the counselor-educator identity among the students. It will orient students to the role of counselor-educator and their ethical and legal responsibilities as a scholar, trainer, supervisor, and gatekeeper of the profession. With assistance from the course instructor and/or faculty mentor, students will start formulating a plan to develop their specialty area(s) through mindful development of practicum and internship experiences and/or integrating the specialty area in the dissertation research and conference presentations. Students will also start building a professional portfolio and a plan for their leadership and involvement in professional organizations. The practicum and internship planning and application process and the Institutional Review Board approval procedures will be discussed. This course will give students an introduction to academic writing and in-depth understanding of the principles of the APA style and manual. Students will become familiar with the processes and resources available for the production of original research and professional development and involvement.

**DCES-701 Professional Orientation and Academic Endeavors II 1 Credit**

*Prerequisite:* DCES-700. This is the second course in a three-course sequence (DCES 700, 701 & 702). This course aims at strengthening the development of the counselor-educator identity as an active contributing member of the profession. It will emphasize students' actual involvement in organizations. Ethics regarding writing, publishing, and conducting scholarly activities will be discussed. With assistance from the course instructor and/or faculty mentor, students will start implementing their plan of specialty area by conducting a more in-depth literature review regarding the area and refine their interests and explore whether there will be research and dissertation opportunities regarding the topic. During the course, students will also start the search for practicum opportunities for second year fall.

**PSY-701 Advanced Psychodynamic Approaches to Intervention 3 Credits**

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 perspectives 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. **\*\***(Satisfies program requirement as an advanced assessment/intervention elective.)

**DCES-702 Professional Orientation and Academic Endeavors III 1 Credit**

*Prerequisite: DCES-701.* This is the last course of a three-course sequence (DCES 700, 701 & 702). This course aims at strengthening the development of the counselor-educator identity as a scholar and active contributing member to the literature of the field. It will emphasize students' understanding of academic writing, formulating manuscripts for journal submission, the submission process, and guidelines set forth by major counseling peer review journals. Further refinement of the literature review of the specialty area will serve as a basis for part of their dissertation as well as a paper to be submitted to newsletters or journals by the end of the semester. To conclude this professional orientation course sequence, students will learn the construction of a CV as part of their professional portfolio.

**PSY-702 Advanced Cognitive-Behavioral Approaches to Intervention 3 Credits**

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.

\*\* (Satisfies program requirement as an advanced intervention elective. Satisfies restricted electives for child and adolescent psychology and military clinical psychology tracks.)

**DCES-703 Advanced Individual and Career Counseling Theory 3 Credits**

This course aims to advance doctoral-level counseling students in the understanding and study of traditional, contemporary, and emergent theories in counseling, as well as career counseling beyond the foundational study of the field in the master's-level program. With research evidence, students are asked to examine critically the strengths and weaknesses of these theories when applying them to diverse populations and clinical settings. There will be a special focus on the discussion of the infusion of Adlerian theory and principles in clinical practices. The course also supports students' further development of their personal theory of counseling.

**PSY-703 Advanced Humanistic/Existential Approaches to Intervention 3 Credits**

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. \*\* (Satisfies program requirement as an advanced intervention elective.)

**DCES-704 Advanced Multicultural Counseling, Advocacy, & Leadership 3 Credits**

This course is designed to strengthen doctoral students' ethical and multicultural competencies as counselors/practitioners, counselor-educators, supervisors, and researchers. In addition, this course also focuses on students' understanding of leadership and advocacy models and development of advocacy and leadership skills. Students are required to explore and analyze current policies and resources which are impacting their practice and the welfare of their clients, and formulate advocacy strategies and plans for social changes. Self-reflection and confronting personal biases are also part of the course content.

**PSY-704                      Psy.D. Qualifying Examination I                      0 Credits**

Before the beginning of the second year, students sit for the first knowledge-based qualifying exam that covers first-year courses, including Diversity and Individual Differences; Community Psychology; Psychopathology I & II; Integrative Assessment I, II & III; Ethics; and Life Span Development. Students who received transfer credit for one or more of these courses are still expected to sit for the exam and are responsible for the content of these courses.

**DCES-705                      Teaching and Learning in Higher Education                      3 Credits**

This course is designed to orient doctoral counseling students to the major teaching and learning theories, perspectives, and developmental trends in higher education. There will be in-depth discussion of issues related to accountability, accreditation, program evaluation and development, and the role of faculty in higher education. The course will also emphasize the role of counselor education in training and preparing counselors to make contributions in the field: e.g., process, criteria for gatekeeping and evaluation, ethical and legal responsibilities, and the leadership and advocacy of the profession. Other foci include in-depth exploration of pedagogical techniques, and use of technology in teaching, curriculum design, writing of learning outcomes and objectives, and assessment of teaching and learning outcomes. Throughout the course, students will also develop their teaching philosophy and portfolios.

**DCES-706                      Clinical Supervision and Consultation                      3 Credits**

This course is designed to explore and apply theoretical and practical knowledge of clinical supervision and consultation models in clinical and mental health settings. Through role-play, case studies, and other experiential learning, students acquire supervisory and consultation skills and strategies with consideration of supervisees' development cycles, characteristics, theoretical orientations, and cultural backgrounds. Students will also learn about the multiple roles associated with the supervisory role, as well as the role of a consultant.

**PSY-706                      Trauma-Focused Approaches to Intervention                      3 Credits**

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction, particularly posttraumatic 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 life span, 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. **\*\***(Satisfies program requirement as an advanced intervention elective. Required course for Emphasis in Traumatic Stress Psychology)



**DCES-707                      Advanced Assessment, Diagnoses, &                      3 Credits**  
**Treatment Planning**

This course aims at advancing students' competencies in conducting biopsychosocial assessment, case conceptualization, treatment planning, and assessing intervention outcomes. Students should gain a better understanding of group and individual psychometric theories and approaches to assessment, and integrating assessment and diagnostic data to inform treatment strategies with reference to individual clients' characteristics and clinical needs. Students will be asked to critically examine the applicability of various assessment tools and diagnostic criteria in DSM5 among different clienteles through research evidence. The course will also focus on further refinement of students' ability to select, administer, and interpret tests and inventories to assess abilities, interests, and identify career options.

**PSY-709                      Diagnosis and Treatment of Addictive Disorders                      3 Credits**  
**(PCO-438)**

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.

**CEH-710                      Theories and Techniques of Clinical Hypnosis                      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 more than 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.

**PSY-710                      Adlerian Therapy I: Intro to Assessment and                      3 Credits**  
**Case Conceptualization**

This course covers the theoretical principles of Individual Psychology including striving, holism, phenomenology, teleology, and social interest. The course addresses the cognitive, affective, sociocultural dimensions of the individual's development; the selectivity of perception in the formation of one's worldview; motivational factors; creativity; and the indivisibility of the person. This course introduces how Adlerian practitioners build and maintain relationships while teaching Adlerian projective and objective measures. Family constellation, life tasks, early recollections and dreams, and other aspects of the lifestyle will be taught. Outcome assessments will also be reviewed.



**PSY-720**                      **Cognitive and Behavioral Therapy Approaches I**                      **3 Credits**  
**(PCO-335)**

This course will examine basic concepts and applications of cognitive, behavioral, and cognitive-behavioral theories and therapies within the historical context of the prominent theories. Students will be introduced to theory, basic techniques, and evidence-based applications of various models. The course will cover theoretical conceptualization and the basic application of therapeutic interventions and techniques. The focus will be on: classical and operant learning, two-factor theory, cognitive, cognitive-behavioral, and social-cognitive theories and therapies. Theorists include: Watson, Thorndike, Pavlov, Skinner, Kelly, Mowrer, Beck, Meichenbaum, Foa, Young, Lazarus, Ellis, and Bandura. Topics such as classical and operant conditioning, operant procedures, reinforcement contingencies, extinction, social reinforcement, token economies and their applications, progressive muscle relaxation, in-vivo and covert systematic desensitization, in-vivo and covert exposure, flooding, behavioral assessment, cognitive restructuring, skills training, self-instructional training, and other behavior therapy techniques will be discussed. Cognitive processes that may negatively impact human function will also be learned, as well as their applications to normal and abnormal behavior in diverse cultural populations. Special consideration will be given to ethnic, cultural, and individual differences.

**DCFT-721**                      **Advanced Couple and Family Theory II**                      **3 Credits**

This course is an advanced study of the primary postmodern models of family therapy theory, including their unique approaches to assessment, case conceptualization, and intervention. The understanding of the systemic processes of dysfunction and change for each model is emphasized. Students will also review the research literature for each model, including evidence-based practice.

**PSY-721**                      **Psychoanalytic Approaches I**                      **3 Credits**  
**(PCO-334)**

*Prerequisite: PSY-600.* This course is designed to provide an overview of the history and development of psychoanalysis, including but not limited to: classical Freudian (drives, dreams, defenses, and transference), Ego Psychology, Object Relations (British and Middle Schools), Self Psychology, Relational, Intersubjective, Affect Regulation (Allan Schore and colleagues), and Mentalization (Peter Fonagy and colleagues) approaches. This course will focus on applying each of these theoretical approaches to case studies in the service of formulating comprehensive case conceptualizations and treatment approaches. Additionally, this course will examine the efficacy and evidence base of brief and long-term psychoanalytic psychotherapies.

**DCFT-722**                      **Advanced Couple Therapy Theory**                      **3 Credits**

This is an advanced course that focuses on concepts and applications of specific couple therapy theories. Students will critically examine power and privilege transactional patterns, as well as multicultural issues as they relate to the practice of couple therapy and how they influence couple's dynamics. Self-of-the-therapist issues will be explored throughout the course.

**PSY-722**                      **Humanistic and Existential Therapy Approaches I**                      **3 Credits**  
**(PCO-336)**

This course will examine basic concepts and approaches in the humanistic, existential, constructivist, and phenomenological schools of psychology (H-E). The course will cover theoretical models, conceptualization, and the historical relevance of H-E approaches

relative to other major psychological theories/approaches. The roots of Humanistic approaches from Existential Philosophy (Kierkegaard, Nietzsche, Heidegger, and Sartre) as well as the theories of May, Maslow, Rogers, Yalom, Frankl, Perls, Kelly, Bugental, Gendlin, Wilber, Rowan, and Elkins will be explored. Humanistic concepts such as self-actualization, congruence, and holism, Existential concepts such as meaning and meaninglessness and dialectical thinking, and phenomenological, Postmodern, and Constructivist concepts such as social and relational construction of reality and dynamic configurations of the self as well as narrative, metaphoric and experiential techniques will be addressed. A critique of Behaviorism, Psychoanalysis, and Cognitive Behavioral theory from an H-E “lived experience” perspective and critiques of H-E approaches, especially pertaining to the hyper-individualism of H-E theory and Western society at large will be provided. The course will also introduce Feminist, Constructivist, Narrative, and Critical Psychology approaches as they emerge against logical positivist and rationalism. Particular attention will be paid to diverse worldviews and ethnic, cultural, and individual differences as they impact the construction of multiple selves.

**PSY-723 Couple and Family Therapy Approaches I 3 Credits**

*Prerequisite: PSY-600.* This course introduces students to the major and evolving family and couples models. It will focus on theory and conceptualization, understanding the etiology and maintenance of presenting issues, basic techniques, and evidence-based applications for various models. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture, as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity. Topics in the course include: the history of family therapy and its integration with clinical psychology; comparison between individual-level and family-level conceptualization; genogram development and application; assessment of families and couples; and foundational family systems concepts including group dynamics and basic skills according to various approaches. Theoretical models of family dynamics and therapy will include Attachment Theory, Lewin’s Field Theory, Cybernetics, Bowenian, Structural, Strategic, Experiential (Whitaker and Satir), and Emotionally Focused Therapy (EFT).

**DCFT-724 Advanced Family Therapy with Children and Adolescents 3 Credits**

This is an advanced course focused on therapy with children and adolescents in the context of the family system. There is an emphasis on the mastery of theoretical concepts and clinical skills most effective in working with families with children and adolescents. Self-of-the-therapist and multicultural issues will be explored and examined throughout the course.

**PSY-724 Biological Bases of Behavior 3 Credits  
(PSY-636)**

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.

**DCFT-725                      Grief and Loss through the Family Life Cycle                      3 Credits**

This advanced course is designed to familiarize students with both the theoretical and clinical literature on loss, death, and bereavement. Using a family systems and a multicultural perspective, this course will explore death and dying while building upon the conceptual framework of the family life cycle. Self-of-the-therapist exploration and reflection is a key component to this course. Students will increase awareness of their own assumptions, attitudes, values, and biases regarding death, dying, and grief. This course requires both the consumption of knowledge and the ability to produce it, through class presentations, discussions, and written assignments.

**DCFT-726                      Trauma and the Family System                      3 Credits**

This course will address issues of symptomatology, assessment, and treatment of stress-related disorders with a special emphasis on the impact of PTSD or PTSD symptoms on the couple and family systems. Students will learn about current theory and research on trauma and family as well as therapeutic approaches specific to the field of marriage and family therapy. Emotionally focused couple therapy with trauma survivors will be highlighted throughout the semester. Also, self-of-the-therapist work in the context of trauma will be emphasized throughout the course. Furthermore, students will learn about the nosology, etiology, prevention and treatment of vicarious traumatization, burnout, and compassion fatigue.

**DCFT-728                      Divorce Mediation and Conflict Resolution with Couples                      3 Credits**

This course is about understanding conflict, resolution, and divorce mediation from a relational lens and through a systems perspective. The framework will be expanded to include the global context of conflict resolution, conceptualizing and applying a social justice orientation. Topics include defining conflict, the functions of conflict, theories of decision-making, strategies and tactics of bargaining and negotiating, and violence. Theoretical perspectives will be applied to a variety of settings, including family, school, and work environments.

**DCFT-729                      Sex Therapy: Theory and Techniques                      3 Credits**

This course addresses the current models, techniques, and research in the treatment of intimacy and sexual issues for couples. The course will focus on the clinical skills of assessment, including taking a sexual history, creating a sexual genogram, and knowledge of DSM-5 diagnoses and intervention explicitly designed for specific sexual disorders. The student will learn the relationship between sex therapy and therapy with couples, as well as treatment for individual pathology (e.g., depression). Contextual issues, such as gender, sexual orientation, culture, and power will also be explored.

**DCFT-730                      Advanced Issues of Culture and Diversity in CFT                      3 Credits**

This doctoral course is designed to help students critically examine issues of diversity and dimensions of culture as they pertain to families, family therapy, and themselves as therapists and citizens of the world. The course will explore race, ethnicity, socioeconomic, gender, sexual orientation, geographical variables, migration, and spirituality. Students will be encouraged to think of themselves as complex cultural beings and will be challenged to explore their inner thoughts, perceptions, beliefs, interactions, and behaviors. Students will gain in-depth knowledge of the relevant research in diversity and cultural context for couples and families. The course strives to increase cultural competence through the integration of multicultural therapy models in clinical work with individuals, couples, and families as well as sensitivity to the self-of-the-therapist.

**PSY-732                      Advanced Personality Assessment: Special Topics                      3 Credits**

*Prerequisites: PSY-661, PSY-662, PSY-663.* 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.

*\*\* (Satisfies program requirement as an advanced assessment/intervention elective.)*

**DCFT-732                      Integration of Religion and Spirituality in CFT                      3 Credits**

This elective course is designed to increase the sensitivity and competence of clinicians to the spiritual concerns of individuals, couples, and families. This sensitivity includes familiarity with the research on spirituality and relationships; basic knowledge of diverse spiritual/religious paths; and awareness of the potential benefits, harm, resources, and issues of spirituality for clients. This course also strives to build competence through the development of skills to integrate spirituality with clients, including spiritual assessment, case conceptualization, treatment planning, and intervention.

**DCFT-735                      LGBTQ Competent Therapy with Couples and Families                      3 Credits**

This course explores perspectives on lesbian, gay, bisexual, transgendered, and other sexual minority communities as it pertains to couple and family therapy. This course examines how heterosexism, homophobia, and gender norms influence gender identity development. Aspects of gender development, life span development, and postmodern theory are used in discussing the impact of culture, social justice, and power/privilege on sexual minority communities. Self-of-the-therapist issues and dimensions of culture are examined throughout the course.

**PSY-735                      Assessment and Intervention in Behavioral Medicine I                      3 Credits**

*Prerequisites: PSY-737, PSY-720.* The focus of the course is management of mild-to-moderate disease, disease prevention, and positive health behaviors (e.g., smoking cessation, dietary change, exercise, insomnia, health compromising behaviors, and wellness). Illustrative interventions will involve disorders that integrate wellness interventions, such as hypertension, diabetes, and somatoform disorders. Assessment using common behavioral medicine instrumentation will be covered. Experiential learning will be incorporated into this course in order to deepen the student's understanding of the perspective of the patient. *\*\* (Required course for Primary Care Psychology & Behavioral Medicine. Satisfies program requirement as a basic intervention elective.)*

**DCFT-736                      Medical Family Therapy                      3 Credits**

This course will address biopsychosocial and spiritual aspects of illness and disability and their impact on the couple and family systems. Self-of-the-therapist work will be emphasized throughout the course. Also, issues of collaboration between marriage and family therapists and other healthcare professionals will be discussed.



**PSY-739                      Research Methods in Clinical Psychology II                      2 Credits**

*Prerequisite: PSY-738.* In this course, students will learn to apply the Local Clinical Scientist model in their clinical practice. Students will expand on the research methods covered in Research Methods I, work within an evidence-based practices framework, and design studies that provide evidence to support the use of their clinical practices. Students will learn about the following methods: program evaluation, single case study, treatment efficacy and outcomes, and assessment methods. The course emphasizes that applying these skills means accounting for the local context, where the student will consider the unique elements of individuals, families, and communities that influence clinical issues.

**PSY-743                      Doctoral Internship-Half Time                      0 Credits****PSY-744****PSY-745****PSY-746****PSY-747****PSY-748**

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY-760-762, 860-862, and permission of the director of 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 to 24-month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the coursework, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training assists students in identifying appropriate sites for internships. Students enroll beginning in fall semester. (Students must enroll six consecutive times.)

**DCFT-740                      CFT Qualitative Research Methods                      3 Credits**

This course focuses on qualitative approaches to familial and relational research. It examines the theories and methods of qualitative research, such as grounded theory, narrative, case study, and hermeneutics and phenomenology. Students will review the qualitative research literature in couple and family therapy.

**DCFT-741                      CFT Statistics                      3 Credits**

This course covers the concepts and applications of descriptive and inferential statistics. It focuses on the statistical methods of data analysis, the analysis of variance, multivariate analysis, and multiple regression models. The course is designed to prepare the student for the statistical analysis in their doctoral dissertation.

**DCFT-742                      CFT Quantitative Research Methods                      3 Credits**

This course will provide an overview of basic research design and measurement. The focus of the course will be research design and methodology specific to couple and family therapy. Students are expected to conduct an extensive, guided review of couple and family therapy research literature. The course is designed to prepare the student for the development of their dissertation proposal.



**DCFT-745                      Supervision of Couple and Family Therapists                      3 Credits**

This course provides an in-depth overview of the foremost models of clinical supervision, including the unique aspects of supervising clinicians from each of the major theories of couple and family therapy. The student will learn how to structure supervision using a variety of modalities (e.g., taped session, live supervision) to provide effective case recommendations, facilitate therapist development, and to solve problems in the therapist-client. The course will also increase sensitivity to and knowledge of the distinct issues of the supervisor-supervisee relationship, as well as contextual, ethical, and legal factors in supervision. Students will supervise a CFT student during the course and will develop their personal model of supervision.

**DCFT-747-748                      Supervision of Supervision I, II                      1 Credit Each**

This course is for advanced CFT doctoral students. It is designed for students who are providing supervision to master's family therapy students currently seeing clients. Students will receive supervision of supervision from an approved AAMFT supervisor weekly throughout the semester. Students will review and discuss supervisions and continue developing their personal model of supervision. A strong emphasis is placed on self-of-the-supervisor/therapist and integration of dimensions of culture with a social justice lens.

**DCFT-749                      Supervision of Supervision III                      1 Credit**

Students in the doctoral program may continue supervision of supervision through this advanced course. The student will continue to present supervisory sessions as well as issues that arise from the supervisor-supervisee relationship. A strong emphasis is placed on application and revision of the student's personal model of supervision.

**DCFT-750                      Professional Development Seminar                      1 Credit**

The purpose of this course is to guide CFT doctoral students in self-of-the-therapist development. Through this examination, students will explore the strengths and barriers to increasing their skills as CFTs. Key components of this process are increasing awareness of various dynamics that impact personal and profession growth as an effective CFT (i.e., family of origin and dimensions of culture, power, privilege and oppression).

**PSY-750                      Doctoral Practicum Seminar I-III                      1 Credit Each****PSY-751****PSY-752**

*Prerequisite: Concurrent with PSY-760-PSY-762.* Taken concurrently with the assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical and diagnostic interviewing; to formulate DSM diagnostic impressions; to write an accurate assessment report based on data from the interview, mental status exam, and psychological test data; 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.

**DCFT-751**                      **Doctoral Practicum I, II, III, IV, & V**                      **1 Credit Each**  
**DCFT-752**  
**DCFT-753**  
**DCFT-754**  
**DCFT-755**

Each doctoral student will complete five semesters of supervised clinical practicum providing individual and relational therapy for the development of advanced CFT clinical skills. Some doctoral students may have the opportunity to provide clinical supervision for master's students during the doctoral practicum.

**PSY-753**                      **Child and Adolescent Psychopathology**                      **3 Credits**  
**(PSY-644)**

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 sociocultural factors. The importance of individual differences and responsibility in utilizing DSM-5 diagnostic labels is stressed. NOTE: This course is only offered in the fall term.

\*\* (Required course for Child and Adolescent Psychology track.)

**PSY-754**                      **Special Topics in the Treatment of Children,**                      **3 Credits**  
**Adolescents, Young Adults, and/or Families**

This course will provide students an opportunity to study topics pertinent to the diagnosis and treatment of children, adolescents, young adults, and/or their families. Given the ongoing changes in the field of child psychology, this course offers students the opportunity to learn about focused topics that are related to the field that are not covered in other required courses. This course may cover topics related to multicultural perspectives to treatment, innovative approaches to treatment, or other relevant topics that relate to shifts in the field of child and adolescent psychology. This course meets the elective requirement for students in the Child and Adolescent track.

**DCFT-756**                      **Doctoral Practicum Continuation**                      **0 Credits**

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 or needs additional clinical hours to meet professional goals (e.g., licensure). Students enrolling in this course must pay for the liability fee associated with practicum training.

**PSY-756**                      **Group Psychotherapy**                      **3 Credits**  
**(PCO-337)**

*Prerequisite: PSY-600.* 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. \*\* (Satisfies program requirement as a basic intervention elective.)

**DCFT-757                      Doctoral Practicum Seminar I, III, IV                      3 Credits Each**  
**DCFT-759**  
**DCFT-760**

This seminar provides individual and group supervision to doctoral students engaged in couple and family therapy in the community. Rotating case presentation using notes and audio/videotapes to focus on advanced theoretical analysis, skills building, and case consultation. This course moves beyond the foundational courses to the application of advanced clinical skills.

**PSY-757                      Child and Adolescent Psychotherapy                      3 Credits**  
**(PCO-338)**

*Prerequisite: PSY-720.* The purpose of this course is to provide a conceptual framework for interventions with children and adolescents. The course will focus on specific interventions and research on the major psychotherapeutic approaches for children and adolescents, including cognitive-behavioral, psychodynamic, family systems, Adlerian, person-centered, and parent-infant psychotherapy. The importance of addressing ethical and legal issues unique to the treatment of this population will be emphasized. Differences and diversity in treatment, and adapting treatment for clients with disabilities, will also be covered.

NOTE: This course is only offered in the fall semester.

\*\**(Required Course for Child and Adolescent Psychology track.)*

**DCFT-758                      Doctoral Practicum Seminar II, V                      2 Credits Each**  
**DCFT-761**

This seminar provides individual and group supervision to doctoral students engaged in couple and family therapy in the community. Rotating case presentation using notes and audio/videotapes to focus on advanced theoretical analysis, skills building and case consultation. This course moves beyond the foundational courses to the application of advanced clinical skills.

**PSY-758                      Biofeedback                      3 Credits**  
**(PCO-339)**

*Prerequisites: PSY-(600).* This class presents the theory and application of applied psychophysiology (biofeedback) as it is practiced today within mind/body medicine. A review of the components of the autonomic and central nervous system underlying commonly used psychophysiological measures (EEG, EMG, HR, etc.) will be presented. The class will examine common applications of biofeedback and the evidence of its efficacy to specific disorders. The class will examine common psychophysiological assessment procedures, personality testing, and interview techniques employed in deciding upon the proper treatment methods for each client. The historical, cultural, philosophical, and spiritual contexts of biofeedback practice will also be examined to discuss important diversity related considerations in treatment planning.

\*\**(Satisfies program requirement as a basic intervention elective.)*

**PSY-760                      Doctoral Practicum I, II, & III                      1 Credit Each**  
**PSY-761**  
**PSY-762**

*Prerequisites: Completion of a minimum of 31 credit hours of coursework, including PSY-654 –658, PSY-645, PSY-623, PSY-661-663, PSY-642, PSY-648, and PSY-649; permission of the director of training; concurrent with assessment seminar (750-752).*

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.

**DCFT-763                      Doctoral Qualifying Exam                      0 Credits**

This is a clinical and supervisory competency examination based on AAMFT core competencies. The student will demonstrate clinical competence through a detailed written presentation of a couple or family case from practicum, including in-depth case conceptualization, evaluation of overall treatment, and critique of videotaped sessions. The student will display supervisory competence with a written supervisory case presentation. The student will consider ethical, social justice, diversity, and self-of-the-therapist dimensions in the clinical and supervisory cases. After the completion of the written exam, the student will receive an oral exam by department faculty.

**PSY-763                      LGBTQ Issues across the Life Span                      3 Credits**  
**(PSY-674)**

*Prerequisite: PSY-642.* This course focuses on LGBTQ persons across the life span and examines the evolution of the LGBTQ movement from multiple dimensions. This course includes strategies useful in working with LGBTQ 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 LGBTQ identity formation and the potential consequences of "coming out." Discussions and research surrounding controversial issues affecting the LGBTQ community serve as the focal point.

**PSY-764                      Neuropsychological Assessment I                      3 Credits**  
**(CEN-720)**

*Prerequisites: PSY-627, PSY-628, PSY-624, PSY 636, PSY-648, and PSY-649.* This course is the first in a three-course sequence designed to familiarize students with the foundations of neuropsychological assessment. This course provides a detailed overview of neuropsychological assessment techniques in common usage. It provides a review of basic neuroanatomy and neurophysiology, as well as an introduction to cognitive functions. Administration and scoring of various neuropsychological assessment instruments is emphasized, and issues of test administration and scoring in a sociocultural context are included. NOTE: This class is only offered in the fall semester.

\*\**(Required course for the Emphasis in Clinical Neuropsychology.)*

**PSY-765                      Neuropsychological Assessment II                      3 Credits**  
**(CEN-721)**

*Prerequisite: PSY-764.* This course is a continuation of PSY-764 and is designed to be taken immediately after this prerequisite. This course builds on the material from PSY-764 and focuses on the neuropsychological assessment of neurocognitive disorders, including but not limited to dementia, traumatic brain injury, cerebrovascular accident, and psychological disorders. Integrative interpretation of neuropsychological assessment results is emphasized. NOTE: This course is only offered in the spring semester.

\*\**(Required course for the Emphasis in Clinical Neuropsychology.)*

**DCFT-765                      Doctoral Internship I, II, & III                      0 Credits****DCFT-766****DCFT-767**

*Prerequisites: Successful completion of coursework and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 hours of training over a 12-month period.* The internship is designed to provide an intensive clinical experience congruent with the student's professional goals. The doctoral internship may include clinical work, supervision, and teaching supervised by an LMFT. The student is expected to develop their internship with guidance from the CFT department.

**PSY-766                      Neuropsychological Assessment III                      3 Credits****(CEN-723)**

*Prerequisite: PSY-765.* This course is a continuation of PSY-764 and PSY-765 and is designed to be taken immediately after these two courses. This course covers advanced topics in neuropsychological assessment and focuses on further development of neuropsychological case conceptualization. Controversies in modern neuropsychological assessment will be covered as well. NOTE: This course is only offered in the summer semester.

*\*\* (Required course for the Emphasis in Clinical Neuropsychology.)*

**DCFT-768                      Doctoral Internship Part-Time I, II, III, IV, V, VI                      0 Credits****DCFT-769****DCFT-770****DCFT-771****DCFT-772****DCFT-773**

*Prerequisites: Successful completion of coursework and clinical practicum. Following the completion of academic and practicum requirements, doctoral students must complete an internship of a minimum of 2,000 hours of training over a 24-month period.* The internship is designed to provide an intensive clinical experience congruent with the student's professional goals. The doctoral internship may include clinical work, supervision, and teaching supervised by an LMFT. The student is expected to develop their internship with guidance from the CFT department.

**PSY-774                      Military Couple and Family Treatment Issues                      3 Credits**

This course will focus on the treatment of military clients (including reserve and active duty, veterans, retirees) and their families. The treatment modalities will be explored in the context of individual, couple, family, and group psychotherapy techniques using both lectures and role-play methodologies. Treatment interventions will be explored, including psychodynamic, cognitive-behavioral, and other traditional as well as nontraditional intervention models to address psychological distress related to military service, predeployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, the Veterans Affairs healthcare system, and as private practitioners working with actively serving and veteran populations and their families.

*\*\* (Satisfies program requirement for basic intervention electives.)*

**DCFT-775                      Dissertation Proposal                      0 Credits**  
*Prerequisite: Passing the doctoral qualifying exam.* A written dissertation proposal prepared in consultation with the chair of the dissertation committee is required to begin the dissertation process. The doctoral student then defends the proposal in an oral presentation to their dissertation committee. With the approval of the committee, the student may register for DCF-795 and initiate work on their dissertation.

**DCFT-776                      Doctoral Dissertation I-III                      0 Credits**  
**DCFT-777**  
**DCFT-778**

*Prerequisite: Successful dissertation proposal.* The CFT doctoral dissertation provides students with the opportunity to engage in in-depth scholarship and research on an important issue in couple and family therapy. The three-person dissertation committee will be chaired by a core faculty member of the CFT department and will include the student's statistics/quantitative professor. Once initiated, doctoral candidate will work on the dissertation for three consecutive semesters.

**DCFT-779                      Doctoral Dissertation Continuation                      0 Credits**  
 Doctoral students who continue to work on their dissertation after three semesters must register each term for this course and pay the required fee to remain in good standing. Students enrolled in DCF-798 are expected to make steady progress toward the completion of their dissertation including updates each semester to the chair of their committee.

**DCFT-780                      Dissertation Oral Defense                      0 Credits**  
*Prerequisite: Permission of the doctoral dissertation committee.* Students defend their doctoral dissertation before the dissertation committee. After completing any revisions recommended by the committee, the student will submit their dissertation for publication.

**PSY-783                      Advanced Child and Adolescent Assessment                      3 Credits**  
**(PSY-683)**  
*Prerequisites: PSY-623, PSY-661, and PSY-662.* 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. NOTE: This course is only offered in the spring semester.  
 \*\* (Required course for Child and Adolescent Psychology track. Satisfies program requirements as an advanced/intervention elective.)

**PSY-784                      Introduction to Military Psychology                      3 Credits**  
**(PSY-300, PSY-771)**  
 This course introduces the student to military culture, structures, and systems. The course also introduces the student to the specialty of military psychology, which aims to improve the lives of service personnel and is applicable to a wide range of areas within the military community. Various ways psychological measures are presented to the military environment include the selection of recruits for the armed forces, determining which recruits will be best suited for various military occupational specialties, and fitness for duty via the

Comprehensive Soldiers Resilience Program, as well as performing analysis on humanitarian and peacekeeping missions to determine procedures. Other applications of military psychology include its intersection with social policy, particularly with respect to issues of diversity within the military. \*\*(Satisfies program requirements for general elective, fall only.)

**PSY-785                      Psychology of Combat and Conflict                      3 Credits**  
**(PSY-301, PSY-772)**

Examination of the psychological impact of direct or secondary experiencing of conflict, including the physical and psychological sequelae of combat and the impact of combat-related problems on family members and others. Diagnosis and treatment of acute and cumulative combat-related stress, including normal and maladaptive reactions to conflict-related responses, are addressed, as well as suicidal and homicidal behavior pre-, during, and postdeployment. \*\*(Satisfies program requirement for basic intervention elective.)

**PSY-786                      Psychological Testing and Assessment in Military                      3 Credits**  
**Healthcare Settings**

*Prerequisite: PSY-785 or military track coordinator permission.* Psychological and neurological assessment of active duty, veteran, and retired military service members and their families is the focus of this course. Assessment methodology includes integrative, objective, and performance-based personality assessments and self-report measures. Students will learn about the theoretical basis, current military-population-specific issues, ethics, and clinical use of a variety of assessment strategies focused on the unique service-related demands and probable comorbidities. Students will be trained in military-specific best practices in the proficient administration, scoring, and military-service-informed interpretation of commonly used tests in the DoD and Veterans healthcare systems. \*\*(Satisfies program requirements for an advanced assessment elective, summer only.)

**PSY-787                      Evidence-Based Treatment in DoD & Veterans                      3 Credits**  
**(PSY-808)                      Healthcare Systems**

*Prerequisite: PSY-785 or military track coordinator permission.* While the DoD provides direct treatment to active duty service members on base, off base, and in theaters of war, the VA healthcare system delivers treatments to military veterans, retirees, and their families in the United States. Subsequently, this course will focus on the delivery of empirically supported behavioral health treatments in the DoD and Veteran's Healthcare systems, including cognitive processing therapy (CPT), prolonged Exposure (PE) therapy, Cognitive-Behavioral Modification, Stress Inoculation Training (SIT), Imagery Rehearsal Therapy (IRT), dialectical behavior therapy (DBT), mindfulness meditation, and psychodynamic approaches. These best practices in treating military personnel, veterans, retirees, and their families may address any of the following conditions: depression, anxiety, addictions, suicidal ideation, combat-related stress, posttraumatic stress symptoms, acute stress disorder (ASD) and posttraumatic stress disorder (PTSD), and accompanying comorbidities, among others. There will also be a brief exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems. \*\*(Satisfies program requirements for an advance intervention elective, spring only.)

**PSY-788                      Trauma-Informed Treatment for Military Populations                      3 Credits**  
**(PSY-809)**

This course is dedicated to the various aspects of the trauma spectrum. Subject areas include psychological trauma due to combat or combat-related exposure, moral injury, military sexual assault, military sexual harassment, traumatization due to minority discrimination, and oppression based on race, sexuality, gender, ability, and/or religious affiliation. Students will also understand, discuss, and apply empirically supported trauma-informed interventions addressing loss, grief, bereavement, injury, and/or death. Best practices in trauma recovery used in both governmental and nongovernmental settings will be explored, including aspects of crisis competence, resilience, and posttraumatic growth. \*(Satisfies program requirements for basic intervention elective, spring only.)

**PSY-789                      Military Couple and Family Treatment Issues                      3 Credits**  
**(PSY-774)**

*Prerequisite: PSY-787 or military track coordinator permission.* This course will focus on the treatment of military clients (including reserve, active duty, veterans, and retirees) and their families. The treatment modalities will be explored in the context of individual, couple, family, and group psychotherapy techniques using both lectures and role-play methodologies. Treatment interventions will be explored, including psychodynamic, cognitive-behavioral, and other traditional as well as nontraditional intervention models to address psychological distress related to military service, predeployment, deployment, combat deployment in the theater of war, return to duty, and reintegration into society. Students will also learn about ethical practices in the delivery of psychotherapy in military settings, the Veterans Affairs Healthcare system, and as private practitioners working with actively serving and veteran populations and their families.

\*(Satisfies program requirements for a basic intervention elective, summer only.)

**PSY-790                      Psy.D. Clinical Qualifying Examination –                      0 Credits**  
**(PSY-990)                      Assessment Competency**

*Prerequisite: Successful completion of PSY-750/PSY-760, enrollment in PSY-751/PSY-761, approval of the examination coordinator.* This is a clinical competency examination focusing particularly on knowledge and skills in assessment required for entry-level practice, as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit testing protocols from a battery of psychological instruments given to a client, a detailed psychological testing report, executive summaries, a paper integrating psychological research with an issue presented by the case, and a paper discussing an issue pertinent to socially responsible practice posed by the case. Following review by a faculty member, a student meets with the faculty member for an oral portion of the examination.

**DCES-801                      Program Evaluation, Development, and Management                      3 Credits**

This course will explore in-depth models of program evaluation and development. Students will learn about the application of research techniques and models to conduct need assessment, input, process, and outcome program evaluation; and use the evaluation data to inform program development or enhancement. Aspects of research grant writing and fund acquisition for program development will be discussed. Students will also have a chance to explore funding opportunities for program development, as well as the role of program managers in observing state and federal accreditation and funding guidelines.



**PSY-801                      Psychoanalytic Approaches II                      3 Credits**  
**(PSY-701)**

This course is designed to apply evidence-based theories of psychoanalysis, including but not limited to: classical Freudian (drives, dreams, defenses, and transference), Ego Psychology, Object Relations (British and Middle Schools), Self Psychology, Relational, Intersubjective, Affect Regulation (Allan Schore and colleagues), and Mentalization (Peter Fonagy and colleagues) approaches into clinical practice. The focus of the course will be on learning and practicing specific interventions of brief and long-term psychoanalytic psychotherapy. Additionally, this course will build on the skills acquired in Psychoanalytic Approaches I toward an advanced utilization of psychoanalytic theoretical approaches in the creation of integrated case conceptualizations, treatment planning, and effective interventions.

**DCES-802                      Advanced Systems, Couple, and Family Counseling                      3 Credits**

This course provides advanced study in couple, family, and systems theories, and major models of family and couple interventions. Students will examine current research theories and analyze the applicability of these theories and models to populations rooted in diverse cultural systems. Students are expected to be able to assess and conceptualize clinical issues in family situations and select treatment modalities with reference to the family and individual members' development cycle, dynamics of the family within the systems, and the effect of cultural factors and social issues on the family. There will be a special emphasis on the application of Adlerian concepts and principles when working with couples, families, and children. Clinical and developmental issues among alternative family structures will also be explored.

**PSY-802                      Cognitive and Behavioral Therapy Approaches II                      3 Credits**  
**(PSY-702)**

*Prerequisite: PSY-720.* This is an advanced course that will cover in-depth applications of cognitive, cognitive-behavioral, and third wave therapies, including Mindfulness-Based Cognitive Therapy (MBCT: Zindel Segal, Mark Williams, and John Teasdale), Acceptance and Commitment Therapy (ACT: Steven Hays), Dialectical Behavior Therapy (DBT: Marsha M. Linehan), and Cognitive Processing Therapy (CPT: Patricia Resick). This course will build upon the knowledge and skills acquired in PSY-720: Cognitive and Behavioral Therapy Approaches I. Students will practice advanced evidence-based techniques and interventions and how to apply such interventions to challenging cases, including rapport building, resistance, termination issues, and treatment planning. The course will also cover specific age groups and the use of these therapies with specific diagnoses such as phobias, panic disorder, and depression, among others. Vignettes, role-plays, and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex cases. The course will address issues of gender, sexual orientation, race, ethnicity, and culture.

**DCES-803                      Crisis Intervention, Disasters, and Trauma Management                      3 Credits**

This course is designed to advance clinicians' knowledge and skills in responding to both small and large-scale crises and trauma, as an individual practitioner and as part of an interdisciplinary team in an agency or a community. Students will study in-depth the effects of suicide, crises, disasters, and other trauma-causing events on persons of all ages, their respective families, and the community. Students will develop a foundation for the

assessment of individuals' post-trauma biopsychological conditions and provision of treatment and intervention. In addition, vulnerabilities and at-risk populations will be analyzed. Professional, diversity, and ethical concerns in working with these at-risk populations and in the provision of treatments and interventions will be covered. Finally, the course will also review issues affecting therapists in working with crisis, trauma populations, and strategies for self-care.

**PSY-803                      Humanistic and Existential Therapy Approaches II                      3 Credits**  
**(PSY-703)**

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.

\*\*(Satisfies program requirement as an advanced intervention elective.)

**DCES-804                      Advanced Group Counseling and Supervision                      3 Credits**

This course is designed to advance both students' theoretic understanding of group dynamics and practice in leading and designing various types of group work, counseling, and therapeutic groups for diverse clientele and clinical issues. Students should be able to demonstrate competency in the conceptualization of development, clinical issues, cultural factors, and in providing intervention to advance the group and therapeutic effects on its members. Evidence-based intervention and research on group effectiveness and design of group treatments are also emphasized. Students will develop supervisory skills and strategies in the training of entry-level counselors/group leaders. In addition, professional and ethical issues in establishing, designing, and leading groups, as well as training and supervising group leaders will be discussed.

**PSY-804                      Couple and Family Therapy Approaches II                      3 Credits**

*Prerequisite: PSY-723.* This is an advanced course that will cover classical family and couples models through post-modern approaches. This course will build upon the knowledge and skills acquired in PSY-723: Couple and Family Therapy Approaches I. Students will be introduced to the theory, basic techniques, and evidence-based applications of the following family therapy models: Psychoanalytic (Self Psychology, Object Relations, and Interpersonal), Cognitive Behavioral (Patterson, Jacobson, Masters, and Johnson), Postmodern approaches (Narrative, Feminist, Solution-Focused, and Constructivist), and Integrative approaches. Students will also learn advanced applications of techniques from classical models covered in PSY-723, such as Bowenian, Structural, Strategic, and Experiential family and couples approaches. Vignettes, role-plays, and experiential activities will be used to practice skills addressing the challenges presented by diverse and complex family issues. The course will address issues of prevention, gender, sexual orientation, race, ethnicity, and culture, as well as the family life cycle, family organization, and the impact of significant events, such as divorce, domestic violence, and infidelity.

**PSY-805                      Advanced Child and Adolescent Psychotherapy                      3 Credits**  
**(PC0704)**

*Prerequisites:* PSY-623, PSY-757. 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. This 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. NOTE: This course is only offered in the spring semester.

**\*\***(Required course for Child and Adolescent Psychology track. Satisfies program requirement as an advanced intervention elective.)

**PSY-806                      Advanced Trauma-Focused Approaches to Intervention                      3 Credits**

*Prerequisite:* PSY-706. This course covers advanced issues concerning the diagnosis and treatment of trauma-related dysfunction, particularly posttraumatic stress disorder (PTSD) and common comorbid conditions. The emphasis of the course will be on development and application of skills in conducting research-supported therapy and assessment for Type I ("single-event") and Type II ("complex") trauma, Dissociative Identity Disorder, and trauma-associated somatic symptoms. Major treatment approaches to be covered will include phase-oriented integrated treatment and relational models; Skills Training in Affective and Interpersonal Regulation (STAIR); cognitive-behavioral therapy (CBT), Stress-Inoculation Therapy (SIT), and Cognitive Processing Therapy (CPT); Eye-Movement Desensitization and Reprocessing (EMDR), Dialectical-Behavioral Therapy (DBT), Imagery Rehearsal Therapy (IRT), and Clinical Hypnosis. The course will also address specific treatment considerations for returning military personnel as well as ethical issues relevant to clinical work with trauma survivors. The management of countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization in the clinician will be emphasized throughout the course.

**\*\***(Required course for the Emphasis in Traumatic Stress Psychology. Satisfies program requirement as an advanced intervention elective.)

**PSY-807                      Mental Health Law and the Uniform Code                      3 Credits**  
**(PSY-303)                      of Military Justice**

This course is designed to provide students with an understanding of the history and evolution of the Uniform Code of Military Justice (UCMJ) as it relates to military culture, including and consistent with duty, honor, and country. The course is also designed to provide students with a basic understanding of mental health law as it relates to the UCMJ, the military justice system, and social justice interpretations engendering Adlerian principles. Students will conduct a literature review on specific aspects of mental health law that is consistent and inconsistent with the military's UCMJ and recommend course(s) of action.

**PSY-808                      Cognitive-Behavioral & Behavioral Treatment                      3 Credits**  
**(PSY-304)                      Interventions in DoD & Veterans Healthcare Systems**

This course will focus on the delivery of Cognitive-Behavioral & Behavioral Treatments in the DoD & Veteran's Healthcare systems that are evidence-based trauma-focused treatment models including Cognitive Processing Therapy (CPT), Prolonged Exposure (PE) therapy, Cognitive-Behavioral Modification, Stress Inoculation Training (SIT), Imagery Rehearsal

Therapy (IRT), and Dialectical Behavior Therapy (DBT). The Department of Defense (DoD) and the Department of Veterans Affairs (VA) healthcare systems use these treatments, among others. Students will learn how to assess, diagnose, and treat a variety of distressing psychological symptoms and disorders including Combat-Related Stress, Posttraumatic Stress symptoms, Acute Stress Disorder (ASD) and Posttraumatic Stress Disorder (PTSD) and accompanying comorbidities. This course will train students to. While the DoD provides direct treatment to active duty service members on base, off base, and in the theater of war, the VA healthcare systems delivers treatments to military veterans, retirees, and their families. There will be an exploration of the structures, function, and policies of these federally administered medical and behavioral health delivery systems.

**PSY-809                      Psychological Consequences Management: All Hazards                      3 Credits**

The purpose of this course is to educate the mental health professional in the mental health disaster response crisis counseling program model. This model differs significantly from the traditional mental health model. The mental health disaster response crisis counseling model is a specialized approach which requires distinct training. The skills, knowledge, and attitudes required for mental health disaster response and recovery crisis counseling are quite different from those needed in traditional clinical settings. This course will introduce the student to the mental health disaster response crisis counseling program model, the scope and limits of the program, the elements required for effective service system design, and the delivery of those services in an all-hazards disaster environment. This course is also an introduction to the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups and actions. Emphasis is placed on terrorist motives and how terrorist actions have affected the course of history and current foreign and domestic policies. *\*\* (Satisfies program requirement for general elective.)*

**PSY-811                      Advanced Issues in Co-occurring Disorders                      3 Credits**

*Prerequisite: PSY-709 or PSY-706.* This advanced course builds on foundational knowledge from the Introduction to Addictive Disorders class (709) and Trauma-Focused Interventions (706). The course will explore selected theories and methods for engaging and retaining clients in substance abuse and trauma treatment. In addition, the course will review and discuss advanced issues resulting from comorbid substance abuse and mental health problems and identify system interventions and support strategies for this population. The course will specifically focus on the intersection of traumatic experiences, substance misuse, and mental illness.

**PSY-817                      Advanced Lifestyle Assessment                      3 Credits  
(PCO-517)**

*Prerequisites: PSY-710 & PSY-711.* This course focuses on the application of the lifestyle. We will be addressing such topics as lifestyle matching in dyads and most prominently in marital counseling, in vocational counseling, and in predicting the patient-therapist relationship, including such issues as resistance and transference.

**DCES-821                      Qualitative Research Methods in Counseling                      3 Credits**

This course is designed to provide in-depth study in various qualitative research methods in counseling, program evaluation, education, and behavioral sciences. Students will learn to critique and interpret qualitative research articles, and to become intelligent consumers of research. Students will also become familiar with software for analyzing qualitative research data, recording, coding, and reporting of research data. Ethical and cultural strategies for interpreting and reporting the results of research and program development will also be covered.

**DCES-822                      Quantitative Research Methods in Counseling                      3 Credits**

This course focuses on the use of quantitative data and the application of both descriptive and inferential statistical research methods in the fields of counseling, program evaluation, education, and behavioral sciences. Students will gain a more-depth understanding and application of various quantitative research designs, including survey techniques and correlational and experimental designs. Students will learn to critique and interpret quantitative research articles and the validity and reliability of the findings, and they will become intelligent consumers of research. Ethical and diversity issues in relation to quantitative research will also be examined. Students will acquire a conceptual understanding of data categorization and management, logistics of data collection and entry, and use of corresponding statistical analytical methods for different types of data and research approaches. They will also gain a minimum working knowledge of basic Excel and SPSS statistical functions.

**PSY-822                      Death, Dying, Bereavement, and Loss-Focused                      3 Credits**  
**Approaches to Intervention**

This course covers the psychological theories, cultural responses, individual and family system reactions, and treatment relevant to individuals facing death, dying, life-threatening illness, bereavement, other losses, and long-term caregiving. Students will learn about the range of events associated with these experiences across the life span; the major risk factors for emotional, cognitive, behavioral, social, and spiritual dysfunction; cultural factors that exacerbate or ameliorate dysfunction; and research-supported approaches to treatment. The awareness and effective management of the clinician's emotional and countertransference reactions and the recognition, prevention, and treatment of compassion fatigue and vicarious traumatization will be emphasized.

**DCES-823                      Applied Statistics and Analyses in Research                      3 Credits**

*Prerequisite: DCES-822.* This course provides an overview of advanced statistical methods and techniques. Upon completion of the course, students will be able to select and apply an appropriate multivariate statistical methodology with reference to the nature of the research and specific research questions. Students are expected to have a good command of SPSS, or other computer programs, to manage data and conduct statistical analyses. Statistical approaches to be included in the class are: multiple regressions, factorial analysis including MANOVA, path analysis, multiple discriminant analysis, logistic regression, and structural equation modeling.

**PSY-823                      Adlerian Parent Consultation and Family Therapy                      3 Credits**

*Prerequisites: PSY-710, PSY-711.* This course will teach students child guidance and parenting knowledge and skills based upon Adlerian principles to be practiced in parent consultation and family therapy. Students will understand how Adlerians integrate sociocultural considerations contexts while assessing and intervening with families and the multiple systems intersecting with the clients. Through lecture, class discussion, observation, and participative demonstrations, students are taught how to facilitate a parenting group and family therapy. Students will receive supervision from Adlerian faculty as they lead or colead 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.

**DCES-824                      Qualitative Data Analysis in Research                      3 Credits**

*Prerequisite: DCES-822.* This course provides an in depth study of various qualitative research approaches and related data collection methods. As a result of the course, students are expected to be familiar with ways of analyzing different types of qualitative data corresponding to the purpose and the design of the research model. Students are expected to be efficient in applying computer software, such as AtlasTi, to enter, analyze, and induce the results of the research.

**PSY-824                      Advanced Adlerian Interventions and Assessment                      3 Credits  
(PCO-524)**

*Prerequisites: PSY-710, PSY-711.* This class will teach Adlerian theory and interventions within play therapy, group therapy, family therapy, and assessment of lifestyle and social interest. Theory and interventions related to children, adolescents, young adults, and the elderly will be reviewed as well as an in-depth investigation of complex emotions and ideas, such as guilt, shame, grief, and Gemeinschaftsgefühl from an Adlerian point of view. Students will explore interventions with these populations (i.e., children, adolescents, young adults, and the elderly) and macro-interventions possible as socially responsible clinicians.

**PSY-832                      Cognitive and Affective Bases of Behavior                      3 Credits  
(PSY-632)**

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-833                      Social Psychology                      3 Credits**

This course provides an overview of the social-psychological cognition, perception, and behavior of individuals and groups. The theories and empirical research into areas such as the social construction of self, interpersonal and intrapersonal attitude development and cognition, group dynamics, social learning, conformity, prejudice, altruism, aggression, obedience/compliance and stereotypes. The clinical relevance and application of the available research will be stressed throughout.

**PSY-834                      History and Systems                      3 Credits  
(PSY-634)**

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 on the role of psychology in promoting social justice.

**PSY-835                      Social Determinants of Mental Health                      3 Credits**

This is an advanced course for understanding human behavior in social context. It will provide an understanding of the ways in which contemporary social forces, including globalization, impact health and well-being. The course will highlight how social and

cultural values, legislation, public policy, and institutional practices shape the environments that impact health outcomes. It will highlight the complementary roles of structural and clinical interventions in the promotion of health and well-being and in narrowing inequities. It will also provide practitioners with concrete ideas about how to act on the social determinants in ways that promote the health of the most vulnerable and marginalized populations.

**PSY-840                      Torture Survivor Well-Being: Theory and Foundation for                      3 Credits**  
**Community-Based Advocacy**

This course focuses on developing a foundation for understanding and working with the unique needs of immigrant torture survivors in the United States. Adler University and Heartland Alliance Marjorie Kovler Center are working together to create this class. Students will develop an increased understanding of survivors' challenges and resiliency, and they will learn skills in community-based interventions that enhance survivors' physical and mental health. This class does not utilize clinical interventions, but instead, focuses on ecological approaches to well-being. Students will also gain knowledge to understand torture as a form of trauma, learn how to develop empowerment approaches to client community education, and understand a psychological sense of community among survivors. This course is a general elective.

**PSY-841                      Torture Survivor Well-Being: Community-Based Advocacy                      3 Credits**

This class has three components: a group learning circle, group supervision with the instructors, and a student-torture survivor partnership. The learning circles occur weekly, usually at the Kovler Center (in Rogers Park off the Red Line). Each meeting is approximately two hours and includes survivor participants and students. Learning circles begin with cultural exchange, which provides a forum for survivors and students to learn from each other through discussions. Weekly group supervision sessions will be conducted by the course instructors immediately prior to or following the learning circles. In addition to this group experience, students and survivor participants will work in pairs. This component of the course is based on a community advocacy model. The students spend weekly time (outside of the 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.

**DCES-850                      Advanced Clinical Counseling Practicum and Seminar                      2 Credits**

*Prerequisites: DCES-703, DCES-705, DCES-706.* This practicum aims at students' advancement of counseling skills in their chosen areas to an expert level. It requires a minimum of 100 hours in a mental health setting, including 40 hours of direct client counseling service, individual, couple and family, and group counseling. When formulating practicum plans, students should consider that this is a means to either deepen or widen their current skills and career profile and experience. The practicum plan is subject to the approval of the student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 850 and receive weekly individual or triadic supervision from a faculty member.

**PSY-850                      Doctoral Practicum Seminar IV, V, & VI                      1 Credit Each**  
**PSY-851**  
**PSY-852**  
**(PSY-604, PSY-605, PSY-606)**

*Prerequisites: PSY-760, PSY-761, PSY-762, PSY-750, PSY-751, PSY-752. Concurrent with PSY-860, PSY-861, PSY-862.* Taken concurrently with the therapy practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research, and 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.

**DCES-851                      DCES Internship & Seminar I                      1 Credit**

*Prerequisites: DCES-850, DCES-705, DCES-706.* *DCES students are required to complete 600 hours of internship.* Mandatory internship experiences are: supervision (minimum 100 hours), teaching or other continuous didactic activities (minimum 100 hours), and research (minimum 100 hours). Students can complete these elements of internship in any order or simultaneously. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or activities approved by a faculty advisor. When formulating internship plans, students should consider using the experience to enhance their career profile. Internship plans in relation to different internship experiences are subject to the approval of the student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 851 for group supervision and support.

**DCES-852                      DCES Internship & Seminar II                      1 Credit**

*Prerequisites: DCES-703, DCES-705, DCES-706, DCES-851.* This is a continuation of the student internship experience toward the goal of completing the 600-hours requirement in the mandatory 100 hours of experiences in teaching, research, and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or approved activities. Internship plans in relation to different internship experiences are subject to the approval of the student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 852 for group supervision and support.

**DCES-853                      DCES Internship & Seminar III                      2 Credits**

*Prerequisites: DCES-703, DCES-705, DCES-706, DCES-852.* This is a continuation of the student's internship experience toward the goal of completing the 600-hours requirement in the mandatory 100 hours of experiences in teaching, research, and supervision. In addition to the mandatory experiences, students may choose to complete their internship hours in the areas of program development, consultation, professional leadership, and/or approved activities. Internship plans in relation to different internship experiences are subject to the approval of the student's advisor or program director. In addition to the field hours and site supervision, students are required to register for DCES 853 for group supervision and support.



**DCES-854**                      **DCES Internship – Leadership, Advocacy  
& Social Justice**                      **2 Credits**

This internship is designed and required for students who did not complete the Community Service Practicum, Social Justice Practicum, or the equivalent prior to their admission to the DCES program. Students are expected to complete 200 hours of internship in the areas of community services, leadership, advocacy, and social justice. Students tailor their experiences to fulfill the requirement as approved by their program advisor. When formulating internship plans, students should consider using the experience to enhance their career profile.

**PSY-860**                      **Doctoral Practicum IV, V, & VI**                      **1 Credit Each**  
**PSY-861**  
**PSY-862**  
**(PSY-614, PSY-615, PSY-616)**

*Prerequisites: Doctoral Assessment Practicum (PSY-760, PSY-761, PSY-762) and seminars (PSY-750, PSY-751, PSY-752). Concurrent with Therapy Seminar (PSY-850, PSY-851, PSY-852).* 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-864**                      **Pediatric Neuropsychological Assessment**                      **3 Credits**  
**(CEN-728)**

*Prerequisite: PSY-766.* 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.

*\*\* (Satisfies restricted elective requirement for Child and Adolescent Psychology track, Emphasis in Clinical Neuropsychology and program requirement as an advanced assessment/intervention elective.)*

**PSY-865**                      **Neuropsychological Intervention Techniques**                      **3 Credits**  
**(CEN-725)**

*Prerequisite: PSY-766.* This 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.

**PSY-870**                      **International Immersion and Cross-Cultural Studies**                      **3 Credits**

*Prerequisite: PSY-642.* This course will provide doctoral students with a cultural immersion experience outside of the United States. Students will be engaged in a nonclinical service learning program for a limited period of time. The course will teach students to examine and think critically 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 Issues**                      **3 Credits**

*Prerequisites: PSY-659 and PSY-642.* 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: PSY-738 and PSY-642.* 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-874                      Race, Ethnicity, and Social Class                      3 Credits  
(PSY-672)**

*Prerequisite: PSY-642.* This course is designed to give students an understanding of various minority groups, including African Americans, Asian Americans, 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-877                      Issues in Religion and Spirituality – Theory and Therapy                      3 Credits  
(PSY-677)**

*Prerequisite: PSY-642.* 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; and 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.

**PSY-878                      Clinical Issues and Interventions with Sexual Orientation                      3 Credits  
(PSY-678)                      and Gender Identity Minorities**

*Prerequisites: PSY-642, PSY-763.* This advanced diversity course builds upon the foundational knowledge from the Social Psychology and Individual Diversity (PSY-642) and LGBTQ Issues Across the Life Span (PSY-763) courses. This course will explore mental health and substance abuse problems prevalent with sexual orientation minorities and gender nonconforming people, paying close attention to those most underserved and underrepresented. The course will focus on skill-building, case conceptualization, and clinical intervention techniques for working with this population, as well as addressing the impact of oppressive systems on health and dysfunction. Providing supervision around sexual orientation and gender variance in training will also be addressed.

**DCES-890                      Advanced Addictions Counseling                      3 Credits**

This course focuses on students' in-depth understanding of theoretical models and research related to addictions counseling, including addictive behaviors, chemical dependency, alcoholism, etiology of addiction, and medical and psychiatric complications. Students will also examine evidence-based and systems treatment models and practice: e.g., effect of addiction and substance abuse on family, evaluation and diagnosis, intervention, treatment

approaches and counseling techniques, recovery process and twelve-step programs, and community-based programs. In addition, students will be looking at the development and management of addiction counseling programs, and models in supervision and training of addiction counselors. Ethical and multicultural issues in addictions counseling and in supervision and training of addictions counselors will be discussed.

**PSY-890                      Doctoral Clinical Qualifying Examination –                      0 Credits**  
**(PSY-991)                      Intervention Competency**

*Prerequisite: Successful completion of PSY-790, enrollment in PSY-850/PSY-860.* This is a clinical competency examination focusing particularly on knowledge and skills in intervention required for entry-level practice, as well as the ability to integrate science and practice and provide service in a socially responsible manner. Students are required to submit a video or audiotape of a therapy session with a client, a detailed case conceptualization of the client, a self-critique of their performance in the session being presented, an Adlerian formulation of the case, and a paper integrating psychological research with an issue presented by the case. Following review by a faculty member, the student meets with the faculty member for the oral portion of the examination.

**DCES-891                      Counseling Children and Adolescents                      3 Credits**

This course provides an overview of theories, techniques, and developmentally appropriate approaches to counseling children and adolescents (age 5 to 18) in school and mental health settings. Emphases will be given to the counselor's understanding of the impact of family structures, school settings, and social-environmental factors on the development, wellness, and mental health of this particular population. Students will be asked to examine research and evidence-based intervention, as well as legal, diversity, and ethical issues when formulating treatments. Moreover, students' understanding of their collaborative roles with the children's family, school systems, and community resources is also a focus. Counseling issues of special populations (children with different levels of abilities, foster homes, children of nonmainstream family structures, etc.) within this age group will also be discussed.

**DCES-892                      Advanced Adlerian Counseling and Parent Education                      3 Credits**

This course provides an in-depth exploration of the use of principles of Alfred Adler's Theory as a basis for understanding the development of an individual's unique style of living or personality in counseling individuals and guiding family structures and interactions. The application of the Adlerian approach in family and parental education in the contemporary diverse society will also be discussed. Upon the completion of the course, students are expected to be able to design family programs and parental workshops based on the Adlerian principles in application to diverse mental health and community settings.

**DCES-893                      Veterans and Military Family Counseling                      3 Credits**

The course provides an overview of the psychological and relational issues confronted by active military personnel and veterans, as well as by their immediate and extended families and loved ones. Students will develop skills and familiarity with the assessment and formulation of specific intervention strategies to counsel and embrace the functioning of active military personnel, veterans, and their families with reference to empirically supported intervention models and practice. Emphases will be put on the students' development of strategies in establishing therapeutic alliances with military or veteran families of diverse or minority cultural backgrounds, and those who have dealt with loss and/or injury upon the return of both emotionally and physically damaged military members.

Both assessment of risk and protective factors, and responding and coping strategies, for active service persons, their families, and communities will be discussed. Students will also study pertinent clinical issues and treatment strategies, including combat-induced stress reaction and posttraumatic stress disorder, depression, and substance abuse issues. Career and post-military life-planning issues will also be a focus of the class. In-depth discussions of legal restrictions, military guidelines and regulations, and professional and ethical considerations will be included.

**DCES-894                      Technology & Counseling in DCES                      3 Credits**

This course investigates the use of technology and electronic media in the provision of long-distance or virtual counseling, supervision, and consultation. Software for record keeping and training will be explored. There will be in-depth discussion of professional and ethical issues involving the use of technology in the field of counseling, including credentialing, international counseling, client confidentiality issues, training, and supervision issues from the perspectives of the training institutes, agencies, and others.

**DCES-895                      Special Topics for Counseling Diverse Populations in DCES                      3 Credits**

This course will vary in content depending on faculty expertise and student interest. Regardless of the topic, students will make an in-depth examination of clinical issues involved with the population, respective theoretical and evidence-based treatment interventions, and related diversity and ethical considerations. Doctoral students will also investigate the training and supervision of counselors who work with the chosen population.

**DCES-896                      Leadership in Mental Health Agencies                      3 Credits**

This course is tailored for those students who plan to take on leadership and administrative roles in mental health agencies. Students will collaborate on in-depth examinations of the principles of development, management, and evaluation of programs and service delivery formats with reference to public mental health policies, financing, and regulatory processes from the field, state, and federal perspectives. The role of a community agency leader in relation to risk management and coordination in the response to crises, disasters, and trauma will also be discussed. Special emphases will be given to administrative personnel's responsibilities in embracing the development and welfare of agency employees. Adlerian principles will also be integrated into theories and practicing models in regard to students' development of leadership, managerial, and supervisory skills. Finally, the courses will guide the students' realization of the interrelationship of the leadership in agencies and that in the community in order to become agents for social change and provide advocacy for those in need.

**PSY-896                      Doctoral Dissertation Preparation Seminar                      0 Credits  
(PSY-696)**

*Prerequisites:* PSY-738, PSY-737. This noncredit 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-897                      Doctoral Dissertation Proposal                      0 Credits  
(PSY-697)**

*Prerequisites:* PSY-738, PSY-737, and PSY-896. 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.

**DCES-900****DCES Candidacy Exam****0 Credits**

*Prerequisite:* Completion and passage of all core courses with a grade of B or higher.

Students can apply for the candidacy examination during the last semester when they are finishing all the core courses and may take the examination in the following semester while working on the electives (option). The examination is composed of two parts: Part I is about the integration of theories and practice in the core curriculum areas of practice, advocacy, teaching, supervision, and research. Responses to the questions are to be completed in 10 days. Part II is a question related to the student's specialty area. The specialty question will be developed jointly by the student and his/her advisor, and it must be approved by the program director. The student is to complete Part II of the candidacy examination in five days. Students have to pass the candidacy examination before entering dissertation and related courses.

**DCES-901****DCES Dissertation I****3 Credits**

*Prerequisite:* DCES-900. Students are expected to apply one or more of the major research models or theories to conduct a research project in a dissertation format. The research needs to be used as a means to add knowledge, preferences, and evidences in counseling and five core competencies in counselor education (teaching, supervision, advocacy, research, and practice). In this first course of dissertation, students are expected to form their dissertation committees, finalize their dissertation proposal, and coordinate an oral defense of the proposal at the end of the semester. Students who cannot complete the tasks designated in DCES 901 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 902.

**PSY-901****Doctoral Dissertation I-III****0 Credits****PSY-902****PSY-903**

*Prerequisite:* PSY-896, PSY-897. 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 PSY-904 Doctoral Dissertation Continuation until they are approved for the oral defense. Students receive a grade of CR (credit) for any term in which they are making satisfactory progress on their dissertation and a grade of NC (no credit) when they are failing to complete the project in a timely manner. Any student who has received three consecutive grades of NC 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 NC will be changed to CR.

**DCES-902**                      **DCES Dissertation II**                      **3 Credits**  
*Prerequisite: DCES-901.* In this phase of the dissertation, students work on and complete their IRB application. Upon the approval of the IRB, students can start the implementation process of the dissertation, including data collection. Students who cannot complete the tasks designated in DCES 902 will receive an incomplete grade and must continue to complete the course objectives in the following semester before they can register for DCES 903.

**DCES-903**                      **DCES Dissertation III**                      **3 Credits**  
*Prerequisite: DCES-902.* Students in this phase are expected to analyze data and work on the conclusion of the dissertation. Students will need to coordinate an oral defense for the dissertation. After passage of the defense, students can start the editing process with professional editors and prepare for submission of the final version of the dissertation. Students who cannot complete the tasks designated in DCES 903 will receive an incomplete grade and must continue to complete the course objectives in the following semester.

**DCES-904**                      **Dissertation Continuation**                      **1 Credit**  
*Prerequisite: DCES-903.* This course is designed for students to continue to receive support and guidance from their dissertation committee after DECS 903. Students at this stage are expected to analyze data and work on the conclusion of the dissertation. Students will need to coordinate an oral defense for the dissertation. After passage of the defense, students can start the editing process with professional editors and prepare for submission of the final version of the dissertation. Students will continue to register for this course until completion of the dissertation.

**PSY-904**                      **Doctoral Dissertation Continuation**                      **0 Credits**  
Doctoral students who are working on their 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.

**MAC-906**                      **Community Engagement Project**                      **3 Credits**  
This course is only for students enrolled in degree programs that are designed as fully online or blended (online and face-to-face) curriculums. 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 Community Engagement to identify potential projects in the semester prior to the initiation of their placement. Projects may include activities related to social action, outreach, programming, development, and needs assessment. May not be transferred or waived, unless the student completed the Community Service Practicum.

**PSY-910**                      **Supervision and Management in Clinical Psychology**                      **3 Credits**  
**(PSY-690 & PSY-692)**  
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-912                      Psychopharmacology                      2 Credits**  
**(PSY-650)**

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-724.

**PSY-920                      Doctoral Internship-Full Time                      0 Credits**

**PSY-921**

**PSY-922**

**(PSY-740, PSY-741, PSY-742)**

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY 760, PSY-761, PSY-762, PSY-860, PSY-861, PSY-862, and permission of the director of 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 to 24-month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the coursework, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training assists students in identifying appropriate sites for internships. Students enroll beginning in the fall semester. (Students must enroll three consecutive times.)

**PSY-923                      Doctoral Internship-Half Time                      0 Credits**

**PSY-924**

**PSY-925**

**PSY-926**

**PSY-927**

**PSY-928**

**(PSY-743, PSY-744, PSY-745, PSY-746, PSY-747, PSY-748)**

*Prerequisites: Successful completion of required qualifying examinations, doctoral dissertation proposal, PSY 760, PSY-761, PSY-762, PSY-860, PSY-861, PSY-862, and permission of the director of 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 to 24-month period. Most internships require a one-year, full-time commitment. A two-year, half-time internship may also be obtained. The internship is designed to provide an intensive clinical experience building upon the coursework, practicum experiences, and skills supervision completed during the first four years of the doctoral program. The Department of Training assists students in identifying appropriate sites for internships. Students enroll beginning in fall semester. (Students must enroll six consecutive times.)

**PSY-930                      Trauma, Grief, and Loss with Children, Adolescents,                      3 Credits  
and Families**

This course emphasizes theories and treatment approaches related to the experiences of trauma, grief, and loss with children, adolescents, and their families. A strong emphasis of this course will be to understand the ways children, adolescents, and families understand and experience trauma and loss, and ways in which culture influences these processes. Loss will be explored broadly and will include an understanding of the impact of death, parent and child illness, divorce, and other losses on the psychological health and well-being of this population. The impact of trauma on the health and functioning of the child, adolescent, and family will also be explored. Developmental perspectives outlining the normal response to such experiences will also be emphasized. Evidence-based practices for the treatment of this population will be emphasized.

**PSY-931                      Developmental Disorders of Childhood and Adolescence                      3 Credits**

This course emphasizes assessment and intervention approaches focused on the treatment of children and adolescents diagnosed with autism spectrum and/or other developmental disorders. Research-supported treatments, such as Applied Behavior Analysis (ABA), will be the central focus of this course. Students will also learn structured interview techniques and assessment procedures used to determine the nature and severity of this class of disorders.

**PSY-932                      Assessment and Intervention with Adolescents                      3 Credits  
and Young Adults**

This course emphasizes theories and treatment approaches related to the treatment of older adolescents and young adults. Specifically, the unique developmental task associated with this phase of the life span and associated impact on mental health and well-being will be addressed. Students will learn how to conduct risk assessments, as well as how to recognize and intervene with clients who are experiencing their first symptoms of severe mental illness. Evidence-based practices, including long-term and short-term models of treatment, will be emphasized.

**PSY-933                      Practicum Seminar in Neuropsychology I, II & III                      1 Credit Each**

**PSY-934**

**PSY-935**

**(CEN-722, CEN-724, & CEN-729)**

*Prerequisites: PSY-603, PSY-606, PSY-613, PSY-616, PSY-723. Concurrent with PSY-726 and PSY-727, and PSY-729.* Taken concurrently with the neuropsychological assessment practicum, this seminar provides a setting for the student to discuss and apply the fundamentals of clinical neuropsychological assessment, to synthesize results and formulate diagnostic impressions, to write accurate and 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.



**PSY-943                      Neuropsychology Practicum I, II & III                      1 Credit Each**  
**PSY-944**  
**PSY-945**

**(CEN-726, CEN-727, & CEN-730)**

*Prerequisites: PSY-723, PSY-752, PSY-762, PSY-852, PSY-862. Concurrent with PSY-722, PSY-724, PSY-730, and 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.*

**PSY-950                      Advanced Practicum Seminar I & II                      1 Credit Each**  
**PSY-951**

**(PSY-607 & PSY-608)**

*Prerequisites: PSY-760-762, PSY-860-862. Concurrent with Advanced Practicum (PSY-960-PSY-961). Taken concurrently with Advanced Practicum, this seminar provides students with an opportunity to review clinical cases integrating theory, practice, and research, and to discuss professional development and the supervision experience. This seminar also provides students with opportunities to prepare for future professional development through discussion of internship and postdoctoral preparation, professional licensure, and job seeking. Specific cases students are working on in their practicum placement 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.*

**PSY-960                      Advanced Practicum I & II                      1 Credit Each**  
**PSY-961**

**(PSY-619 & PSY-620)**

*Prerequisites: PSY-760-762,-PSY-860-862. Concurrent with Advanced Practicum Seminar (PSY-950 – PSY-951). 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.*

**CMHC-995                      CMHC Comprehensive Examination                      0 Credits**

*Prerequisite: Completion or near completion of all CMHC program requirements. The CMHC Comprehensive Examination consists of the Counselor Preparation Comprehensive Examination (CPCE).*

**MAC-995                      Master's Clinical Qualifying Examination                      0 Credits**

**MAG-995**

**MAO-995**

**MASH-995**

*Prerequisite: Completion or near completion of all M.A. requirements. The Master's 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 from 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 University.

**MAT-995                      Master's Clinical Qualifying Examination                      0 Credits**

The Master's Clinical Qualifying Examination consists of the presentation of a clinical case with an analysis of key interchanges within the session, a written case conceptualization from two different theories (one of which is an Adlerian Case Conceptualization), a treatment plan, a paper integrating research with the clinical case, a paper examining social issues pertinent to the clinical case, client artwork from sessions, and a list of references. Students meet with a faculty examiner to review the material pertinent to the case. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students who fail to pass on the first submission must submit a revised MAQE based on the required changes and modifications. This MAQE experience integrates and authenticates professional knowledge and skills appropriate to the art therapy, counseling, and clinical mental health counseling settings, and initial postgraduate professional employment placement. The student discusses and presents the case to illustrate their ability in applying art therapy and counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. The MAQE consists of a written case conceptualization and treatment plan, integration of research with the clinical case, and an examination of social issues pertinent to the clinical case. Students' performance on both the written and oral portions is incorporated into the faculty evaluation. Students demonstrate competencies which enable them to be clinically and culturally competent, ethical, and socially responsible entry-level practitioners. The field training experience will provide students the opportunity to deliver counseling services under the supervision of a licensed clinician in multiple settings.

**MCFT-995                      Master's Clinical Qualifying Examination                      0 Credits**

*Prerequisite: Completion or near completion of all MCFT degree requirements.* The Master's Clinical Qualifying Examination consists of an in-depth written presentation of a clinical case, including an audio or videotape and a case conceptualization and treatment plan. The MAQE also evaluates competency with culture, ethics, literature review, application of research, Adlerian parenting skills, and self-of-the-therapist. The MAQE also consists of an oral exam. A CFT faculty member evaluates the written and oral exam.

**PSY-998                      Doctoral Oral Defense                      0 Credits**

*Prerequisite: Permission of the doctoral dissertation committee.* Students defend their doctoral dissertation and must submit their dissertation for binding/publication to complete the doctoral oral defense.

## ACADEMIC CALENDAR 2015-2016 – CHICAGO CAMPUS (CHICAGO AND BLENDED PROGRAMS)

Term	Event	Date	Comments
Fall 2015	Fall Term Begins (Chicago and Blended Programs)	Tuesday, September 1, 2015	
Fall 2015	Drop Fee Begins (Chicago and Blended Programs)	Tuesday, September 1, 2015	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor no later than 11:59 PM CST on August 31, 2015. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Fall 2015	Add/Drop Period - 100% Refund <b>**ALL CLASSES**</b> (Chicago and Blended Programs)	Tuesday, September 1, 2015 - Monday, September 7, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 7, 2015. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
	Labor Day	Monday, September 7, 2015	Chicago Campus Holiday
Fall 2015	Add/Drop Period - 50% Refund <b>**ALL CLASSES**</b> (Chicago and Blended Programs)	Tuesday, September 8, 2015 - Monday, September 14, 2015	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Monday, September 14, 2015. After this date, students can only withdraw from a class with a W grade. Please see the academic calendar for the deadline and criteria for W grades. Students cannot add classes to their schedule beyond this date. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Fall 2015	Drop/Add Period - Final Day (Chicago and Blended Programs)	Monday, September 14, 2015	Last day to add and drop classes for all 2015. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Fall 2015	Indigenous Peoples' Day (Observed)	Friday, October 9, 2015	Chicago Campus Holiday
Fall 2015	Alumni Reunion	Saturday, October 17, 2015	Chicago Campus
Fall 2015	Commencement Ceremony	Sunday, October 18, 2015	11:00 AM at the Chicago Theater. Please see website for current information ( <a href="http://adler.edu/commencement">adler.edu/commencement</a> ). Current students, please see the Student Affairs page on Adler Connect.

## ACADEMIC CALENDAR 2015-2016 – CHICAGO CAMPUS (CHICAGO AND BLENDED PROGRAMS)

Term	Event	Date	Comments
Fall 2015	Deadline to Withdraw from a Course with a W Grade (Chicago and Blended Programs)	Sunday, October 25, 2015	Requests to withdraw from a course must be submitted to your advisor or program director/chair via your Adler email account no later than 11:59 PM CST on Sunday, October 25, 2015. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed.
Fall 2015	Spring 2016 Registration (Chicago and Blended Programs)	Monday, October 26, 2015 - Sunday, November 8, 2015	The late registration fee will be assessed to students registering for the first time after 11:59 PM CST on Sunday, November 8, 2015.
Fall 2015	Spring 2016 Late Registration (Chicago and Blended Programs)	Monday, November 9, 2015	The late registration fee will be assessed to students registering for the first time after 11:59 PM CST on Sunday, November 8, 2015.
Fall 2015	Degree Completion & Graduation Application Due for Spring 2016 and Summer 2016 Degree Completers (Chicago and Blended Programs)	Monday, November 16, 2015	Applications are due for students who will complete degree requirements during the Spring 2016 and Summer 2016 terms. This date is also applicable to Psy.D. students who have earned an M.A. along the way. Please note, students who wish to participate in the 2016 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2016 term, August 15, 2016. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2016. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 15, 2016, but on or before August 31, 2016 should submit their application by this date. Applications submitted after this date must be accompanied with the \$50.00 late fee. Please see the graduation application for complete details. The application and fee are mandatory regardless if you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred.

<b>Term</b>	<b>Event</b>	<b>Date</b>	<b>Comments</b>
Fall 2015	Thanksgiving	Thursday, November 26, 2015	Chicago Campus Holiday
Fall 2015	Day After Thanksgiving	Friday, November 27, 2015	Chicago Campus Holiday
Fall 2015	Fall Term Ends (Chicago and Blended Programs)	Monday, December 14, 2015	
	Christmas Eve Observed	Thursday, December 24, 2015	Chicago Campus Holiday
	Christmas Day Observed	Friday, December 25, 2015	Chicago Campus Holiday
	New Year's Day Observed	Friday, January 1, 2016	Chicago Campus Holiday
Spring 2016	Spring Term Begins (Chicago and Blended Programs)	Monday, January 4, 2016	
Spring 2016	Drop Fee Begins (Chicago and Blended Programs)	Monday, January 4, 2016	In order to avoid being assessed the drop fee, courses must be dropped via WebAdvisor no later than 11:59 PM CST on Sunday, January 3, 2016. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Spring 2016	Add/Drop Period - 100% Refund **ALL CLASSES** (Chicago and Blended Programs)	Monday, January 4, 2016 - Sunday, January 10, 2016	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 10, 2016. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Spring 2016	Add/Drop Period - 50% Refund **ALL CLASSES** (Chicago and Blended Programs)	Monday, January 11, 2016 - Sunday January 17, 2016	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, January 17, 2016. After this date, students can only withdraw from a class with a W grade. Please see the academic calendar for the deadline and criteria for W grades. Students cannot add classes to their schedule beyond this date.
Spring 2016	Add/Drop Period - Final Day (Chicago and Blended Programs)	Sunday, January 17, 2016	Last day to add and drop classes for Spring 2016. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun. The late registration fee will be assessed to students who wish to add a class or exam after this date.
Spring 2016	Martin Luther King Jr. Day	Monday, January 17, 2016	Chicago Campus Holiday
Spring 2016	Presidents' Day	Monday, February 15, 2016	Chicago Campus Holiday

## ACADEMIC CALENDAR 2015-2016 – CHICAGO CAMPUS (CHICAGO AND BLENDED PROGRAMS)

Term	Event	Date	Comments
Spring 2016	Deadline to Withdraw from a Course with a W Grade (Chicago and Blended Programs)	Sunday, February 28, 2016	Requests to withdraw from a course must be submitted to your advisor or program director/chair via your Adler email account no later than 11:59 PM CST on February 28, 2016. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed.
Spring 2016	Summer 2016 Registration (Chicago and Blended Programs)	Monday, February 29, 2016 - Sunday, March 13, 2016	In order to avoid being assessed a late registration fee, students must be registered for at least one course no later than 11:59 PM CST on Sunday, March 13, 2016.
Spring 2016	Summer 2016 Late Registration (Chicago and Blended Programs)	Monday, March 14, 2016	Students registering for the first time as of 12:00 AM on Monday, March 14, 2016 will be assessed the late registration fee.
Spring 2016	Good Friday	Friday, March 25, 2016	Chicago Campus Holiday
Spring 2016	Spring Term Ends (Chicago and Blended Programs)	Monday, April 18, 2016	
Summer 2016	Summer Term Begins (Chicago and Blended Programs)	Monday, May 2, 2016	
Summer 2016	Summer I Session Begins (Chicago and Blended Programs)	Monday, May 2, 2016	
Summer 2016	Drop Fee Begins (Chicago and Blended Programs)	Monday, May 2, 2016	In order to avoid being assessed the drop fee, ALL Summer courses (Summer, Summer I, and Summer II) must be dropped via WebAdvisor no later than 11:59 PM CST on Sunday, May 2, 2016. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Summer 2016	Add/Drop Period - 100% Refund **ALL COURSES**- Summer, Summer I, & Summer II Session Courses** (Chicago and Blended Programs)	Monday, May 2, 2016 - Sunday, May 8, 2016	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 8, 2016. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.

Term	Event	Date	Comments
Summer 2016	Add/Drop Period - 50% Refund <b>**ALL COURSES**</b> - Summer, Summer I, & Summer II Session Courses <b>**</b> (Chicago and Blended Programs)	Monday, May 9, 2016 - Sunday, May 15, 2016	Registration changes must be completed via WebAdvisor no later than 11:59 PM CST on Sunday, May 15, 2016. After this date, students can only withdraw from a class with a W grade. Please see the academic calendar for the deadline and criteria for W grades. Summer II session courses may be added up until the start date of the course (payment arrangements need to be secured prior to registration). Mandatory fees, which include, but are not limited to, the Student Services fee, are not refundable once the term has begun.
Summer 2016	Add/Drop Period - Final Day (Summer and Summer I Session) (Chicago and Blended Programs)	Sunday, May 15, 2016	Last day to add and drop classes for Summer and Summer I session 2016; last day to drop classes for Summer II session 2016. The late registration fee will be assessed to students who wish to add a class or exam after this date. Summer II session classes or exams may be added up until the start date of the course without the late fee being assessed. Mandatory fees, which include but are not limited to the Student Services fee, are not refundable once the term has begun.
Summer 2016	Memorial Day	Monday, May 30, 2016	Chicago Campus Holiday
Summer 2016	Fall 2016 Registration (New Students - Chicago and Blended Programs)	Tuesday, May 31, 2016	Registration begins for new Fall 2016 students.
Summer 2016	Degree Completion & Graduation Application Due for Fall 2016 Degree Completers (Chicago and Blended Programs)	Friday, June 3, 2016	Applications are due for students who will complete degree requirements during the Fall 2016 term. Applications submitted after this date must be accompanied with the \$50.00 late fee. Students who wish to participate in the 2017 annual commencement ceremony must complete all degree requirements no later than the last day of the Summer 2017 term, August 14, 2017. Psy.D. students must have their final dissertation submitted to the Psy.D. department and internship requirements completed no later than August 31, 2017. Psy.D. students who will complete their dissertation and/or internship requirements after the term ends on August 14, 2017, but on or before August 31, 2017 should submit their application by Friday, February 3, 2017. Please see the graduation application for complete details. The application and fee are mandatory regardless if you attend the commencement ceremony. Failure to submit the application and fee may result in you being withdrawn from the program without your degree being conferred.

## ACADEMIC CALENDAR 2015-2016 – CHICAGO CAMPUS (CHICAGO AND BLENDED PROGRAMS)

Term	Event	Date	Comments
Summer 2016	Deadline to Withdraw from a Summer I Session Course with a W grade (Chicago and Blended Programs)	Sunday, June 5, 2016	Requests to withdraw from a course must be submitted to your advisor or program director/chair via your Adler email account no later than 11:59 PM CST on June 5, 2016. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed.
Summer 2016	Fall 2016 Registration – Current Students (Chicago and Blended Programs)	Monday, June 6, 2016 - Sunday, June 19, 2016	The late registration fee will be assessed to students registering for the first time after 11:59 PM CST on Sunday, June 19, 2016.
Summer 2016	Fall 2016 Late Registration – Current Students (Chicago and Blended Programs)	Monday, June 20, 2016	The late registration fee will be assessed to students registering for the first time after 11:59 PM CST on Sunday, June 19, 2016.
Summer 2016	Deadline to Withdraw with a W Grade from Classes (practicum (not seminar), dissertation (not seminar), internship) that Last the Entire Summer Term. (Chicago and Blended Programs)	Sunday, June 26, 2016	Requests to withdraw from a course must be submitted to your advisor or program director/chair via your Adler email account no later than 11:59 PM CST on June 26, 2016. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed.
Summer 2016	Summer I Session Ends (Chicago – On-Campus Courses)	Sunday, July 3, 2016	Online Summer I session may be still in session. Practicum, internship, and dissertation, and parenting courses may still be in session.
Summer 2016	Independence Day	Monday, July 4, 2016	Chicago Campus Holiday
Summer 2016	Summer II Session Begins (Chicago and Blended Programs)	Tuesday, July 5, 2016	
Summer 2016	Summer I Session Ends (Chicago Campus -- Online Courses)	Sunday, July 10, 2016	
Summer 2016	Summer II Session Courses - Add Deadline (Chicago and Blended Programs)	Monday, July 11, 2016	Students may add Summer II session classes up until the start date of the course.



<b>Term</b>	<b>Event</b>	<b>Date</b>	<b>Comments</b>
Summer 2016	Deadline to Withdraw from Summer II Session Courses with a W Grade (Chicago and Blended Programs)	Monday, July 25, 2016	Requests to withdraw from a course must be submitted to your advisor or program director/chair via your Adler email account no later than 11:59 PM CST on July 25, 2016. If approved, the email will be forwarded to the Office of the Registrar for processing. Students cannot withdraw from a course or exam with a W grade if the course has already ended or if the exam submission date has passed.
Summer 2016	Summer II Session Ends (Chicago and Blended Programs)	Monday, August 15, 2016	
Summer 2016	Summer Term Ends (Chicago and Blended Programs)	Monday, August 15, 2016	
Fall 2016	Fall Term Begins	Tuesday, September 6, 2016	
Fall 2016	Fall Term Ends	Monday, December 19, 2016	
Spring 2017	Spring Term Begins	Monday, January 2, 2017	
Spring 2017	Spring Term Ends	Monday, April 17, 2017	
Summer 2017	Summer Term Begins	Monday, May 1, 2017	
Summer 2017	Summer I Session Begins	Monday, May 1, 2017	
Summer 2017	Summer I Session Ends	Sunday, July 1, 2017	
Summer 2017	Summer II Session Begins	Monday, July 2, 2017	
Summer 2017	Summer II Session Ends	Monday, August 14, 2017	
Summer 2017	Summer Term Ends	Monday, August 14, 2017	

## ADMISSION POLICIES AND PROCEDURES – GLOBAL CAMPUS

### Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University 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 communities and in the lives of the individuals and families 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 must submit the following:

- Application for admission
- Letter of intent
- Resume
- Official transcripts from all colleges or universities attended\*

\*Unofficial transcripts can be used for application review. Official transcripts must be received prior to the start of the second course. Provisional admission will be granted until receipt of official transcripts.

### International Applicants

All transcripts from outside of Canada or the United States must be evaluated on a course-by-course basis by a NACES approved transcript evaluation service. Please contact the Office of Admissions for specific transcript evaluation requirements.

#### English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL. Applicants should request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years only.

#### TOEFL ([ets.org/toefl](http://ets.org/toefl))

Adler University–Global Campus' code number for receiving test scores is **B134**. Applicants who take the paper-based TOEFL must receive a minimum score of 580. Applicants who take the computer-based TOEFL must receive a minimum score of 240. Applicants who take the Internet-based TOEFL must receive a minimum of score of 92 with a score of at least 22 on each of the four sections.

#### IELTS ([ielts.org](http://ielts.org))

Applicants who take the IELTS must receive a minimum Academic score of seven overall, with no band score lower than seven.

## Admission

Adler University employs a rolling admission process for all start dates and programs. We accept applications at all times throughout the year. Applicants will be notified of their admission to an Adler University program by the Office of Admissions.

Applicants who have been fully admitted into a degree program and do not matriculate at their intended start date may be able to defer their admission to the next start date. Applicants who defer admission but do not matriculate must reapply for admission as outlined in the Application Process – Global Campus section of the current catalog. The Office of Admissions does not maintain student files for applicants who do not enroll by their intended start date.

## Changing or Adding Programs

Master's students may apply to change from one Adler University master's degree program to another by submitting the appropriate application forms. Students must satisfy admission requirements in effect at the time of application to the new program. Acceptance into and/or successful completion of one degree program does not guarantee admission to another program.

## Readmission

Students who were previously enrolled at Adler University, but withdrew from their degree program or were administratively withdrawn, are required to submit a new application for admission and will be evaluated according to current admission requirements. If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. For students seeking readmission after military service, please see the Active Duty Military section.

A formal audit of previously completed coursework will be undertaken only after acceptance into a degree program.

## Transfer Credit

A maximum of 12 credit hours from other accredited institutions may be transferred. A student accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. Upon enrollment into a degree program, a review of the student's unique academic and training history will occur, and a determination about granting transfer credit will be made at the discretion of the University.

## TUITION AND FEES

### Tuition

Tuition - Global Online Programs	\$ 855
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### Other Fees

Fee - Late Payment	2% of balance
Fee - Returned Check	\$ 68
Fee - Transcript (Official)	\$ 10
Fee - Stop Payment	\$ 35

## Payment Information

Online tuition payments are accepted through WebAdvisor. Students may pay tuition and fees by e-check or MasterCard, Discover, American Express, or Visa. Payments made through WebAdvisor will be assessed a convenience fee: 2.5 percent of the payment amount for credit card payments, and \$3 for e-check payments.

Payment may also be remitted by paper check or money order to the Office of Student Accounts. Checks are to be made payable to Adler University. 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 on the first day of class. Payments made to the University 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.

Payment plans (monthly installments) are available. Interested students can contact the Student Finance Office for more information.

Students who have not paid their account balance by the due date, for whom there is no indication of pending financial aid, will be placed on financial hold. Students on financial hold, or whose financial accounts are delinquent, will be locked out of the LMS (cannot attend class), are not in good standing, and are not eligible to register for subsequent terms, obtain transcripts, or graduate until all outstanding balances are paid in full. The University retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees. It is the policy of Adler University to submit delinquent accounts to external collection agencies.

## Tuition Refund Policy

Students who have officially withdrawn from the University or specific courses may be entitled to a tuition refund to be paid within 14 business days of receipt of the official withdrawal form 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 are not refundable.

Tuition charges will be refunded based on the following schedule:

- Withdrawn by 11:59 pm on the 10th calendar day of the course = 100 percent refund
- Subsequent to add/drop deadline = No refund

Students who formally withdraw from Adler University will be refunded in accordance with the University's refund policy based on the official withdrawal date processed by the Office of the Registrar.

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

Students who are administratively withdrawn from the University are subject to the University'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.

If you reside in Maryland, are enrolled in an exclusively online program, and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, Adler University will pay a minimum refund as follows:

Proportion of Total Course, Program, or Term Tuition Completed as of Date of Withdrawal or Termination	Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

If you reside in Wisconsin, are enrolled in an exclusively online program, and withdraw or are terminated after completing only a portion of a course, program, or term within the applicable billing period, Adler University will pay a minimum refund as follows:

A full refund will be provided to any student who cancels enrollment within three business days of signing enrollment documents.

A student who withdraws or is dismissed before completing 60 percent of the potential units of instruction in the current enrollment period is entitled to a pro rata refund as follows:

At Least	But Less Than	Refund of Tuition
1 unit/class	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no	No refund

As part of this policy, Adler may retain a one-time application fee of no more than \$100.

Adler will make every effort to refund prepaid amounts for books, supplies, and other charges. Students will receive the refund within 40 days of their termination date. A written notice of withdrawal is not required.

All or a portion of any refunds due may be paid to sponsors furnishing grants, loans, scholarships or other financial aid to students, in conformity with federal and state laws, regulations and rules, and requirements of financial aid sponsors. After any disbursements to financial aid sponsors have been made, the student shall receive the balance, if any, of the amount due under the University's refund policy.

## **ACADEMIC POLICIES AND PROCEDURES – GLOBAL CAMPUS**

### **Course Drop and Withdrawal**

Students wishing to drop a course must do so before or during the published add/drop period. Please consult the academic calendar for specific dates. The official date of the drop is the date the Office of the Registrar receives written notification from the student with a request to drop the course.

Students who withdraw from a course(s) after the add/drop period but before the first day of the fourth week of the course (day 28) will receive a W grade for the course. Students who withdraw from a course after the fourth week of the course (29th day or later) will receive an F for the course.

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 email request to withdraw from the course to their advisor.

Students who drop a course during the add/drop period may receive refunds in accordance with the established refund policy.

### **Attendance Policy**

Students enrolled in online programs for which campus attendance is not required must fulfill the following attendance requirements:

- Students must log on to the course within the first seven days of class (the first seven days commencing with the start date of the course).
- Every week (academic week consists of 12:00am Wednesday through 11:59pm Tuesday), students must exhibit two instances of any of the three activities listed below:
  - Student submission of an academic assignment
  - Student submission of an exam
  - Student posting in a discussion forum

If a student's online activity indicates no attendance for 14 days from the previous date of attendance, then they may be administratively withdrawn.

### **Transfer Credit**

Students accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. Upon enrollment into a degree program,

students may request a review of their academic history, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit involves a review of previous academic work, including syllabi and grades earned. It is Adler University policy that a request for transfer credit for all courses within a student's program must be received with all supporting documentation by the add/drop period deadline of the first course of the student's degree program.

Transfer credit requests are reviewed on a case-by-case basis. Courses completed with a B or better grade and completed within 10 years of the date of the student's program matriculation will be considered for transfer credit. Students may transfer up to 12 credits toward any Global Campus degree program.

## **Leave of Absence**

Students may take a leave of absence (LOA) by completing a Leave of Absence form, including necessary signatures, and submitting it to their Student Success Coach. An LOA may be taken for no more than two consecutive full course periods, with a total not to exceed four full course periods. The LOA will be noted on the student's transcript for each course period. Time approved for an LOA does not change or lengthen the maximum time allowed for degree completion.

LOA refers to the specific time period during a program when a student is not in active attendance. Students on an LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

Students who do not return from an LOA by the agreed-upon term may be administratively withdrawn from the University.

## **Administrative Withdrawal**

Students must maintain continuous enrollment, meet attendance standards, maintain positive student account balances, meet satisfactory progress standards, and adhere to standards of student conduct or they may be administratively withdrawn.

Students must be registered or be on an approved leave of absence for every eight-week course period. Students are expected to review and monitor their own student activity such that they continuously meet the University's attendance standards. Students are expected to manage payment for tuition, fees, and other miscellaneous charges such that they maintain current payment of their student accounts. Students with past-due balances that are not related to pending student financial aid may be administratively withdrawn. The University reserves the right to administratively withdraw students whose accounts are past due and to charge all associated fees. Students are expected to maintain standards of appropriate student conduct in all University-related activities or interactions, or they may be administratively withdrawn.

"Administrative Withdrawal" will be noted on the student's transcript.

Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

In the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by federal law to recalculate a student's eligibility for financial aid awards.

## Readmission

Students may re-apply and be re-admitted to the University once after being administratively withdrawn from a degree program. In order to re-apply, students must submit a re-admission application with related supporting documentation and must meet the admission criteria in effect at the time of re-admission. Students must also write a statement that includes an explanation surrounding the circumstances for which they were administratively withdrawn, satisfy all outstanding student account balances, and must be approved by the dean of the Global Campus.

## Withdrawal in Good Standing

Students may withdraw from Adler University in good standing by completing the Student Withdrawal Form and submitting it to their Student Success Coach. To withdraw in good standing, students must be in academic good standing at the time of withdrawal, have completed all requirements for courses for which they are registered, and may not be subject to pending disciplinary or academic inquiry. "Withdrawal" is noted on the transcript.

Former students who wish to return to the University after withdrawing in good standing must submit a new application for admission and, if admitted, must follow the policies, procedures, and program requirements in effect at the time of the new admission.

## Grading System

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

### GLOBAL CAMPUS

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-	Marginal	2.75
C	At Risk	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
AU	Audit	N/A
W	Withdrawal	N/A
TR	Transfer	N/A



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**Grade Scale**

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94 – 100%	A
90 – 93%	A-
88 – 89%	B+
84 – 87%	B
80 – 83%	B-
73 – 79%	C
70 – 72%	D
Below 70%	F

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## Repeat Coursework

A maximum of nine credit hours may be repeated. Each course may only be repeated once. The highest grade earned for a course will be used in the overall GPA, and all prior grades will appear on the transcript.

## Grades of Incomplete

An I (incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the 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 final date of the class.

For an incomplete grade to be granted, students must submit an Incomplete Grade Agreement form to the instructor no later than 48 hours prior to the end of the course, or the student will receive the earned grade. The form must state specifically what the student must do to satisfy the course requirements, including the instructor's grading criteria and the agreed-upon completion date. This form must be completed and submitted to the Office of the Registrar within 48 hours of the end date of the course. Faculty must submit the completed form to the Office of the Registrar.

A corresponding grade change form must be submitted to the Office of the Registrar by the end of the add/drop period of the next eight-week course period. If the form is not submitted by the deadline, the grade will be converted to an F.

Incomplete grades can impact financial aid eligibility.

## Grade Appeals

A student may appeal a final course grade for the following reasons:

- Breach of written policy or procedure
- Bias
- Clerical or administrative error

## **APPEAL PROCESS**

**First Level:** A student who wishes to appeal a grade for any of the criteria above must first appeal to the instructor. To do so, the student must email the instructor of record via their Adler email account, stating that he/ she wishes to appeal and explaining the reason(s) for questioning the final grade.

The deadline for a student to take the complaint to the faculty member and Student Services advisor is the fifth calendar day of the next eight-week course period.

A decision by the course instructor will be communicated to the student within 10 days of the date the appeal was received.

**Second Level:** A student may appeal the instructor-level appeal decision by submitting a written request to the corresponding program director. The director will review the appeal and respond to the student within 10 days. This decision is final.

## **Registration**

Students are administratively registered for all courses. Students may take one course in every eight-week course period, with the exception of their capstone course (if applicable). Students may request to take more than one course per term, as an exception, by submitting a written request with rationale to the Dean of the Global Campus.

## **Credit Hour Policy**

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and that comply with federal standards.

At Adler University's Global Campus, the expectation of contact time and student effort outside the class is the same as in traditional and hybrid courses. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not fewer than 45 hours of coursework per term over an equivalent amount of time.

Adler University's Global Campus operates on a modular calendar. An academic term is defined as consisting of four, eight-week modular courses. Instruction is scheduled year-round.

## **Statement of Student Responsibilities**

Adler University expects that students will:

1. Adhere to all applicable University policies and procedures.
2. Uphold all rules applicable to conduct in on- and off-campus settings, including but not limited to field, internship, in-service activities, or other activities.
3. Abide by all local, state/provincial, and national laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance and participation requirements, completing assignments, and preparing for class.

7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for others.
9. Regularly monitor their student accounts and ensure that all accounts are current.

## Academic Good Standing

To remain in academic good standing, a student must:

1. Maintain consistent enrollment
2. Take a course load that ensures steady movement toward degree completion within the maximum limits outlined in the catalog
3. Meet all academic standards and requirements, student responsibilities, and applicable program requirements
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale
5. Complete each course with no less than a C grade for letter-grade courses or a CR grade for credit/no-credit courses

### GRADE POINT AVERAGE (OVERALL GPA)

In order for students to maintain satisfactory academic progress, they must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale. Students who fall below a 3.0 cumulative GPA may be administratively withdrawn or dismissed.

### CUMULATIVE PROGRESS FOR COMPLETION OF THE DEGREE

Students are required to make steady progress toward degree completion by successfully completing at least 70 percent of all attempted credit hours. For example, if a student has attempted 30 credit hours total, then he or she would be expected to complete at least 21 of these credit hours in order to comply with the minimum quantitative standards. (Note: all transfer credits figure into the attempted credit hours calculation.) Students who do not successfully complete at least 70 percent of all credit hours attempted are subject to being placed on academic probation or being dismissed from the University.

### MAXIMUM TIME FRAME MEASUREMENT (TIME TO COMPLETION)

Students must complete their degree requirements within 150 percent of the total credit hours necessary to complete the program. For a 36 credit hour program, the student may take up to 54 credit hours to successfully complete the degree requirements. Students who fail to maintain successful progress toward time to completion may be administratively withdrawn.

Master's students must satisfactorily complete all of the requirements for degree completion within five years of the date of their first term of registration following admission to the program.

## **ACADEMIC PROBATION**

Students will be placed on academic probation the first time they meet either of the following conditions:

1. Fall below a 3.0 cumulative GPA.
2. Receive a grade below C in a required letter-grade course or a grade of NC for a credit/no-credit course; students may retake up to nine credits within any degree program course sequence with any course being repeated only once.

Students on academic probation must meet all aspects of satisfactory academic progress within three consecutive course module periods.

## **DISMISSAL**

Students may be subject to dismissal when they fail to meet the Statement of Student Responsibilities outlined in the catalog or any other policies applicable to students as identified in the Student Handbook. Students may be subject to dismissal if they meet the following conditions:

- Student is on probation and does not return to academic good standing within the maximum probationary period.
- Student fails to comply with an academic remediation plan.
- Student earns two or more grades of D, F, or NC.
- Student fails to maintain minimum cumulative GPA standards.

Dismissal means a complete and permanent separation from the University. Students who are dismissed from the University are not eligible for readmission. The transcript of a student who has been dismissed will carry the notation of "Dismissal".

## **Full-Time, Half-Time, and Less-Than-Half-Time Statuses**

### **GLOBAL CAMPUS PROGRAM**

Students enrolled in a Global Campus degree program must enroll in six or more credits to be considered full time. Students enrolled in three to five credits are considered half time, and those enrolled in fewer than three credits are considered less than half time and are not eligible for federally funded financial aid.

## PROGRAMS OF STUDY – GLOBAL CAMPUS

Master of Arts (M.A.) in:

- Criminology
- Industrial and Organizational Psychology
- Emergency Management Leadership
- Media and Communications for Social Change
- Psychology: Specialization in Military Psychology
- Nonprofit Management

## MASTER OF ARTS IN CRIMINOLOGY

### Program Overview

The Master of Arts in Criminology degree program is specifically designed to train practitioners in criminological theory, systems organization, processes, and practices in order to prepare them to address current challenges facing the criminal justice system. The program design is accomplished through a blend of coursework that focuses on the intersection of criminology, psychology, and social justice. Our unique approach prepares students to examine the causes and consequences of criminal behavior, understand the complexities of modern day criminal justice systems, and apply appropriate methods to develop strategies that address those challenges in meaningful and impactful ways.

The contemporary criminal justice field faces many challenges in coping with issues such as prison overcrowding due to “the war on drugs” and mandatory sentencing policies, global terrorism, gang violence, disproportionate impacts on under-resourced communities, and rapid advances in science and technology. As a result, the range of employment options for those trained in criminology is broader than ever before. Our goal is to inspire and train students to become agents for social change in a system that is in need of significant improvement. Career paths for individuals with an advanced degree in this field can include academia, corrections, law enforcement, investigations, policy, prevention, and programing. Employment settings may be as diverse as courts, corrections, law enforcement agencies, nonprofit agencies, and government entities. This program does not lead to professional licensure or certification.

### Program Objectives

Upon completion of this degree program, graduates will be able to:

1. Examine the theories of the causes and consequences of criminal behavior.
2. Develop skills in critical thinking and analysis from a social justice perspective.
3. Understand the complexities of modern day criminal justice systems.
4. Apply research methodology and analytical thinking skills to lawmaking and lawbreaking.
5. Analyze behavior from a social psychology perspective as it relates to crime and justice.
6. Integrate skills, cultural competencies, and critical thinking to evaluate the criminal justice system.

## Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

Students must complete 36 credit hours, made up of 12 core courses in a set sequence, to graduate. Six credit hours during the final two courses of the program will be devoted to the creation of a capstone paper (more details below).

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

CRIM-500	Criminological Theory	3 cr.
CRIM-501	Juvenile Justice	3 cr.
CRIM-504	Mental Health Intersections in Criminal Justice	3 cr.
CRIM-506	Public Policy Issues in Criminal Justice	3 cr.
CRIM-507	Research Methods	3 cr.
CRIM-508	Comparative Criminal Justice Systems	3 cr.
CRIM-509	Criminal Justice Processes and Institutions	3 cr.
CRIM-512	Capstone in Criminology/Criminal Justice Part 1	3 cr.
CRIM-513	Capstone in Criminology/Criminal Justice Part 2	3 cr.
CRIM-514	Concepts of Justice	3 cr.
CRIM-515	Community and Social Psychology	3 cr.
CRIM-516	Special Topics in Criminology and Criminal Justice	3 cr.

**Total Credit Hours Required: 36**

## Capstone Paper

A capstone paper is the final product produced by students in their master's degree program. The paper is a significant work of scholarship, it demonstrates students' cumulative knowledge and offers an original contribution to their discipline. Using both a theoretical and practical framework, this project will allow students to demonstrate mastery of a subject that may serve as a catalyst for future work and study. In line with

the University's mission, students will be expected to connect their topic to social justice and socially responsible practice, ultimately resulting in proposals designed to improve justice. The substance of the paper is such that the creation of this project is broken into two parts.

## **Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses.
2. A cumulative grade point average of 3.0 or higher.
3. Completion of application for graduation and full payment of any outstanding tuition or other fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of the Arts in Criminology.

# MASTER OF ARTS IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

## Program Overview

Industrial organizational (I/O) psychology is one of psychology's fastest-growing specialties: the scientific study of how people shape organizations and how the workplace impacts human beings, the groups to which they belong, and the communities in which they live. I/O professionals apply that expertise to working with individuals, leaders, groups, organizations, communities, and systems to promote both individual and organizational effectiveness.

Our comprehensive Master of Arts in Industrial and Organizational Psychology program trains students in the critical areas of measurement, selection, learning and development, talent management, and performance management. We prepare I/O professionals with insight, innovation, and skills to address today's complex organizational issues of workplace diversity and inclusiveness, employee performance, change management, organizational culture, team-building, and more.

Adler University applies a unique emphasis on social justice, socially responsible practice, and inclusion. We do so through intensive online coursework that culminates with a Socially Responsible Action Plan that addresses real-world organizational issues. Our students and faculty embrace a broad range of perspectives and theoretical approaches. They explore techniques to build and maintain bridges across social, economic, cultural, and racial differences through applied case studies. Our program is designed to give students the skills to identify and address shared problems, and it fosters the development of social responsibility, corporate citizenship, social justice, and respect through evidence-based action. This program does not lead to professional licensure or certification.

Our students are well prepared for a variety of in-demand positions. I/O practitioners work in:

- Recruitment and selection
- Performance management
- Job analysis
- Research and statistics
- Survey design
- Change management
- Organizational development
- Executive coaching
- Group and team dynamics
- Instructional design and training development

These positions are available in a wide range of industries including healthcare, technology, education, hospitality, government, marketing, engineering, banking, and manufacturing.



## Program Objectives

Upon completion of this degree program, graduates will be able to:

1. Recognize underlying business challenges and key stakeholders involved.
2. Integrate social justice to recognize and acknowledge individual differences and how they influence organizations.
3. Identify and assess organizational efforts toward social responsibility and corporate citizenship.
4. Use data and evidence-based practices to inform ethical decision-making.
5. Develop legally defensible talent management systems.
6. Apply I/O and psychological theories to deliver solutions that promote organizational effectiveness.
7. Deepen self-awareness and personal growth for lifelong learning as an I/O practitioner.

## Minimum Admission Requirements

At Adler University, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

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

MIO-502	Organizational Theory	3 cr.
MIO-503	Research Methods	3 cr.
MIO-504	Organizational Development and Change	3 cr.
MIO-506	Statistics	3 cr.
MIO-507	Consumer and Employee Attitudes	3 cr.
MIO-509	Group Dynamics	3 cr.
MIO-510	Executive Coaching	3 cr.
MIO-511	Training: Theory, Design, and Evaluation	3 cr.

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MIO-512	Talent Selection and Recruitment	3 cr.
MIO-515	Social Responsibility Action Plan	1 cr.
MIO-517	Talent Management	3 cr.
MIO-518	Consulting Skills	3 cr.
MIO-519	Performance Management	3 cr.

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**Total Credit Hours Required: 37**

## Graduation Requirements

1. Satisfactory completion of all required 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. Completion of application for graduation and full payment of any outstanding tuition or other fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Industrial and Organizational Psychology.

# MASTER OF ARTS IN EMERGENCY MANAGEMENT LEADERSHIP

## Program Overview

While the profession of emergency management has been described and defined in different ways in many venues, the U.S. Department of Homeland Security, Federal Emergency Management Agency's Higher Education Project working group adopted perhaps the most concise and encompassing definition. The working group synthesized the global framework of the profession when it succinctly wrote, "Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters."

It is that "managerial function" and the need for a targeted higher education opportunity that served as the impetus for the development and implementation of Adler University's Master of Arts in Emergency Management Leadership program.

In times of disaster on any scale, communities seek support, direction, and leadership. The field of emergency management is the core of coordination and support for prevention, preparedness, response, and recovery efforts from disaster in communities. This program prepares students in developing the knowledge and skills of practices in the field of emergency management, with unique focus on the human and social factors inherent in all disasters.

Students enrolled in the Master of Arts in Emergency Management Leadership program will develop the ability to understand complex social, emotional, psychological, and political dynamics to effectively serve and lead support processes addressing an impacted community's needs. This program takes psychology out of the classroom and private practice and into the community to provide direct, hands-on services to individuals and groups who need professionals with the expertise to provide immediate and long-term support. This program does not lead to professional licensure or certification.

## Program Objectives

Upon the completion of this program, the graduate and emergency management leader will be able to do the following:

1. Identify the historically founded social, cultural, economic, and political climates from which the emergency management function and profession evolved as a valuable insight into understanding its core principles.
2. Cite the legal foundations as established by relevant legislative mandates, presidential directives, administrative rulemaking and ensuing civil litigation that delineate the scope and limitations of emergency management globally and the emergency management leader specifically.
3. Implement the requisite emergency management leadership functions and assignments of each phase of the emergency management process – mitigation, prevention, response, and recovery – by employing generally recognized and accepted emergency management practices and methodologies consistent with applicable governmental and professional policies and procedures.

4. Weigh the individual and collective effects of the occurrence of a hazard and its adverse consequences, both physical and psychological, on functional needs populations within the community as a basis for both immediate and long-term response and recovery strategies.
5. Develop emergency management leader postures that foster the cooperative and collaborative interpersonal and interorganizational working relationships necessary to effectively serve as an emergency management leader within the command levels of the Incident Command System (ICS) and the National Incident Management System.
6. Establish appropriate communication skills, both verbal and written, to productively and appropriately interact with individuals, groups, and organizations as necessary to perform the functions of an emergency management leader.
7. Determine suitable analytical research strategies that foster community-based innovation, experimentation, and technological creativity to build upon and improve currently recognized and accepted best practices in emergency management and emergency management leadership.
8. Appraise prominent theories of management and leadership while considering their applicability to navigating the complex ethnic, social, economic, emotional, psychological, and political dynamics of emergency management functions.
9. Apply the intellectual standards of critical thinking as an emergency management leader to arrive at ethical and socially just solutions during decision-making activities that carefully balance the rights of individuals against the greater needs of society as a whole.
10. Articulate the ethnic, social, economic, emotional, psychological, and political overtones that inherently arise in all disasters and how these factors should be equitably considered and weighted by the emergency management leader.
11. Embrace intellectual flexibility in addressing new and emerging issues and challenges in emergency management including legal issues, social issues, political issues, and psychological trauma issues, through exemplary emergency management leadership.
12. Predict and appreciate the human side of every disaster, whether arising from a technological or natural hazard, as manifested through discernable psychological trauma, mental health destabilization, and debilitating fear to facilitate appropriate mental and behavioral health intervention strategies.
13. Formulate focused and effective private sector-based emergency preparedness and disaster response plans that sufficiently prevent and mitigate the unfavorable and disruptive influences of a disaster or other emergency situation in a manner that ensures the continuity of the organization's business operations is quickly realized.
14. Recommend both proactive and responsive strategies that prevent acts of domestic terrorism or amply mitigate the potential results of its fruition while being mindful and respectful of both individual and societal rights and liberties.
15. Devise interactive partnerships within the community that synthesize the desired goals of emergency management with contemporary society's expectations of safety and security, both physical and psychological.
16. Develop an emergency management leadership approach that capitalizes on the value of respectful interpersonal relationships and transparent group/team interactions to bring about tangible changes, innovations, and improvements in an emergency management organization.

17. Perform the duties and responsibilities of an emergency management leader in a manner that assures the impartial and socially just delivery of services and recovery opportunities to the community, inclusive of its individual members, through strong leadership, principled convictions, innovation, and an unwavering questioning of the status quo.

## Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

Successful completion of the following courses is required for the Master of Arts in Emergency Management Leadership degree:

EML-500	Foundations of Emergency Management Systems	3 cr.
EML-501	Law and Politics of Emergency Management	3 cr.
EML-502	Supporting Functional Needs Populations in Disasters	3 cr.
EML-503	Disaster Response, Recovery, and Continuity	3 cr.
EML-504	Psychology of Terrorism	3 cr.
EML-505	Leading In Times of Crisis	3 cr.
EML-506	Essentials of Effective Communication	3 cr.
EML-507	Research Methods for Leaders in Emergency Management	3 cr.
EML-508	Group, Organization, and System Development	3 cr.
EML-509	Private Sector Emergency Management Strategies	3 cr.
EML-510	Disaster Mental and Behavioral Health Applications in Emergency Management	3 cr.
EML-511	Emerging Issues in Emergency Management and Homeland Security	3 cr.
EML-512	Capstone Project	1 cr.

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**Total Credit Hours Required: 37**

## Capstone Project

During the second year in the program, students will expand upon their knowledge from program course EML-507 (Research Methods for Emergency Management Leaders) to develop a comprehensive paper and presentation that begins by identifying the topic or issue they were working with and current approaches being used in the community to address it. Students will develop the literature review they started in EML-507 into a full critical literature review and then proceed to analyze and address the gaps in literature and approaches to addressing the topic, or issue, using a social justice lens. Finally, to complete the capstone project, students will propose a socially just solution to addressing the topic or issue they have been researching and engaging with.

## Graduation Requirements

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of the required capstone project.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
4. Submission of completed graduation application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Emergency Management Leadership.

# MASTER OF ARTS IN MEDIA AND COMMUNICATIONS FOR SOCIAL CHANGE

## Program Overview

The Master of Arts in Media and Communications for Social Change program will prepare students to leverage digital media as part of integrated strategies to impact social change. Students will explore the intersections of data, technology, psychology, communications, and media to form an integrated perspective on what drives social change and how institutions can move an agenda. Best practices and insights from the private sector, major movements, and electoral campaigns will be examined to ensure that students are prepared for the fast-moving world of public engagement innovation.

Narrowly defined communications strategies that center solely on traditional media silos and one-directional communications cannot succeed in a rapidly shifting, more flexible, data-driven communications environment. However, while a forward-looking perspective is at the core of this program, students must also respect and understand the core tenets of communications theory, traditional social organizing, and psychology that set the framework for and remain at the heart of some of the most disruptive, digitally-fueled movements of the past decade.

Students will learn how to create and utilize media to affect social change. These courses are designed to marry technology and communications strategy with the psychology of social innovation and user behavior. Keeping up with ever-changing social and digital landscapes requires professionals to take a futuristic approach that goes beyond current media, practices, and thinking to position students as adaptable innovators, social entrepreneurs, and communications strategists.

This program will be offered completely online and structured to be completed in fewer than 18-24 months. The courses will be structured for asynchronous delivery allowing for both multiple terms of entry and the ability of students to complete the program at different paces. This program does not lead to professional licensure or certification.

## Program Objectives

At the completion of this program, the student will be able to:

1. Anticipate user behavior to develop interactive design frameworks that engage and influence communities to move them toward a unified action.
2. Discover how tested and proven communications principles can be adapted to activate online audiences to influence both online and offline actions.
3. Explain the historical precedents, current practical applications, and future foreseeable adaptations in order to shape social change movements through the use of new media and communication platforms.
4. Organize technical, data-driven, defensible, and innovative digital applications to develop effective, persuasive, and actionable communications strategies.
5. Analyze the practical applications of big data and deep analytics to challenge preconceived user behavior assumptions and inform evidence-based strategies.
6. Create strategies and initiatives that implement the structural change necessary to manage real-time engagement programs that activate meaningful social change.

7. Create digital communication resources that integrate psychological and behavioral principles in order to successfully facilitate the movement of an agenda or idea.
8. Formulate creative recommendations using accepted qualitative and quantitative research techniques, as well as social conversation analysis.

## Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

This program contains 36 credit hours spread out over 12, three-credit courses delivered in a 100 percent online format. Students will complete courses which cover the following key concepts: media psychology, digital media, social media, communication, social change, data analytics, human behavior/media interaction, digital strategies, social justice, basic data science, and communications and international relations. Throughout the program students will be exposed to both theory and practical applications, including a research course and a capstone project.

MAMC-500	Evolution of Media in Social Movements	3 cr.
MAMC-501	Psychology of Choice, Narrative, and Persuasion	3 cr.
MAMC-502	Foundations of Audience Research and Analysis	3 cr.
MAMC-503	Fundamentals of User Psychology	3 cr.
MAMC-504	Influence of Technology on Global Movements	3 cr.
MAMC-505	Winning Digital Campaigns: From Elections to Social Justice Movements	3 cr.
MAMC-506	Essentials of Big Data and Analytics	3 cr.
MAMC-507	Narrative-Powered Activism	3 cr.
MAMC-508	Law, Ethics, and Privacy in the Digital Age	3 cr.
MAMC-509	Converting Audiences to Advocates with Paid Digital Media Optimization	3 cr.
MAMC-510	Building and Leading Organizations	3 cr.
MAMC-511	Capstone – Developing Integrated Strategic Communications	3 cr.

**Total Credit Hours Required: 36**



## **Graduation Requirements**

1. Satisfactory completion of the 36 credit hours of required coursework.
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 payment of all outstanding tuition and fees.
4. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Media and Communications for Social Change degree.

# MASTER OF ARTS IN PSYCHOLOGY: SPECIALIZATION IN MILITARY PSYCHOLOGY

## Program Overview

The Master of Arts in Psychology: Specialization in Military Psychology degree program (MAMP) educates students in the discipline of military psychology to be socially responsible graduates who engage both the military and civilian community and promote social justice nationally and globally. This discipline involves the systematic and scientific study of the selection, training, adaptation, and performance of soldiers. It focuses on how the military interacts with larger social, organizational, cultural, and technological systems. Military psychology by necessity is a heterogeneous field of inquiry. It must draw on all subdisciplines of psychology to understand the variables that affect military performance. Military psychology includes the contributions of clinical, experimental, social, industrial/organizational, and engineering psychology. Military psychology is united by a shared interest in advancing knowledge and application of psychological science toward a specific population, as well as community engagement with social responsibility and a local, regional, and global presence.

Military psychology programming works to improve the lives of those who are serving or have served and their families. Other applications of military psychology impact social policy programs within the military that are designed to promote diversity and equal opportunity. This includes addressing issues such as integrating diverse ethnic, religious, racial, and sexually oriented groups into the military and reducing sexual assault and discrimination. In today's world, the role of military psychology is being more pragmatic for consideration for national security, military defense, and global policy in order to ensure real-world solutions and measurable results. This program does not lead to professional licensure or certification.

## Program Objectives

The MAMP degree program will afford students a deeper understanding of military culture from a biological, psychological, and sociological perspective. The program is also designed to provide active, reserve, and national guard military personnel an opportunity to develop a deeper understanding of human behavior, especially psychological reactions to distress, particularly for nonmental health practitioners (e.g., commissioned and noncommissioned personnel, including nursing personnel, bachelor-level behavioral healthcare specialists, and resilience trainers).

At the completion of this program the student will be able to:

- Provide specialized training in military psychology for medical service officers, medics, and corpsmen (active duty, reserves, and national guard), as well as registered nurses and bachelor-level behavioral healthcare specialists in the military.
- Enhance the training and leadership outcomes of noncommissioned and commissioned officers, especially as it relates to personnel management and organizational behavior.
- Provide an immersion into military culture, systems, specialized education, and clinical treatment considerations for both undergraduate and graduate college/university graduates and LCPC, LCSW, LMFT, certified substance abuse counselors, and licensed psychologists who wish to serve military personnel, veterans, retirees, and their families.

- Assess and improve the overall mental health of military personnel, veterans, and their families, including the use of risk-assessment tools for combat-related stress.
- Explore prevention and intervention approaches that address suicidal ideation and/or alcohol and drug abuse.
- Evaluate how the military interacts with larger social, organizational, cultural, and technological systems.
- Provide research and evaluation, such as selecting recruits for the armed forces and determining suitability for service.
- Perform analysis on humanitarian and peacekeeping missions to determine procedures that can save military and civilian lives.

## Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

Successful completion of the following courses is required for the Master of Arts in Psychology: Specialization in Military Psychology degree:

MAMP-500	Survey of Military Psychology	3 cr.
MAMP-501	Operational Psychology for the Military	3 cr.
MAMP-502	Mental Health Law and the Uniform Code of Military Justice	3 cr.
MAMP-503	The Psychology of Conflict and Operations Other than War	3 cr.
MAMP-504	Ethics, Morality, and Social Justice in the Military	3 cr.
MAMP-505	War, Trauma, Grief, Death, and Loss	3 cr.
MAMP-506	Psychological Resilience and Positive Psychology	3 cr.
MAMP-507	Research Methods	3 cr.
MAMP-508	Culture and Diversity in the Military	3 cr.
MAMP-509	Department of Defense and the VA Health Care System	3 cr.
MAMP-510	Substance Abuse in the Military	3 cr.
MAMP-511	Social Services and Behavioral Healthcare to Veterans, Retirees, Military, and their Families	3 cr.
MAMP-512	Capstone Project	1 cr.

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**Total Credit Hours Required: 37**

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## Graduation Requirements

1. Satisfactory completion of the 37 credit hours of required coursework.
2. Successful completion of the capstone project.
3. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of C.
4. Submission of completed graduation application and full payment of all outstanding tuition and fees.
5. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Psychology: Specialization in Military Psychology.

# MASTER OF ARTS IN NONPROFIT MANAGEMENT

## Program Overview

The Master of Arts in Nonprofit Management (NPM) program is completely online and designed for students already working in, or interested in working in, the nonprofit sector. Students from any undergraduate background are welcome to apply.

The purpose of the NPM program is to provide students with the knowledge and skills needed for a successful leadership position in the nonprofit sector. The nonprofit sector is diverse and dynamic. The sector is growing, as is the need for well-prepared leaders capable of working across multiple environments and with multiple stakeholders. The curriculum explores issues facing nonprofit organizations and their leaders, and helps students master relevant skills, theories, and analytic tools for leading and managing effectively. Courses investigate the political, economic, legal, and social environments of nonprofit organizations, the unique role of the sector, and the importance of personal and professional development. Students develop skills in specific areas, such as governance, fundraising, human resource management, financial management, grant writing, legal issues, and advocacy. Embedded in the curriculum are both theoretical and practical approaches to understanding and promoting civic engagement and participation.

The course content of the NPM program is centered upon developing socially responsible leaders who understand the important role of the nonprofit sector in promoting social justice and social change. A unique feature of the sector is that it is founded on the belief that individuals can come together to improve the conditions facing a particular community or group. Some activities for improving conditions include advocating for policy change or educating the public about particular issues. Still other activities may be the provision of services like counseling, medical care, employment training, or animal rescue. The cornerstone of this program is that this unique feature should be preserved and promoted, and students will be given the opportunity to learn about civic engagement, social justice, and social responsibility. Wherever possible, real-life issues and cases facing nonprofit organizations are integrated into course content. This program does not lead to professional licensure or certification.

## Program Objectives

The NPM program is a nonclinical program which prepares nonprofit leaders capable of leading sustainable, innovative, and effective nonprofit organizations that promote social justice and foster civil society. The program will prepare graduates to be ethical, self-aware, and accountable advocates capable of collaborating for social change.

At completion of the program, the student will be able to:

1. Discern and apply appropriate technical skills for managing, modifying, and sustaining the functions of nonprofit organizations, such as grant writing, managing staff and volunteers, working with boards, and planning.
2. Describe nonprofit administration theory and practice in historical, cultural, political, economic, and social contexts.
3. Explain the unique function of the nonprofit sector and the importance of preserving this function as a space wherein individuals can come together to address shared issues and needs.

4. Assess and respond effectively, using leadership skills and ethical decision-making, to the myriad situations encountered by nonprofit managers.
5. Engage a broad range of individuals to identify the needs of the community and strategize ways to meet them.
6. Align organizational goals and tasks to further social justice and foster civil society in adherence with Adler University's mission.
7. Research organizational issues and propose action strategies.
8. Identify opportunities for personal and professional development of the self and others.

## Minimum Admission Requirements

Applicants to this program are required to have:

- A baccalaureate degree, by time of matriculation, earned from an accredited college or university, or an equivalent degree from an international college or university.
- A GPA of 3.0 or better (on a 4.0 scale) in their baccalaureate degree.
  - Applicants with a GPA between 2.5 and 2.99 will be considered for conditional admission by submitting two letters of recommendation from a current professor, supervisor, and/or someone who can attest to the applicant's ability to be successful in a graduate program.
  - Applicants with a GPA below a 2.5 will be considered on a case-by-case basis.

Applicants admitted with conditional status must achieve a 3.0 GPA in the first two courses to move forward in the program of study. Exceptions can be made for applicants with postbaccalaureate coursework.

## Degree Requirements

NPM-500	The Nonprofit Sector	3 cr.
NPM-501	Technical Skills for the Nonprofit Manager	3 cr.
NPM-502	Professional and Personal Development Skills for the Nonprofit Leader	3 cr.
NPM-503	Nonprofit Governance, Leadership, and Ethics	3 cr.
NPM-504	Philanthropy and Resource Development	3 cr.
NPM-505	Capstone One	3 cr.
NPM-506	Research Methods for Social Impact	3 cr.
NPM-507	Advocacy	3 cr.
NPM-508	Entrepreneurial Program Planning and Development for Social Change	3 cr.
NPM-509	Grant Writing	3 cr.
NPM-510	Human Resource and Volunteer Management	3 cr.
NPM-511	Capstone Two	3 cr.

**Total Credit Hours Required: 36**

## **Graduation Requirements**

1. Satisfactory completion of the 36 credit hours of required coursework.
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. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Nonprofit Management.

## COURSE DESCRIPTIONS – GLOBAL CAMPUS

**CRIM-001**                      **Student Orientation**    **0 Credits**

**EML-001**

**MAMC-001**

**MAMP-001**

**MIO-001**

**NPM-001**

Student orientation provides new students with an overview of Adler University policies and procedures, systems, personnel, resources, and organizations. Newly admitted students are expected to complete this mandatory orientation prior to enrollment, failure to complete orientation prior to the tenth day of their first course may result in dismissal from the program.

**CRIM-500**                      **Criminological Theory**    **3 Credits**

Theoretical underpinnings of criminology are vital to understanding and developing solutions to contemporary crime problems. This course will introduce students to the major theories, patterns, and typologies of criminology. Students will examine historical and influential perspectives, including classical criminology, biological and psychological explanations, ecological theories, social disorganization, strain, control, conflict, labeling, and critical criminology. Analytical comparisons of basic components of all theories will be used to develop an understanding of theory construction. Emerging critical issues, including the impact of forensics and technology on criminal investigation and prosecution, will be introduced. Additionally, students will apply theoretical perspectives to current criminal justice problems.

**EML-500**                      **Foundations of Emergency Management Systems**    **3 Credits**

This course introduces students to the major themes of contemporary emergency management theory and application including mitigation, preparedness, response, and recovery. Emphasis will be on the integration of the human experience in all themes and the application of psychology to assist in the emergency manager's role. This course will focus largely on emergency management as it is conducted at the local, state, and federal levels.

**MAMC-500**                      **Evolution of Media in Social Movements**    **3 Credits**

As the media landscape has evolved from the stable broadcast mechanisms of the early days of radio and television through the expansion of social media, organizations and individuals have consistently had to adapt to keep pace. This course will give students a foundation in the fundamental platforms of modern communications and the technologies behind digital engagement. With this foundation, the course will examine how social movements are built, how existing power structures can be challenged, and how activists' voices can be amplified through social media.

**MAMP-500**                      **Survey of Military Psychology**    **3 Credits**

Military psychology also includes the behavioral health challenges of those who are serving, have served, and their families—whether in times of peace or conflict. This course will cover how the specialty of military psychology was historically established and evolved, and how it is distinguished from other branches of psychology. The various ways military psychology is applied to leadership, organizational behavior, human resources, and operational psychology are explored as well.



**NPM-500                      The Nonprofit Sector                      3 Credits**

The primary purpose of this course is to give students a common background that prepares them for the remainder of the program and to develop their intellectual curiosity and inspiration. This course introduces students to the history, legal foundations, and unique role of the nonprofit sector in building civil society and working for social justice. Students are also introduced to the basic structures, functions, and future trends facing the sector.

**CRIM-501                      Juvenile Justice                      3 Credits**

Young people are disproportionately impacted by criminal behavior whether they are victimized, acting as offenders, or witnessing violence or other criminal activities. The systemic responses to their experiences will shape not only their future interactions with the system, but the trajectory of their lives. This course will provide a detailed overview of the issues, policies, and procedures of the juvenile justice system, from its inception to its current state. Historical precedents for treating juveniles differently, including the types of crimes and processes they are subject to from adults in the criminal justice system, will be explored. Students will analyze current knowledge about how the biological, psychological, and social development of children influences policy and practice. During the course, the influence of individual, family, and community factors (both risk and protective) on delinquency and victimization will be considered. Tested practices for reducing delinquency and victimization such as mentoring, therapy, and the D.A.R.E. program will be debated.

**EML-501                      Law and Politics of Emergency Management                      3 Credits**

This course introduces students to the critical component agencies and decision-making processes within the emergency management system. Ethical and political considerations are discussed, as well as policy and the legal framework underlying emergency management in the United States. Core policy documents such as the National Response Framework, relevant Homeland Security Presidential Directives, the National Incident Management System, the Stafford Act, the Emergency Management Assistance Compact, and representative state-level laws and policies are explored. Finally, the roles and responsibilities of local, state, and federal government in carrying out policy, as well as current legal, political, and ethical issues throughout the emergency management cycle are examined.

**MAMC-501                      Psychology of Choice, Narration, and Persuasion                      3 Credits**

The power of communication to inspire social movements is built upon the psychology of language, persuasion, and decision-making. Social movements are predicated on constructing organizational frameworks around a theory of change and inspiring people to join the cause. In this course, students will learn about the core principles of linguistics, choice theory and architecture, and applied behavioral psychology. The essentials of motivating individuals and groups, designing incentives, and framing messages will all be explored in depth.

**MAMP-501                      Operational Psychology for the Military                      3 Credits**

This course provides students with the opportunity to learn about how operational psychology is used in the military and the effects it has on those who are serving, have served, and their families. The specific aspects of operational psychology that will be discussed are unit cohesion, industrial and organizational psychology, psychological operations (PsychOps), human terrain intelligence, military intelligence, and the promotion of behavioral health and welfare, among others. Operational psychology practices will be analyzed with a social justice lens.

**NPM-501                      Technical Skills for the Nonprofit Manager                      3 Credits**

This applied course focuses on developing the necessary core technical skills to become an effective manager of a nonprofit organization. Students will explore the components and purpose of required financial documents and budgets, and discuss the legal constraints and requirements of nonprofit organizations. Finally, students will investigate planning and evaluation methods to address social justice issues.

**EML-502                      Supporting Functional Needs Populations in Disasters                      3 Credits**

This course provides an overview of vulnerable populations including the elderly, disabled, mentally ill, and others who are dependent on assistive devices, medications, or access to external support services. Students learn how disasters affect this vulnerable population and focus on strategies to support and manage them when access to what they need is disrupted or unavailable. Strategies for preventing further distress, coordinating relief, and restoring functioning as quickly as possible are discussed.

**MAMC-502                      Foundations of Audience Research and Analysis                      3 Credits**

Effective communication relies not just on strategic narrative but also on a comprehensive understanding of the audiences we wish to engage and our impact on them. This course exposes students to quantitative and qualitative audience research methods, online listening and monitoring practices, and social media conversation analysis in order to shape message frameworks, build strategic narratives, and measure impact. Basics of applied statistics, modeling, sampling, and polling methodology will also be explored. In a communications landscape dominated by social behaviors, understanding the dynamics of dialogue, listening, and community responsiveness are all essential aspects of effective engagement.

**MAMP-502                      Mental Health Law and the Uniform Code of Military Justice                      3 Credits**

This course is designed to provide a basic understanding of civilian mental health law, the Uniform Code of Military Justice (UCMJ), and the military justice system. Students will examine the history and evolution of both civilian mental health law and the UCMJ and its application in the military environment. Specific jurisdictional issues and case law will be reviewed.

**MIO-502                      Organizational Theory                      3 Credits**

This course presents a multifaceted view of organizational theory for the I/O practitioner. Both the history of the field and current issues related to research and practice are explored. The course begins with basic concepts of structure and systems and moves to exploring relationships in the organizational ecosystem (i.e., among leaders, the workforce, and key stakeholders). Important organizational factors such as life cycle, culture, and ethical decision-making are linked to organizational effectiveness. Special attention is given to applying these concepts to unique organizational challenges via case studies affecting large corporations and not-for-profits.

**NPM-502                      Professional and Personal Development Skills for the Nonprofit Leader                      3 Credits**

Sustaining a robust career in the nonprofit sector alongside a personal life requires key skills that can be developed with education and practice. This course will focus on enhancing resiliency, creativity, and productivity. These skills will be applied to pursuing social justice, conflict management, appreciation of diversity, effective communication, and maintaining a work-life balance.

**EML-503                      Disaster Response, Recovery, and Continuity                      3 Credits**

This course is designed to provide students with the requisite skills to create strategic emergency management plans with an all-hazard focus. Students learn a comprehensive approach to emergency management that includes operational plans to prepare, prevent, protect, respond, and recover. This strategic hazard-specific plan will augment the Emergency Management Planning Cycle as a method of maintaining high-level, continual preparedness. This course also integrates the knowledge acquired in subsequent emergency management and continuity planning courses to develop functional operations plans to manage and coordinate complex natural, technological, and political emergencies.

**MAMC-503                      Fundamentals of User Behavior                      3 Credits**

If we are to move people to social action, we need not only to inspire them but also to create immersive experiences across multiple platforms that give them opportunities to act. Understanding usage and design patterns, incentives, gamification, affordances of technology and design, and platform-specific actions is crucial to building active, engaged communities. Beyond individual calls to action, the course will examine community-building, knitting individual actions into long-term relationships, and empowering existing community members to drive experiences for new members.

**MAMP-503                      The Psychology of Conflict and Operations Other than War 3 Credits**

The course examines the biological, psychological, social, and spiritual impact of conflict and operations other than war. This course also provides students with an understanding of the psychological requirements (i.e., demands and consequences) of military operations ranging from the continuum of conflict (war, insurgency, and terrorism) to operations other than war (disaster response, humanitarian operations, and peacekeeping).

**MIO-503                      Research Methods                      3 Credits**

Prerequisites: MIO-502, MIO-517. This course introduces students to the basics of social science research methodology within the context of organizations. Students learn how to establish research questions and select the appropriate research design to answer those questions. Sampling and selection of participants, selection of variables, and data collection methods will be reviewed. This course serves as the foundation for completing the Social Responsibility Action Plan. Students will identify a current or emerging social justice problem, which will serve as their topic, and will begin their research as part of this course. To support completion of the required project, guidance on how to conduct literature reviews will be provided.

**NPM-503                      Nonprofit Governance: Leadership and Ethics                      3 Credits**

Through the use of case studies, this course will explore leadership theory within the context of nonprofit settings, governance with a focus on the role the board of directors, and ethical considerations for leaders and managers of nonprofits. Students will analyze common situations and issues as they pertain to balancing and engaging the interests of the organization's stakeholders.

**CRIM-504                      Mental Health Intersections in Criminal Justice                      3 Credits**

Research has demonstrated a prevalence of mental health disorders among criminal defendants, but the criminal justice system does not have adequate resources to recognize and effectively address mental health issues. The objective of this course is to provide the student with an overview of the intersection of mental health and crime and violence, as well as policies and programs intended to address mental illness in the justice system. The impact of mental health programs implemented in the system will be discussed, as will the expectation that the system house and manage the mentally ill. Topics will include the nature and prevalence of mental illness among criminal offenders and its comorbidity with substance abuse, competency issues, re-entry and recidivism, and tested treatment strategies. The course will also explore the coexistence of societal inequalities and individuals with mental illness who have contact with the criminal justice system.

**EML-504                      Psychology of Terrorism                      3 Credits**

This course focuses on the concepts, goals, strategies, ideologies, and psychological theories associated with terrorist groups. Emphasis is 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 are discussed based on various criteria: motives, means, objectives, geography, and others. Students learn 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 choose relevant topics for original research and will present information in small-group presentations.

**MAMC-504                      Influence of Technology on Global Movements                      3 Credits**

This course provides a survey of global studies through the lens of technology. The course offers a broad understanding of how technology impacts the lives of people from the local community to regional, national, international, and nonstate arenas. Students will seek to find commonalities across international borders at the same time as they assess the dynamics of media and technology in different regions of the world. Students will look to answer how mobile computing and access to technology drive engagement in the developing world, and how closed and open societies engage media—such as how the Arab Spring and other social and political movements have used technology to challenge existing power structures and how states have used social media to influence, monitor, and neutralize potentially threatening social movements.

**MAMP-504                      Ethics, Morality, and Social Justice in the Military                      3 Credits**

This course is a comprehensive study of ethical, moral, and socially just behavior within a military context. This course allows for an exploration of self and negotiation of various worldviews as they relate to the general subjects of just war theory, laws of war, rules of engagement, and the international community's laws governing war and conflict. The course intends to promote both discussion and debate centered on addressing behaviors that uphold the principles of military ethics and social justice, particularly for behaviors that challenge the status quo of organizations that deviate from these standards and codes of conduct.

**MIO-504                      Organizational Development and Change                      3 Credits**

*Prerequisite: MIO-502.* This course examines the vital role of organizational development (OD) to help organizations evolve to meet business challenges. Through case study and interactive discussion, students learn about the phases of planned change. Key factors

such as increasing employee commitment and decreasing resistance to change are covered. This course prepares students to design sound evidence-based OD interventions and evaluate their impact. Experiential learning is employed to help students grapple with the impact of change. In addition, the distinct values of OD practitioners are highlighted, as these are fundamental for building successful relationships. Finally, social justice and social responsibility concepts are integrated into knowledge about OD interventions.

**NPM-504                      Philanthropy and Resource Development                      3 Credits**

Understanding philanthropy and the motivation of donors provides a foundation for developing strategies for encouraging giving. This course reviews the history of philanthropy in the United States and how it became embedded in American culture. Students will be introduced to a wide range of strategies for developing and implementing fundraising planning, developing relationships with donors, marketing, and exercising good stewardship and transparency. Various fundraising techniques such as annual campaigns, soliciting corporate and major donors, special events, and planned giving are presented and applied through course assignments.

**EML-505                      Leading in Times of Crisis                      3 Credits**

This course exposes students to the foundational principles of psychology necessary for effective leadership in emergency management. Emphasis is placed on leadership, influence, and decision-making in a multiagency emergency response environment marked by limited time, ambiguous information, and high stakes. Leadership, management, motivation, emotional intelligence, and conflict resolution are discussed. Students learn to identify their personal leadership styles and explore the assets and limitations of their unique style. Techniques for building and maintaining effective and emergency-resilient teams are presented along with methods for developing diversity and social awareness within management practices.

**MAMC-505                      Winning Digital Campaigns: From Elections to Social Justice Movements                      3 Credits**

From the election of Barack Obama to the rise of the Tea Party, this course offers a case-based examination of some of the most highly effective electoral and political campaigns in recent history. Insights from, and analysis of, those victories will be applied to a spectrum of advocacy and social justice organizations. Deconstructing entire programs from strategy through tactics will develop student understanding of how to build and execute winning digital campaigns based on the foundation understanding of media, psychology, communications theory, and experience design. A case-based approach gives students the opportunity to understand campaigns in real-world contexts of issues and outcomes.

**MAMP-505                      War, Trauma, Grief, Death, and Loss                      3 Credits**

This course examines the impact of cumulative combat stress from a biological, psychological, social, and spiritual perspective. It focuses on the range of psychological distress of those who are serving, have served, and their families. Causes of distress such as combat exposure, being wounded or permanently disabled in conflict, exposure to weapons of mass destruction, being a prisoner-of-war will be discussed, and sexual trauma. Students will learn how to distinguish between common and maladaptive reactions to the range of stressful events inherent in exposure to trauma, grief, death, and loss.

**NPM-505                      Capstone One    3 Credits**

In this course, students will apply course material to date to propose and develop a nonprofit organization of their own choosing. Students will situate their nonprofit within the broad context of a community, explain its unique function, and align the proposed organization's goals to further social justice and foster civil society. Students will also propose strategies for engaging a broad range of individuals, including board members and the larger community, to fulfill the mission of the organization. Finally, students will apply the appropriate technical skills to develop and implement their proposal.

**CRIM-506                      Public Policy Issues in Criminal Justice    3 Credits**

During the last 50 years, crime in the United States increased then decreased significantly, and a number of theories have been posited to explain changing crime patterns. How are crime and public policy related to one another? The focus of this course is on teaching the policy process including formulation, implementation, analysis, and the social and economic costs of criminal justice policy. Students will also consider the role of research in shaping criminal justice policy and discuss various research methods that are used to evaluate policies. Discussion will consider the relative influence of various perspectives on the policy-making process, from academics to lobbyists, and how justice professionals might affect the inclusion of those most impacted by crime and justice policy.

**EML-506                      Essentials of Effective Communication    3 Credits**

This course offers students the opportunity to develop basic relationship and intervention skills using role-plays and other experiential exercises to prepare for a wide range of interactions during emergency situations. Students develop a deeper understanding of models of communication and explore strategies for establishing rapport with individuals in distress. Students also have the opportunity to identify their own personal communication styles and attempt to integrate them with models of communication discussed in the course to promote increased effectiveness as leaders before, during, and after critical incidents and disasters.

**MAMC-506                      Essentials of Big Data and Deep Analytics    3 Credits**

Understanding success and defining objectives are crucial to building effective organizations, movements, and driving real outcomes and action. Advances in data aggregation, storage, and computing have made real-time analysis of huge data sets possible via a collection of methods and technologies known collectively as "big data." This course will demystify and unpack those methods and technologies through the lens of how their understanding can drive effective engagement and leadership. Taking advantage of big data principles and concepts to create measurement and analytics systems that drive data-driven decision-making.

**MAMP-506                      Psychological Resilience and Positive Psychology    3 Credits**

This course explores how resiliency theory and positive psychology can be applied to the military community in an effort to minimize the long-term impact of stress related to life in the military. Students will first review existing programs and then propose potential ways to institute a resiliency framework in various settings. Students will explore the role of educational and prevention programming in mitigating psychological distress by better preparing military personnel for the impact their job can have on individual and family life.

**MIO-506                      Statistics    3 Credits**

*Prerequisites:* MIO-502, MIO-517, MIO-503. This course prepares students to conduct statistical analysis using SPSS. Descriptive and inferential statistical techniques will be covered as they relate to making decisions and solving problems in organizations. Multivariate techniques will be introduced at the end of the term to inform students in making predictions and explaining data.

**NPM-506                      Research Methods for Social Impact    3 Credits**

Informed decisions and planning require information. The ability to create a research methodology, as well as critically analyze existing research, is essential for the ethical and well-prepared nonprofit agent. Mixed methodologies are often the most efficacious means to conduct meaningful and thorough research. This course provides a survey of research methodologies and then focuses on action research. Action research is collaborative, dynamic, and frequently utilized in a global context to address issues of social justice. The process focuses on participation by the affected community and research that is then used to inform decisions. It is an open-ended and action-oriented process.

**CRIM-507                      Research Methods    3 Credits**

It is impossible to truly understand the wealth of empirical research that exists in the fields of criminology and criminal justice without understanding the basics of social science research methods. Furthermore, it is not possible to complete a significant work of scholarship without knowing how to apply these methods. This course introduces students to the basics of social science research methodology. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior and will have guided opportunities to critique current research by identifying the research method and design, explaining design limitations, and making recommendations for improvement.

**EML-507                      Research Methods for Leaders in Emergency Management    3 Credits**

This course serves as the first course in a two-phase process for completing the capstone project. Students are first required to identify a topic to study related to emergency management. Major methodologies for conducting research at both the conceptual and applied levels are then discussed to assist students in the planning and development of a framework for designing their project. How to critically review current literature, develop a research question, write an abstract or proposal, determine threats to validity, select variables and participants for study, and determine appropriate ethical and culturally relevant strategies for studying human behavior will be discussed.

**MAMC-507                      Narrative-Powered Activism    3 Credits**

Expanding the principles of storytelling, from single channels to an interconnected narrative that spans the entire landscape of networked communications, is how organizations go from compelling to powerful—blending narrative and action into a seamless engagement model. Students will learn to develop an interconnected narrative by building a strategic matrix of communities and tools, content calendaring and planning, responsive protocols, real-time social posture, defining a risk tolerance, and creating processes that allow for agile, opportunistic engagement to further their intended goal. In this course, students will learn content development and editorial planning and how to craft strategic narratives to drive action in a community.

**MAMP-507                      Research Methods                      3 Credits**

This course serves as the foundation for completing the community engagement and capstone projects. Students will identify a current or emerging topic related to their community engagement and capstone projects. To support completion of the required projects, this course introduces students to the basics of social science research methodology. Students will learn how to conduct literature reviews, generate research designs, and select variables and participants for study. Students will be exposed to philosophical debates about ethical and culturally relevant strategies for studying human behavior, and they will have guided opportunities to critique current research by identifying the research method and design, identifying and explaining design limitations, and making recommendations for improvement.

**MIO-507                      Consumer and Employee Attitudes                      3 Credits**

*Prerequisites:* MIO-502, MIO-503, MIO-506, MIO-517. This course prepares students to conduct survey research in organizations to measure employee or consumer attitudes. Students will learn how to design a survey, evaluate the reliability and validity of a survey, use statistics to analyze the survey data, and interpret and present survey results to clients. Qualitative and quantitative tools of measuring consumer and employee attitudes will be discussed, and an overview of employee attitudes will be reviewed.

**NPM-507                      Advocacy                      3 Credits**

Advocacy is a powerful means by which nonprofits can address inequity and inform individuals and public officials about community needs. This course explores advocacy in terms of its theoretical underpinnings in creating a vibrant civil society as well as practical applications. Students will be exposed to a broad range of advocacy strategies, ethical considerations related to advocacy, and the legal constraints on lobbying. Students will identify an advocacy issue and potential strategies for developing a campaign.

**CRIM-508                      Comparative Criminal Justice Systems                      3 Credits**

Nations worldwide vary in their definitions and systemic response to crime, and technology has contributed to increasingly interconnected cultures. This course compares criminal justice systems operating throughout the world in order for students to develop a critical perspective of the contemporary U.S. system. Students will learn about the basic worldwide philosophies of criminal justice and will compare their respective approaches to law-making, policing, courts, corrections, crime prevention, sentencing, and correctional procedures. In addition, students will discuss pressing contemporary issues related to the impact of globalization on crime, including terrorism, human trafficking, and the drug trade.

**EML-508                      Group, Organization, and System Development                      3 Credits**

This course explores the intertwining of individual roles and group dynamics; the impact of culture, strategy, and design in consultation efforts; and methods used in working with small groups and teams. Theories, applied analyses, and skill development emphasize the successful introduction of organizational change affecting work units, task groups, and individuals. This course will also cover organizational management with respect to human behavior in the workplace and communities. Current developments in the behavior sciences as they apply to these organizations are stressed.



**MAMC-508                      Law, Ethics, and Privacy in the Digital Age                      3 Credits**

While data mining, information gathering, and user-tracking can offer unprecedented value and insights to communications professionals moving a message and measuring impact, these tools also pose new challenges to our relationship with individual privacy. This course will prepare students to tackle the practical, ethical, and legal issues surrounding data and digital media. Students will examine the available acceptable use and privacy policies of major digital players such as Facebook, YouTube, and Twitter to understand how the guidelines evolve and the boundaries a digital strategist must operate within. Students will also look at statutory and regulatory issues (e.g., DMCA, COPPA, and congressional and FTC privacy initiatives) and the impact of their enforcement. Topics around the legal use of content, intellectual property, and copyright will also be explored.

**MAMP-508                      Culture and Diversity in the Military                      3 Credits**

This course provides an overview of the history and evolution of the military culture. Particular focus will be paid to the psychological, sociological, and spiritual dimensions of the military. The impact on leadership, organizational structure, diversity, and military core values will be examined. Special attention will be given to the study of diversity and the cultural characteristics of race, gender, family, age group, ethnicity, religious beliefs, socioeconomic status, sexual orientation, and their influence on the shaping of today's military culture. Specific milestones such as the desegregation of the military, opening up the military to women, and the repeal of "don't ask – don't tell" will serve as case examples for study and discussion. The aim of the course is to provide the learner with a better understanding of military culture in order to develop a better sensitivity in communications and interactions with those who are serving, those who have served, and their families.

**NPM-508                      Entrepreneurial Program Planning and Development                      3 Credits  
for Social Change**

This course engages students in thinking about social problems and issues from the perspective of a social entrepreneur. A social entrepreneur is one who develops new and innovative ways for tackling issues that communities identify as important, such as access to clean water, teen literacy, or high rates of disease. This course asks students to identify an issue; research and define the causes and ramifications of the issue from the perspective of the community, the current resources brought to bear on the issue, and existing state-of-the-art programs that address the issue; and finally to propose ideas for a new and innovative program.

**CRIM-509                      Criminal Justice Processes and Institutions                      3 Credits**

Millions of people each year come into contact with the criminal justice system as victims, offenders, witnesses, and their loved ones. The criminal justice system includes law enforcement, courts, corrections, re-entry, prosecution, probation, and public defense. This course will contribute to the development of an understanding of the system as a whole and how the individual pieces work together—or do not. Students will explore the organizational theory behind the design of criminal justice agencies and critically assess their potential based on organizational design. Students will analyze the guaranteed protections for individuals within the system and how case law and technology are influencing those protections.

**EML-509 Private Sector Emergency Management Strategies 3 Credits**

This course offers students the opportunity to understand the emergency manager's role outside of government. Private sector assets, products, and services and their relationship to the well-being of communities are discussed. Students will also learn how to assist businesses in developing continuity and disaster recovery planning to ensure that mission-critical business functions can continue in the event of a disaster.

**MAMC-509 Converting Audiences to Advocates with Paid Digital Media Optimization 3 Credits**

Successful organizations take a passive information-receiver on a journey to become a mobilized advocate for your cause. This "ladder of engagement" is the framework that the community is built around. Students will learn how to intentionally optimize the conversion rates at each rung of the ladder in order to drive a deeply engaged community. This course explores testing and optimization techniques for user experience, including: content, digital advertising, search engine marketing and search engine optimization, and using the information for formulating communications and digital engagement.

**MAMP-509 Department of Defense and the VA HealthCare System 3 Credits**

This course is an overview of the Department of Defense and Veterans Administration's healthcare delivery systems. It will provide a primer on the structure and functions of these medical and behavioral health delivery systems. The range of clinical services that will be examined includes: battlefield care, critical and long-term care, and the battle-injury specialties (e.g., traumatic brain injuries, spinal cord injuries, amputations, and burns). Other public and private medical care and behavioral health delivery systems serving veterans will be covered. Special focus will be placed on alternative and innovative outcome-oriented programming.

**MIO-509 Group Dynamics 3 Credits**

*Prerequisite: MIO-502.* In this course, students are introduced to the function and structure of groups to promote organizational effectiveness. The science behind group decision-making, process, and communication are explored. Course topics also cover conflict resolution, leadership and power, collaboration, and shared goals. Students learn techniques to optimize group performance, with special emphasis on building high-performance teams to meet business challenges. To increase awareness of how individual difference affects group dynamics, students take a variety of personality measures highlighting personal strengths and weaknesses. They apply these findings to group membership and discuss career applications of working with groups and teams. Social justice concepts are applied to ethical decision-making in group work.

**NPM-509 Grant Writing 3 Credits**

The ability to research grant opportunities, create successful proposals, and steward grants through the evaluation period is a central task of the nonprofit leader. This is a hands-on course wherein students research grant opportunities and develop an actual grant proposal for a nonprofit organization. Students are introduced to the strategies of foundation giving and collaboration with public sector organizations for grant-funded projects.

**EML-510 Disaster Mental and Behavioral Health Applications in Emergency Management 3 Credits**

Preparedness, initial response strategies, short-term recovery interventions, and long-term challenges of recovery from a behavioral health perspective are discussed in this course.

Understanding the psychological impact of disaster on individuals, groups, organizations, and communities is stressed. The psychological resilience model is specifically discussed to teach students how to provide psychologically informed services at all levels of a disaster. Models of wellness using case studies and scenario-based training are utilized to demonstrate the integration of the psychology of resilience and wellness with intervention strategies.

**MAMC-510                      Building and Leading Organizations                      3 Credits**

Communications and engagement are only two elements of a social movement or advocacy organization. In social movements and advocacy organizations, digital engagement and technology are force multipliers for the entire organization, not simply ends to themselves. Students will learn how to define organizational structure, process, and culture that enables innovation and digital engagement. This course will explore the process of knitting communications and engagement together with programs, events, offline volunteer activity, and operations—creating a culture of innovation, technology, and digital engagement across the entire organization. This course will combine real-world case studies from successful organizations while integrating of Industrial Organizational psychology.

**MAMP-510                      Substance Abuse in the Military                      3 Credits**

This course examines alcohol and substance use and addictive use disorders, along with other addictive disorders experienced by those who are serving, or have served, and their families. The biological, psychological, social, and spiritual impact of use within the military will be detailed. Current research literature regarding substance use will be reviewed for evidence-informed models of education, prevention, intervention, and treatment. Information will be provided that will facilitate a basic understanding of the pharmacological, physiological, and medical aspects of substance use. Students will survey the common screening tools used to recognize the signs and symptoms of various forms of substance use within the military community. The historical patterns of alcohol and other drug usage; the introduction of self-help groups; and evolution of prevention, intervention, and treatment delivery systems will be surveyed.

**MIO-510                      Executive Coaching                      3 Credits**

*Prerequisite: MIO-502.* This course teaches students cognitive, behavioral, psychoanalytic, developmental, and humanistic techniques of evidence-based executive coaching in the context of leadership development. The course aligns behavior change and individual growth with learning about organizational dimensions. The role of culture is explored in coaching engagements, as well as ethical and legal behavior of I/O practitioners. Career considerations are given in light of student interest and reflection on skill development.

**NPM-510                      Human Resource and Volunteer Management                      3 Credits**

Nonprofit leaders are faced with challenges of managing staff and volunteers. This course provides students with strategies for recruiting, selecting, developing, evaluating, and retaining employees and volunteers. Legal requirements as they relate to human resource management will be discussed, and human resource planning and performance evaluation strategies will be explored.



**CRIM-512                      Capstone in Criminology / Criminal Justice Part 1                      3 Credits**

During the first course in their capstone paper, students work closely with faculty to select and refine an issue defined by their personal and professional interests for research and exploration. Students will develop a problem statement, craft a comprehensive literature review, and connect social justice issues to potential solutions. Additionally, the concept of peer review will be examined, and students will engage in peer review of pieces of each other's capstone papers.

**EML-512                      EML Capstone Project                      1 Credit**

This course builds on the Research Methods for Leaders in Emergency Management course. It is designed to be a culminating experience that offers students the opportunity to integrate the knowledge, skills, and diverse professional experiences they brought with them to the program with knowledge and skills developed in the program. It will link knowing how (knowledge and skills) with knowing why (more in-depth understanding of their skill set and role related to their broader impact on people and communities) by requiring students to apply their knowledge and skills to the topic they chose to study in the research methods course. Areas of focus for the project can include, but are not limited to, developing a new training program, creating a community program, studying emergency management outcomes specific to a recent disaster, or developing a training curriculum and manual. Students will work with agencies or businesses to plan and implement a project that represents a socially responsible and just contribution to the practice of emergency management and will present their findings to their peers, professors, and interested members of the community.

**MAMP-512                      MAMP Capstone Project                      1 Credit**

This course requires students to complete a supervised community engagement project at an approved site for a minimum of 50 hours of work. Students may not complete this requirement at their place of work. Students complete their program with a capstone project (final research paper) based on any aspect of their program, a relevant work-related topic, or as a project related to their nonclinical community engagement placement. The capstone project may include, but need not be limited to, development of a community outreach program, an agency/organizational needs assessment, a new program curriculum, a program evaluation, or a political advocacy program for meaningful and long-term use by the community agency/organization. Students will work with agencies/organizations to plan and implement this project, which will represent a socially responsible and just contribution to the direct or indirect engagement of military personnel and their families. The project will be supervised by a faculty member, and the project is expected to be at a professional level eligible for presentation at a professional conference, were one to submit it (submission is not required).

**MIO-512                      Talent Selection and Recruitment                      3 Credits**

This course provides students with an introduction to tools and procedures used to recruit and select the best employees for organizations. It will prepare students with the skills to conduct a job analysis, create job applications and structured job interviews, and evaluate appropriate tools for employee selection. Students will also review the theory and use of ability, knowledge, personality testing, and multicompetency methods of evaluating employees, such as assessment centers. Legal issues and test measurement will be reviewed as they relate to employee selection.

**CRIM-513 Capstone in Criminology/Criminal Justice Part 2 3 Credits**

Continuing the work started during CRIM-512, students will use their literature review to identify gaps in knowledge, engage in additional peer reviews, develop an original proposal to improve justice as it relates to their chosen topic, complete and submit a capstone paper, and create a multimedia presentation for their peers.

**CRIM-514 Concepts of Justice 3 Credits**

There is no correct or incorrect answer to the question "What is justice?" However, developing a personal understanding of what justice means will provide students with an important guide in their career as a student and beyond. This course will introduce students to the concept of justice and how it is relevant to developing an understanding of the criminal justice system. Topics will include: crime and social control, the development and objectives of criminal law, and how the criminal justice system achieves or fails to deliver "justice." In addition, special attention will be devoted to the conduct of basic criminal justice research, writing, and critical thinking. The primary focus will be on an assessment of the ideas that underlie criminal justice—namely, the nature of crime, law and justice – and the nexus between them.

**CRIM-515 Community and Social Psychology 3 Credits**

The consideration of individual differences is necessary to develop an understanding of criminal behavior and responses to crime. Furthermore, the interaction among individuals, the community, and criminal justice institutions has a substantial impact on health and well-being. Community psychology studies a wide variety of forces and structures in the community which affect the positive growth, development, and functioning of its members. This course examines, from a diversity perspective, the theories and concepts of social psychology and focuses on strategies that facilitate and promote constructive social change within communities, as it relates to the criminal justice system. Factors related to individual and group identity are examined to facilitate an understanding of the nature of human behavior in groups, institutions, and police and civilian organizations in the criminal justice field. Students will consider the roles of society and dominant culture in the construction and evolution of the self. The course also takes an ecological approach to human functioning, locating health and well-being in the interaction between individuals and the larger systems in which they live and interact. Students will evaluate social, political, and environmental factors that play a role in criminal behavior.

**MIO-515 Social Responsibility Action Plan 1 Credit**

*Prerequisites: Approval of SRAP application.* Should be taken concurrently with the final course in the program. Drawing on content across the curriculum, students will further their research on the social justice problem selected in the research methods course and propose alternative, socially responsible solutions. Students will prepare a white paper and brief presentation to communicate the problem, analyze existing research and practices, and present their unique contributions and solutions.

**CRIM-516 Special Topics in Criminology and Criminal Justice 3 Credits**

Criminology is impacted by contemporary issues and advances in science and technology. As such, new issues are often emerging within the discipline. The ability to critically evaluate the complexities and consequences, both intended and unintended, of a contemporary policy and practice and societal attitudes is an essential skill for a socially responsible criminal justice professional. Issues relevant to criminal justice and criminology are

in the news every day; perspectives and research on highly relevant topics in this arena are continuously updated. In order to provide students with information about the most relevant topics in the field, this course subject will be offered about a changing topics based on the most contemporary and pressing issues. For examples, this course may focus on drug policy, incarceration, terrorism, trafficking, or global crime. It will provide an introduction to the issue, policy implications, and the impacts on individual behavior and attitudes, and the collective impact on society.

**MIO-517 Talent Management 3 Credits**

This course will offer students an introduction to the field of talent management and what has also been known as personnel psychology. An overview of the processes used by organizations to attract, select, retain, and develop employees will be discussed in this course. With the right talent in place, organizations can be more effective in reaching their strategic and operational objectives. The sequence of the course will follow the cycle of employment, from recruitment and selection, to training, performance management, and development.

**MIO-518 Consulting Skills 3 Credits**

*Prerequisites: MIO-502, MIO-517.* Skilled consultants help clients define and solve problems. This course builds on content introduced in Organizational Development and Change to deepen student knowledge of the advising profession. Students will learn the intricacies of the consulting profession, analyze the phases of an effective consulting process using Block's framework, and apply consulting skills via a team-based simulation. Sample project proposals will be presented to promote real-world learning, and students will reflect on the important role of the self in building client relationships. Finally, a career spotlight will include exploration of the distinct roles of internal and external consultants.

**MIO-519 Performance Management 3 Credits**

*Prerequisite: MIO-517.* In this course, students learn all aspects of the performance management process, which begins with the organization's goals and standards and is continuously monitored by measuring and evaluating employees, distributing rewards, coaching and training employees, providing feedback, and aligning goals across the levels of the organization. Students learn about threats to performance evaluation accuracy, to include issues of reliability, construct validity, and interrater agreement. Additional topics include rater errors, rater-ratee relationships, contextual performance, employee motivation, and performance management in multinational organizations.

## ACADEMIC CALENDAR 2015-2016 – GLOBAL CAMPUS

<b>Fall I 2015: September 2, 2015 - October 27, 2015</b> <b>Fall II 2015: October 28, 2015 - December 22, 2015</b>		
<b>Event</b>	<b>Date</b>	<b>Comments</b>
First Day of Classes – Fall I	Wednesday, September 2, 2015	
Labor Day	Monday, September 7, 2015	Holiday
Last Day to Add or Drop Courses	Friday, September 11, 2015	
Last Day to Withdraw with a W Grade	Tuesday, September 29, 2015	
Indigenous Peoples' Day	Monday, October 12, 2015	Holiday
Last Day of Classes – Fall I	Tuesday, October 27, 2015	
First Day of Classes – Fall II	Wednesday, October 28, 2015	
Grades Due – Fall I	Thursday, October 29, 2015	
Last Day to Add or Drop Courses	Friday, November 6, 2015	
Degree Completion and Graduation Applications Due for Spring I 2016, Spring II 2016, Summer I 2016, and Summer II 2016 Degree Completers	Monday, November 16, 2015	Degree completion and graduation applications are due for students completing degree requirements in Spring I 2016, Spring II 2016, Summer I 2016, and Summer II 2016.
Last Day to Withdraw with a W Grade	Tuesday, November 24, 2015	
Thanksgiving Holiday	Thursday, November 26, 2015	Holiday
Day after Thanksgiving	Friday, November 27, 2015	Holiday
Last Day of Classes – Fall II	Tuesday, December 22, 2015	
Break	Wednesday, December 23, 2015 – Tuesday, January 5, 2016	
Christmas Eve	Thursday, December 24, 2015	Holiday
Christmas	Friday, December 25, 2015	Holiday
Grades Due – Fall II	Monday, December 28, 2015	



## ACADEMIC CALENDAR 2015-2016 – GLOBAL CAMPUS

Spring I 2016: January 6, 2016 - March 1, 2016 Spring II 2016: March 2, 2016 - April 26, 2016		
Event	Date	Comments
First Day of Classes – Spring I	Wednesday, January 6, 2016	
Last Day to Add or Drop Courses	Friday, January 17, 2016	
Martin Luther King Jr. Day	Monday, January 18, 2016	Holiday
Last Day to Withdraw with a W Grade	Tuesday, February 2, 2016	
Presidents' Day	Monday, February 15, 2016	Holiday
Last Day of Classes – Spring I	Tuesday, March 1, 2016	
First Day of Classes – Spring II	Wednesday, March 2, 2016	
Grades Due – Spring I	Thursday, March 3, 2016	
Last Day to Add or Drop Courses	Friday, March 11, 2016	
Good Friday	Friday, March 25, 2016	Holiday
Last Day to Withdraw with a W Grade	Tuesday, March 29, 2016	
Last Day of Classes – Spring II	Tuesday, April 26, 2016	
Break	Wednesday, April 27, 2016 - Tuesday, May 3, 2016	
Grades Due – Spring II	Thursday, April 28, 2016	

## ACADEMIC CALENDAR 2015-2016 – GLOBAL CAMPUS

Summer I 2016: May 4, 2016 - June 28, 2016 Summer II 2016: June 29, 2016 - August 23, 2016		
Event	Date	Comments
First Day of Classes – Summer I	Wednesday, May 4, 2016	
Last Day to Add or Drop Courses	Friday, May 13, 2016	
Memorial Day	Monday, May 30, 2016	Holiday
Last Day to Withdraw with a W Grade	Tuesday, May 31, 2016	
Degree Completion and Graduation Applications Due for Fall I 2016 and Fall II 2016 Degree Completers	Tuesday, May 31, 2016	Degree completion and graduation applications are due for students completing degree requirements in Fall I 2016 and Fall II 2016.
Last Day of Classes – Summer I	Tuesday, June 28, 2016	
First Day of Classes – Summer II	Wednesday, June 29, 2016	
Grades Due – Summer I	Thursday, June 30, 2016	
Independence Day	Monday, July 4, 2016	Holiday
Last Day to Add or Drop Courses	Friday, July 8, 2016	
Last Day to Withdraw with a W Grade	Tuesday, July 26, 2016	
Last Day of Classes – Summer II	Tuesday, August 23, 2016	
Break	Wednesday, August 24, 2016 - Tuesday, August 30, 2016	
Grades Due – Summer II	Thursday, August 25, 2016	

# ADMISSION POLICIES AND PROCEDURES – VANCOUVER CAMPUS

## Application Process

Adler University takes pride in its diverse student body, representing a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. The University 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 communities and in the lives of the individuals and families 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 University Application for Admission;
- Application fee (\$50.00);
- Autobiographic essay/statement of purpose;
- Resume or curriculum vitae;
- Official transcripts from all colleges or universities attended;
- Three letters of recommendation accompanying the Adler University recommendation form; and
- Graduate Record Examination (GRE) scores (recommended).

\*The GRE general test is required for applications to the Doctor of Psychology in Clinical Psychology program.

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

## Application Deadlines

### PRIORITY DEADLINES

While applications are accepted throughout the year, the following deadlines ensure that students receive full consideration. Programs fill early, and applicants are strongly encouraged to begin the application process at least six to 12 months before their desired term of entry.

- Applicants seeking admission to the Doctor of Psychology in Clinical Psychology (Psy.D.) program (including all tracks) should submit all application materials by the priority deadline of February 15 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. Those who are admitted must notify the Office of Admissions, Vancouver Campus indicating their

intent to matriculate in the subsequent fall term by submitting the tuition deposit 15 days after date of receipt of the admission letter. 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 Adler University without first obtaining a written release from any institution to which a commitment has already been made.

### VANCOUVER CAMPUS

Admissions Deadlines	Early Consideration	Priority	Space Available	Term of Entry
Psy.D. Clinical Psychology	December 1	February 15	August 15	Fall
M.A. in Counselling Psychology	February 1	April 1	August 15	Spring* and Fall
Master of Counselling Psychology	February 1	April 1	August 15	Spring* and Fall
Master of Counselling Psychology: Art Therapy	February 1	April 1	August 15	Fall
M.A. in Organizational Psychology	February 1	April 15	August 15	Fall
Master of Public Policy Administration	February 1	April 15	August 15	Fall

### 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 University 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 admission processes;
- Community service interest and/or experience;
- Professional and/or prior work experience; and
- Integrity, motivation, and personal ethics.

### Acceptance of Admission

Applicants who are offered admission to an Adler University, Vancouver Campus program have 30 days or until the priority deadline notification to accept the offer. Those who accept must return a signed statement of acceptance along with a \$500 (doctoral applicants) or \$300 (master's applicants) nonrefundable tuition deposit that 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 University; otherwise, admitted applicants who choose not to enroll forfeit their deposit.

If a statement of acceptance is not received from an applicant before 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 be able to defer their admission for up to one year from their original term of admission. To defer admission, students must have their statement of acceptance along with the appropriate tuition deposit, a \$500 nonrefundable deferment fee, and a statement indicating why they would like to defer their admission on file with the Office of Admissions, Vancouver Campus. Students who are approved to defer their admission will be notified in writing and will be subject to program requirements in effect at the time of the new application. Students who defer admission but do not matriculate must reapply for admission as outlined in the Admission Process section of the current catalog. The Office of Admissions, Vancouver Campus does not maintain student files for students who do not enroll by their intended start date.

## International Applicants

### VANCOUVER CAMPUS

In addition to submitting a completed application, all transcripts from outside of North America must be evaluated by a transcript evaluation service, such as World Education Service ([wes.org/ca](http://wes.org/ca)) or Educational Course Evaluation ([ece.org](http://ece.org)). All official transcripts and official translations if not in English, as well as a course-by-course international credential evaluation, must be submitted.

If you order the WES ICAP ([wes.org/ca](http://wes.org/ca)) course-by-course analysis, you will only be required to submit your official international credential evaluation to Adler University, as this service provides a verified copy of your official transcripts and translations to the University. Prospective students should send all transcripts and order the course-by-course analysis.

### English Language Proficiency Assessment

Applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Students who have earned a bachelor's or master's degree in an accredited program in Canada or the United States may not be required to take the TOEFL.

Applicants must request that language proficiency test scores be sent directly to the University by the testing service. These test results are valid for two years.

### TOEFL ([ets.org/toefl](http://ets.org/toefl))

Adler University–Vancouver Campus' code number for receiving test scores is 6215. Applicants who take the paper-based TOEFL must receive a minimum score of 580. Applicants who take the computer-based TOEFL must receive a minimum score of 240. Applicants who take the Internet-based TOEFL must receive a minimum score of 92 with a score of at least 22 on each of the four sections.

**IELTS (ielts.org)**

Applicants who take the IELTS must receive a minimum Academic score of seven overall, with no band score lower than 6.5. 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 [cic.gc.ca](http://cic.gc.ca). Once enrolled in an Adler University program, students must pay tuition and fees according to the University's payment schedule.

**Off-Campus Work Permit Program (OCWPP)**

International students studying at Adler University's Vancouver Campus may qualify to work off campus. International students should request a letter confirming ability to work off campus from the Vancouver Campus Office of the Registrar, and then apply to participate in the Citizenship and Immigration Canada (CIC) off-campus work permit program for international students ([cic.gc.ca/english/study/work-offcampus.asp](http://cic.gc.ca/english/study/work-offcampus.asp)). Although the University does not provide financial assistance for international students in the form of financial aid or tuition reduction, international students are eligible for Adler University 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 University, or qualified graduate students and mental health professionals, may be admitted as student-at-large/non-degree seeking (SAL/NDS) students. Qualified 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 University courses will be transferred back and accepted for credit.

Applicants for SAL/NDS status 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.

Those admitted as SAL/NDS students may complete a maximum of nine credits within one academic year and must comply with all prerequisites and course requirements as given in the Adler University Catalog. Graduates of Adler University degree programs who are approved as SAL/NDS students 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 that 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 coursework, however, does not guarantee admission to a degree or certificate program. A student-at-large 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 credit hours of coursework 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 students will not be required to pay an additional application fee for the admission application, but they will be required to submit additional information as is required to make that degree program application complete.

## Changing or Adding Programs

Doctoral students may apply to add a master's degree program, and master's degree students may apply to change from one of Adler University master's degree programs 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 does not guarantee admission to another program.

Master's degree students who wish to apply to a doctoral program are encouraged to have completed at least 24 credit hours of graded coursework and be actively engaged in a clinical practicum before applying. Students are required to submit a doctoral program application; three letters of recommendation from Adler University faculty and practicum supervisors, with at least one from their academic advisor and one from their current program director; a 500-word statement of purpose; a resume or curriculum vitae; and an official Adler University transcript. The application deadlines for doctoral applicants apply to Adler University master's students who are applying to a doctoral 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 master's programs who have been accepted to a doctoral program must complete all requirements for their master's degree no later than one year after acceptance.

## Readmission

Students who were previously enrolled at Adler University, but withdrew from their degree program or were administratively withdrawn, may submit a new application for admission no less than one year from the date of withdrawal and will be evaluated according to current admission requirements. If readmitted, applicants/students are subject to the program requirements in effect at the time of the new application. This also applies to students who seek to return to the University following a withdrawal in good standing.

When previously withdrawn students are granted readmission to Adler University 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 University'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 University. There are no fixed and absolute rules regarding granting credit for previously completed coursework. 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 in a degree program.

## Transfer Credit

A student accepted for admission may be granted transfer credit for graduate-level courses previously taken at another accredited institution. Upon enrollment into a degree program, a review of the student's unique academic and training history will occur, and a determination about granting transfer credit will be made at the discretion of the University. Requesting transfer credit is an extensive process that involves a review of previous academic work, including syllabi and grades earned. It is Adler University policy that transfer credit must be requested with all supporting documentation received by the end of the second semester of enrollment.

Transfer of credit is subject to the following conditions:

1. Transferred course credit is restricted to graduate-level courses from recognized and regionally accredited degree-granting institutions.
2. Completed course matches at least 80 percent of the content of the course requirement.
3. Number of credits earned for the completed course matches or exceeds number of credit hours for the requested course.
4. Transfer of credit is not granted for practicum or internship.
5. Transfer of credit is granted only for courses in which the grade earned was a B or higher. Pass/fail or credit/no-credit courses are ineligible.
6. No credit will be transferred for coursework that is more than five years old.

A maximum of 12 credit hours from other accredited institutions may be transferred into a master's program, and a maximum of 24 credit hours may be transferred into the Doctor of Psychology in Clinical Psychology program. Students will be charged a transfer of credit fee for each course evaluated for transfer consideration. Please reference the current schedule of fees and tuition schedule for transfer of credit fee information.



# ACADEMIC POLICIES AND PROCEDURES – VANCOUVER CAMPUS

## Class Attendance

### VANCOUVER CAMPUS

Students are responsible for regular and punctual attendance during each class session. Students who expect to miss or arrive late for a class must notify the instructor in advance. Students whose absence or tardiness affects the quality of their work or the work of the class may be given a lower grade. Students who miss more than two classes in a semester, for courses that meet once a week over a 14-week semester, will receive a grade of F (fail). For courses that meet on a weekend intensive format, which involves 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., seven full-day class meetings) over a 14-week semester, students who miss more than one class in a semester will receive 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 NC (no credit) and be referred to the Training Committee for review.

Summer term – Students who miss more than six hours of classroom instruction in the summer semester, for courses that meet once a week over a 12-week semester, will receive a grade of F (fail). For courses that meet on a weekend intensive format, which involves 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., six full-day class meetings over a 12-week semester), students who miss more than six hours of classroom instruction in a semester will receive a grade of F (fail). Students who receive a grade of F (fail) for any course must repeat the course.

## Application of Attendance Policy

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. The policy is on an honor system where students are expected to be present for all classes and will notify the instructor if absent. Faculty may use their discretion on how to track attendance and recognize the honor system.

Instructors consider extenuating circumstances and/or 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 who are unable to comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

## Credit Hour Policy

Adler University assigns and awards credit hours that conform to commonly accepted practices in higher education and that comply with federal standards.

At Adler University, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Adler University operates on a semester calendar. A semester is defined as a term of 15 weeks. Instruction is scheduled over three terms. Fall and spring terms are full semesters. The summer semester is comprised of a condensed semester of 12 weeks. Adler University also offers courses throughout the academic year in sessions of varying lengths shorter than the full semester.

For traditional lecture-discussion and seminar courses, a one-credit hour class meets for no fewer than 60 minutes per week over the course of a semester.

A one-credit class requires a minimum of:

- 15 contact hours per semester
- 30 hours of outside work per semester
- A total of 45 hours of student engagement per one-credit course, per semester

A two-credit class requires a minimum of:

- 30 contact hours per semester
- 60 hours of outside work per semester
- A total of 90 hours of student engagement per two-credit course, per semester

A three-credit class requires a minimum of:

- 45 contact hours per semester
- 90 hours of outside work per semester
- A total of 135 hours of student engagement per three-credit course, per semester

**Short-Term Courses:** Half-semester courses (eight weeks), summer session courses, and other courses offered over an abbreviated period of time will require the same amount of classroom and out-of-class work per credit hour as required of semester-long courses, with work distributed over the shorter period of time.

**Practicum, Fieldwork, and Internship:** Require the completion of an institutionally sanctioned academic activity that is equivalent to the amount of work stipulated in paragraph (1) that may occur over a different amount of time.

**Independent Study:** Will represent a minimum of three hours of student work per week throughout the course of the semester or the equivalent work distributed over a different period of time.

**Online and Hybrid Courses:** The expectation of contact time and student effort outside the class is the same in all formats of a course whether online, a hybrid of face-to-face contact with some content delivered by electronic means, or traditional.

## Statement of Student Responsibilities

Adler University expects that students will:

1. Adhere to all applicable University policies and procedures.
2. Uphold all rules applicable to conduct in off-campus settings, including clinical, field, internship, or in-service activities.
3. Abide by all local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with all ethical and professional standards applicable to their program of study.
6. Contribute actively to the process of learning, including complying with attendance or participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for the rights of others.
9. Regularly monitor their student accounts.

## Academic Status

### ACADEMIC GOOD STANDING

To remain in academic good standing, a student must:

1. Maintain consistent enrollment
2. Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the catalog
3. Meet all academic, comportment, and professional standards as well as applicable program requirements
4. Maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale

### ACADEMIC PROBATION

Students will be placed on academic probation the first time they meet any of the following conditions:

1. Earn a second grade of C.
2. Earn a single D, F, or NC grade without a prior history of low grades (B- or C).
3. Earn three or more grades of B-.
4. Fall below a minimum cumulative GPA of 3.0 on a 4.0 scale.

Students on academic probation shall have a maximum of two consecutive semesters following the status change in which to address the issue that generated probationary status.

### ACADEMIC DISMISSAL

Students may be subject to Academic Dismissal when they meet any of the following conditions:

1. Earn two or more grades of D, F, or NC.
2. Earn a third grade of C.
3. Fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two semesters.
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation "Academic Dismissal." Students who have been dismissed are ineligible to re-apply to the University.

## **SATISFACTORY PROGRESS**

To maintain satisfactory progress, students must remain consistently registered until completion of all degree requirements and take a course load that ensures steady movement toward degree completion within the maximum time limits for the program.

Students who fail to register each term may be administratively withdrawn from the University, and “administrative withdrawal” will be indicated on the transcript.

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

Doctoral students should complete at least 18 credit hours every 12 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.

## **Qualifying Examinations**

In addition to satisfying coursework, practica, and other program requirements, master’s and doctoral programs require qualifying exams that differ by program. Please consult the requirements for each program. Qualifying examinations are important requirements, 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.

## **Registration**

Term schedules are published and updated online via WebAdvisor. Students register online, and registration deadlines are published each term. Please consult the academic calendar for specific dates. Grades and credit are forfeited if a student is not officially registered for a course or exam. Students who wish to take more than 15 credits within a semester must receive written approval from their Program Director.

Students wishing to add courses or exams after the published add/drop period must submit a written request and written approval from the course instructor via email to the Office of the Registrar. Payment in full is due to Student Finance before the course or exam can be added to the student’s academic record. Financial aid recipients should consult with the Office of Financial Aid. Students risk forfeiture of all earned grades if they are not officially registered for a course or exam.

## Full-Time, Half-Time, and Less-Than-Half-Time Statuses

To be considered full time, doctoral students must enroll in nine or more credit hours each term. Doctoral students enrolled in between five and eight credit hours each term are considered half time. Doctoral students registered for fewer than five credit hours are considered less than half time and are not eligible for federally funded financial aid.

Master's and certificate students must enroll in eight or more credits to be considered full time. Master's and certificate students enrolled in four to seven 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 carrying a full-time load are encouraged to limit employment to part time in order to allow adequate time for classes, practicum work, study, and other student activities.

Students registered for practicum, practicum continuation, dissertation proposal, dissertation, full-time internship, or internship continuation satisfy the requirement for full-time study and are eligible to receive Title IV funding and deferments.

Students who are registered for only half-time internship, dissertation proposal continuation, or doctoral dissertation 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.

## Course Drop and Withdrawal

### VANCOUVER CAMPUS

Students wishing to drop a course or exam must do so via the University's online registration system, WebAdvisor, during registration week. Students wishing to drop a course after registration week must do so in person or via email by submitting the appropriate forms to the Office of 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 Office of the Registrar. 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 administratively withdrawn may receive a prorated refund. No refunds will be made when students stop attending class without officially withdrawing from the course.

## Leave of Absence

Students may take a leave of absence (LOA) due to illness or other extenuating circumstances by completing a Leave of Absence form, including necessary signatures, and submitting it to the Office of the Registrar. An LOA may be taken 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 LOA will be noted on the student's transcript for each term until the student returns to the University. Time approved for an LOA does not impact the maximum time allowed for degree completion.

LOA refers to the specific time period during a program when a student is not in active attendance. Students on an LOA are considered to have withdrawn for financial aid purposes, and their student loans will come due after any applicable grace period.

Students who do not return from an LOA by the agreed-upon term may be administratively withdrawn from the University. 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.

## Administrative Withdrawal

Once enrolled, students are expected to maintain good academic standing, meet all student responsibilities, and 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 may be administratively withdrawn from the University. The University also retains the right to administratively withdraw students whose accounts are past due and to charge all associated fees.

"Administrative Withdrawal" will be noted on the transcripts of students who have been administratively withdrawn. Students who have been administratively withdrawn and wish to be reconsidered for matriculation must submit a new application for admission no sooner than one year after their administrative withdrawal and, if admitted, must meet the program requirements and policies in effect at the time of the new admission. Students readmitted to the University may be eligible to receive up to 24 credits for coursework completed either at Adler University or another institution. Students who wish to appeal the decision of administrative withdrawal can follow the procedures of the Student Grievance and Appeal Policy posted online at [adler.edu](http://adler.edu).

In the event a student is administratively withdrawn from the University, the Office of Financial Aid is required by federal law to recalculate a student's eligibility for financial aid awards.

A calculation is used to determine the amount of "earned" and "unearned" aid based on the effective date of the administrative withdrawal. If a student completes 60 percent or less of credits taken during a term, the Office of Financial Aid determines the amount of "earned" aid based on the proportion of credits successfully completed within the term. If a student successfully completes more than 60 percent of the credits taken in a term, s/he is considered to have earned 100 percent of the awards disbursed for the term.

“Unearned” awards must be returned to the lender. The student is responsible for repaying the University for any balances owed as a result of the return of financial aid funds.

## Withdrawal in Good Standing

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

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

## Grading System

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

### VANCOUVER CAMPUS

Grade	Description	Grade Point
A+		4.25
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	N/A
W	Withdrawal	N/A
TR	Transfer	N/A

Only two grades of C, and no grades of D, F, NC, or AU may be counted toward completion of degree requirements. A maximum of six credit hours may be repeated to remediate deficient grades and 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.

**In Progress**

A temporary grade of IP (in progress) can be given to students who are engaged in field experiences, thesis, 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.

**Incomplete**

An I (incomplete) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the 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 Grade Agreement form with 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. The student and instructor must sign the agreement. The instructor must submit the form to the Office of the Registrar.

Receipt of one or more incomplete grades may preclude a student 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 Development Committee.

If the coursework is not successfully completed within the time limit established by the instructor (less than one term, or within one term following the course), the incomplete grade will be changed to an F (fail) or NC (no credit).

**Credit/No Credit**

A grade of CR (credit) is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/ internship requirements, qualifying examinations, the master's thesis, and the doctoral dissertation. A grade of NC (no credit) is assigned upon unsatisfactory performance in a practicum or a course offered on a credit/no-credit 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 academic satisfactory progress.

**Audit**

Students registered to audit a course will receive, upon successful completion of the course, a designation of "AU" on their transcripts that signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Audited courses do not count toward graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time.

**Grade Corrections/Grade Appeals**

Once a grade has been recorded on the student's academic record, additional work cannot be submitted to change the grade. To change an incorrectly recorded grade, students can notify the course instructor. In order for the grade to be changed, instructors must secure the approval and signature of their immediate supervisor (program director or chair). Grade Change forms should be submitted to the Office of the Registrar.



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Students may file a grade appeal by following the procedures of the Grade Appeal Policy, which is posted online at [adler.edu](http://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. Psy.D. students can appeal Psy.D. course grades of B- or lower.

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.

## TUITION AND FEES

### 2015–2016 TUITION AND FEES SCHEDULE

#### Admission Fees and Deposits (in Canadian Dollars)

Admission Application Fee	\$50
Deposit (nonrefundable) – Master's Programs (will be applied to first semester's tuition)	\$300
Deposit (nonrefundable) – Psy.D. Program (will be applied to first semester's tuition)	\$500
Start Date Deferral Fee	\$500

#### Tuition

Tuition – Standard Master's Credit Hour	\$850
Tuition – Standard Psy.D. Credit Hour	\$1,000
Tuition – Audit Master's Credit Hour	\$425
Tuition – Audit Psy.D. Credit Hour	\$500

## FINANCIAL AID – VANCOUVER CAMPUS

Student loans are offered by the Canadian and U.S. governments to help students pay for their postsecondary education. Canadian students (including permanent residents, landed immigrants, and protected persons) apply for loans through their home province or territory.

Government student loans take into consideration many factors, including:

- Income and assets
- Tuition, mandatory fees, and book costs
- Living expenses

## University Information for Loan Applications

- University Code: APRY
- Program Code for MAC: WAG5
- Program Code for MCP: XCZ5
- Program Code for MAOP: ZID5
- Program Code for MACD: WFJ5
- Program Code for Psy.D: XCZ6

**Course Load Information:** Students must be enrolled in a minimum of seven credits per term to be considered full time.

### STUDENTS FROM BRITISH COLUMBIA

Government student loan assistance is available to British Columbia residents enrolled in full-time studies.

Interest is not charged while you remain full time in a loan-eligible program at an approved postsecondary institution. Additionally, interest is not charged during the summer break (August) if you return to full-time study each September and update your full-time status

with your lenders (by receiving a new loan or submitting a confirmation of enrollment). You will be required to begin repaying your loan six months after you leave full-time studies. Grant funding does not have to be repaid.

### **HOW TO APPLY**

Students from British Columbia can apply online through [studentaidbc.ca](http://studentaidbc.ca) to be considered for federal and provincial loans and grant funding.

### **HOW MUCH LOAN FUNDING WILL I RECEIVE?**

The amount of funding you receive depends on the financial information you submit in your online application. After you have submitted your application, you will receive an assessment from SABC. This assessment will tell you how much funding you are eligible for and when you will receive it.

### **STUDENTS OUTSIDE BRITISH COLUMBIA**

Students from a province or territory other than British Columbia are eligible to receive government student loan assistance, but they must apply through their home province.

## **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 applies.

Students with one or more dependents under the age of 12 are eligible to receive \$200 per month of study for each child.

### **CANADA STUDY GRANT FOR THE ACCOMMODATION OF STUDENTS WITH PERMANENT DISABILITIES (CSG-PD)**

The Canada Study Grant program for students with permanent disabilities (CSG-PD) 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 postsecondary education are eligible to receive nonrepayable grants (for up to \$10,000 per program year) to purchase adaptive equipment and support services to help access public or private postsecondary institutions.

If these services are not provided by your school, CSG-PD funding can be used for:

- 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 calculators, and tape recorders
- Computers and other adaptive technical aids and software
- Reimbursement of 75 percent 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 University 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 \$1,000 per program year. The \$1,000 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 (BCSAP) 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 percent 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 Citizenship and Immigration Canada (CIC) off-campus work permit program. For more information about this program, please visit [cic.gc.ca/english/study/work-offcampus.asp](http://cic.gc.ca/english/study/work-offcampus.asp).

## PROGRAMS OF STUDY – VANCOUVER CAMPUS

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

Master of Counselling Psychology

Master of Counselling Psychology: Art Therapy

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

Doctor of Psychology in Clinical Psychology

## MASTER OF ARTS IN COUNSELLING PSYCHOLOGY

### Program Overview

The Master of Arts in Counselling Psychology (MAC) degree prepares students to be knowledgeable in foundational theories and methods of counselling. The program offers traditional graduate degree training coupled with an emphasis on education and training in socially responsible practice. This comprehensive program can be completed in a two-year period as a full-time student, including summer semesters if courses are completed according to the curriculum sequence below. This program is identical to the Master of Counselling Psychology but requires the successful completion of a thesis.

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 to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada, and students are encouraged to regularly consult about current requirements. Students are advised to consult with the Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.

### Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.
* MACP-472	Counselling Skills & Intervention	3 cr.

PCO-473	Prepracticum Counselling Lab	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MAC-502	M.A. Practicum Seminar I	2 cr.
MAC-503	M.A. Practicum Seminar II	2 cr.
MAC-506	M.A. Practicum I	1 cr.
MAC-507	M.A. Practicum II	1 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.
MAC-525	Preparation for the M.A. Thesis	1 cr.
MAC-526	M.A. Thesis I	1 cr.
MAC-527	M.A. Thesis II	1 cr.
MAC-528	M.A. Thesis III	1 cr.
MAC-529	M.A. Thesis Continuation	0 cr.
MACP-569	Lifestyle and Career Development	3 cr.
* MACP-623	Life Span Development	3 cr.
* MACP-641	Social Psychology and Individual Diversity	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MAC-995	Master's Clinical Qualifying Examination	0 cr.

**Total Credit Hours Required: 58**

\* = Required before beginning practicum

## Curriculum Sequence

### YEAR ONE

#### Fall Term

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

**Term Credits = 13**

#### Spring Term

MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-472	Basic Intervention and Assessment Skills	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.

**Term Credits = 11**

**Summer Term**

SJP-203	Social Justice Practicum II	1 cr.
MAC-525	Preparation for the M.A. Thesis	1 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
PCO-473	Prepracticum Counselling Lab	0 cr.

**Term Credits = 8****YEAR TWO****Fall Term**

MAC-506	M.A. Practicum Seminar I	1 cr.
MAC-508	M.A. Practicum I	2 cr.
MAC-526	M.A. Thesis I	1 cr.
MAF-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 10****Spring Term**

MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MAC-527	M.A. Thesis II	1 cr.
MAC-507	M.A. Practicum II	1 cr.
MAC-503	M.A. Practicum Seminar II	2 cr.
MACP-569	Lifestyle and Career Development	3 cr.

**Term Credits = 9****Summer Term**

MACP-337	Group Psychotherapy	3 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.
MAC-528	M.A. Thesis III	1 cr.
MAC-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 7****Total Credit Hours Required: 58****Graduation Requirements**

1. Satisfactory completion of 58 required 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 Social Justice 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 a master's 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.

## Minimum Admission Requirements:

At Adler University, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or a counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course, preferably in personality psychology.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable, and is considered in the evaluation of applicants.
- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University's Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admission requirements, visit [adler.edu](http://adler.edu).

## Practicum – Vancouver Campus

An integral part of the M.A. in Counselling Psychology program 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 gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a first-year Social Justice Practicum (SJP) that offers a service-learning experience and 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.

### **SOCIAL JUSTICE PRACTICUM**

Students completing first-year coursework will spend eight to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. Students should contact the Manager of Social Justice Practicum, Vancouver Campus.



## **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend at least two days per week over the course of eight to 12 months at an approved counselling practicum site and must concurrently enroll in practicum seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Department of Community Engagement collaborates with students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle, for detailed information.

## **M.A. 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 MAC-525 – Preparation for M.A. Thesis. Once students register for MAC-525, they are required to continuously register in M.A. Thesis courses (MAC-526, MAC-527, and MAC-528) over the next three consecutive terms. Students who have not completed their thesis after registering for M.A. Thesis I, II, and III are required to register for MAC-529 – M.A. Thesis Continuation in all subsequent terms until their thesis is completed and approved. Students receive a grade of IP (in progress) for any term in which they are making satisfactory progress on their thesis and a grade of NP (no progress) when they are failing to complete the project in a timely manner. When a student satisfactorily completes each major 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.

# MASTER OF COUNSELLING PSYCHOLOGY

## Program Overview

The Master of Counselling Psychology (MCP) prepares students to be knowledgeable in foundational theories and methods of counselling. The program offers traditional graduate degree training coupled with an emphasis on education and training in socially responsible practice. This comprehensive program can be completed in a two-year period as a full-time student, including summer semesters if courses are completed according to the curriculum sequence below.

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 to apply for membership registration with the British Columbia Association of Clinical Counsellors ([bc-counsellors.org](http://bc-counsellors.org)) and/or the Canadian Counselling and Psychotherapy Association ([ccpa-accp.ca](http://ccpa-accp.ca)). Students are advised that licensure requirements are under review in various jurisdictions in Canada, and are encouraged to regularly consult about current requirements. Students are advised to consult with the Training Director prior to starting the clinical practicum, as individual practicum training experiences may differ, and some students may need additional postgraduate experience or supervision hours to meet certification requirements. Students who intend to practice in locations other than the province of British Columbia are also encouraged to consult with the appropriate association, agency, or board relevant to local certification or licensure requirements.

## Degree Requirements

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

* MACP-200	Professional Development Seminar I	1 cr.
* MACP-201	Professional Development Seminar II	1 cr.
* SJP-202	Social Justice Practicum I	1 cr.
* SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
MACP-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MACP-438	Introduction to Addictive Disorders	3 cr.
* MACP-472	Counselling Skills & Intervention	3 cr.
PCO-473	Prepracticum Counselling Lab	0 cr.
MACP-495	Research in Counselling Psychology	3 cr.
* MACP-505	Ethical Practice in Counselling Psychology	3 cr.
MAC-506	Master's Practicum I	1 cr.
MAC-502	Master's Practicum Seminar I	2 cr.
MAC-503	Master's Practicum Seminar II	2 cr.
MAC-507	Master's Practicum II	1 cr.
* MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
* MACP-520	Theories of Psychotherapy	3 cr.

MACP-569	Lifestyle and Career Development	3 cr.
* MACP-623	Life Span Development	3 cr.
* MACP-641	Social Psychology and Individual Diversity	3 cr.
* MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.
MACP-663	Effective Couple and Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
MAC-995	Master's Clinical Qualifying Examination	0 cr.

**Total Credit Hours Required: 54**

\* = Required before beginning practicum

## Curriculum Sequence

### YEAR ONE

#### Fall Term

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

**Term Credits = 13**

#### Spring Term

MACP-201	Professional Development Seminar II	1 cr.
SJP-202	Social Justice Practicum I	1 cr.
MACP-472	Counseling Skills & Intervention	3 cr.
MACP-495	Research in Counselling Psychology	3 cr.
MACP-505	Ethical Practice in Counselling Psychology	3 cr.

**Term Credits = 11**

#### Summer Term

SJP-203	Social Justice Practicum II	1 cr.
MACP-337	Group Psychotherapy	3 cr.
PCO-473	Prepracticum Counselling Lab	0 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	3 cr.
MACP-647	Biopsychosocial Bases of Health and Dysfunction	3 cr.

**Term Credits = 10**

### YEAR TWO

#### Fall Term

MAC-506	Master's Practicum I	1 cr.
MAC-502	Master's Practicum Seminar I	2 cr.
MACP-663	Effective Couple & Family Therapy	3 cr.
PCO-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 9**

**Spring Term**

MACP-433	Parent Education: Adlerian Theories and Interventions	2 cr.
MAC-507	Master's Practicum II	1 cr.
MAC-503	Master's Practicum Seminar II	2 cr.
MACP-569	Lifestyle and Career Development	3 cr.

**Term Credits = 8****Summer Term**

MACP-438	Introduction to Addictive Disorders	3 cr.
MAC-995	Master's Clinical Qualifying Examination	0 cr.

**Term Credits = 3****Total Credit Hours Required: 54****Graduation Requirements**

1. Satisfactory completion of 54 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of a clinical practicum and 150 clock hours of a Social Justice Practicum.
3. A cumulative GPA of 3.0 or higher and no more than two courses or six credits with a final grade of C.
4. Successful completion of the Master's Clinical Qualifying Examination.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.

**Minimum Admission Requirements**

At Adler University, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or a counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and a fourth foundational course, preferably in personality psychology.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable and is considered in the evaluation of applicants.
- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process. Students must complete all coursework required for the program at Adler University Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admission requirements, visit [adler.edu](http://adler.edu).

## **Practicum – Vancouver Campus**

An integral part of the Master of Counselling Psychology program 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 gives students the closely supervised opportunity to apply and further develop the knowledge, skills, values, and competencies they gain in coursework. Practicum training requirements begin with a first-year Social Justice Practicum (SJP) 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.

### **SOCIAL JUSTICE PRACTICUM**

Students completing first-year coursework will spend eight to 10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required coursework. A minimum of 150 clock hours of SJP is required. International SJP opportunities are also available. Students should contact the Manager of Social Justice Practicum, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students should expect to spend at least two days per week over the course of eight to 12 months at an approved counselling practicum site and must concurrently enroll in practicum seminars during their first two semesters of field experience. A minimum 700 total clock hours of counselling practica are required, which is further outlined in program descriptions within this catalog. The Department of Community Engagement collaborates with students to identify and obtain counselling practicum opportunities that meet the standards and requirements of the program. Students should refer to the Practicum Handbook, available on Moodle, for detailed information.

# MASTER OF COUNSELLING PSYCHOLOGY: ART THERAPY

## Program Overview

As a form of expressive therapy, art therapy draws on artistic media and the creative process to help improve an individual's physical, mental, and emotional well-being. Art therapists are counsellors trained to work both verbally and meta-verbally to help people feel better.

The Master of Counselling Psychology: Art Therapy program at Adler University combines innovative practical training and a rigorous curriculum focused on traditional counselling theories and techniques, and an understanding of the psychological aspects of the creative process, with a focus on art-making and counselling methodologies.

The curriculum aligns with requirements established by:

- The British Columbia Association of Clinical Counsellors and the Canadian Counselling and Psychotherapy Association for application to become a registered clinical counsellor in the province of British Columbia or a Canadian certified counsellor in Canada.
- The British Columbia Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association for application to become a registered art therapist upon completion of postgraduate supervised client hours.

This comprehensive program can be completed in two years of full-time study, including summer semesters. It incorporates a Social Justice Practicum and an extensive clinical practicum, training in the research and scholarship of the profession, and a culminating Master's Clinical Qualifying Exam to ensure students graduate with the requisite skills and knowledge for entry-level practice in professional counselling and art therapy.

Professional affiliations for student networking include:

### **American Art Therapy Association**

[arttherapy.org](http://arttherapy.org)

### **American Counseling Association**

[counseling.org](http://counseling.org)

### **B.C. Association of Clinical Counsellors**

[bc-counsellors.org](http://bc-counsellors.org)

### **British Columbia Art Therapy Association**

[bcarttherapy.com](http://bcarttherapy.com)

### **Canadian Art Therapy Association**

[canadianarttherapy.org](http://canadianarttherapy.org)

### **Canadian Counselling and Psychotherapy Association**

[ccacc.ca](http://ccacc.ca)

### **Canadian Psychological Association**

[cpa.ca](http://cpa.ca)

## Curriculum Sequence

### YEAR ONE

#### Fall Term

* MART-200	Art Therapy Professional Development Seminar I	1 cr.
MART-344	Historical and Theoretical Perspectives of Art Therapy	3 cr.
PCO-520	Theories of Psychotherapy	3 cr.
PCO-623	Life Span Development	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.

**Term Credits = 13**

#### Spring Term

MART-201	Art Therapy Professional Development Seminar II	1 cr.
MART-202	Social Justice Practicum I	1 cr.
MART-345	Assessment, Diagnosis, and Treatment Planning in Art Therapy (and Lab)	3 cr.
PCO-472	Basic Intervention and Assessment Skills	3 cr.
PCO-647	Biopsychosocial Bases of Health & Dysfunction for Counsellors	3 cr.
MART-452	Theories and Methods of Art Therapy Intervention I: Families and Older Adults	3 cr.

**Term Credits = 14**

#### Summer Term

MART-203	Social Justice Practicum II	1 cr.
MART-346	The Use of Art in Group Therapy	3 cr.
MART-466	Studio Art	3 cr.
MART-505	Art Therapy Professional Development, Issues, and Ethics	3 cr.
MACP-516	Individual Appraisal for Counsellors in Practice	0 cr.

**Term Credits = 10**

### YEAR TWO

#### Fall Term

MART-451	Sociocultural and Multicultural Approaches in Art Therapy	3 cr.
MART-453	Theories and Methods of Intervention in Art Therapy II: Trauma	3 cr.
MART-467	Art Therapy Practicum Seminar I	2 cr.
MART-480	Art Therapy Practicum I	1 cr.

**Term Credits = 9**

#### Spring Term

* PCO-433	Parent Education: Adlerian Theory and Interventions	2 cr.
MART-468	Art Therapy Practicum Seminar II	2 cr.
MART-481	Art Therapy Practicum II	1 cr.
PCO-495	Research Methods	3 cr.
PCO-438	Introduction to Addictive Disorders for Counsellors	3 cr.

**Term Credits = 11**

**Summer Term**

MART-995 Master's Clinical Qualifying Examination

0 cr.

**Term Credits = 0****Total Credit Hours Required: 60**

\*Required before practicum

## Graduation Requirements

1. Satisfactory completion of 60 credit hours, including all required courses.
2. Satisfactory completion of 700 minimum clock hours of clinical practicum, which includes 350 direct client contact hours and 100 hours of clinical supervision, and 150 hours of Social Justice 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 the Master's Clinical Qualifying Examination.
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 Counselling Psychology: Art Therapy degree.

## Minimum Admission Requirements

At Adler University, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- A baccalaureate degree or equivalent from an accredited institution, preferably in psychology or a counselling-related discipline.
- A grade point average of 3.0 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- The equivalent of at least 12 semester credit hours in baccalaureate-level psychology coursework with a grade of C or better. These courses must include introductory psychology, abnormal psychology, research methods, and developmental psychology.
- The equivalent of 18 semester credit hours in studio art which demonstrates proficiency and disciplined commitment in art-making.
- A portfolio of original artwork: 15 examples in three or more different media demonstrating competence with art materials.
- Coursework or volunteer/work experience that involves the use of counselling-related skills and demonstrates counselling capacity is highly desirable and is considered in the evaluation of applicants.
- Approved applicants will be evaluated through an in-person writing sample, a portfolio review, and an interview as the final step in the application process.



Graduate courses from regionally accredited institutions that are equivalent to courses required in the student's degree program at Adler University and in which the student has earned grades of B or better may be considered for transfer credit. Coursework taken more than five years prior to enrollment may not be accepted for transfer credit. Adler University does not grant credit for any curriculum requirements based on prior learning assessment.

Students must complete all coursework required for the program at Adler University's Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy or courses completed as part of an exchange program with our Chicago Campus that are approved by the MCP Art Therapy Program Director.

## **Practicum – Vancouver Campus**

### **SOCIAL JUSTICE PRACTICUM**

Students completing first-year coursework will spend eight to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework. A minimum of 150 clock hours of CSP is required. International community service opportunities are also available. Students should contact the Manager of Social Justice Practicum, Vancouver Campus.

### **CLINICAL PRACTICUM**

After completion of all first-year coursework, students are required to complete 700 minimum clock hours of Clinical Practicum, which includes 350 direct client contact hours and 100 hours of clinical supervision. Clinical practicum sites may include working within hospitals, criminal justice systems, nonprofit organizations, mental health organizations, school systems, addiction services, and with art therapists in private practice. Students should expect to spend at least two days per week over the course of eight to 12 months at an approved practicum site and must concurrently enroll in practicum seminars during their first two semesters of field experience. The Department of Community Engagement works in collaboration with students in identifying and obtaining therapy practicum opportunities that meet the standards and requirements of the program. Students should refer to the *Practicum Handbook*, available on Moodle, for detailed information.

# MASTER OF ARTS IN ORGANIZATIONAL PSYCHOLOGY

## Program Overview

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 Social Justice Practicum and a 300-hour Organizational Development Practicum completed in an organizational setting.

The program also requires students to complete a comprehensive research project to ensure they have the requisite understanding of the 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 weekday, weekday 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 counsellor.

## 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 and graduate coursework.
- The equivalent of 12 semester credit hours in psychology with grades of C or better.
- Undergraduate courses in introductory or general psychology, research methods, and two other courses in the fields of psychology and organizational studies.

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

## Degree Requirements

Successful completion of the following courses is required for this degree. It is strongly recommended that students take courses following the sequence described below to ensure timely progress in meeting program requirements.

MAOP-210	Leadership Development Seminar	1 cr.
MAOP-220	Professional Development Seminar	1 cr.

MAOP-222	Social Justice Practicum I	1 cr.
MAOP-225	Social Justice Practicum II	1 cr.
MAOP-515	Communication Theory and Practice	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
MAOP-549	MAOP Thesis	3 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-560	Leadership Theory and Practice	3 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-576	Strategic Human Resource Management	3 cr.
MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.
MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.

**Total Credit Hours Required: 45**

## Curriculum Sequence

### YEAR ONE

#### Fall Term

MAOP-210	Leadership Development Seminar	1 cr.
MAOP-570	Foundations in Organizational Psychology	3 cr.
MAOP-641	Social Psychology and Well-Being at Work	3 cr.
MAOP-560	Leadership Theory and Practice	3 cr.
MAOP-546	Research Methods in Organizational Psychology	3 cr.

**Term credits = 13**

#### Spring Term

MAOP-535	Ethics and Socially Responsible Practice	1 cr.
MAOP-576	Strategic Human Resource Management	3 cr.
MAOP-578	Personnel Selection and Assessment	3 cr.
MAOP-523	Psychometrics Lab	1 cr.
MAOP-547	Group Theory and Team Dynamics	3 cr.
MAOP-515	Communication Theory and Practice	3 cr.

**Term credits = 13**

**Summer Term**

MAOP-220	Professional Development	1 cr.
MAOP-550	MAOP Thesis Preparation	1 cr.
MAOP-548	Organizational Policy Frameworks and Dispute Resolution	3 cr.
MAOP-580	Organizational Change and Development	3 cr.
MAOP-585	Leadership Coaching	3 cr.

**Term credits = 11****YEAR TWO****Fall Term**

MAOP-549	MAOP Thesis	3 cr.
MAOP-222	Social Justice Practicum I	1 cr.

**Term credits = 4****Spring Term**

MAOP-529	MAOP Thesis (continued)	
MAOP-225	Social Justice Practicum II (continued)	1 cr.

**Term credits = 1****Summer Term**

MAOP-586	Organizational Psychology Practicum I	1 cr.
MAOP-588	Organizational Psychology Practicum Seminar	1 cr.

**Term credits = 2****Total Credit Hours = 45****Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses.
2. Satisfactory completion of 300 minimum clock hours of an organizational psychology practicum and 150 clock hours of Social Justice 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 a master's thesis.
5. Submission of completed graduation application and full payment of all outstanding tuition and fees.

**Minimum Admission Requirements**

At Adler University, we take great pride in our diverse student body. Students represent a wide range of professional interests, ethnic and cultural backgrounds, and academic and work histories. We admit individuals with a record of outstanding academic achievement and a commitment to social responsibility.

To be considered for admission, an applicant must meet the following criteria:

- 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 and graduate coursework.

- The equivalent of 12 semester credit hours in baccalaureate-level psychology 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 organizational studies.
- Experience in an organizational setting in either paid or volunteer positions. Approved applicants will be evaluated through an in-person writing sample and an interview as the final step in the application process. Students must complete all coursework required for the program at Adler University's Vancouver Campus. The only exceptions to this policy are any courses accepted for transfer credit in accordance with the University's official Transfer Credit policy. For full details about our admission requirements, visit [adler.edu](http://adler.edu).

## **Practicum – Vancouver Campus**

### **SOCIAL JUSTICE PRACTICUM**

In their second year of the program, students will spend eight to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site and must concurrently enroll in required coursework or thesis requirements. A minimum of 150 clock hours of SJP is required. International community service opportunities are also available. For more information, students should contact the Manager of Social Justice Practicum, Vancouver Campus.

### **PROFESSIONAL PRACTICUM**

Students are required to complete a 300-hour Organizational Development Practicum, which is typically completed in an organizational setting. Students are supervised by designated practitioners in the organizational setting and by organizational psychology faculty from Adler University. The goal of this training is for students to build on the knowledge, skills, attitudes, and values that are needed to become competent practitioners. Students are typically at their sites two to three days per week for a period of four months. Approved sites include a range of settings, such as human resources or organizational development departments in public, private, or nonprofit organizations; EAP firms; management consulting firms; and relocation or outplacement firms.

# DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY

## Program Overview

The Doctor of Psychology in Clinical Psychology (Psy.D.) program prepares students for the general practice of professional clinical psychology with particular focus on socially responsible practice that includes education and training regarding the broader social and systemic factors that contribute to human dysfunction. Our Psy.D. program aligns with the core competencies outlined by the Mutual Recognition Agreement of the regulatory bodies for professional psychologists in Canada and the scholar-practitioner model of training and education developed by the National Council of Schools and Programs of Professional Psychology to develop 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.

The Vancouver Campus program curriculum mirrors the Chicago Campus Psy.D. curriculum, which has received accreditation from the American Psychological Association. The program curriculum has been specially designed to meet the curricular requirements of most provincial and state licensing and registration bodies. Graduates of the parallel Chicago Campus Psy.D. program have been registered or licensed as psychologists in Canada and the United States, respectively. Applicants are encouraged to consult the registration/licensure requirements of the jurisdiction in which they hope to become registered/licensed to verify that the program meets their specific jurisdiction's requirements. The program is structured for completion in five years of full-time study, which includes a full-year internship.

## Curriculum

The sequence of coursework is designed for full-time study over five years, including a full-year internship. Adherence to the recommended sequence assures that students are taking courses that are sequenced to be logical, cumulative, and graded in complexity.

In the first year, foundation courses help students develop knowledge and skills pertinent to relationship, diversity, and assessment competencies, as well as human development and health and dysfunction. Foundation courses also are taken in biological bases and cognitive/affective bases of behaviour. In addition, students attend a professional development seminar to receive guidance on program requirements, an orientation to issues pertinent to professional psychology, and preparation for the Social Justice Practicum, the unique service learning experience that reflects our doctoral program's goal to educate socially responsible practitioners.

In years two and three of the curriculum, students build on foundational training to expand their knowledge and skills into additional areas of competency, including assessment, intervention, and research. A foundation course in socially responsible practice is devoted to reviewing theory and research on the roles of structural and systemic factors on human well-being. Each student also completes two required clinical practica and begins their doctoral dissertation.

The fourth year of the curriculum is devoted to coursework on professional practice-oriented competencies, such as supervision and consultation, as well as additional coursework in psychopharmacology and socially responsible practice. Students are encouraged to complete their doctoral dissertations prior to beginning their predoctoral internships.

To monitor and ensure achievement of course and program competencies, capstone tasks are sequenced such that students have appropriately timed opportunities to demonstrate acquisition of specific knowledge, skills, and attitudes. These tasks consist of the Doctoral Clinical Qualifying Examinations (to assess the assessment competency at the completion of the assessment practicum and to assess the intervention competency at the completion of the intervention practicum) and the doctoral dissertation. These capstone requirements enable faculty to establish that students have acquired the expected level of competency in targeted areas, as well as to assess the degree to which the curriculum is successfully preparing students for professional practice.

## **Clinical Training: Practica and Internship**

The program requires 1,500 hours of clinical practicum experience with appropriate supervision from credentialed supervisors and group supervision by Adler faculty. After completing all coursework, practicum training experiences, and clinical qualifying examinations, students will be required to complete a 1,600 hour internship at an approved site. In addition, the program requires a 150-hour Social Justice Practicum, taken during the first year of study that provides students with experiential learning on issues of diversity and social justice as they relate to individual and community mental health and well-being.

## **Research Training and the Dissertation**

The doctoral dissertation requires each student to design, prepare, and implement a research study examining an issue relevant to the practice of clinical psychology. It is designed to contribute to a student's knowledge, skills, and expertise in scholarship and in the science and practice of professional psychology. The doctoral dissertation serves as an important capstone requirement for cumulative, sequential learning in research methodologies and in evaluating the student's ability to integrate research and practice.

### **Doctoral Clinical Qualifying Examinations**

In addition to satisfying coursework, clinical and research training, and other program requirements, students must also pass two qualifying examinations. Qualifying examinations are important tasks integrated throughout the doctoral curriculum that provide students with the opportunity to integrate course material and practical training, reflect upon their educational and training experiences, and apply their learning to clinical and social issues.

## **Residency Requirement**

Students are required to complete a minimum of three academic years of full-time, resident graduate study. Students should be able to complete their doctoral degree within seven years of first registration to the Psy.D. program. Students are also expected to complete the program within two years of completing the internship (failure to do so may result in administrative withdrawal from the program).

## Work Outside of Teaching or Research Assistantships

Students do not work more than an average of 20 hours per week in employment outside of the program.

## Admission Criteria

Applicants to the program must have the following:

- An honours baccalaureate degree in psychology or the equivalent from an accredited institution. Equivalency means at least 60 credits of psychology coursework.
- A grade point average of 3.25 or higher on a 4.0 scale for all undergraduate and graduate coursework.
- Completed senior courses in statistics, research methods, and abnormal psychology. In addition, applicants are expected to have completed coursework in neuroscience, cognition, social psychology, developmental psychology, tests and measurement theory, personality, and learning.
- Practicum or work experience in psychology or a related field is highly desirable and is considered in the evaluation of applicants.
- Submission of the Graduate Record Exam general score.
- Approved applicants will be evaluated through an in-person writing sample and interview as the final step in the application process.

Students accepted for admission who have completed previous graduate-level coursework at Adler University or another graduate institution may apply to have their previous coursework considered for transfer credit. A maximum of 24 semester credits may be transferred into the Psy.D. program. Adler does not grant credit for any curriculum requirements based on prior learning assessment.

## Degree Requirements

The following courses are required for this degree:

PCO-337	Group Psychotherapy	3 cr.
PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PCO-438	Introduction to Addictive Disorders	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-510	Research & Psychometric Theory	3 cr.
PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-518	Advanced Adlerian Approaches to Individual and Family Therapy	3 cr.
PSYD-530	Community Psychology	3 cr.
PSYD-550	Statistics	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-602	Social Justice Practicum I	1 cr.
PSYD-603	Social Justice Practicum II	1 cr.
PCO-623	Life Span Development	3 cr.



PSYD-627	Assessment I: Cognitive and Intellectual Assessment (with lab)	3 cr.
PSYD-628	Assessment II: Personality Assessment (with lab)	3 cr.
PSYD-629	Assessment III: Integrated Assessment	3 cr.
PSYD-630	Cognitive-Behavioural Approaches to Intervention	3 cr.
PSYD-632	Cognitive/Affective Bases of Behaviour	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD-636	Biological Bases of Behaviour	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction -- Adult	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction – Child	3 cr.
PSYD-655	Ethics	3 cr.
PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
MAF-663	Effective Couple and Family Therapy	3 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.
PSYD-680	Supervision and Consultation	3 cr.
PSYD-690	Psychopharmacology	3 cr.
PSYD-691	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSYD-692	The Role of Psychologists in Management, Administration, and Leadership	3 cr.
* PSYD-701	Assessment Practicum I	1 cr.
* PSYD-702	Assessment Practicum II	1 cr.
* PSYD-703	Assessment Practicum III	1 cr.
* PSYD-704	Therapy Practicum I	1 cr.
* PSYD-705	Therapy Practicum II	1 cr.
* PSYD-706	Therapy Practicum III	1 cr.
PSYD-711	Assessment Practicum Seminar I	1 cr.
PSYD-712	Assessment Practicum Seminar II	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-900	Doctoral Dissertation Seminar: Proposal I	0 cr.
PSYD-901	Doctoral Dissertation Seminar: Proposal II	0 cr.
PSYD-902	Doctoral Dissertation Seminar	0 cr.
PSYD-903	Doctoral Dissertation Seminar	0 cr.
PSYD-904	Doctoral Dissertation Seminar, continued	0 cr.
PSYD-990	Doctoral Clinical Qualifying Exam – Assessment	0 cr.
PSYD-XXX	Clinical Elective	3 cr.
PSYD-XXX	Clinical Elective	3 cr.

**Total Credit Hours Required: 106**

\* = Coursework from previous semesters must be completed prior to beginning practicum

## Suggested Course Sequence

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.

### YEAR ONE

#### Fall Term

PSYD-510	Research & Psychometric Theory	3 cr.
PSYD-472	Basic Intervention and Assessment Skills	3 cr.
PSYD-600	Doctoral Professional Development Seminar I	1 cr.
PSYD-602	Doctoral Social Justice Practicum I	1 cr.
PSYD-627	Assessment I: Cognitive and Intellectual Assessment + Lab	3 cr.
PSYD-647	Biopsychosocial Bases of Health and Dysfunction-Adult	3 cr.

**Term Credits = 14**

#### Spring Term

PSYD-603	Doctoral Social Justice Practicum II	1 cr.
PSYD-601	Doctoral Professional Development Seminar II	1 cr.
PSYD-628	Assessment II: Personality Assessment + Lab	3 cr.
PSYD-636	Biological Bases of Behaviour	3 cr.
PCO-641	Social Psychology and Individual Diversity	3 cr.
PSYD-648	Biopsychosocial Bases of Health and Dysfunction-Child	3 cr.

**Term Credits = 14**

#### Summer Term

PSYD-629	Assessment III: Integrated Assessment	3 cr.
PSYD-632	Cognitive/Affective Bases of Behaviour	3 cr.
PSYD-655	Ethics	3 cr.
PSYD-675	Structural and Sociocultural Bases of Health and Dysfunction	3 cr.

**Term Credits = 12**

### YEAR TWO

#### Fall Term

PCO-623	Life Span Development	3 cr.
PSYD-630	Cognitive-Behavioural Approaches to intervention	3 cr.
PSYD-701	Assessment Practicum I	1 cr.
PSYD-711	Assessment Practicum Seminar I	1 cr.

**Term Credits = 8**

**Spring Term**

PCO-402	Introduction to Adlerian Psychology and Psychopathology	3 cr.
PSYD-660	Humanistic/Existential Approaches to Intervention	3 cr.
PSYD-702	Assessment Practicum II	1 cr.
PSYD-712	Assessment Practicum Seminar II	1 cr.

**Term Credits = 8****Summer Term**

PCO-337	Group Psychotherapy	3 cr.
MAF-663	Effective Couple and Family Therapy	3 cr.
PSYD-703	Assessment Practicum III	1 cr.
PSYD-713	Assessment Practicum Seminar III	1 cr.
PSYD-990	Doctoral Clinical Qualifying Exam – Assessment	0 cr.

**Term Credits = 8****YEAR THREE****Fall Term**

PSYD-518	Advanced Adlerian Approaches to Individual and Family Therapy	3 cr.
PSYD-515	Applied Research Design in Clinical Psychology	3 cr.
PSYD-704	Therapy Practicum I	1 cr.
PSYD-714	Therapy Practicum Seminar I	1 cr.

**Term Credits = 8****Spring Term**

PSYD-550	Statistics	3 cr.
PSYD-900	Doctoral Dissertation Seminar: Proposal I	0 cr.
PSYD-670	Psychodynamic Approaches to Intervention	3 cr.
PSYD-705	Therapy Practicum II	1 cr.
PSYD-715	Therapy Practicum Seminar II	1 cr.

**Term Credits = 8****Summer Term**

PCO-438	Introduction to Addictive Disorders	3 cr.
PSYD-691	Doctoral Clinical Qualifying Exam – Intervention	0 cr.
PSYD-706	Therapy Practicum III	1 cr.
PSYD-716	Therapy Practicum Seminar III	1 cr.
PSYD-901	Doctoral Dissertation Seminar Proposal II	0 cr.

*Add one (1) clinical elective (choice of advanced assessment or intervention coursework)* 3 cr.

**Term Credits = 8**

**YEAR FOUR****Fall Term**

PSYD-530	Community Psychology	3 cr.
PSYD-634	History and Systems	3 cr.
PSYD 902	Doctoral Dissertation Seminar	0 cr.

**Term Credits = 6****Spring Term**

PSYD-680	Supervision and Consultation	3 cr.
PSYD-903	Doctoral Dissertation Seminar	0 cr.
<i>Add one (1) clinical elective (choice of advanced assessment or intervention coursework)</i>		3 cr.

**Term Credits = 6****Summer Term**

PSYD-690	Psychopharmacology	3 cr.
PSYD-692	The Role of Psychologists in Management, Administration, and Leadership	3 cr.
PSYD-904	Doctoral Dissertation Seminar, continued	0 cr.

**Term Credits = 6****YEAR FIVE**

Pre-Doctoral Internship	0 cr.
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**Term Credits = 0****Total Credit Hours = 106****Graduation Requirements**

1. Satisfactory completion of all required credit hours, including all required courses as outlined in the curriculum.
2. Satisfactory completion of 1,500 minimum hours of clinical practicum.
3. Satisfactory completion of the Social Justice Practicum.
4. A cumulative grade point average of 3.0 or higher and meeting all policies with regard to grades.
5. Fulfillment of the residency requirement described above.
6. Successful completion of all qualifying and comprehensive examinations.
7. Successful completion of a doctoral dissertation.
8. Satisfactory completion of an institution-approved predoctoral internship.
9. Submission of completed graduation application and full payment of all outstanding tuition and fees.

## COURSE DESCRIPTIONS – VANCOUVER CAMPUS

### **MART-200                      Art Therapy Professional Development Seminar I                      1 Credit**

This seminar will provide students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the fields of counselling, art therapy and professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. Students will be introduced to basic counselling skills and have an opportunity to practice these skills in class exercises. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

### **MART-201                      Art Therapy Professional Development Seminar II                      1 Credit**

This seminar will provide students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the fields of counselling, art therapy and professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. Students will be introduced to basic counselling skills and have an opportunity to practice these skills in class exercises. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

### **MACP-200                      Professional Development Seminar I & II                      1 Credit Each** **MACP-201**

This two-term 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 an overview of the ethical codes and professional standards of psychology. This course will also assist in orienting and preparing students for the Social Justice Practicum.

### **MART-202                      Social Justice Practicum I                      1 Credit**

By serving in a practical way in the community, students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development, and implementation; and professional networking. Throughout the practicum process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of the Adler program through the Social Justice Practicum. Students are opening doors for psychology where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

**SJP-202 Social Justice Practicum I & II 1 Credit Each**  
**SJP-203**

*Corequisites: Concurrent with one of the following courses: 350, 402, 505, or 641.*

During the second and third semesters of their first year of the master's or doctoral program, students are involved in supervised community service. Placements are assigned based upon an application process overseen by the Department of Training and Community Service. Students will spend eight to 10 hours a week at this placement, accruing a minimum of 200 hours over the course of six months. Students will engage in activities such as youth tutoring, research and program development, community organizing, grant writing, and advocacy work. Students may not complete this requirement at their place of employment. This course may not be transferred or waived.

**MART-203 Social Justice Practicum II 1 Credit**

By serving in a practical way in the community, students will acquire knowledge about community-based problems and the range of programs and services designed to address these problems; public health approaches, policy development, and implementation; and professional networking. Throughout the practicum process, students are contributing to others in the community on behalf of the degree that is being earned and also the profession to which the degree leads. Students represent the reputation of the Adler program through the Social Justice Practicum. Students are opening doors for psychology where there may have been a historical void and making it more accessible and less stigmatizing for others to ask for help.

**MAOP-210 Leadership Development Seminar 1 Credit**

As an essential supplement to MAOP-560 (Leadership Theory and Practice), this course will help students discover and mobilize their individual and collective leadership capacity in the field of organizational psychology. Emphasis will be placed on identifying students' unique strengths, core values, and self-limiting beliefs and on discerning a personal "quest" worthy of their deepest commitment. Students will gain a working knowledge of professional issues faced by the organizational psychologist in a variety of different contexts and a portfolio of resources and principles for setting their quest in motion. The course will also offer a preliminary overview of social responsibility within the context of the business community and additional assistance in orienting and preparing for the Social Justice Practicum (SJP). Learning throughout this seminar will be reinforced by dynamic group activities, peer coaching, reflective journaling, guest speakers, and applied projects.

**MAOP-220 Professional Development 1 Credit**

In this capstone course, students will learn the guiding principles and large-group methods used to build and strengthen communities of belonging, where members feel a deep sense of shared purpose, interconnectedness, emotional ownership, and accountability for the whole. Emphasis will be placed on the application of well-established methodologies aimed at bringing large groups of people together to create visions, build strategy, define work processes, and create direction for institutions and communities. A key component of the course is developing and setting in motion a personal and collective strategy for building a professional network and community of practice as MAOP alumni.

**MAOP-222 Social Justice Practicum I 1 Credit**

Students will spend eight to 10 hours per week over the course of six months at an approved Social Justice Practicum (SJP) site. A minimum of 150 clock hours of SJP is required. International social justice opportunities are also available. Students will engage

in structured project activities related to social action, outreach, programming, development, and needs assessment. For more information, students should contact the Manager of Social Justice Practicum, Vancouver Campus.

**MAOP-225**                      **Social Justice Practicum II**                      **1 Credit**  
TBA

**PCO-337**                      **Group Psychotherapy**                      **3 Credits**  
TBA

**MACP-337**                      **Group Psychotherapy**                      **3 Credits**  
*Prerequisites:* MACP-472, MACP-520. This course examines the history, theory, methods, and application of group psychotherapy in professional psychology. The development of competence in group methods is enhanced through a combination of lectures, student presentations, class exercises, break-out practice groups, and participation in and experience leading an experiential in-class group. The class meets as a group, and students process their experiences in the here and now. The goal is to help students become more comfortable with themselves and, therefore, learn to relate more effectively and creatively in the group setting.

**MART-344**                      **Historical and Theoretical Perspectives of Art Therapy**                      **3 Credits**  
This course introduces the history, philosophy, theory, and practice of art therapy within counselling psychology. The fundamental elements of art therapy are addressed with attention to the influences of diverse cultural values, beliefs, and practices. Learning in this course will be attained through lectures, oral and written assignments, and experiential exercises.

**MART-345**                      **Assessment, Diagnosis & Treatment Planning**                      **3 Credits**  
**in Art Therapy**  
This course introduces purpose (functions), issues, and processes of clinical art therapy assessment, diagnosis, and treatment planning. History, information, and skills of art therapy assessments, psychological diagnosis, and treatment planning are presented. The main categories of art therapy assessment, the tools of report preparation, and treatment planning are addressed with attention to the influences of diverse cultural values, beliefs, and practices. Experiential art activities, lectures, and regular written assignments are the primary means of learning in this course.

**MART-346**                      **The Use of Art in Group Therapy**                      **3 Credits**  
This course offers models, approaches, and skills in group art therapy with culturally diverse groups and clinical populations. Through readings, role-play, presentations, art-making activities, and class discussions, students gain understanding and experience to facilitate individual expression and change in group art therapy. This art therapy group course is designed as a training experience that, in addition to developing skills to facilitate art therapy groups, develops an awareness of how the efficacy of group experience can transform the individual.

**MACP-402**                      **Introduction to Adlerian Psychology and Psychopathology**                      **3 Credits**  
This course covers the major principles of Adlerian or Individual Psychology. Students learn the theoretical principles as a basis for understanding each individual's creation of a "unique style of life" or personality. This course will address cognitive, affective, social,

cultural, and diversity aspects in the individual's formation of their view of self, others, and the world. The social nature of people, individual creativity, holism, purposive behaviour, family system, memory, and private logic are among the theoretical principles that will be explored. This course also includes thorough examination of Adler's futuristic principle of Gemeinschaftsgefühl and its potential impact on both individuals and mankind.

**PCO-402 Introduction to Adlerian Psychology and Psychopathology 3 Credits**  
TBA

**MACP-433 Parent Education: Adlerian Theories and Interventions 2 Credits**  
*Prerequisite: MACP-402.* This course prepares students to provide child guidance and parent education based on Adlerian principles. Through lecture, class discussion, observation, and participative demonstrations, students develop skills and knowledge for conducting parenting groups/workshops in the local community, and they gain a greater sense of parenting issues, support, and strategies. The course also provides the students with an opportunity to apply the material within their practice and within the local community. There will be an in-class presentation component as well as a presentation in the local community.

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

**MACP-438 Introduction to Addictive Disorders 3 Credits**  
This course is designed to provide an introduction to substance dependence, substance abuse, and other addictive disorders. Included is an overview of the information needed to assess addictive disorders, along with the relevant treatment models, and to provide the tools to recognize the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and mentally ill substance abusers (MISA). An 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, treatment delivery systems, and social justice issues.

**PCO-438 Introduction to Addictive Disorders 3 Credits**  
This course provides an introduction to alcoholism, substance abuse, and other addictive disorders. It includes an overview of assessment methodologies, the treatment models of addictive disorders, and the tools for recognizing the signs and symptoms of substance use, misuse, abuse, dependence, dual disorders, and mentally ill substance abusers. The basic pharmacological, physiological, and medical aspects of chemical dependence are explained, along with the historic development of alcohol and other drug usage, self-help groups, and treatment delivery systems.





repertoire of media and approaches. Art experientials that use symbolism, the formal elements of art, and the Expressive Therapies Continuum enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students also collaborate and consult within a peer and supervisory model in the planning, publicizing, staging, and execution of a studio art show that highlights their art made throughout the course.

**MART-467                      Art Therapy Practicum Seminar I                      2 Credits**

Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. In a group consultation model, this course provides eight students in practicum with group discussion on counseling, psychotherapy, and 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 and mental health counseling. This seminar is designed to assist students in expanding their counseling knowledge and skills. Students learn to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application of theory-specific counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students will also be trained in current record-keeping standards and protocol in clinical mental health settings, as well as learning consultative skills. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to develop their skills for employment in the field of art therapy and counseling. Students discuss and present cases that include artwork to demonstrate their ability in applying counseling theories and techniques, assessment and diagnostic information, clients' characteristics in case conceptualization, and treatment planning. Practicum seminar also provides peer support and consultation.

**MART-468                      Art Therapy Practicum Seminar II                      2 Credits**

Along with the field experience, students receive individual supervision by faculty and attend group supervision in seminar. The seminar is designed to be responsive to students' practicum experiences and concerns for their clients and sites. In a group consultation model, this course provides eight 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. This seminar is designed to further assist students in expanding their counseling knowledge and skills. Students learn to continue to formulate treatment goals and intervention strategies integrating theory, assessment, and diagnostic information for a variety of client problems, including assessing and managing suicidal risk and crisis intervention. The course also focuses on students' application and demonstration of theory-specific art therapy and counseling techniques in the context of therapeutic relationships (e.g., stages of treatment, common factors in the change process, and multicultural issues). Students are trained in current record-keeping standards and protocol in clinical mental health settings. Students discuss and present cases to demonstrate their ability in applying art therapy and counseling theories and techniques, assessment, and diagnostic information in relation to clients' characteristics in case conceptualization and

treatment planning. Practicum seminar also provides peer support and consultation, as well as professional development. Art experientials enhance this course as the students use self-reflective methods, including mindfulness-based best practices, to further develop and enhance their skills for employment in the field of art therapy and counseling.

**MACP-472                      Counseling Skills & Intervention                      3 Credits**

This course is designed to provide students with the foundational knowledge and skills necessary for entry-level counselling practice. In the area of intervention, the course familiarizes students with the primary elements of the psychotherapeutic relationship, common factors in counselling and psychotherapy, and basic diversity competency in helping relationships. The course covers counsellor attending, effective use of active listening skills (verbal and nonverbal) and other interventions, intake interviewing, goal-setting, writing case notes, and self-reflection. Students will also learn to apply ethical standards that are relevant to issues in this course (e.g., informed consent, confidentiality, and dual relationships).

**PCO-472                      Basic Intervention & Assessment Skills                      3 Credits**

TBA

**PSYD-472                      Basic Intervention and Assessment Skills                      3 Credits**

This course teaches entry-level doctoral students basic relationship, intervention, diagnostic, and interviewing skills, using role-plays and other experiential activities to prepare for clinical work on practicum. The course covers clinical interviewing, the mental status exam, treatment planning, and providing client feedback. Students are also introduced to case conceptualization, the therapeutic relationship, stages of treatment, common factors in the change process, and multicultural issues. Students will be exposed to the elements of theoretical models to show the relationship between theory, data gathering, hypothesizing, and treatment planning. Finally, a brief introduction to self-care and how to use clinical supervision is presented.

**PCO-473                      Prepracticum Counseling Lab                      0 Credits**

TBA

**MART-480                      Art Therapy Practicum I                      1 Credit**

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

**MART-481                      Art Therapy Practicum II                      1 Credit**

As supervised clinical training, a clinical practicum involves students providing psychological services to clients under the direction of competent clinicians. The goal of this training or apprenticeship is for students to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. The clinical practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity.

**MACP-495                      Research in Counselling Psychology                      3 Credits**  
*Prerequisite: Undergraduate course in research methods.* This course discusses the assumptions and methods of a range of both qualitative and quantitative research designs used in counselling psychology research. A critical assessment is provided of the strengths and weaknesses of different research methods and their application to the study of the advancement and challenges in the field of counselling psychology. Students also gain an appreciation for the role of research in an informed and ethical counselling practice.

**PCO-495                      Research Methods                      3 Credits**  
 TBA

**MAC-502                      M.A. Practicum Seminar I-II                      2 Credits Each**  
**MAC-503**

*Prerequisite: Concurrent with practica (MAC-506-MAC-507).* Using a peer consultation model, this 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.

**MACP-505                      Ethical Practice in Counselling Psychology                      3 credits**  
 This course is designed to provide students with a solid foundation for the ethical practice of counselling psychology. Students will become familiar with the codes of ethics used by counsellors, as well as a systematic process of ethical decision-making when faced with ethical dilemmas. This course will also provide an overview of legal issues that affect the day-to-day work of counsellors. Issues of diversity and social justice will be discussed throughout the course and applied to ethical practice.

**MART-505                      Art Therapy 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 the codes of ethics of the Canadian Psychological Association, the Canadian Counselling and Psychotherapy Association, the BC Association of Clinical Counsellors, the BC Art Therapy Association, the Canadian Art Therapy Association, and the American Art Therapy Association. They will also learn the history of professional counselling 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. This course will also address legal issues that affect the day-to-day work of counsellors.

**MAC-506                      M.A. Practicum I                      1 Credit**  
 TBA

**MAC-507                      M.A. Practicum II                      1 Credit**  
 TBA

**PSYD-510                      Research and Psychometric Theory                      3 Credits**

This course introduces students to psychometric theory. It focuses on concepts and theoretical principles central to the various forms of psychological assessment. Students will gain the theoretical and statistical knowledge necessary to understand when, why, and how to use psychometrics in their work and research.

**MAOP-515                      Communication Theory and Practice                      3 Credits**

This course is designed to provide students with the foundational communication skills, principles, and theoretical frameworks necessary for entry-level consulting practice. The course familiarizes students with the primary elements of a consulting relationship, process consultation, and basic diversity competency in consulting relationships. The course covers the contracting meeting, appreciative interviewing, active listening skills (verbal and nonverbal), client engagement, whole system discovery, understanding resistance, goal-setting, and self-reflection. Designing and delivering contextually based, experientially driven learning events for the Vancouver business community is also a key component of this course. Students will learn to apply ethical issues that are relevant to topics in this course (e.g., informed consent, confidentiality).

**PSYD-515                      Applied Research Design in Clinical Psychology                      3 Credits**

This course covers a wide range of research designs used to research issues in clinical psychology. The purpose is to expose students to a variety of quantitative and selected qualitative research designs most frequently used in clinical psychology. A critical assessment is provided of the strengths and limitations of these designs. The types of research covered include a wide range of quantitative methods, for example basic and factorial experimental designs, randomized clinical trials, quasi-experimental research, case control studies, descriptive survey research, psychometric studies, meta-analytic studies, case study research, and program evaluation research. Selected qualitative designs of particular relevance to clinical settings will also be outlined, including thematic analysis, action research, and phenomenological research. All of the designs covered will be examined with the aim of equipping prospective graduates with the research skills necessary to assume a local clinical scientist role in their future employment settings. Building upon the Local Clinical Scientist Model, this course also emphasizes theory and application of research designs for working in both clinical and community settings. Attention will also be given to issues of cultural diversity in research, research validity and bias, the connection between research questions and appropriate methodologies, and the link between science and practice. Preparation of a research proposal is intended to assist students in their eventual work on their doctoral research project. This course will familiarize students with assessment and evaluation commonly used in counseling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques, validity, reliability, and appraisal methods, as well as strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.

**MACP-516                      Individual Appraisal for Counselors in Practice                      3 Credits**

This course will familiarize students with assessment and evaluation commonly used in counseling practice. The following topics will be addressed: theoretical and historical bases for assessment techniques, validity, reliability, and appraisal methods, as well as strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counselling.

**PSYD-518                      Advanced Adlerian Approaches to Individual and Family Therapy                      3 Credits**

TBA

**MACP-520                      Theories of Psychotherapy                      3 Credits**

This survey course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Theories to be examined may include many of the foundational theoretical approaches to treatment, such as: Psychoanalytic, Person-centered, Existential, Gestalt, Rational Emotive Behavioural, Cognitive, Family Systems, Feminist, Solution-Focused, and Narrative therapies. The course will examine the relevant application of theory in conceptualizing one's ongoing work with a client. The difference between using a theory and using an intervention will be reviewed. The course will also examine the evidence base for psychotherapy.

**PCO-520                      Theories of Psychotherapy                      3 Credits**

This course presents an examination and analysis of the major theories, principles, and techniques of psychotherapy. Approaches presented include Freudian, Rogerian, Jungian, Adlerian, existential, humanistic, rational-emotive, and cognitive-behavioural therapies. The influence of sociocultural and historical factors on the development of theories is examined.

**MAOP-523                      Psychometrics Lab                      1 Credit**

The objective of this course is to increase students' familiarization with psychometric issues pertinent to the present-day organizational psychologist as both informed consultant and active researcher. Students will learn research skills that will help them develop innovative solutions to problems in psychological measurement. The course covers developing psychological measurement instruments and relevant ethical implications, investigating the reliability and validity of psychological data, and analyzing psychometric data using factor-analytic procedures.

**MAC-525                      Preparation for the M.A. Thesis                      1 Credit**

*Prerequisite: PCO-495.* Students are required to take this course prior to registering for 526 M.A. Thesis I. Guided by their thesis advisor, students will select and/or refine an appropriate topic for quantitative or qualitative study and develop a research proposal that will form the foundation for their final thesis.

**MAC-526                      M.A. Thesis I                      1 Credit**

*Prerequisites: PCO-495, MAC-525.* Students are required to take this course prior to registering for MAC-527 M.A. Thesis II. The master's thesis is a student-directed research project conducted in consultation with an approved faculty member on 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 students' 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 University guidelines, as well as Canadian Psychological Association and American Psychological Association standards.



**MAOP-548 Organizational Policy Frameworks and Dispute Resolution 3 Credits**

This course presents legal foundations and current best practices related to organizational policies and procedures in the areas of human resources, human rights, harassment, disability management, privacy, and accountability contextualized for Canadian and British Columbia workplaces. In addition, current trends in organizational dispute resolution practice are taught, including facilitation, mediation, and complaint investigation.

**MAOP-549 MAOP Thesis 3 Credits**

*Prerequisites: MAOP-546, MAOP-550.* The M.A. research project is a student-directed study conducted in consultation with an approved faculty member of a topic relevant to the theory and practice of organizational psychology. The research project is an important capstone task (a culmination or highest point) for students' demonstration of the integration of science and practice and the critical-thinking skills required for ethical and professional practice in organizational psychology. Students are required to complete a scholarly paper of publishable quality in accordance with Adler University guidelines, as well as Canadian Psychological Association and American Psychological Association standards.

**MAOP-550 Preparation for M.A. Research Project 1 Credit**

*Prerequisite: MAOP-546.* Students are required to take this course prior to registering for M.A. Thesis. The purpose of this course is to review with students policies and procedures pertinent to completion of a thesis as a degree program requirement. The course instructor will assist students in selecting and/or refining an appropriate topic for empirical study, identifying a faculty member to serve as their thesis advisor, and developing a research proposal that will form the foundation for their final thesis.

**PSYD-550 Statistics 3 Credits**

This course concerns concepts and applications of descriptive and inferential statistical methods. A wide range of both univariate and multivariate statistics will be covered, including t-test, ANOVA, correlation, regression, MANOVA, nonparametric statistics (e.g., chi square), structural equation modelling, and meta-analysis. Particular attention is given to the application of research methodology to clinical psychological problems and issues of policy analysis and formulation. This course must be taken with the required lab.

**MAOP-560 Leadership Theory and Practice 3 Credits**

This course addresses the principles of identifying and developing individual leader potential and organizational leadership capacity. Students will learn the contemporary state of leadership theory and practice, as well as the methodologies that coaches/counselors/consultants use to advise and assist leaders in their professional development. The basic intention of the course is to help the student understand leader behaviour both in themselves and others, to develop a personal leadership philosophy, and to develop skills in evidence-based methodologies to assist individuals in their personal and professional development.

**PSYD-560 Trauma 3 Credits**

This course covers the history, etiology, symptoms, diagnosis, and treatment of trauma-related dysfunction, particularly posttraumatic stress disorder (PTSD), acute stress disorder (ASD), and common comorbid conditions. Students will learn about the range of events associated with trauma, the prevalence, incidence, and developmental impact of PTSD across the life span, the major risk factors for trauma-related dysfunction, cultural factors



that exacerbate or ameliorate dysfunction, specialized assessments for identifying trauma-related symptoms, and the major evidence-based approaches to treatment and prevention of PTSD in the aftermath of trauma. Case formulation and evidence-based treatments for individuals with trauma histories will be emphasized. The management of countertransference reactions and the use of supervision will be discussed.

**MACP-569                      Lifestyle and Career Development                      3 Credits**

This course will examine a person's career trajectory and dynamics within the context of the person's individual circumstances (e.g., ability, culture, ethnicity, etc.). 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 larger societal context will allow students to help clients with career decisions and transitions in the broader perspective of total personal development.

**MAOP-570                      Foundations in Organizational Psychology                      3 Credits**

This course builds on foundation material by offering a more detailed consideration of theoretical, methodological, and practical issues associated with organizational behaviour at the individual, small-group, and organizational levels of analysis. Students will be required to assess the potential applicability of theoretical frameworks to a range of practical settings. The use of interactive discussion, case analysis, and self-reflection will help students develop a deeper understanding and appreciation of their own unique capacity to help individuals, teams, and organizations perform at their best.

**MAOP-576                      Strategic Human Resource Management                      3 Credits**

This course provides students with an introduction to human resource management, as well as the role of psychological theory and methodology in promoting strategic utilization and development of human resources in organizations. Current developments in the behaviour sciences as they apply to the business organization are stressed. Applied psychology in the workplace is explored through the study of best practices in the areas of job analysis, performance development, recruitment, selection, and training.

**MAOP-578                      Personnel Selection and Assessment                      3 Credits**

This is a practical, professionally oriented course in how to conduct psychological assessment for the purpose of personnel selection and development in organizational settings. Students will learn applied psychometric theory and how to evaluate, select, administer, score, interpret, and integrate the findings from the most commonly used psychological assessment techniques in the field of organizational psychology. Students will also examine the legal and ethical context of personnel assessment and selection in Canada. Primary emphasis will be placed on behavioural interviewing, personality inventories, cognitive-ability tests, vocational interests inventories, work samples, and simulations. These techniques will be taught in the context of assisting organizations in selecting and developing leaders.

**MAOP-580                      Organizational Change and Development                      3 Credits**

This course provides an analysis of the structures, culture, and leadership of organizations and how they differ. The majority of the course addresses the theories, activities, challenges, and ethics of change-management initiatives affecting work units, task groups, and individuals and the role of the consultant in these processes. The course will familiarize students with organizational and group-assessment techniques to use before, during, and after consultation(s) designed to effect change. Additionally, students will learn how to

evaluate various organizational interventions and choose appropriate interventions based on theory and scholarly literature. Interwoven throughout the course is an understanding of the ethical implications of organizational intervention and enhanced cross-cultural sensitivity.

**MAOP-585 Leadership Coaching 3 Credits**

This course is designed to provide students with an understanding of the principles and practices in executive/organizational coaching and consulting and to examine the contemporary state of the field in the context of current theory and practice. It addresses the organizational issues of developing the capacity of leaders to engage in coaching conversations, identifying and developing leadership potential, and the establishment of coaching as an appropriate response to such development. The course will focus on evidence-based coaching, and it will teach the methodologies that coaches/ consultants use to advise and assist leaders in their professional development.

**MAOP-586 Organizational Psychology Practicum I 1 Credit**

Students are required to complete a 300-hour Organizational Development Practicum, which is typically completed in an organizational setting. Students are supervised by designated practitioners in the organizational setting and by organizational psychology faculty from Adler University. The goal of this training is for students to build on the knowledge, skills, attitudes, and values that are needed to become competent practitioners. Students are typically at their sites two to three days per week for a period of four months. Approved sites include a range of settings, such as human resources or organizational development departments in public, private, or nonprofit organizations; EAP firms; management consulting firms; and relocation or outplacement firms.

**MAOP-588 Organizational Psychology Practicum Seminar 1 Credit**

Using a peer consultation model, this 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, and values needed to provide competent and ethical counseling, consultation, and business practices.

**PSYD-600 Doctoral Professional Development Seminar I 1 Credit**

This seminar will provide students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

**PSYD-601 Doctoral Professional Development Seminar II 1 Credit**

This seminar will provide students an opportunity to meet in a small group with peers and one faculty member. The seminar covers advisement and mentoring around Adler degree requirements and mission, orientation to the field of professional psychology, issues of diversity as it relates to students' personal and professional growth, and a preliminary overview of ethics within the context of social responsibility. The seminar will also assist students in orienting and preparing for the Social Justice Practicum (SJP) and provide a format for integrating students' experiences at their SJP site.

**PSYD-602**                      **Social Justice Practicum I**                      **1 Credit**  
TBA

**PSYD-603**                      **Social Justice Practicum II**                      **1 Credit**  
TBA

**MACP-623**                      **Life Span Development**                      **3 Credits**  
Within a life span developmental perspective, this course explores human development from conception to late adulthood and how it applies to the fields of counselling and psychology. The course examines theories and application of research findings to selected problems in the major periods of the life span. An overview of the cognitive, perceptual, physical, moral, and psychosocial aspects of development will be presented.

**PCO-623**                      **Life Span Development**                      **3 Credits**  
Within a life span developmental perspective, this course explores human development from conception to late adulthood. It examines developmental research methods, theories, and application of research findings to selected problems in the major periods of the life span. An overview of the cognitive, psychosocial, and physical aspects of development will be presented.

**PSYD-627**                      **Assessment I: Cognitive and Intellectual Assessment with Lab**                      **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 multisource integrative interpretation of commonly used tests of intelligence and cognition. The course must be taken with the required lab.

**PSYD-628**                      **Assessment II: Personality Assessment with Lab**                      **3 Credits**  
*Prerequisite: PSYD-627.* This course will provide students with an overview of the conceptual, theoretical, and empirical issues in the measurement of personality and psychopathology through an examination of the reliability and validity of objective and projective methods. Students will learn to administer, score, and interpret broad-band measures of psychological and objective psychopathology and adult personality (e.g., Minnesota Multiphasic Personality Inventory [MMPI-2], Personality Assessment Inventory [PAI], Millon Clinical Multiaxial Inventory [MCMI-III]), and learn about the adolescent equivalents (i.e., MMPI-A, PAI-A, MACI). Students will also learn to administer, score, and interpret other specific-symptom report measures. The course will include an introduction to projective measures (Rorschach, TAT, Sentence Completion) and will integrate the assessment of personality assets and strengths, as well as criticisms of traditional approaches to personality assessment. Although there is no required lab associated with this course, students are required to practice administering and scoring the measures during and outside of class.

**PSYD-629                      Assessment III: Integrative Assessment                      3 Credits**

In this course students learn to generate hypotheses from multiple sources of data and cross-validate sources of data: interview, historical, behavioural, psychometric, and projective data; and compose professional psychological assessment reports. In this course, students learn to generate hypotheses from multiple sources of data, cross-validate sources of data (interview, historical, behavioural, psychometric, and projective), and compose professional psychological assessment reports. The course teaches students to (a) effectively organize data, (b) understand the impact of personal bias and cultural factors in the interpretation of assessment findings, c) use evidenced-based procedures, and (d) communicate findings about liabilities, strengths, and assets. Students will become skilled in writing and communicating responses to specific referral questions, to write cogent summaries and case formulations, and to develop effective, meaningful recommendations based on assessment findings and case demands. This course may not be transferred or waived as it serves to prepare students for the Clinical Qualifying Exam (assessment portion).

**PSYD-630                      Cognitive-Behavioural Approaches to Intervention                      3 Credits**

In recent years, cognitive-behavioural approaches to treatment have been applied with a broad range of patient populations for a variety of problems. As CBT models have gained influence, the need to understand both the theoretical and practical bases of interventions based on cognitive restructuring has become more prominent. This course is designed to acquaint students with the fundamental principles of CBT, as well as the most recent developments in the field. A combination of lecture, demonstration, and discussion will form the basis for the course.

**PSYD-632                      Cognitive/Affective Bases of Behaviour                      3 Credits**

This course emphasizes the most recent theoretical developments in cognitive-affective bases of behaviour. 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.

**PSYD-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 on the role of psychology in promoting social justice.

**PSYD-636                      Biological Bases for Behaviour                      3 Credits**

This course is designed to provide an examination of the structure, biology, and functioning of the human nervous system. The correlation between neuroanatomy and brain functioning will also be presented through the study and gross dissection and examination of human brains.

**MACP-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, socioeconomic status, and health status are examined to facilitate an understanding of the nature of human behaviour 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 behaviour are addressed.

**MAOP-641 Social Psychology and Well-Being at Work 3 Credits**

This course aims to sensitize participants to the occurrence of occupational health consequences emanating from work stress and is equally concerned with the role of work in creating positive emotional experiences, engagement, meaning, and high quality connections. The course deals with models of job-related well-being and empirical findings from occupational health and positive organizational scholarship; it also explores the issues associated with the measurement of emotional experience and their causes and demonstrates the analytical procedures and techniques for testing various models of well-being and strain. In addition, a strong objective of the course is to encourage students and practitioners of organizational psychology to enhance psychological fulfillment and manage occupational stress in the workplace.

**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, socioeconomic status, and health status are examined to facilitate an understanding of the nature of human behaviour 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 behaviour are addressed. Through a variety of interactive learning methods, the following broad themes in social psychology are explored: social forces on behaviour, diversity and difference, attitudes, motivation, social perception and cognition, power and social influence, and self and self-presentation.

**MACP-647 Biopsychosocial Bases of Health and Dysfunction 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.

**PSYD-647 Biopsychosocial Bases of Health and Dysfunction - Adult 3 Credits**

Clinical features of a wide range of mental disorders (e.g., psychophysiological, anxiety, stress-related dysfunctions, personality, mood and psychotic disorders) will be examined. A comprehensive introduction to the biopsychosocial etiologies of mental disorders (e.g., biological and cognitive paradigms) and therapeutic approaches (e.g., psychodynamic and cognitive-behaviour therapies) commonly used for their treatment will be reviewed.





**PSYD-680                      Supervision and Consultation                      3 Credits**

This course, intended to occur late in the doctoral curriculum, 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.

**PSYD-690                      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 PSYD-636. This course may be taken concurrently with PSYD-636; students choosing to do so are advised that additional self-study will most likely be required.

**PSYD-691                      Doctoral Clinical Qualifying Exam – Intervention                      3 Credits**  
TBA**PSYD-692                      The Role of the Psychologist in Management, Administration, and Leadership                      3 Credits**

This course will focus on preparing students to assume administrative and management roles in behavioural healthcare management, public administration, academic programs, and other settings. It is intended to provide a foundation of motivation and understanding for leadership development by offering theoretical background, practical information, and an opportunity for role-modeling that will permit students to begin or continue the career-long development of their organizational leadership skills. The course includes those skills necessary for psychologists' own professional growth, development, and success as the means of assuring the highest quality management of the system that they are part of within behavioural healthcare or human services systems. Theories and practices of good and socially responsible organizational leadership, and emphasis on its applications, will form a focus of the class.

**PSYD-701                      Assessment Practicum I                      1 Credit**

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-5 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.

**PSYD-702                      Assessment Practicum II                      1 Credit**

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-5 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.

**PSYD-703**                    **Assessment Practicum III**                    **1 Credit**  
TBA

**PSYD-704**                    **Therapy Practicum I**                    **1 Credit**  
TBA

**PSYD-705**                    **Therapy Practicum II**                    **1 Credit**  
TBA

**PSYD-706**                    **Therapy Practicum III**                    **1 Credit**  
TBA

**PSYD-711**                    **Assessment Practicum Seminar I-III**                    **1 Credit Each**  
**PSYD-712**  
**PSYD-713**

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.

**PSYD-714**                    **Therapy Practicum I-III**                    **1 Credit Each**  
**PSYD-715**  
**PSYD-716**

Concurrent with practicum field experiences, the practicum seminar enhances the integration of theoretical and academic perspectives within clinical counselling practice and conceptualization. Various topics and clinical experiences are analyzed and discussed through class discussion, case presentation, and role-playing. This seminar runs concurrent with your therapy practicum training, and it may not be transferred or waived.

**PSYD-900**                    **Doctoral Dissertation Seminar: Proposal I**                    **0 Credits**  
TBA

**PSYD-901**                    **Doctoral Dissertation Seminar: Proposal II**                    **0 Credits**  
TBA

**PSYD-902**                    **Doctoral Dissertation Seminar**                    **0 Credits**  
TBA

**PSYD-903**                      **Doctoral Dissertation Seminar**                      **0 Credits**  
TBA

**PSYD-904**                      **Doctoral Dissertation Seminar Continued**                      **0 Credits**  
TBA

**PSY-990**                      **Doctoral Clinical Qualifying Exam – Assessment**                      **3 Credits**  
TBA

**MAC-995**                      **Master's Clinical Qualifying Examination**                      **0 Credits**

*Prerequisite: Completion or near completion of all M.A. requirements.* The Master's Clinical 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 and 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 University.

**MART-995**                      **Master's Clinical Qualifying Examination**                      **0 credits**

This examination provides effective assessment of the three core student learning outcomes for students who complete the Master in Counseling Psychology: Art Therapy program. These learning outcomes are: preparation for entry-level practice at the MCP: AT level, ability to integrate research and practice, and ability to practice in an ethical and socially responsible manner.

## ACADEMIC CALENDAR 2015-2016 – VANCOUVER CAMPUS

<b>Event</b>	<b>Date</b>	<b>Comments</b>
Orientation: MAC, MCP, MCP-AT/MAOP	Wednesday, September 2, 2015	
Fall term Begins	Tuesday, September 8, 2015	
Orientation: Psy.D.	Thursday, September 3, 2015	
Thanksgiving Day	Monday, October 12, 2015	Campus Closed
Remembrance Day Observed	Wednesday, November 11, 2015	Campus Closed
Fall term Ends	Friday, December 18, 2015	
Christmas Day Observed	Friday, December 25, 2015	Campus Closed
Boxing Day Observed	Saturday, December 26, 2015	Campus Closed
New Year's Day Observed	Friday, January 1, 2016	Campus Closed
Orientation: MAC and MCP	Monday, January 4, 2016	
Spring term Begins	Tuesday, January 5, 2016	
Family Day	Monday, February 8, 2016	Campus Closed
Good Friday	Friday, March 25, 2016	Campus Closed
Easter Monday	Monday, March 28, 2016	Campus Closed
Spring term ends	Saturday, April 16, 2016	
Summer term begins	Monday, May 2, 2016	
Victoria Day	Monday, May 23, 2016	Campus Closed
Canada Day	Friday, July 1, 2016	Campus Closed
Summer term ends	Friday, July 29, 2016	
BC Day	Monday, August 1, 2016	Campus Closed

## FACULTY

Adler University'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, areas of expertise, scholarship, ability to teach, and personal/professional commitment to the University'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 are full time, while some 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.

## Chicago and Global Campuses

### CORE FACULTY

Josefina Alvarez, Ph.D., Core Faculty, Full Professor  
Christine Bard, Ph.D., Core Faculty, Associate Professor  
Dan Barnes, Ph.D., Director, Adler Community Health Services  
Rabiatu Barrie, Ph.D., Core Faculty, Assistant Professor  
Katy Barrington, Ph.D., Core Faculty, Associate Professor  
Geoff Bathje, Ph.D., Core Faculty, Associate Professor  
Peter Battista, Psy.D., Associate Director, Training  
Tamekia Bell, Ph.D., Core Faculty, Assistant Professor  
Mark Bilkey, Psy.D., Program Director, Assistant Professor  
Lyuba Bobova, Ph.D., Core Faculty, Assistant Professor  
Neil Bockian, Ph.D., Core Faculty, Full Professor  
Frances Brady, M.A., Public Services Librarian  
Kristina Brown, Ph.D., Chair, Department of Couple and Family Therapy, Associate Professor  
Heather Cannon, MLIS, Technical Services Librarian  
Paul Cantz, Psy.D., Associate Director, Training, Assistant Professor  
Jon Carlson, Psy.D., Distinguished Professor, Center for Adlerian Practice and Scholarship  
Tsui-Yee Chow, Ed.D., Chair, Department of Counselor Education and Counseling,  
Assistant Professor  
Kerry Cochrane, M.A., Director of Library Services  
Jay Colker, D.M., Program Director, M.A. in Counseling and Organizational Psychology,  
Assistant Professor, Director, Center for Adlerian Practice and Scholarship  
Daniel Cooper, Ph.D., Co-Executive Director, Institute on Social Exclusion

Cristina Cox, Ph.D., Core Faculty, Full Professor  
Douglas Craig, Psy.D., Core Faculty, Associate Professor  
Larry Cull, Psy.D., Core Faculty, Assistant Professor  
Raymond Crossman, Ph.D., President  
Michelle Dennis, Ph.D., Program Director, Assistant Professor  
Mary O'Connor Drout, Ph.D., Program Director, M.A. in Counseling: Specialization in  
Rehabilitation Counseling, Assistant Professor  
Steve DuBois, Ph.D., Core Faculty, Assistant Professor  
Vida Dyson, Ph.D., Core Faculty, Full Professor  
Greta Ferkel, Executive Dean, Global Campus  
James Matthew Finn, Psy.D., Core Faculty, Assistant Professor  
Paul Fitzgerald, Psy.D., Director, M.A. Training  
Haley Fox, Ph.D., Core Faculty, Assistant Professor  
Grady Osten-Garner, Ph.D., Core Faculty, Assistant Professor  
Cadmona Hall, Ph.D., Core Faculty, Associate Professor  
Fred Hanna, Ph.D., Program Director, Doctor of Philosophy in Counselor Education and  
Supervision, Full Professor  
Janna Henning, J.D., Core Faculty, Associate Professor  
Christina Jackson-Bailey, Ph.D., Core Faculty, Associate Professor  
Peter Ji, Ph.D., Core Faculty, Assistant Professor  
Monique Jimenez, Psy.D., Associate Chair, Department of Clinical Psychology,  
Associate Professor  
Leigh Johnson-Migalski, Psy.D., Core Faculty, Associate Professor  
Benton Johnson, Ph.D., Core Faculty, Assistant Professor  
Rachel Johnston, Ph.D., Program Director, M.A. in Criminology, Assistant Professor  
Sandra Kakacek, Ed.D., Training Coordinator, Assistant Professor  
David Katz, Ph.D., Chair, Department of Clinical Psychology, Associate Professor  
Michele Kerulis, Ph.D., Program Director, M.A. in Sport and Health Psychology,  
Associate Professor  
Eunice Kim, Psy.D., Director, Psy.D. Training  
Karen Koch, Psy.D., M.A., Program Director, M.A. in Counseling Psychology:  
Forensic Specialization, Associate Professor  
Jennifer LaCivita, Psy.D., Chair, Department of Art Therapy, Assistant Professor  
Georgios Lampropoulos, Psy.D., Core Faculty, Assistant Professor  
Justin Lauka, Ph.D., Program Director, Assistant professor  
Tiffany McDowell, Ph.D., Co-Executive Director, Institution on Social Exclusion  
Catherine McNeilly, Psy.D., Core Faculty, Associate Professor  
Steven Migalski, Psy.D., Core Faculty, Assistant Professor  
Nataka Moore, Psy.D., Core Faculty, Associate Professor  
Renee Nank, Ph.D., Program Director, M.A. in Non-Profit Management, Assistant Professor  
Lauren Nichols, Psy.D., Core Faculty, Assistant Professor  
Ariel Orlov, Distance Education Librarian  
Kevin Osten-Garner, Psy.D., Associate Vice President, Academic Affairs  
Wendy Paszkiewicz, Psy.D., Vice President, Academic Affairs  
Brian Price, Ph.D., Core Faculty, Full Professor

Elena Quintana, Ph. D., Executive Director, of the Institute on Public Safety and Social Justice

Linda Rice, Ph.D., Core Faculty, Assistant Professor

Alberto Richardson-Varona, Psy.D., Core Faculty, Assistant Professor

Gail Roy, M.A., Core Faculty, Associate Professor

Seema Saigal, Ph.D., Core Faculty, Assistant Professor

Sreedevi Satyavolu, Access Services Librarian

Michael Schulz, M.S., Program Director, M.A. in Emergency Management Leadership, Assistant Professor

Judy Skorek, Ed.D., Program Director, M.A. in School Counseling, Assistant Professor

Jason Trautman, Psy.D., Core Faculty, Assistant Professor

Joseph Troiani, Ph.D., Program Director, M.A. in Psychology: Specialization in Military Psychology, Assistant Professor

Ileana Ungureanu, M.D., Ph.D., Core Faculty, Assistant Professor

Marla Vannucci, Ph.D., Core Faculty, Associate professor

Valerie Werner, Ph.D., Program Director, M.A. in Public Policy and Administration, Assistant Professor

Jerry Westermeyer, Ph.D., Core Faculty, Full Professor

Tanya White, Ph.D., Core Faculty, Assistant Professor

Isha Williams, M.A., Clinical Director

Camille Williamson, A.M., Director, Community Engagement

Joshua Wolff, Ph.D., Core Faculty, Assistant Professor

Amy Zavada, Ph.D., Core Faculty, Assistant Professor

## **Vancouver Campus**

### **CORE FACULTY**

Lawrence (Larry) Axelrod, Ph.D., Dean

Peter Charlton, Ph.D., MAOP

Debbie Clelland, Ph.D., MAC/MCP

Danielle Duplassie, Ph.D., MAC/MCP

Duanita Eleniak, Ph.D., MCP: Art Therapy Program Director

Kathleen Irvine, Ph.D., MAC/MCP

Lucy Jdanova, Ph.D., MAOP

Tomas Jurcik, PSY.D.

Anna Khaylis, PSY.D.

Asa-Sophia Maglio, Ph.D., MAC /MCP Program Director

Michael Mandrusiak, Psy.D., Director of Training and Community Service

Ana Mozol, Ph.D.

Pamela Patterson, Ph.D., MAC/MCP

Patrick O'Neill, Ph.D., MAOP Program Director Vaneeta Sandhu, Psy.D., PSY.D. Training Coordinator Hammond Tarry, D.Phil., MAC/MCP/PSY.D.

Marianna Terrett, Ph.D., MAC/MCP

Cindy Weisbart, Psy.D., PSY.D. Program Director

Rosa Wu, Ph.D., MAC/MCP

## **BOARD OF TRUSTEES**

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Joy MacPhail, Vice Chair  
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Renee Citera, Trustee  
Raymond E. Crossman, Ph.D., President, Trustee  
Nicholas Delgado, Trustee  
Victoria Dinges, M.B.A., Trustee  
Kimberly Foxx, Trustee  
Cindy Grauer, Trustee  
Doug Harris, Trustee  
Grace Hou, M.P.A., Trustee  
Noland Joiner, Trustee  
Barry Kaufman, Trustee  
Mira Oreck, M.U.P., Trustee  
Audrey Peeples, Trustee  
Juan Salgado, M.U.P., Trustee  
Eric Warner, P.T., M.S., Trustee

## **STAFF**

### **CHICAGO AND GLOBAL CAMPUSES**

Jessica Almendarez, ACHS Post-Doc Intern  
Marilyn Angulo, Assistant Registrar  
Khrysanthia Banks, Administrative Assistant  
Ryan Bosco, M.B.A., Manager, Financial Analysis and Budgeting  
Sherri Boyle, Executive Administration Assistant  
Clark Bradshaw, Associate Director, Admissions  
Mark Branson, Associate Vice President, Marketing and Communications  
Jeffrey Brennan, Associate Director of Media Relations  
Michelle Brice, M.A., Senior Director, Admissions  
Cathleen Bridgeman, Ph.D., Assistant Director, Center for Learning and Teaching  
Misty Brown, Program Coordinator  
Kenneth Castleberry, Help Desk Specialist  
Christine Charles, Student Accounts Advisor  
Anthony Chimera, M.A., Vice President, Institutional Advancement  
Elaine Chu, Associate Director of Financial Aid  
Adonya Collins, Database Specialist  
Paul Collins, M.B.A., Associate Vice President, Technology  
Jules Conway, Specialist, Educational Technology and Support  
Terry Cromwell, HR Benefits Specialist  
Jo Beth Cup, M.S.M., Vice President, Administration

Wendy Crupper, Director, Office of Institutional Advancement  
Michael Dublak, M.I.S., Manager, Helpdesk  
Elle Ellasante, Lead Instructional Designer  
Christine Falk, Admissions Counselor  
Shana Fazal, Administrative Assistant  
Ray Feran, Senior Admissions Counselor, Admissions  
Sarah Fornero, M.A., Director, Design and Delivery  
Elaine Francis, Registration Assistant  
Maria Fritz, Executive Administrative Assistant  
Elvia Garcia, Receptionist  
Bethany Germany, Instructional Designer  
Jeffrey Green, M.B.A., Vice President, Finance and IT  
Rolanda Green, Financial Aid Counselor  
William Gutierrez, Lead Multimedia Developer  
Cherise Haggerty, Payroll Administrator  
Michael Hall, Coordinator, Events  
Joe Hannah, Coordinator, Facilities  
Shaun Hayes, Helpdesk/AV Specialist  
Ivy Hewitt, Security Coordinator  
Craig Hines, M.B.A., Vice President, Admissions  
Donald Huffman, M.Ed., Director, Institutional Effectiveness  
Noelle Hurley, Programmer, System Administrator  
Omar Jamil, Youth Justice Community Researcher  
Kinniel Johnson, Admissions Counselor  
Sheba Jones, M.B.A., Registrar  
Takisha Jones, Assistant Registrar  
Gail Joyce, Administrative Assistant  
Michael Joyce, Community Service Practicum Coordinator  
Sarah Kass, Admissions Counselor  
Katherine Kopsky, M.S., Manager of Academic Operations  
Anna Kulseth, Director of Annual Giving  
Janet Lamas, M.B.A., Senior Admissions Counselor, Admissions  
Marcia Lehman, Director, Corporate/Foundation Relations  
Elizabeth Lerman, Associate Director, Financial Aid  
Pamela Lowe, AVP, Leadership Giving  
Benjamin Lyon, Director of Compliance and State Authorization  
Greg MacVarish, M.A., Associate Vice President, Student Affairs  
Jessie Martinez, Helpdesk/AV Specialist  
James Manos, Community Justice Evaluation Coordinator  
Kimberly McCullough, M.A., Director of Communications  
Kelley McKeever, Psy.D., Staff Psychologist  
James Miller, Admissions Counselor  
Tammy Moore, Administrative Assistant  
Lisa Murray, Instructional Designer



David Nelson, M.B.A., Financial Aid Director  
Jayeti Newbold, Data Coordinator  
Mitzi Norton, Director, Office of the President  
Dino Nuhija, Network Administrator  
Sarah Oliver, Marketing Manager  
Jose Ortiz, Bursar  
Carol Parnell, Manager, Division of Community Engagement  
Snehal Patel, Business Intelligence Developer  
Mary Pfeiffer, Ph.D., Staff Psychologist  
Jennifer Pope, Ph.D., Director, Student Affairs  
Joe Redemske, Helpdesk Specialist  
Francine Reed, Manager, Community Partnerships  
Christina Reh, M.A., Adler Community Health Services Postdoctoral Intern  
Tom Rohner, Director, Facilities  
Jamie Scaccia, Psy.D., Staff Psychologist  
Jennifer Schmidt, Psy.D., Staff Psychologist  
Erica Schweitzer, Psy.D., Clinical Supervisor  
Bethany Sievert, Admissions Assistant  
Aubrey Skibicki, Operations Manager, Admissions  
Gerry Smith, Director, Application Development  
Kenya Templeton, Director, Marketing and Lead Generation  
Keeya Thomas, Manager, Advancement Services  
John Tirado, Ph.D., Clinical Supervisor  
Michelle Tiwade, M.S., Director, Admissions  
Nhu Trinh, Executive Administrative Assistant  
Dina Tsourdinis, Controller  
Daniel Tye, Video Production Specialist  
Jessica Vasquez, Community Project Coordinator  
Bobby Vaughn, Senior Accountant  
Domini Velissaris, M.S., Admissions Counselor  
Jennifer Vyeniolo, Executive Administrative Assistant  
Lounethel Wallace, Senior Accountant  
Carla Washington, Manager, Human Resources  
Roxane Wheeler, Executive Administrative Assistant  
Susan Yasecko, M.S., Associate Vice President, Human Resources

**VANCOUVER CAMPUS**

Lawrence Axelrod, Ph.D., Dean

Deb Bailey, Manager of Community Service Practicum

Ada Christopher, Director of Admissions and Program Innovation

Lia Bucci, Admissions Assistant

Alexandra Cruz, Assistant Registrar

Alexandra Dobre, Librarian

Stephanie Haslam, Manager, Student and Alumni Services

Yubai Liu, Admissions Advisor

Michael Mandrusiak, Psy.D., Core Faculty and Director of Training and Community Service

Janice Stuart, Associate Director of Training, Counselling Practicum

Karina Palmitesta, Training Assistant

Melody Sousa, Registrar/Director of Campus Administration

Mina Taheri, Senior Admissions Advisor

Shalina Tandon, Program Assistant

Michelle Vezina, Facilities and IT Coordinator

## STATE CONTACT INFORMATION

### COMPLAINT RESOLUTION CONTACTS BY STATE

If a student's complaint cannot be resolved after exhausting the Adler University grievance procedure, the student may file a complaint with the agency from the list below that corresponds to the student's place of residence.

This list includes contact information for all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. The list below should not be interpreted as informative of what agencies regulate Adler University or in what states Adler is licensed or required to be licensed. States, through the relevant agencies will accept complaints regardless of whether Adler University is required to be licensed in that state.

#### Alabama

Alabama Commission on Higher Education

PO Box 302000

Montgomery, AL 36130-2000

<http://www.ache.state.al.us/Content/Departments/NRI/federal-reg.pdf>

Alabama Department of Postsecondary Education

PO Box 302130

Montgomery, AL 36130-2130

<http://www.accs.cc/newlicense/Complaints.aspx>

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#### Alaska

Alaska Commission on Postsecondary Education

PO Box 110505

Juneau, AK 99811-0505

EED.ACPE-IA@alaska.gov

[http://akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary\\_Institutions/Consumer\\_Protection.aspx](http://akadvantage.alaska.gov/EDUCATOR-SCHOOL/Postsecondary_Institutions/Consumer_Protection.aspx)

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#### Arizona

Arizona State Board for Private Postsecondary Education

1400 W. Washington Street, Room 260

Phoenix, AZ 85007

<https://ppse.az.gov/complaint>

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#### Arkansas

Arkansas Higher Education Coordinating Board

Arkansas Department of Higher Education

114 East Capitol Ave.

Little Rock, AR 72201

ADHE\_Info@adhe.edu [http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairs\\_Division/Delores/APPENDIX%](http://www.adhe.edu/SiteCollectionDocuments/AcademicAffairs_Division/Delores/APPENDIX%20)

**California**

Attorney General's Office, California Department of Justice  
Attn: Public Inquiry Unit  
PO Box 9044255  
Sacramento, CA 94244-2550 [http://ag.ca.gov/contact/complaint\\_form.php?cmplt=PL](http://ag.ca.gov/contact/complaint_form.php?cmplt=PL)

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**Colorado**

Colorado Department of Higher Education  
1560 Broadway, Suite 1600  
Denver, Colorado 80202 <http://higher.ed.colorado.gov/Academics/Complaints/default.html>

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**Connecticut**

Connecticut Department of Consumer Protection  
165 Capitol Avenue, Room 110  
Hartford, CT 06106  
[trade.practices@ct.gov](mailto:trade.practices@ct.gov)  
[http://www.ct.gov/dcp/lib/dcp/Consumer\\_Statement\\_CPFPR-2.pdf](http://www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFPR-2.pdf)  
Consumer Complaint Hotline: 800.842.2649

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**Delaware**

Delaware Higher Education Office  
John G. Townsend Building, Suite 2  
Dover, DE 19901  
[dheo@doe.k12.de.us](mailto:dheo@doe.k12.de.us)

Delaware Attorney General  
Consumer Protection Wilmington  
820 N. French Street 5th floor  
Wilmington, DE 19801  
[consumer.protection@state.de.us](mailto:consumer.protection@state.de.us)

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**District of Columbia**

District of Columbia Office of the State Superintendent of Education Higher Education  
Licensure Commission  
810 First Street, NE, 2nd Floor  
Washington, DC 20002 [http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint\\_form\\_4\\_11.pdf](http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf)

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**Florida**

Florida Commission for Independent Education  
325 W. Gaines Street, Suite 1414  
Tallahassee, FL 32399-0400  
<http://www.fldoe.org/cie/complaint.asp>

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**Georgia**

Georgia Nonpublic Postsecondary Education Commission  
2082 E. Exchange Pl. #220  
Tucker, GA 30084-5334  
<http://gnpec.org/consumer-resources/>

**Hawaii**

Hawaii Postsecondary Education Authorization Program  
P.O. Box 541  
Honolulu, Hawaii 96809  
hpeap@dcca.hawaii.gov  
<http://cca.hawaii.gov/hpeap/student-complaint-process/>

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**Idaho**

Idaho State Board of Education  
Attn: State Coordinator for Private Colleges and Proprietary Schools  
650 West State Street, PO Box 83720  
Boise, ID 83720-0037

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**Illinois**

Illinois Board of Higher Education  
431 East Adams, 2nd Floor  
Springfield, Illinois 62701-1404  
info@ibhe.org  
Institutional Complaint Hotline: 217.557.7359

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**Indiana**

Indiana Board for Proprietary Education  
Attn: Director of Regulatory Compliance  
302 W. Washington Street, Room E201  
Indianapolis IN 46204  
<http://www.in.gov/che/2744.htm>

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**Iowa**

Iowa Student Aid Commission  
450 E. Grand Ave., 3rd Floor  
Des Moines, IA 50309  
info@iowacollegeaid.gov  
<https://www.iowacollegeaid.gov/content/constituent-request-review>

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**Kansas**

Kansas Board of Regents  
1000 SW Jackson Street, Suite 520  
Topeka, KS 66612-1368  
<https://kansasregents.org/form.cfm?formID=1>

**Kentucky**

Kentucky Council on Postsecondary Education

1024 Capital Center Dr. #320

Frankfort, KY 40601-7512

Sarah.levy@ky.gov

Office of the Attorney General

700 Capitol Avenue, Suite 118

Frankfort, KY 40601-3449

consumer.protection@ag.ky.gov <http://ag.ky.gov/civil/consumerprotection/complaints/Pages/default.aspx>

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**Louisiana**

Louisiana Board of Regents

Attn: Nancy Beall or Dr. Larry Trembly

PO Box 3677

Baton Rouge, LA 70821-3677

<http://www.regentsfiles.org/assets/docs/ProprietarySchools/StudentComplaintProcedure.pdf>

Louisiana Attorney General Office, Consumer Protection Section

PO Box 94005

Baton Rouge, LA 70804

ConsumerInfo@ag.state.la.us

1.800.351.4889, 225.326.6465

<http://www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15>

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**Maine**

Maine Department of Education

Anita Bernhardt - Complaints

23 State House Station

Augusta, ME 04333-0023

Maine Attorney General, Consumer Protection Division 6 State House Station

Augusta, ME 04333

[http://www.maine.gov/ag/consumer/complaints/complaint\\_form.shtml](http://www.maine.gov/ag/consumer/complaints/complaint_form.shtml)

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**Maryland**

Maryland Higher Education Commission

6 North Liberty Street, 10th Floor

Baltimore, MD 21201

410.767.3388 <http://www.mhec.state.md.us/higherEd/acadAff/MHECStudentComplaintProcess.pdf>

Office of the Attorney General, Consumer Protection Division

200 St. Paul Place

Baltimore, MD 21202

Consumer Protection Hotline: 410.528.8662

consumer@oag.state.md.us

<http://www.oag.state.md.us/Consumer/complaint.htm>

**Massachusetts**

Massachusetts Board of Higher Education  
One Ashburton Place, Room 1401  
Boston, MA 02108  
<http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

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**Michigan**

Michigan Department of Licensing and Regulatory Affairs  
Bureau of Commercial Services, Licensing Division, Proprietary School Unit Staff  
201 N. Washington Sq.  
Lansing, MI 48913  
[http://www.michigan.gov/lara/0,4601,7-154-35299\\_61343\\_35395\\_35396---,00.html](http://www.michigan.gov/lara/0,4601,7-154-35299_61343_35395_35396---,00.html)

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**Minnesota**

Minnesota Office of Higher Education  
1450 Energy Park Drive, Suite 350  
St. Paul, MN 55108-5227 <http://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

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**Mississippi**

Mississippi Commission on College Accreditation  
3825 Ridgewood Road  
Jackson, MS 39211-6453  
<http://www.mississippi.edu/mcca/downloads/studentcomplaintform.pdf>  
Consumer Protection Division, Office of the Attorney  
General PO Box 22947  
Jackson, MS 39225-2947  
<http://www.ago.state.ms.us/index.php/contact> (email)  
<http://www.ago.state.ms.us/wp-content/uploads/2013/08/Consumer-Complaint-Form.pdf>

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**Missouri**

Missouri Department of Higher Education  
205 Jefferson Street, PO Box 1469  
Jefferson City, MO 65102-1469  
[info@dhe.mo.gov](mailto:info@dhe.mo.gov)  
Policy: <http://dhe.mo.gov/documents/POLICYONCOMPLAINRESOLUTION-reviseddraft.pdf>

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**Montana**

Montana Board of Regents, Office of Commissioner of Higher Education Montana  
University System  
2500 Broadway Street, PO Box 203201  
Helena, MT 59620-3201

**Nebraska**

Nebraska Coordinating Commission for Postsecondary Education  
PO Box 95005  
Lincoln, NE 68509-5005  
Nebraska Attorney General  
Consumer Protection Division  
2115 State Capitol  
Lincoln, NE 68509  
[http://www.ago.state.ne.us/consumer/emailforms/consumer\\_complaint.htm](http://www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm)  
Consumer Protection Hotline: 800.727.6432

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**Nevada**

Nevada Commission on Postsecondary Education  
8778 S Maryland Parkway, Suite 115  
Las Vegas, NV 89123 <http://www.cpe.state.nv.us/CPE%20Complaint%20Info.htm>

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**New Hampshire**

New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301  
603.271.0257  
[Patricia.Edes@doe.nh.gov](mailto:Patricia.Edes@doe.nh.gov)

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**New Jersey**

New Jersey Higher Education Department  
PO Box 542  
Trenton, NJ 08625  
[nj\\_che@che.state.nj.us](mailto:nj_che@che.state.nj.us)

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**New Mexico**

New Mexico Higher Education Department  
2048 Galisteo  
Santa Fe, NM 87505  
<http://hed.state.nm.us/uploads/files/PPS/Overview/Complaint%20Form%20FY2014.doc>

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**New York**

New York Office of College and University Evaluation  
New York State Education Department  
5 North Mezzanine  
Albany, NY 12234  
[ocueinfo@mail.nysed.gov](mailto:ocueinfo@mail.nysed.gov)  
<http://www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html>



**North Carolina**

Postsecondary Education Complaints

c/o Assistant Director of Licensure and Workforce University of North Carolina

General Administration

910 Raleigh Road

Chapel Hill, NC 27515

919.962.4558

[studentcomplaint@northcarolina.edu](mailto:studentcomplaint@northcarolina.edu)

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**North Dakota**

North Dakota Consumer Protection Division, Office of Attorney General Parrell Grossman,

Director, Consumer Protection Division Gateway Professional Center

1050 E Interstate Ave. Suite 200

Bismarck, ND 58503-5574

701.328.5570

<http://www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf>

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**Ohio**

Ohio Board of Regents

25 South Front Street

Columbus, OH 43215-4183

Ohio Attorney General, Consumer Protection Section

30 E. Broad St., 14th floor

Columbus, OH 43215-3400

<http://www.ohioattorneygeneral.gov/Individuals-and-Families/Consumers/File-A-Complaint.aspx>

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**Oklahoma**

Oklahoma State Regents for Higher Education

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

<http://www.okhighered.org/current-college-students/complaints.shtml>

Oklahoma Office of the Attorney General, Consumer Protection Unit

Attn: Investigative Analyst

313 NE 21st Street

Oklahoma City, OK 73105

<http://www.oag.state.ok.us/oagweb.nsf/ccomp.html>

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**Oregon**

Oregon Higher Education Coordinating Commission

Office of Degree Authorization

775 Court Street NE

Salem, OR 97301

Oregon Attorney General, Financial Fraud/Consumer Protection Section

1162 Court St. NE

Salem, OR 97301-4096

[http://www.doj.state.or.us/consumer/pdf/consumer\\_complaint.pdf](http://www.doj.state.or.us/consumer/pdf/consumer_complaint.pdf)

### **Pennsylvania**

Pennsylvania Department of Education

333 Market Street

Harrisburg, PA 17126-0333

[http://www.education.state.pa.us/portal/server.pt/community/higher\\_education/8711/complaint\\_procedure/1004474](http://www.education.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474)

Office of Attorney General, Bureau of Consumer Protection

14th Floor, Strawberry Square

Harrisburg, PA 17120

[http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP\\_Complaint\\_Form.pdf](http://www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf)

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### **Rhode Island**

Rhode Island Board of Governors for Higher Education

Shepard Building

80 Washington Street

Providence, RI 02903

Rhode Island Department of Attorney General, Consumer Protection Unit

150 South Main Street

Providence, RI 02903

<http://www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf>

<http://www.ribghe.org/8a1031912.pdf>

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### **South Carolina**

South Carolina Commission on Higher Education

1122 Lady St., Suite 300

Columbia, SC 29201

803.737.3918

[http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/License/Complaint\\_procedures\\_and\\_form.pdf](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/Complaint_procedures_and_form.pdf)

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### **South Dakota**

South Dakota Secretary of State Jason M. Gant, State Capitol

500 East Capitol Avenue

Pierre, SD 57501-5070

[sdsos@state.sd.us](mailto:sdsos@state.sd.us)

South Dakota Office of Attorney General, Division of Consumer Protection

1302 E Hwy 14, Suite 3

Pierre, SD 57501-8053

<http://atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx>

**Tennessee**

Tennessee Higher Education Commission  
404 James Robertson Parkway, Suite 1900  
Nashville, TN 37243  
<http://www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf>  
Office of the Attorney General  
Consumer Protection Division  
PO Box 12548  
Austin, TX 78711-2548  
<https://www.oag.state.tx.us/consumer/complaintform.pdf>

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**Texas**

Texas Higher Education Coordinating Board  
1200 E. Anderson Lane  
Austin, TX 78752  
<http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>

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**Utah**

Utah Division of Consumer Protection  
160 East 300 South  
Salt Lake City, Utah 84111  
[consumerprotection@utah.gov](mailto:consumerprotection@utah.gov)  
<http://consumerprotection.utah.gov/complaints/index.html>

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**Vermont**

Vermont Agency of Education, State Board of Education  
120 State Street  
Montpelier, VT 05620-2501  
[AOE.EdInfo@state.vt.us](mailto:AOE.EdInfo@state.vt.us)  
Vermont Attorney General's Office  
109 State Street  
Montpelier, VT 05609-1001

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**Virginia**

State Council of Higher Education for Virginia  
101 N. 14th St., James Monroe Building  
Richmond, VA 23219  
[communications@schev.edu](mailto:communications@schev.edu)  
<http://www.schev.edu/students/studentcomplaint.asp>

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**Washington**

Washington Student Achievement Council  
917 Lakeridge Way, PO Box 43430  
Olympia, WA 98504-3430  
[dainfo@wsac.wa.gov](mailto:dainfo@wsac.wa.gov)  
<http://wsac.wa.gov/protecting-education-consumers>

**West Virginia**

West Virginia Higher Education Policy Commission  
1018 Kanawha Blvd E., Suite 700  
Charleston, WV 25301-2800

West Virginia Office of the Attorney General, Consumer Protection Division  
PO Box 1789  
Charleston, WV 25326-1789  
[https://www.wvhepc.org/resources/Complaint\\_Process.pdf](https://www.wvhepc.org/resources/Complaint_Process.pdf)

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**Wisconsin**

Wisconsin Educational Approval Board  
201 W. Washington Avenue, 3rd Floor  
PO Box 8696  
Madison, WI 53708  
[eabmail@eab.wisconsin.gov](mailto:eabmail@eab.wisconsin.gov)  
<http://eab.state.wi.us/resources/complaint.asp>

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**Wyoming**

Wyoming Department of Education  
2300 Capitol Avenue, Hathaway Building, 2nd Floor  
Cheyenne, WY  
82002-0050  
<http://edu.wyoming.gov/downloads/schools/student-complaint-process.docx>  
Attorney General's Office  
123 Capitol Building  
200 W. 24th Street  
Cheyenne, WY 82002

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**Puerto Rico**

Puerto Rico Council on Higher Education  
PO Box 1900  
San Juan, Puerto Rico 00910-1900  
Puerto Rico Department of Justice  
PO Box 9020192  
San Juan, Puerto Rico 00902-0192

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**U.S. Virgin Islands**

Government of the United States Virgin Islands  
Department of Education, Office of the Commissioner  
1834 Kongens Gade  
St. Thomas, V.I. 00802

