

Attachment 9.2.7



Students' Rights and Responsibility Policy

Policy/Procedure Excerpt From:

The Chicago School 2024-2025 Academic Catalog and Student Handbook with
Summer Addendum: Student Rights and Responsibilities, pgs. 102-146

Catalog Home

Effective January 6, 2025



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

These rules comply with Iowa Code 261.9(1)9g).

Military Temporary Withdrawal

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

Affected individuals including spouses and dependents are:

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

A student who is called to active military duty should promptly notify Student Support in writing via the Withdrawal form, including submitting the military orders with departure date. If military orders are classified and cannot be shared, a letter from the commanding officer regarding the date of deployment and confidentiality status will be accepted. MTW does not count against the program's time to completion; however, repayment of federal financial aid may be required after 180 days have expired. MTW is available to a student who is deployed regardless of the student's SAP status.

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

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

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

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

Student Rights and Responsibilities

The Chicago School requires the highest standards of professional and personal conduct from all students. Each student must abide by the policies and procedures of the school and comply with its standards. Failure to comply with the standards of conduct may result in remediation and/or disciplinary action up to and including dismissal from the school.

Academic Freedom

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

1. Teachers² are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as a citizen, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge the profession and the institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

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

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

ADA: Americans with Disabilities Act of 1990 Accommodations

In pursuit of its mission and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), The Chicago School is committed to providing all students with equal access to academic courses, programs, and school activities.

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

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

Accommodations will be granted on the basis of reasonableness and may not necessarily be the preferred accommodation expressed by the student. The reasonableness of an accommodation is dependent upon the objective reasonableness of the request under the circumstances and should meet the needs of the student to the extent that they are able to perform the essential portions of their classwork with the accommodation. Accommodations that create an undue hardship for the program or the student, or which fundamentally alter the nature of the program, are not considered reasonable.

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

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

Instructional Technology Accessibility

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

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

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

Definition:

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

Service Animals

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

Although not required, the school recommends that the student take the following steps when bringing a service animal on campus, so that the members of the Facilities Department can best support and accommodate them: 1) register the service animal and/or provide signage to designate its status, and 2) connect with Student Support Counseling Manager on the home campus in advance to discuss accommodation needs. The service animal must be continuously accompanied by the student and must not present a threat to other members of the community.

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

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

Course Evaluations

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

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

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

Course Evaluation Eligibility

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

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

Basic Evaluation Information

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

Midterm Course Evaluations

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

Final Course Evaluations

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

Study Abroad and Field Experience Courses

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

Student Questions

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

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

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

Instructor Information

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

Results

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

Criminal Background Check

The Chicago School requires **all** degree-seeking students and all students enrolled in the Post-Bachelor's Certificate in Applied Behavior Analysis, Post-Master's Certificate in Applied Behavior Analysis, Certificate in Forensic Psychology - M.A. Non-Licensure Track to Licensure Bridge, and Certificate in Vocational Nursing to complete a Criminal Background Check (CBC). There are four reasons for this requirement:

1. **Protection of Public Safety:** Individuals working in the professions served by The Chicago School are entrusted with the health, safety, and welfare of those with whom they work, have access to confidential and sensitive information, and operate in settings that require the exercise of ethical judgment and professional behavior. Thus, assuring the absence of serious criminal convictions in a student's background is imperative to promote the highest level of safety.
2. **Compliance with Training & Community-Engaged Scholarship Partners:** Applied learning experiences are essential elements of Chicago School degree programs. A student who cannot participate in such experiences due to serious criminal convictions may not be able to fulfill the requirements of the degree program. Therefore, it is in both the student's and school's interest to identify such restrictions upon entry.

3. Early Identification of Licensure or Certification Ineligibility: Similarly, serious criminal convictions may prevent a graduate's ability to attain a professional license or certification in their chosen field of study. Both the student and the school should quickly identify such limitations.
4. Campus Safety: All members of the school community are entitled to work and study in a safe environment. Identification of violent backgrounds through CBCs reduces the possibility of criminal acts on or around campus.

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

- Behavior Analysts are licensed by the Texas Department of Licensing and Regulation (TDLR) and the current guidelines requiring successful completion of a state-approved criminal background check are available in the Behavior Analysts Law Section 506.252 and Administrative Rules Section 121.20. An individual may request a criminal history evaluation letter from TDLR regarding the person's eligibility for a license if the person: (1) is enrolled or planning to enroll in an educational program that prepares a person for an initial license or is planning to take an examination for an initial license; and (2) has reason to believe that the person is ineligible for the license due to a conviction or deferred adjudication for a felony or misdemeanor offense. The request must state the basis for the person's potential ineligibility.
- Nurses are licensed by the Texas Board of Nursing. An applicant may petition the Board of Nursing for a declaratory order concerning eligibility for a license if they have reason to believe that they are ineligible for licensure and are: (a) Enrolled or planning to enroll in an educational program that prepares them for an initial license as an RN or VN; or (b) An applicant for a license. The request must state the basis for the person's ineligibility. An applicant may download and print the Petition for Declaratory Order form from the Texas Board of Nursing website. For further information on the conditions that may disqualify individuals from licensure and about an applicant's rights to petition the Board for a Declaratory Order of Eligibility please review: Texas Occupations Code sections 301.252, 301.257 and 301.452-469; Texas Administrative Code sections 213.27 - 213.30 (relating to Good Professional Character, Licensure of Persons with Criminal Convictions, Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters, Declaratory Order of Eligibility for Licensure); Texas Administrative Code 215.8.

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

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

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

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

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

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment (20 USC S. 1232g), affords students certain rights with respect to their education records. FERPA rights begin upon the student's enrollment, which occurs when the student has been admitted to the university and attends any portion of a course. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend the institution.

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

Education Records

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

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

Personal notes made by school officials not shared with others are not considered part of the education records. Admissions documents become part of the education records once the student attends courses. Education records are permanently maintained and stored in the Office of the Registrar both electronically with a secure backup file and/or in secure fire-resistant file cabinets.

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

Student Rights

Right to Inspect and Review

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

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

Right to Request Amendments

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

Right to Request a Hearing

The institution has the right to decide whether to amend the education records as requested by the student. If the school decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. To request a hearing, the student submits a Request to Review/Amend Education Records form. The University Registrar will refer the request to the Chief Academic Officer who will either act as the hearing officer or appoint a designee to conduct a formal hearing according to the following procedures:

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

Right to Consent to Disclosures

A student has the right to consent to disclosures of personally identifiable information contained in the education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the school has contracted (such as an attorney, auditor, collection agent, or official of the U.S. Department of Education or other federal agency); a person serving on the Board of Trustees; or a student serving on an official committee or assisting another school official in performing tasks. A school official has a legitimate educational interest if the official needs to review the education records in order to fulfill professional responsibility.

The Chicago School may disclose education records in certain other circumstances:

- to comply with a judicial order or a lawfully issued subpoena
- to appropriate parties in a health or safety emergency
- to officials of another school, upon request and for purposes related to the student's enrollment, where a student seeks or intends to enroll or is already enrolled
- in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid
- to certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities in connection with certain state or federally supported education programs
- to accrediting organizations to carry out their functions
- to organizations conducting certain studies for or on behalf of the school
- the results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence may be released to the alleged victim of that crime with respect to that crime

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

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

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

Right to File a Complaint

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-5920.

Right to Restrict Directory Information

A student has the right to restrict the release of "directory information" except to school officials with legitimate educational interests and others as indicated above. To restrict the release of directory information, a student must make the request in writing to the Office of the Registrar. Once filed, this request becomes a permanent part of the student's record until the student instructs the school, in writing, to remove the request.

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

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

Release of a Deceased's Education Record

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

- The individual(s) named on a signed FERPA - Student Authorization Release Form, if on file with the institution.
- The deceased's next of kin. The request must be accompanied by official documentation.

- The individual designated as the representative of the deceased's estate. The request must be accompanied by official documentation.
- In response to a subpoena or court order.
- To any other individual, if determined by the institution to be in the best interest of the deceased or the institution.

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

Intellectual Property Policy

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

Copyright Law

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

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

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

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

All students of The Chicago School are subject to the restrictions imposed by the Copyright Act. The copyright law applies to all forms of photocopying, whether it is undertaken at a commercial copying center, at the school's copying facilities, or at a self-service machine.

Reproduction of copyrighted material without prior permission of the copyright owner is prohibited except as permitted under the doctrine of "fair use," an exception that must not be abused. The "fair use" doctrine allows, under certain conditions, the reproduction of copyrighted material for purposes such as criticism, comment, news reporting, teaching, scholarship, or research.

A student must exercise prudent judgment when reproducing the works of others so as to not violate the copyright law. Any concern about a student's reproduction of materials should be brought to the attention of the student's department leadership or College Dean.

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

Acceptable Use of Online Services

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

Digital Millennium Copyright Act (DMCA) Notification and Response Plan

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

Policy Exception

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

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

Submitting a petition does not guarantee that a policy exception will be granted. The petitioner will receive written notification from the committee whether the petition is approved or denied. All decisions made by the committee are final and cannot be overturned, appealed, or petitioned again. The policy exception procedure is institutional not judicial, so there is no role for legal counsel.

Limitations

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

Submitting a Petition

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

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

Outcomes sought via policy exception may include but are not limited to assignment of a "N/A" or "W" grade, late course registration or add/drop, or tuition or student account balance forgiveness. The study abroad program fee, international field experience fee, and CTA U-Pass fee (Chicago only) may be petitioned. The Student Institutional

Service fee may be petitioned only if tantamount to a tuition charge (e.g., when no credit hours are being charged for the term/semester). No other fees may be petitioned. Tuition forgiveness may result in funds being returned to a lender or in a credit applied to the petitioner's student account. A petitioner should consult with Financial Aid, where applicable, prior to submitting a petition to determine which outcome is preferred.

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

Research Project Extension (RPX)

A student who requires additional time to complete their research project after exhausting all attempts of RPX courses and who is facing dismissal under the Research Project Courses policy may be eligible to appeal for additional time. An eligible student may appeal for additional RPX time only once to the RPX subcommittee of the Committee on Policy Exception. An RPX appeal must include specific supporting documentation including, but not limited to, a detailed plan for completion including a timeline and a new expected graduation date signed by the student's research project chair and department/program chair. An RPX appeal should be submitted no later than eight weeks prior to the end of the final term/semester to prevent a potential break in enrollment. Additional time granted under this policy will be awarded with a finite number of term-based courses bearing the prefix RXPX (RXPX 581-598) and which will be specified in the Committee's decision letter.

Professional Licensure or Certification

A student who is licensed or certified is expected to follow the professional expectations and mandated reporting requirements set forth by their credentialing entity.

A student who has voluntarily surrendered or had a professional license or certification suspended or revoked for any reason must disclose this information at the time of application to the institution. A regularly-enrolled student who has a license or certification suspended or revoked or who surrenders a license or certification must disclose this information to the Academic Program Lead within 10 business days of the event occurring.

A student who fails to disclose revocation of a license or certification whether it occurred prior to or during their enrollment may be referred to Student Community Standards for consideration of disciplinary action up to and including dismissal from the school.

Nursing Programs Requiring Licensure

A nursing student enrolled in a program that requires nursing licensure must maintain good standing with the Board of Nursing for the duration of their enrollment. A nursing student who does not maintain good standing must report this change to their Academic Program Lead. Revocation of a nursing license will impact a student's ability to continue in the academic program.

Religious Accommodations

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

A student who needs to miss a class meeting, examination, or other course or program requirement due to religious observance or practice must request an accommodation by the Add/Drop deadline using the Religious Reasonable Accommodation Request form. A form must be submitted to the instructor of record for the course for each impacted course.

Upon receiving a request form, the instructor of record for the course will work with the student to determine reasonable alternatives that would allow an opportunity to make up any missed work, without penalty, unless granting such an opportunity would fundamentally alter the nature of the course or academic program and/or create undue hardship for the institution or another student. An approved absence from a class meeting, examination, or other requirement under this policy will not count against any mandatory attendance requirement. However, absence does not relieve a student from responsibility for any missed course requirements.

An approved accommodation must be documented on the request form.

Remediation

The Chicago School is committed to supporting student success. An Academic Development Plan may be used to provide individualized support for remediating a behavioral or academic concern.

Academic Development Plan (ADP)

An ADP is used to help a student successfully complete their degree program. A student who is experiencing academic or professional behavior difficulties or who is failing to progress according to academic or training standards, expectations, or competencies may be placed on an ADP as deemed necessary by the Faculty Advisor, the Academic Program Lead or designee, and/or Student Community Standards. ADPs do not constitute disciplinary action; as such, they do not affect academic standing and cannot be appealed.

In the creation of an ADP, information may be solicited from any Chicago School employee, training site supervisor or other community partner, supervisor of school-required workplace activity, and/or any other party involved in the student's education and training. In conversations with outside education and training partners, the school may inform supervisors about the student's ADP to assess the extent to which the concerns in question have affected the student's performance and to ensure continuity of training and education between a partner site and the school.

The development of an ADP requires involvement of the student, their Faculty Advisor, and the Academic Department Lead or designee. Other school officials may be involved as deemed necessary and appropriate. The student is expected to actively participate in the development of the plan. Refusal to participate in creating an ADP or to complete required tasks may result in a referral to Student Community Standards for consideration of disciplinary action.

An ADP must clearly identify the concern(s) in question and the steps necessary to resolve those concerns within a specified timeframe. The ADP must identify who is charged with overseeing the plan and when and how feedback will be delivered to all parties involved. Finally, the plan must clarify the consequences if the terms of the ADP are not fulfilled.

Depending upon the situation, the school may require a student to take immediate steps to address identified concerns before an ADP has been finalized. Based on the student's progress in meeting the requirements set forth, an ADP may be modified, including adding additional requirements or removing existing requirements. Such changes must be made in writing. The ADP is emailed to the student, and a copy is kept in the student's education record.

Should a student on an ADP transfer to a new degree program, the ADP will be forwarded to the new department's ADP Manager by the previous department's ADP Manager. As the ADP may contain program-specific requirements, the new academic department may opt to either discontinue the ADP or to revise it to account for program requirements and expectations. Components of the ADP that resulted from a SCS decision should be retained by the new academic department. Revision of the ADP will be managed by the new department's ADP Manager in consultation with the previous department's ADP Manager, where practicable.

Students Affected by Declared Disaster or Emergency

A student who resides in an area located with the United States that is declared a major disaster or emergency area as defined by the Federal Emergency Management Agency (FEMA) of the U.S. Department of Homeland Security may be eligible for accommodations. A major disaster or emergency is defined by FEMA as:

Major disaster: Any natural catastrophe (including hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mud slide, snowstorm, or drought) or, regardless of cause, any fire, flood, or explosion, in any part of the United States, which in the determination of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121 et seq., to supplement the efforts and available resources of states, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

Emergency: Any occasion or instance for which, in the determination of the President of the United States, federal assistance is needed to supplement state and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

A student affected by a declared disaster or emergency as defined above must contact their faculty advisor, Student Support Counselor, or Academic Department Lead within 10 business days (term-based programs) or 20 business days (semester-based programs) to discuss circumstances and determine whether it is possible to continue with studies during that term/semester. The department representative will engage Student Support Counseling to determine how to best protect the student from potential academic or financial penalties, when possible.

Student Complaints

The Chicago School is committed to mutual respect and the effective resolution of student complaints through an efficient and fair procedure. The school seeks to maintain an environment that encourages all community members to work together to address complaints using informal resolution. When informal resolution is not possible, the school is committed to a fair and reasonable resolution of issues through the formal complaint procedure articulated in this policy.

A student who believes they have been subject to unlawful discrimination or harassment based on protected category should direct their concern to the appropriate school official as articulated in the Anti-Discrimination, Anti-Harassment, and Title IX Policy.

What is a Complaint?

A complaint is an allegation of unfair treatment made by a current student (hereafter Reporting Party) in which they experience adverse effects caused by decisions, actions, or inactions that were made by employees or agents of the school (hereafter Responding Party). The Reporting Party must be the alleged victim of unfair treatment. A complaint may not be filed by one party on behalf of another party.

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

Issues Ineligible for Review: Issues ineligible for review include the substance of any duly adopted policy or procedure, the substance that forms the basis for student performance evaluation, academic performance, grade appeals, transfer credits, course content, decisions regarding a student's academic status (including SAP), content or quality of services that do not arise from a specific act or incident and/or where a student cannot show disadvantage or unfair treatment; comments about the general content or provision of a course or program, and general allegations of misconduct or inappropriate behavior by students.

Time Limits

A formal complaint must be received by the College Dean no later than 45 business days after the Reporting Party first became aware of the facts which gave rise to the complaint. The complaint must be submitted via the online Student Complaint Intake Form. The time limit may be extended by the College Dean if the Reporting Party requests an extension within the 45 business day period for good cause shown, e.g., an active effort at informal resolution.

Informal Complaint Resolution

Prior to invoking the formal complaint resolution procedure, the Reporting Party is strongly encouraged to make active efforts to resolve matters through professional and direct communication with the Responding Party. These efforts should take place as soon as the Reporting Party becomes aware of the act or condition that is the basis of the complaint. If unsure of how to proceed, the Reporting Party may enlist the assistance of another member of the school community, e.g., Faculty Advisor, Academic Department Lead, to help identify a proper course of action or to mediate problems, if necessary. The Reporting Party has the right to end the informal complaint resolution process at any time.

Formal Complaint Resolution

The student complaint procedure is an institutional process not a judicial one, so the presence of legal counsel, whether in person or virtual, is prohibited for any party to the complaint. This policy cannot be substituted for other appeal processes.

Filing a Formal Complaint

The submission of the Student Complaint Intake Form and supporting documentation is used to invoke a review of a formal complaint. The complaint filing must include a completed intake form and:

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

The formal complaint procedure is managed by the Reporting Party's College Dean. If the Reporting Party has good cause to believe that the College Dean is unable to be impartial, they may request that the Dean for Student Success reassign the complaint to another College Dean.

The College Deans responsible for complaints as of the date of publication of this Academic Catalog and Student Handbook are:

- College of Graduate and Professional Studies: Dr. Alisha DeWalt, adewalt@thechicagoschool.edu, 312-488-6012
- College of Professional Psychology: Dr. Lance Garrison, lgarrison@thechicagoschool.edu, 469-941-8360
- College of Undergraduate Studies: Dr. Jonathan Dodrill, jdodrill@thechicagoschool.edu, 312-467-2540
- Nursing and Healthcare Administration: Dr. Tonya Sawyer-McGee, tmcgee@thechicagoschool.edu, 469-941-8331

Current College Dean information can be found online. Should an attorney file a complaint with the school on behalf of a Reporting Party, it will be referred to Legal Affairs.

Processing a Formal Complaint

The College Dean must initiate the formal complaint resolution procedure within 10 business days of receipt of the formal complaint.

The College Dean will determine whether the complaint may be reviewed in accordance with the criteria articulated in this policy. If the matter is deemed not eligible for review, it will be dismissed, and a letter will be submitted to the Reporting Party stating the same. If the matter is deemed reviewable, the College Dean will appoint an ad hoc committee that will review the complaint.

Selecting the Ad Hoc Committee

The ad hoc committee is comprised of two faculty members and one student. The College Dean will designate one of the faculty members to serve as ad hoc committee chairperson. At any time during the formal complaint review, the College Dean and ad hoc committee may make further attempts to resolve the complaint informally.

If the Reporting Party has good cause to believe that a member of the ad hoc committee is unable to be impartial, they may request that the College Dean disqualify that member. Such a disqualification shall be granted only upon the demonstration of a conflict of interest. The decision to alter or preserve the composition of the ad hoc committee rests solely with the College Dean, and the College Dean's decision is final.

Ad Hoc Committee Procedures

All proceedings of the ad hoc committee are confidential. The ad hoc committee chairperson must meet with Dean for Student Success to receive an overview of the procedure and obtain forms prior to the opening of the review.

1. Within five business days of being appointed, the ad hoc committee chairperson will write a letter to the Reporting Party and the Responding Party to communicate the opening of the review and distribute the complaint documents.
 - a. The Responding Party has five business days to return a written response to the chairperson. The Responding Party must include any exhibits they wish to introduce as evidence, including the names of witnesses. The chairperson may extend the deadline for submitting a response upon a showing of good cause.
2. Upon receipt of the Responding Party's response, the chairperson will distribute all complaint documents to the Reporting Party, Responding Party, and committee members.
3. The complaint will be heard at a live/synchronous hearing that will include the Reporting Party, Responding Party, and any witnesses. During the live/synchronous hearing, each party will be permitted to hear the other party and any witnesses present information and will be permitted an opportunity to respond.
 - a. The Reporting Party may include one Chicago School faculty or staff member as a support person during the live hearing.
 - b. The hearing may be conducted using online meeting technology. All participants must appear on webcam for the duration of the hearing.

Ad Hoc Committee Deliberation and Decision

The ad hoc committee will be the final judge of what testimony or data is relevant. The committee will deliberate to evaluate the merits of the complaint and make findings of fact. Deliberations will be restricted to members of the ad hoc committee.

The committee's decision will be based solely on material presented in the review including written materials provided prior to the hearing and information presented during the hearing. A majority vote of the ad hoc committee will be required to make an affirmative decision on the complaint. The chairperson will have the right to vote.

Upon reaching a decision, the ad hoc committee will communicate its findings in writing to the Reporting Party, Responding Party, College Dean, and the appropriate institutional representative(s) who shall implement any actions recommended by the ad hoc committee within 30 business days after the close of the committee proceedings, if applicable.

Appeal Procedures

Reporting Party

The Reporting Party may appeal the committee's decision to the Vice President of Academic Affairs (VPAA). The appeal must:

- be in writing
- state the grounds for appeal including a list of alleged error(s) in the decision or decision-making process
- state the requested remedy
- include a copy of the decision being appealed
- be dated and signed.

An appeal received more than 10 business days after the ad hoc committee's decision was rendered will not be considered. The VPAA will notify the Responding Party of the appeal within two business days of its receipt.

The VPAA will communicate their decision on the appeal in writing within 10 business days of its receipt. The written decision will include the reason(s) for the decision, and it shall direct a remedy for the Reporting Party, if applicable. The decision on the appeal is final.

Neither the decision on the appeal nor the original committee decision can be appealed further.

Responding Party

The Responding Party may appeal the committee's decision to the Vice President of Academic Affairs (VPAA). If the Responding Party is a direct report of the VPAA, the appeal will be directed to the Director of Human Resources.

The appeal must:

- be in writing
- state the grounds for appeal including a list of alleged error(s) in the decision or decision-making process
- state the requested remedy
- include a copy of the decision being appealed
- be dated and signed.

An appeal received more than 10 business days after the ad hoc committee's decision was rendered will not be considered. The VPAA or Director will notify the Reporting Party of the appeal within two business days of its receipt.

The VPAA or Director will communicate their decision on the appeal in writing within 10 business days of its receipt. The written decision will include the reason(s) for the decision, and it shall direct a remedy for the Responding Party, if applicable. The decision on the appeal is final.

Neither the decision on the appeal nor the original committee decision can be appealed further.

Recordkeeping

The ad hoc committee chairperson will compile the official complaint record that will include a copy of all correspondence with all parties, all materials submitted to the committee, a summary of the committee's decision, and

anything else considered by the committee in reaching its decision. All case files will be held in Maxient and the Responding Party's personnel file. The report will be retained for 10 calendar years following the year in which the complaint was resolved.

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

Complaints to External Agencies

A student is expected to follow the school's internal procedures before making a report to an external agency. A student who exhausts all internal complaint procedures and who is dissatisfied with the results may wish to raise the issue with the relevant state agency under which the institution operates.

State*	Agency Name & Contact Information
Alabama	Alabama Commission on Higher Education http://ache.edu/ACHE_Reports/Forms/SARA/StudentComp.pdf
Alaska	Alaska Commission on Postsecondary Education https://acpe.alaska.gov/ConsumerProtection .
Arkansas	Arkansas Institutional Certification Advisory Committee, icac@adhe.edu https://www.adhe.edu/institutions/academic-affairs/institutional-certification-advisory-committee/
California	An individual may contact the Bureau for Private Postsecondary Education (BPPE) for review of a complaint. The bureau may be contacted at 1747 N. Market Street, Suite 225, Sacramento, CA 98534. Telephone (916) 574-8900 Fax: (916) 263-1897 https://www.bppe.ca.gov
Connecticut	Connecticut Office of Higher Education Emily Bjornberg Senior Consultant Academic Affairs Connecticut Office of Higher Education 450 Columbus Blvd, Suite 707 Hartford, CT 06103 Emily.Bjornberg@ct.gov www.ohe.ct.gov https://veoci.com/v/p/181953/workflow/gjrt4qhrrvk

Georgia	<p>Georgia Nonpublic Postsecondary Education Commission</p> <p>2082 E. Exchange Pl. #220, Tucker, GA 30084-5334</p> <p>https://gnpec.georgia.gov/student-complaints</p>
Illinois	<p>Illinois Board of Higher Education</p> <p>https://complaints.ibhe.org/</p>
Indiana	<p>Indiana Board for Proprietary Education</p> <p>https://www.in.gov/che/2744.htm</p>
Iowa	<p>Iowa College Student Aid Commission</p> <p>The Commission accepts questions, concerns, and complaints from Iowa residents attending any postsecondary school in the United States.</p> <p>https://www.iowacollegeaid.gov/StudentComplaintForm</p> <p>(877) 272-4456</p>
Kansas	<p>Kansas Board of Regents</p> <p>1000 SW Jackson, Suite 520</p> <p>Topeka, KS 66612-1368</p> <p>(785)-430-4240</p> <p>http://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process</p>
Louisiana	<p>Louisiana Board of Regents</p> <p>https://regents.la.gov/about/proprietary-schools/</p> <p>https://www.regents.la.gov/assets/docs/2014/07/StudentComplaintProcedure.pdf</p>
Maryland	<p>Maryland Higher Education Commission</p> <p>http://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx</p>
Minnesota	<p>Minnesota Office of Higher Education</p> <p>http://www.ohe.state.mn.us/mPg.cfm?pageID=1078</p>
Montana	<p>Montana Department of Justice, Office of Consumer Protection</p> <p>https://www.mus.edu/MUS-statement-of-complaint-process.asp</p>
New Mexico	<p>New Mexico Higher Education Department</p> <p>http://www.hed.state.nm.us/students/hed-student-complaint-form.aspx</p>
North Carolina	<p>North Carolina Post-Secondary Education Complaints</p> <p>The University of North Carolina System Offices</p>

	<p>Student Complaints</p> <p>910 Raleigh Road, Chapel Hill, NC 27515-2688</p> <p>(919) 962-4558</p> <p>studentcomplaints@northcarolina.edu; http://www.northcarolina.edu/complaints</p>
Ohio	<p>Ohio Department of Higher Education</p> <p>https://www.ohiohighered.org/students/complaints</p>
Oregon	<p>Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the HECC, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access our complaints web page:</p> <p>https://www.oregon.gov/highered/institutions-programs/private/pages/private-postsecondary-complaints.aspx</p>
Pennsylvania	<p>Pennsylvania Department of Education - Postsecondary and Adult Education</p> <p>https://www.education.pa.gov/Postsecondary-Adult/Pages/default.aspx</p>
Texas	<p>Texas Workforce Commission</p> <p>https://twc.texas.gov/jobseekers/career-schools-colleges-students#howToSubmitAComplaintAgainstASchool</p> <p>Texas Higher Education Coordinating Board</p> <p>For a description of the procedure for filing a complaint and required forms visit http://www.theccb.state.tx.us/studentcomplaints.</p> <p>Student complaints are governed by Title 19 of the Texas Administrative Code, Rules 1.110-1.120 accessible at http://texreg.sos.state.tx.us/public/readtac\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&rl=Y.</p>
Utah	<p>Utah Department of Commerce, Division of Consumer Protection</p> <p>https://consumerprotection.utah.gov/</p>
Washington, D.C.	<p>District of Columbia Higher Education Licensure Commission</p> <p>http://osse.dc.gov/service/education-licensure-commission-elc-public-complaints</p>
Washington (state)	<p>The Washington Student Achievement Council (WSAC) has authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://wsac.wa.gov/student-complaints for information regarding the WSAC complaint process.</p>
West Virginia	<p>West Virginia Higher Education Policy Commission</p> <p>http://www.wvhepc.edu/wp-content/uploads/2014/10/Student-Complaint-Process-revised.pdf</p>

Wisconsin	Wisconsin Department of Safety and Professional Services, Educational Approval Program https://dsps.wi.gov/pages/programs/educationalapproval/default.aspx
Wyoming	Wyoming Department of Education https://edu.wyoming.gov/beyond-the-classroom/school-programs/private-school-licensing/

*The Reporting Party is advised to find the state of residence. If the state of residence is not listed, the state in which the home campus is located should be selected.

An external complaint may be directed to the Western Association of Colleges and Schools, Senior College and University Commission (WSCUC). WSCUC requires that a Reporting Party attempt to resolve an issue with the institution prior to filing a complaint. The Commission's complaint procedures are for the purpose of addressing significant non-compliance with the Standards of Accreditation and Commission policies. Thus, WSCUC will not interpose itself as an adjudicatory or complaint-resolving body in individual matters including admission, granting or transfer of academic credit, grades, fees, student financial aid, student discipline, or collective bargaining, faculty or staff appointments, promotion, tenure, contractual rights and obligations, and dismissals or similar matters.

The Commission's staff will investigate a complaint in order to determine whether it appears that a standard or policy was violated and, if such is the case, it will take appropriate action within the range of options that are available to it under Commission Standards and Policies. The WSCUC complaint form and process can be found under "Resources" at www.wascsenior.org. Inquiries may be directed to: Western Association of Colleges and Schools, Senior College and University Commission, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Phone: (510) 748-9001.

Student Learning Assessment

The Chicago School is committed to offering the highest quality academic programs in applied professional disciplines. To meet the school's standard for academic quality, program learning outcomes are aligned with course learning outcomes and guide assessment. Data collected from the results of student assessment and the aggregation of these data will inform how students are progressing towards achieving program outcomes.

All degree programs report annual assessments (and periodic self-studies) of student learning and other indicators of program effectiveness as part of the Academic Program Review process.

Student Conduct

The student conduct policy detailed below cannot be used as a substitution for the Course Final Grade Appeal policy, the Student Complaint policy, or the Anti-Discrimination, Anti-Harassment and Title IX Policy.

Student Community Standards (SCS) is The Chicago School's student conduct process. SCS is a university-level function that adjudicates referrals for a student who allegedly:

- Violated the University Community Norms and Standards policies (Code of Conduct, Academic Ethics, Integrity, and Responsibility, and Professional Behavior).
- Failed to meet academic program expectations and standards including progress toward degree.

All SCS proceedings are protected in accordance with FERPA. A student is required to comply with professional behavior standards throughout the conduct process. Failure to do so could result in dismissal from the school.

Course Final Grade Appeals, Student Complaints, or complaints made pursuant to the Anti-Discrimination, Anti-Harassment, and Title IX Policy fall outside of the scope of SCS and are addressed in accordance with the applicable policy.

A student referred to SCS who withdraws from The Chicago School before the case is adjudicated will have their case heard upon return to school, if applicable. The school reserves the right to withhold a student's degree conferral if the student has an active SCS referral, inclusive of the appeal period.

Referral

A referral must be submitted by the Academic Department Lead, hereafter called referring party. The referring party must notify the student of their referral before submitting it to SCS. The referral must be submitted during the term/semester in which the referring party either becomes aware of the reason(s) for referral, or the event precipitating the referral occurs, absent extenuating circumstances.

A referral must be presented in writing and must include:

1. A referral letter including the reason(s) for referral, the date of student notification, the department's desired pathway and outcome, and proposed Academic Development Plan (ADP) content, if relevant.
2. An unofficial transcript.
3. Supporting documentation.

All SCS referrals are evaluated by the Dean for Student Success, and the Dean determines how the referral will be adjudicated within the following pathways:

1. Administrative Resolution
2. Conference
3. Hearing

The Dean for Student Success may consult with the referring party regarding how a referral will be adjudicated, if necessary.

Administrative Resolution

SCS Administrative Resolution may occur when it is determined that the referral is complete and that the department's proposed ADP contents are appropriate and sufficient. Before making this determination, SCS will send the referral to the student to give them an opportunity to respond in writing to the allegations. The student must send their written response to SCS within five business days of receiving the referral. The Dean is responsible for determining and communicating the required components of the ADP to the academic department and the referred student, and the academic department will write and administer the ADP.

If the plan to remediate is deemed inappropriate or insufficient, the referral will be moved to either the Conference pathway or the Hearing pathway.

Conference

SCS Conference may be chosen as the path of resolution when a department's proposed ADP contents are either not present in the referral or are deemed inappropriate or insufficient. Before making this determination, SCS will send the referral to the student to give them the opportunity to respond in writing to the allegations. The student must send their written response to SCS within five business days of receiving the referral. The Dean and a SCS Faculty Lead will hold a conference at which either ADP contents will be determined, or a decision to send the referral to hearing will be made.

If the decision is that the student must complete an ADP, the Dean will communicate the required components of the ADP to the department and the referred student, and the department will write and administer the ADP. If the decision is that a hearing is required, SCS will advance the referral to hearing.

Hearing

A SCS Hearing occurs when one of the following conditions is present:

1. A department's desired pathway is hearing.
2. A department's desired outcome is dismissal.
3. A department's plan to remediate is insufficient and cannot be revised via Conference.

Hearing Preparation

If SCS determines that a hearing is necessary, the student is sent a hearing notice (hereafter referred to as "notice") at their school email address. The notice will include the hearing date, time, online meeting details or campus location/room, and a link to the hearing materials.

The referred student is responsible for addressing the action items listed below prior to the hearing. The requirements must be submitted in writing to SCS@thechicagoschool.edu by the due date stated in the notice.

1. **Hearing Accommodations:** A referred student with a qualified need who requires disability accommodation to participate in their hearing must submit a written request.
2. **Hearing Postponement:** A referred student may request postponement of their hearing. The referred student must submit a written, detailed rationale for postponement. SCS has sole discretion to grant or deny a request for postponement and, if granted, to determine a new hearing date and time. The SCS decision on postponement is final.
3. **Recusal:** A referred student may request the removal of a faculty panel member whom they believe cannot be impartial. For this request to be considered, the student must submit in writing the reasons why they believe the faculty panel member may be biased against them. Department representatives, including the referring party, are not eligible for recusal. The hearing lead will review and decide on the recusal request.
4. **Support Person:** A referred student may include one Chicago School faculty member or one Chicago School non-student staff member in their hearing to provide advice and support. The student should provide the support person's name and position title in writing.
5. **Written Response:** A referred student has the right to present a written response to the referral that explicitly addresses the reason for the referral and its contents. If the referred student submits a written response after the due date stated in the notice, SCS is not obligated to consider it.

If time constraints impact the scheduling of an SCS hearing, the due dates for the referred student will be adjusted accordingly.

Hearing Procedure

The hearing provides an opportunity for all parties to present perspectives on the referral. The hearing will be held within 30 business days of receipt of the referral.

A student must attend their hearing as specified in the referral notice. The student must appear on webcam for the duration of the hearing if it is being held using online meeting technology. If a student does not attend their scheduled hearing, the hearing will proceed without them, and a decision will be rendered.

Any person who is not employed by The Chicago School may not attend the hearing in any capacity unless their presence is required as part of an approved disability accommodation. Since this procedure is institutional and not judicial, no attorneys may be present. Neither recording nor transcription of any part of the hearing is permitted. Once the hearing begins, additional written material may not be distributed by the student or referring party.

During the hearing, the referring party presents the referral to the hearing panel. If the referral originated from a specific incident, an employee who has the most knowledge of the facts of the incident may be present at the hearing. If the referral relates to training, a training representative may be present.

In addition to the written response submitted before the hearing, if any, the student should also respond to SCS questions about the referral during the hearing. A student's failure or refusal to respond to the allegations set forth in the referral or to the questions asked by SCS during a hearing will be considered an admission of the facts and matters contained in the referral.

After all material have been presented and all questions addressed, the referring party, the student, the support person, and any other attendee who is not an SCS panel member will leave the hearing simultaneously. No additional information may be presented after this action.

If the SCS panel requires more information about a referral, or if a hearing takes longer than the scheduled time, a continuation hearing may be held later.

Hearing Deliberation

Deliberation on the outcome of the hearing is restricted to SCS panel members only.

Hearing Outcome

A hearing outcome may include no action, an Academic Development Plan, or dismissal from the institution. The student will be notified of the hearing decision in writing within 10 business days of the hearing.

If the decision is that the student will be dismissed, that decision is typically effective immediately. Dismissal supersedes any other enrollment status. A dismissal decision will impact the student's access to Chicago School facilities and technology, including email. The student's grade(s) may also be impacted. See the Administrative Grades policy for information.

Appealing SCS Dismissal

A student has the right to appeal their dismissal to the SCS Appeals Committee. An appeal must be submitted using this online form. The student must submit their appeal as soon as possible and within five business days of being notified of their dismissal.

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

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

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

The written appeal must include:

- A specific statement of the decision that the student is appealing.

- All information that the student wishes the SCS Appeals Committee to consider.
- A statement regarding the basis or bases for the appeal, based on the three categories above (new evidence, evidence of improper SCS procedure, or new arguments that could not be provided at the time of the original hearing) and supporting argument and documentation (if any) regarding the stated basis or bases.

The SCS Appeals Committee will render the decision as soon as possible and within 10 business days after receipt of the appeal.

If the appeal is denied, the dismissal will stand as final. This decision may not be appealed. If the appeal is granted, the case will be remanded for another hearing limited to the information supporting the granted appeal. This hearing must occur as soon as possible and within 10 business days after the appeal decision is issued.

A student on Sponsored International Travel is responsible for following all Chicago School policies. A student who violates a policy while abroad will be disciplined as follows:

For a first-time offense that is not serious in nature, the program Faculty Lead and/or other qualified school representative will meet with the student to address the violation. If no additional violations occur, the issue may be considered resolved.

For repeated offenses or an offense that is serious in nature, the program Faculty Lead and/or another qualified school representative will issue written notification of the violation(s) to the student at their Chicago School email address. The notification will describe the violation and cite the policy or rule violated.

If it is determined that the offense poses a serious health or safety risk, the program Faculty Lead will dismiss the student from the program. The program Faculty Lead will issue written notification of this action to the student's Chicago School email account and will copy the student's Academic Department Lead.

A student participating in any sponsored international travel is subject to the disciplinary policy of the host institution or partner. The policy of the host institution or partner may supersede Chicago School policy. The Chicago School may not be able to assist a student engaged in non-sponsored international travel.

The text below is a summary of The Chicago School's Student Policy on Anti-Discrimination, Anti-Harassment and Anti-Retaliation (Student DHR Policy). Click [here](#) for the full Student DHR Policy. For additional resources, visit the Community Website.

Introduction

The purpose of the Student DHR Policy is to prohibit all forms of discrimination, harassment, and retaliation, to ensure compliance with federal and state civil rights laws and regulations, and to affirm The Chicago School's commitment to promoting the goals of fairness and equity in all aspects of its education programs or activities. The Chicago School prohibits discrimination against and harassment of members of its community including but not limited to its applicants, students, and employees based on race, ethnicity, color, sex, gender, gender identity, gender expression, genetic information, religion, creed, age (40 years or older), national or ethnic origin or ancestry, sexual orientation, physical or mental disability, marital status, parental status, pregnancy, military or veteran status, political activities/affiliations, or any other category protected by law or included in The Chicago School's Non-Discrimination Statement ("Protected Categories"). For purposes of this Policy, "Protected Category" includes all the categories listed above except for sex, pregnancy or related conditions, gender identity, and sexual orientation.

The Chicago School also prohibits sex discrimination, including sex-based harassment, as defined by Title IX, and as set forth in the Policy Prohibiting Discrimination Based on Sex Under Title IX (Title IX Policy).

The Student DHR Policy applies to students only. The Chicago School has jurisdiction to investigate conduct occurring on its campuses, in connection with its educational programs, activities, and services, or that puts Community Members at risk of serious harm or otherwise creates a hostile learning environment.

Discrimination, Harassment, and Retaliation

Discrimination is defined as adverse action taken against or harassment of an individual based on membership in any Protected Category. Harassment is defined as unwelcome behavior based on membership in any Protected Category. Harassment becomes impermissible where 1) enduring the offensive conduct becomes a condition for any academic-related purpose or 2) the conduct is severe or pervasive enough to create an academic environment that a reasonably prudent person would consider intimidating, hostile, or abusive. Retaliation is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation or resolution of a report of discrimination, harassment, or retaliation

Reporting Complaints of Discrimination, Harassment or Retaliation

A student who believes they have been subject to unlawful discrimination, harassment, or retaliation on the basis of a Protected Category should submit the Student Complaint of Discrimination or Harassment Intake Form or email the Office of the Dean for Student Success at studentsuccess@thechicagoschool.edu. Complaints should include details of the incident or incidents, names of the individuals involved, names of any witnesses, and any documents supporting the complaint.

Supportive Measures

The Chicago School will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged harassment, discrimination, and/or retaliation and as deemed appropriate by the Dean for Student Success. Supportive measures are nondisciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties to restore or preserve access to The Chicago School's education programs or activities, including measures designed to protect the safety of all parties or The Chicago School's educational environment, and/or deter harassment, discrimination, and/or retaliation.

Support Person

Parties to a complaint may select a support person to advise and support them. The support person must be a member of The Chicago School community. They can help the party prepare for meetings, can attend meetings with the party, and can review materials generated by the investigator and provided as evidence, where relevant. The support person may not communicate with an investigator on behalf of a party.

Administrative Resolution

Administrative Resolution typically includes but is not limited to the following steps, in any order: identify all policies implicated by the alleged misconduct; develop an investigation plan with a witness list, document/records list and order of interviews of parties and witnesses; provide the parties and witnesses with an opportunity to review and verify the investigator's summary notes from interviews and meetings with that specific party or witness; allow each party the opportunity to suggest questions they wish the investigator to ask of the other party and witnesses; provide regular status updates to the parties throughout the investigation; and preparation of a written investigation report that

summarizes the investigation. The investigation report will conclude with a determination, based on a preponderance of the evidence, of whether the Respondent violated the Student DHR Policy and a recommendation for a sanction.

Appeals

The parties have the right to appeal the determination of a violation of the Student DHR Policy and any sanctions decision. Information on appeal procedures is in Section VII of the Student DHR Policy.

Cross Claims

Cross-claims determined to have been reported in good faith will be processed using the resolution procedures described above. When cross-claims are not made in good faith, they will be considered retaliatory and may constitute a violation of the Student DHR Policy.

Student Policy on Pregnancy and Related Conditions

The text below is a summary of The Chicago School's Student Policy on Pregnancy and Related Conditions. Click [here](#) for the full Student Policy on Pregnancy and Related Conditions. For additional resources, visit the [Community Website](#).

The Chicago School does not discriminate in its education programs or activities on the basis of current, potential, or past pregnancy and related conditions as mandated by Title IX of the Education Amendments of 1972 (Title IX). The Chicago School prohibits members of the school community from adopting or implementing any policy, practice, or procedure, or taking an employment action, on the basis of sex concerning the current, potential, or past parental, family, or marital status, which treats people differently. This Policy and its pregnancy-related protections apply to all pregnant students, regardless of gender identity or expression.

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

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

Student Profile

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

Legal Name and Personal Information

The Chicago School must protect the identity of a student and maintain the integrity of their record when changing their legal name, social security number, birthdate, or citizenship status. A student's legal name is defined as the name that appears on a legal or government-issued document such as a birth certificate, social security card, court order, or passport.

Changes to a student's legal name, social security number, birthdate, or citizenship status must be submitted using the Student Personal Information Change Request form. A student must include a copy of one of the documents below with their request:

- Government-issued identification card
- Birth Certificate
- Marriage License
- Divorce decree
- Court order
- Social Security Number/New Taxpayer ID Number

A student may change their legal sex, gender identity, sexual orientation, or pronouns on the Student Portal.

Chosen First Name

A student may identify themselves with a chosen first name that differs from their legal first name. A student's chosen first name may be used for class rosters, on student identification cards, and in student credentials including the school-issued email address. A student's chosen first name may also be disclosed as directory information unless the student declines to permit such disclosure.

All Chicago School community members are expected to use a person's chosen name.

Generally, students can use any chosen first name. The Chicago School reserves the right to deny or remove, with or without notice, a chosen first name if it is used for inappropriate purposes including but not limited to misrepresentation, avoiding legal obligation, offensive or derogatory language, or to perpetrate fraud. A chosen first name must consist of alphabetical characters, hyphens, and spaces.

A student's legal first name will be used for unofficial and official transcripts, enrollment reporting, financial aid and student account records, student employment records, student conduct files, external reporting, federal immigration documents, and other official records where a legal name is required by law or school policy.

To submit a chosen first name, visit the Student Portal.

Contact Information

A student is responsible for ensuring that their physical address (student location), mailing address, telephone number, and personal email address are kept current with the school. To update contact information, visit the Student Portal.

The Chicago School requires all students to provide the address where they will be located while enrolled and actively attending classes. Each student is required to provide address information in their enrollment application. P.O. Boxes will not be accepted. This address will be maintained as the "Student Location" and will be used to send official correspondence and ensure regulatory compliance. A student is responsible for keeping their Student Location current and for notifying the school of an address change. The Chicago School is not responsible for lost items mailed to an incorrect address.

A student who is relocating or planning to relocate and who intends to be licensed or certified in their new state of residence is strongly advised to review the licensure or certification requirements of the new state. Detailed information about licensure and certification is available on The Chicago School website.

A student who is considering relocating, or has relocated to another state, territory, or outside of the United States during their program, whether relocation is permanent or temporary, must submit new location information via the Student Portal. The request will be sent to the Registrar's Office to update the Student Location.

Emergency Contact

A student is responsible for providing the school with an emergency contact. The student must provide the emergency contact's name, relationship to the student, and telephone number. To update emergency contact information, visit the Student Portal. Failure to provide an emergency contact may impact a student's ability to register for courses.

Text Messages

A student may elect to receive text messages from the school. The school will not text message a student who does not opt into the service. To opt into this service, visit the Student Portal. The student must provide their mobile phone number and service provider and choose "Yes" to Receive SMS Alerts. A student may "opt out" of the service at any time using the link above. Mobile service provider standard messaging and data rates apply.

Technology

Access to Electronic Systems

Each Chicago School student is provided with a school-sponsored email account. The student is responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed by other means. The student must regularly check this account for information transmitted by various departments of the school. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication with school personnel and about school matters.

Files and email messages that travel using the school's network are not private. A user's privacy is superseded by the school's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined by Information Technology. The school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers or systems and platforms provided by the school, should circumstances warrant such actions. All members of the community must recognize that electronic communications are not secure and that, during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Should a student withdraw or be dismissed from The Chicago School, access to the institution's electronic systems including but not limited to the library databases, the Office of Placement and Training (OPT) database, the wireless network, the campus access control system, school-provided email, the Office 365 platform, Canvas, and other systems will be suspended. This suspension will remain in place for at least one year from the dismissal or withdrawal date after which time the accounts may be deleted.

A Chicago School graduate is granted lifetime access to email. Access to other electronic systems including other Office 365 features and licensing for the Office Suite is removed after graduation. The user will be notified of the inaccessibility to One Drive files upon graduation and will be given a 90-day grace period to retrieve all files. Information Technology cannot recover lost files after the 90-day grace period has expired.

In cases where an alumnus is dismissed from a subsequent enrollment, The Chicago School reserves the right to revoke alumni benefits where necessary.

Audio and Visual Recordings

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

Classes

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

When recording a class in either small sections or its entirety, the instructor of record for the course must provide students with prior notice through one or all of the following methods:

- Verbal announcement to students at start of the class session
- Attendance sign-in sheet with notice
- Placement of sign in classroom/lecture hall
- Syllabi notice
- Posting in Canvas Class Shell

A student who does not wish to be recorded must inform the instructor of record for the course verbally or in writing prior to the recording. The instructor of record for the course may continue to hold class without the student present as long as reasonable and adequate accommodations are made for the student to access class content. A student who opts not to be recorded will be assigned an "excused" absence which should not directly impact the student's performance in the course. Faculty members should never record classes where clinical case material might be discussed or presented. Class sessions that include discussion or presentation of identifying information about unknown third parties should not be recorded.

Non-Class Events

Non-class events, which may be simple or complex, include those sponsored or coordinated by The Chicago School or one of its departments such as:

- Career Services sessions or panels
- Academic success or faculty development workshops
- Events with guest speakers
- Faculty colloquia
- Keynote speakers
- Presidential addresses

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

When recording an event in either small sections or its entirety, the event organizer must provide the audience prior notice through one of the following methods:

- Verbal announcement to audience at the start of the event
- Attendance sign-in sheet with notice
- Placement of sign in room/lecture hall
- Notice in promotional materials

Further information on the recording of class and non-class events is available from the Communications Department. Private conversations and/or meetings may not be recorded without the informed consent of all parties involved. Failure to obtain permission to record may result in disciplinary action.

In order for The Chicago School to use a student's likeness or information in any advertising, publicity, commercials, displays, interactive publication or interactive student learning, the student must sign a "Photography and Recording Release Form". A student may revoke permission at any time. More information is available from the Communications Department

Electronic Signature

In June 2000, the Electronic Signatures in Global and National Commerce Act (E-Sign Act) was signed. The law provides that electronic signatures, contracts, and other records related to a transaction may not be denied legal effect, validity, or enforceability solely because it is an electronic form, or because an electronic signature or electronic record was used in its formation.

The Chicago School defines an electronic signature as any electronic process signifying an approval to terms, and/or ensuring the integrity of the document, presented in electronic format. An electronic signature identifies and authenticates an individual as the source of any electronic consent or process. In addition, the electronic signature indicates such person's approval of the information contained in the electronic consent.

An e-signature may be accepted in all situations if requirement of a signature/approval is stated or implied as prescribed under any other Chicago School policy. To the fullest extent permitted by law. The Chicago School accepts e-signatures as legally binding and equivalent to handwritten signatures to signify an agreement. The school also reserves the right to designate specific transactions that are to be conducted as e-transactions or maintained as e-records, and that are to be fulfilled by e-signature under this policy. However, this guideline does not supersede situations where laws specifically require a written signature or must meet specific requirements regarding e-signature.

A student may be asked to use electronic signatures to register for courses, accept financial aid awards, pay bills, obtain unofficial transcripts, complete electronic forms, etc. or to increase the efficiency of internal transactions that require authorization. The school may require that students use electronic signatures to conduct certain transactions that previously required handwritten signatures and approvals on paper documents.

It is a violation of this policy for an individual to sign a transaction on behalf of a student unless the student has been granted specific authority by the student. The student must report immediately any suspicious or fraudulent activities related to electronic signatures to any manager or supervisor in the appropriate administrative department or to the Department of Information Technology. A student who falsify electronic signatures or otherwise violate this policy are subject to disciplinary action under the Student Code of Conduct and criminal prosecution under applicable federal and state laws.

The text below is a summary of The Chicago School's Policy Prohibiting Discrimination Based on Sex Under Title IX (Title IX Policy). [Click here for the full Title IX Policy.](#) For additional information, visit the [Community Website](#).

Introduction

The Title IX Policy sets forth The Chicago School's obligations under the 2024 Title IX Regulations and incorporates the definitions and procedural requirements from the 2013 Clery Amendments pertaining to sexual assault, dating violence, domestic violence, and stalking. Because The Chicago School's primary campus is located in California, the Title IX Policy also sets forth The Chicago School's obligations pertaining to sex-based discrimination including sex-based harassment and related retaliation under the California Fair Employment & Housing Act and the California Education Code. The Title IX Policy applies to all Chicago School Community Members.

Pursuant to this Policy, The Chicago School will:

- Respond to all reports of sex-based discrimination including sex-base harassment and/or retaliation.
- Take necessary measures to end conduct that is in violation of the Title IX Policy, prevent its recurrence, and remedy its effect on individuals and the community.

Discrimination on the Basis of Sex, Sex-Based Harassment, and Sexual Assault and Interpersonal Violence

The Title IX Policy prohibits sex discrimination, including sex-based harassment, and retaliation. These acts are referred to as Prohibited Conduct under the Title IX Policy.

Except as permitted by Title IX, prohibited discrimination on the basis of sex (where sex includes sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity) is defined as actions that cause an individual to be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by The Chicago School. Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, as defined by Title IX, including harassment on the basis of sex stereotypes, sex characteristics, pregnancy and related conditions, sexual orientation, and gender identity. Under Title IX, sex-based harassment includes Quid Pro Quo Harassment, Sex-Based Hostile Environment Harassment in Programs and Activities, and California Sex-based Harassment in Employment. Sexual Assault and Interpersonal Violence includes Sexual Assault, California Sexual Violence Against Students, Dating Violence, Domestic Violence, Stalking, and California Sexual Exploitation.

Retaliation

Retaliation is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation, or resolution of a report or complaint of Prohibited Conduct under the Title IX Policy.

Reporting Sex Discrimination, Including Sex-based Harassment

All complaints of violations of the Title IX Policy will be taken seriously and in good faith. Employees, students, guests, or visitors who believe that the Title IX Policy has been violated should promptly contact Title IX at titleix@thechicagoschool.edu or submit the Title IX Incident Reporting Form. The Title IX staff members are:

Title IX Coordinator

- Jennifer Stripe Portillo
- (213) 615-7264
- 707 Wilshire Blvd, Los Angeles, CA 90017

Deputy Title IX Coordinator

- Daniel Esquivel
- (213) 283-4267
- 707 Wilshire Blvd, Los Angeles, CA 90017

Under the Title IX Policy, a Complainant is any individual who has reported being or is alleged to be impacted by Prohibited Conduct who was participating or attempting to participate in The Chicago School's Education Program or Activity at the time of the alleged misconduct. A Respondent is an individual, or group of individuals (e.g., student organization), who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct under the Title IX Policy.

Options for Confidential Reporting

Chicago School Community Members may speak with an external confidential resource. Community members may contact the YWCA Metropolitan Chicago, a community-based sexual assault crisis center, by calling 1.888.293.2080. Also, A Chicago School student may call Student Solutions, a free, confidential, around-the clock counseling service, at 1.855.460.6668. A Chicago School employee may call the Employee Assistance Program at 1.800.272.7255.

Response to a Report

When a report is received, it will be acted on promptly and appropriately. In some instances, an informal resolution process may be used, if deemed appropriate. Investigations will be handled on a confidential basis, to the extent possible, with regard for the rights of all parties. Information about the complaint and investigation will only be released on a need-to-know basis, or as otherwise required or permitted by law.

Emergency Removal or Administrative Leave

The Chicago School retains the authority to remove a Respondent from its Education Program or Activity on an emergency basis. The Respondent may challenge the decision immediately following the removal, by notifying Title IX in writing. The Chicago School will designate an impartial individual, not otherwise involved in the case, to consider the challenge to the removal and determine if the emergency removal was reasonable. The Chicago School retains the authority to place an employee Respondent on administrative leave during a pending resolution process under the Title IX Policy.

Supportive Measures

During the resolution of a complaint, Title IX will determine whether to implement reasonable Supportive Measures designed to assist all parties and community members in maintaining access to and participation in The Chicago School's Education Program and Activities during the resolution of a complaint. Supportive Measures may include but are not limited to: referral to counseling services; extensions of deadlines and other course-related adjustments; increased security and monitoring of certain areas of a campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; no-contact directives (which may be mutual or unilateral at the discretion of Title IX); and training and education programs related to sex-based harassment. Supportive Measures are non-disciplinary and non-punitive. A party may challenge the decision to provide, deny, modify, or terminate Supportive Measures when such measures are applicable to them.

Options for Resolution

There are multiple ways to resolve a complaint or report of sex discrimination including: (1) Support-Based Resolution, (2) Agreement-Based Resolution and (3) Investigation and Decision-Making Resolution. A student Respondent with allegations pending for a violation of the Title IX Policy may have a hold placed on their ability to graduate and/or to receive an official transcript or diploma. The hold will remain on their account until the allegations have been resolved.

Remedies and Sanctions

A student found responsible for a violation of the Title IX Policy will be subject to sanction(s) regardless of whether legal proceedings involving the same incident are underway or anticipated. An employee found responsible for a violation of the Title IX Policy will be subject to sanction(s), up to and including termination of employment, regardless of whether legal proceedings involving the same incident are underway or anticipated. A list of potential sanctions appear on pages 44 and 45 of the Title IX Policy.

Appeals

Determinations may be appealed in writing by either party. Appeals will be sent to Title IX and heard by a designated Appeals Officer assigned to review the appeal(s) and to make a final determination.

Anti-Discrimination, Anti-Harassment, and Title IX Policy

For Chicago School Community Members in Texas and Louisiana only, a legal injunction halting the enforcement and implementation of the 2024 changes to the Title IX Regulation is currently in effect. As of the publication date of this Student Handbook, complaints of sexual misconduct from Chicago School Community Members in Texas and Louisiana only will be responded to using Section C of the Anti-Discrimination, Anti-Harassment, and Title IX Policy.

Tobacco, Drug, and Alcohol Regulations

Smoke-Free Environment

Smoking is prohibited, including within 15-feet of building entrances, exits, windows that open, and ventilation intakes. This smoke-free policy includes cigarettes and electronic cigarettes, and it covers all areas owned or operated by the school. If a local law or ordinance provides greater protection for the rights of non-smokers, it shall apply.

Drug-Free Environment

In compliance with the Drug Free Schools and Communities Act (DFSCA) of 1986 as amended in 1989, The Chicago School explicitly prohibits the unlawful possession, use, or distribution of illicit drugs by students or employees on school premises or as part of any of its activities. In addition, the school prohibits the misuse of legal drugs including alcohol.

Counseling, Treatment, or Rehabilitation Programs

Any student who fails to abide by the terms of the Tobacco, Drug, and Alcohol Regulations and Policies may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health officials, law enforcement, or other appropriate agency. Specific programs of counseling or rehabilitation are available within the greater Chicago, Dallas, Southern California, New Orleans, and Washington, D.C. metropolitan areas.

General State Laws of Alcohol Possession and Consumption

Individuals younger than 21 years old may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone under 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

Health Risks Associated with Use of Illicit Drugs, the Misuse of Legal Drugs, and Alcohol Abuse

There are health risks associated with the use of illicit drugs and abuse of legal drugs and alcohol including impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system including impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-term effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting HIV or hepatitis. These health risks may affect one's daily life activities, as well as familial, social, and working relationships.

Drug and alcohol abuse causes physical and emotional dependence, in which users may develop a craving for a particular substance. Thus, their bodies may respond to the presence of such substances in ways that lead to increased drug and alcohol use.

Certain drugs, such as opiates, barbiturates, alcohol and nicotine create physical dependence. With prolonged use, these drugs become part of the body chemistry. When a regular user stops taking the drug, the body experiences the physiological trauma known as withdrawal.

Psychological dependence occurs when taking drugs becomes the center of the user's life. Drugs have an effect on the mind and body for weeks or even months after drug use has stopped. Drugs and alcohol can interfere with memory, sensation, and perception. They distort experiences and cause loss of self-control that can lead users to harm others as well as themselves.

Institutional Policy on Alcohol Consumption

Beverage alcohol may be served to and consumed by persons of legal drinking age on school premises or practicum and internships sites in conjunction with a specifically authorized function. Individuals consuming alcohol should do so in a responsible manner.

Legal Sanctions Under Federal and State Law

Federal penalties and sanctions for illegal possession of a controlled substance are as follow.

- First conviction: up to one-year imprisonment or a fine of at least \$1,000
- After one prior drug conviction: at least 15 days in prison, not to exceed two years, and a fine of at least \$2,500 but not more than \$250,000, or both
- After two or more prior drug convictions: at least 90 days in prison, not to exceed three years, and a fine of at least \$5,000
- Special sentencing provisions for possession of crack cocaine: mandatory sentencing of at least five years in prison, not to exceed 20 years, and a fine of up to \$250,000, or both, if the first conviction and amount of crack possessed exceeds five grams, the second crack conviction and the amount of crack possessed exceeds three grams, third or subsequent crack conviction and the amount of crack possessed exceeds one gram
- Forfeiture of personal property used to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than a one-year imprisonment
- Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance
- Civil penalty of up to \$10,000
- Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, for up to one year for first offense or up to five years for second and subsequent offenses
- Ineligibility to receive or purchase a firearm.
- Revocation of certain federal licenses and benefits, (for example, pilot licenses, public housing tenancy, and so on.) as vested within the authorities of individual federal agencies
- Any person convicted of drug trafficking occurring within 1,000 feet of an academic institution is subject to prison terms and fines twice as high as listed above with a mandatory prison sentence of one year for each offense

This list has been included for reference purposes only. The most current information can be found on the website of the U.S. Drug Enforcement Administration.

Sanctions to Be Imposed on Students Who Violate Regulations and Policies

As a condition of matriculation to the school, a student agrees to abide by the terms of these regulations and policies and agrees to notify the school of any criminal drug statute conviction for a violation occurring on campus no later than

five business days after such conviction. The Chicago School, through Student Community Standards or college leadership, will take appropriate action (consistent with local, state, and federal law) against a student who violates the standards of conduct contained herein, up to and including dismissal from the institution and referral for prosecution.

University Community Norms and Standards

The Chicago School is committed to supporting the growth and development of all members of the learning community. Learning community members respect the value and dignity of individuals and groups across all cultural contexts, advocate for inclusion and equity, and adhere to the highest ethical and professional standards.

Code of Conduct

A student is required to behave in a manner that is suitable for professional study and practice. Violation of this standard includes, but is not limited to, conduct that contravenes the ethics codes promulgated by the profession to which the student's program of study belongs, including but not limited to:

- American Association of Marriage and Family Therapy Code of Ethics
- American Counseling Association's Ethical Code for Counselors
- American Osteopathic Association
- American Psychological Association
- Behavior Analyst Certification Board ® Ethics Code for Behavior Analysts
- National Association of School Psychologists' Principles for Professional Ethics
- Specialty Guidelines for Forensic Psychologists

A student should consult with their academic department for clarification of all applicable ethical codes to which they are accountable.

Additionally, a student is prohibited from engaging in conduct that is detrimental to the University, poses a threat to the welfare of the University's employees or students, is prohibited by University policies, or is illegal. A College Dean and/or Campus Dean or Director has the authority to remove a student partially or entirely from an education program or activity on an emergency basis if it is determined through an individualized safety and risk analysis that the student poses a significant risk to others. If that decision is made, the student will be notified of the decision and be given the option to meet with the College Dean, Campus Dean, or Campus Director prior to such emergency removal being imposed or as soon thereafter as reasonably possible to show cause why the action should not be implemented or should be modified. A student may be restricted from campus or disciplined for improper or illegal conduct whether it occurs on-campus or off-campus, including cyberspace, and regardless of whether the conduct is specifically tied to a University activity.

While it is impossible to list all types of misconduct, the following illustrates the types of activities that will subject a student to disciplinary action:

- Violations of any policy, procedure, or regulation of The Chicago School
- Acts of dishonesty, including but not limited to, knowingly or recklessly furnishing false information to the school, forgery, and alteration or misuse of school documents, records, or identification and any materials submitted to employers (e.g. application, CV/résumé, cover letter, portfolio)
- Disorderly, indecent, or obscene conduct or expression, including inappropriate conduct in online environments such as abusive language toward or about faculty, classmates, staff members, and administration
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, other Chicago School activities, or the freedom of expression of others
- Conduct that threatens or endangers the safety or welfare of any person, including threats of violence toward others and any action that unreasonably interferes with the psychological well-being of another

- Conduct that threatens or endangers the health of any person, including failure to comply with rules related to physical distancing, hand sanitizing, and mask wearing while on campus
- Failure to maintain client or patient confidentiality
- Engaging in a romantic, sexual, or other nonprofessional relationship with a client or patient (including the client or patient's family member), supervisor, supervisee, or faculty
- Acting in a professional capacity without informed consent
- Acting in a professional capacity outside one's scope of professional competence and practice
- Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
- Unauthorized entry into or use of the school's facilities or services
- Theft or conversion of property or services belonging to the school, members of the school community, or others
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others
- Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
- Violation of the school's published technology and computer use guidelines
- Failure to comply with directions of school officials acting in the performance of their duties including but not limited to a requirement to provide unprivileged testimony at a disciplinary hearing, refusal to comply with the provisions of academic and financial aid warning or with an academic development plan, or non-compliance with sanctions imposed by a Title IX Decision Maker or Student Community Standards
- Violations of federal, state, or local laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of the school, or which renders a person unfit or unsuitable for practice within their profession

A student may be held independently accountable to both external authorities and to The Chicago School for acts that constitute violation of law and/or school policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the grounds that criminal charges involving the same incident have been dismissed, reduced, or are in process.

Academic Ethics, Integrity, and Responsibility

The Chicago School expects community members to function within an environment of honesty and credibility that leads to trust in each other. Academic ethics, integrity, and responsibility together are defined as producing original, truthful academic work and are a vital component of this trust. A student is expected to submit original work and to refrain from plagiarism, cheating, fabrication, or misrepresentation of academic record as each of these violates this policy and the school's principles.

A student who violates this policy may face multiple outcomes including, but not limited to, earning a failing grade on an assignment, earning a failing grade in a course, being subject to remediation, and/or being referred to Student Community Standards (SCS) for disciplinary action up to and including dismissal from the school.

Cheating

Cheating is defined as acting dishonestly or unfairly to gain an advantage. Examples of cheating include but are not limited to:

- giving or receiving aid or collaborating on any coursework without instructor permission
- giving or receiving test materials prior to official test distribution
- submitting another student's coursework
- using notes during a closed book examination
- unauthorized use during an examination of any electronic device such as cell phones, computers or other technologies to retrieve or send information

- taking undue credit for group work when a student does not meet their obligation to the group
- copying another student's work with or without their permission and instructor permission including in instances where work was purchased from a third party
- allowing others to research and write assigned papers or do assigned projects including using work purchased from a third party
- using or attempting to use unauthorized materials, information, or study aids in any academic exercise including those available from third party sites and services, including Artificial Intelligence (AI)

Cheating includes providing another student with course, testing, evaluation, or other materials to which they otherwise would not have authorized access including through third party sites and services. This includes when a student permits another individual to use their identity and online credentials to participate in discussion forums and/or when a student allows another individual to complete and submit coursework on behalf of the student, thereby representing the work as that of the student. A student may be asked to provide proof of identity prior to exams.

Plagiarism and Self-Plagiarism

Plagiarism is defined as intentionally or unintentionally representing words, ideas, or data from any source as one's own original work. The use or reproduction of another's work without appropriate attribution in the form of complete, accurate, and properly formatted citations constitutes plagiarism. Examples of plagiarism include but are not limited to:

- copying the work of another verbatim without using quotation marks and a citation or reference
- revising the work of another by making only minor word changes without explanation, attribution, or citation
- paraphrasing the work of another without the appropriate citation or reference

A student is expected to produce all coursework as their own original work including but not limited to discussion posts, papers, case studies, quizzes and tests, thesis or dissertation, and other academic projects. Failure to properly follow appropriate rules governing source attribution, whether intentional or unintentional, is considered plagiarism.

Self-Plagiarism

Self-plagiarism is defined as submitting identical, substantially identical, or nearly identical portions of one's own work in multiple courses or when repeating a course without explicit expressed permission of the instructor. The Chicago School rarely accepts self-citation except for work authored and published in a peer-reviewed source by the student. Examples of self-plagiarism include but are not limited to:

- submitting the same work product, e.g., a paper in multiple courses.
- using a substantial amount of an assignment completed for one course in a different course

Fabrication, Misrepresentation, and False Attribution

Fabrication

Fabrication is defined as intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include but are not limited to:

- falsifying data or other findings
- citing sources not actually used to complete coursework
- changing answers after an exam has been returned in an effort to increase a grade via appeal
- knowingly presenting material that will mislead listeners or readers

Misrepresentation

Misrepresentation is defined as a type of fabrication in which a student uses part of a quotation, statement, or body of literature to fit an argument when it is not what the author intended. Examples of misrepresentation include but are not limited to:

- including only the portion of a direct or indirect quotation that supports a position, leading to misrepresentation
- excluding portions of the literature that do not support a position
- using an author's words/data out of context in order to support a position
- skewing paraphrasing

False Attribution

False attribution is defined as a type of fabrication in which a student uses a citation or other attribution in an arbitrary or inaccurate manner. Examples of false attribution include but are not limited to:

- Inserting a citation to a source unassociated with the content of the content being cited
- Randomly inserting a citation for the sake of having a citation present

Research Ethics

Research ethics are vital to scholarly work and protection of the public. A student is responsible for understanding and abiding by federal regulations for human subjects research and their professional organization's code of ethics. Breach of research ethics is defined as intentionally acting in a manner which invalidates, fabricates, or negatively impacts the academic research process or findings. Examples of breach of research ethics include but are not limited to:

- Collecting data without Institutional Review Board (IRB) approval
- Providing incentives to participants without IRB approval
- Violating the provisions of the IRB approval letter including but not limited to:
 - Storing, retaining, or destroying data improperly
 - Failing to adequately complete informed consent forms
 - Making changes to protocols without resubmitting to IRB for approval
- Ignoring evidence that does not support a hypothesis or research question, whether in the form of results published by others or data gathered by the researcher
- Intentionally engaging in selective manipulation of data or statistical analyses to support work
- Failing to acknowledge when results contradict a preferred theory or research question

A student should report any known breaches of research ethics related to human subjects (informed consent, non-IRB approved protocol, etc.) to the IRB (irb@thechicagoschool.edu). For breaches related to academic work, reports should be made to the researcher's Academic Department Lead.

Professional Behavior

Through professional behavior, Chicago School community members can embrace and enhance the institution's values: education, innovation, community, and impact. Professional behavior is vital to a student's success inside and outside of the Chicago School classroom.

Faculty, training staff, supervisors, administrators, employees, and fellow students at The Chicago School have a duty and responsibility to evaluate the competence of students and trainees across multiple aspects of performance, development, and functioning. Students and trainees must understand and appreciate that their competence is defined

and evaluated comprehensively. Academic programs are guided by the standards of their respective professional organizations.

Every student is an integral part of the school community, and their behavior has the potential to influence the entire community. As such, the interconnectedness of the community requires attention to the following standards of professional performance, development, and functioning:

- interpersonal and professional competence: consistently establishing and maintaining positive interpersonal relationships, demonstrating an active commitment to education and training, communicating professionally, and demonstrating integrity (honesty, truthfulness, personal responsibility);
- self-awareness and self-reflection: awareness of their role in diverse contexts, recognizing limitations (including unconscious bias) and training/learning needs, and awareness of their cultural values;
- openness to feedback and growth: demonstrating a willingness to receive and attend to constructive feedback and proactively engaging in resolutions of issues that may interfere with professional development or functioning;
- respect and concern for others: respecting the value and dignity of individuals and groups across all cultural contexts, engaging in respectful dialogue and being mindful of the impact of communication on others, demonstrating professional values of compassion and empathy, addressing, informally and formally, the ethics around peer/colleague impairment in classes and field work/training experiences, and showing respect and concern for others in the learning environment by practicing appropriate learning behaviors (engaging in courses, paying attention to lectures, etc.);
- appropriate use of technology and other resources: recognizing when and where technology use is appropriate and demonstrating professional virtual etiquette;
- academic and intellectual freedom: forming and expressing a student's opinions and ideas in a safe and appropriate manner and understanding the limitations to these freedoms.

A student's professional performance, functioning, and development is evaluated both within and outside of the classroom, whether it occurs on- or off-campus including online, and regardless of whether it is specifically tied to a school activity. This includes how a student goes about obtaining information and solving problems. It is expected that a student will raise their question or concern first to their course instructor, faculty advisor, or student support counselor. If the issue is not resolved, the student may raise their question or concern to their department leader. If the issue is not resolved, the student may raise their questions or concern to the College Dean.

Electronic Communication and Social Media

The Chicago School recognizes that the Internet provides the community with unique opportunities to participate in interactive discussions and share information on topics using a wide array of social media platforms. A student is advised to use appropriate and professional judgment when using social media. The school expects a student to adhere to the following regulations and guidelines regarding use of social media. Furthermore, the school encourages open and transparent dialogue consistent with the ethical and professional behavior guidelines set forth in this Catalog.

When participating in any social media activity, a student represents themselves and the school. Students should keep in mind that postings and other communications last forever on the internet and are reflective of the student today and as a future professional. This policy is not intended to restrict the ability of any individual to have an online presence or to mandate what a student can and cannot say or post. Social media is a valuable tool, and the school encourages each student to practice responsible involvement in this space. A student may share information or photos and video at their own risk and are personally and legally responsible for personal postings and online comments. The institution does not assume any liability or risk for a student's online activity.

Failure to adhere to the school's social media policy will be considered grounds for discipline, up to and including dismissal from the school. A former student in withdrawn or dismissed status may not claim to be an active student of The Chicago School on any social networking or media site.

A student is expected to follow the regulations below regarding electronic communication and social media.

Regulations. A student must:

- Use social media responsibly and in accordance with Chicago School policies.
- Ensure that their use of social media does not involve unlawful content or interfere with another student's learning.
- Use social media in compliance with the policies in the Academic Catalog and Student Handbook when required to use social media as part of classes or curriculum.
- Must refrain from posting to public or private groups any content, including photos and videos, that is harassing, discriminatory, defamatory, threatening, disparaging, libelous, or otherwise illegal or injurious to other students, client groups, or faculty or staff members of the school.
- Be respectful to other students, faculty, and staff and refrain from posting anything that violates school policy, including ethnic slurs, sexist comments, discriminatory comments, or obscenity.
- Not use trademarked Chicago School logos or other intellectual property without the school's written permission. The institution monitors the use of its name, copyright, trademarks, website, and other information on the Internet. Requests for permission to officially use The Chicago School's brand or intellectual property must be submitted to Student Support for marketing review.
- Be aware of and remain in compliance with applicable confidentiality rules and regulations, including as is directed in professional codes of ethics.
- Not transmit confidential information such as educational classifications, psychological diagnoses, psychological reports, and research data in such a way that clients and/or research participants can be identified.
- Forward inquiries related to the school from members of the media to the Communications Department.
- Obtain permission from the academic department in consultation with the school's communication staff prior to engaging in any form of social media on behalf of the school.
- Adhere to the same policy conditions as employees of the institution when representing the school in an official capacity via social media, i.e., Student Ambassadors, Community Moderators, or Blog authors.
- Not claim to be an active student of the school on any social networking site after withdrawing or being dismissed from the institution. A former student who fails to remove references to active status may be subject to a cease-and-desist order.
- Comply with all local social media laws when studying abroad (as long as the requirements do not violate United States law) and must be considerate of any subject matter that may be considered objectionable or inflammatory at a local or regional level, especially with regard to local culture, politics, or religion.

Electronic Communication Etiquette

Electronic communication is the posting or exchange of information via email, social media, discussion forums or other online course media, video conferencing, instant messaging, text messaging, phone, and other virtual means. A student is expected to demonstrate professional behavior when communicating electronically and is advised to follow the standards listed below in all interactions with school community members.

Email is the official means of communication at the school and should be treated as professional communication by all community members. The school will not direct electronic correspondence from official school email accounts to personal email addresses; the student is expected to utilize the institutional email addresses for all electronic communication with school personnel.

The guidelines below illustrate the types of behaviors that a student is expected to uphold regarding electronic communication.

General Electronic Communication Etiquette Guidelines. A student must:

- Be respectful, professional, and careful about what is said and how it is said.

- Be aware of the image being projected. Message recipients cannot read nonverbal cues or may not be able to interpret the tone of electronic communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor, sarcasm, or similar techniques.
- Be concise and to the point.
- Be professional and collegial, even when disagreeing. Be respectful, avoiding name calling and obscenities, and support the opposing position with facts. If a student has an emotional reaction to a posting, it is recommended that the student wait before posting an impassioned response.
- Use the subject line appropriately on message boards or in discussion forums, employing meaningful and succinct labels so that recipients may immediately grasp the topic being advanced.
- Use clear writing and correct grammar including proper spelling and punctuation.
- Consider whether it is necessary to provide correction when someone else errs or does not follow proper protocol. If correction is in order, a student should be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when disagreeing. This is perceived as shouting and considered rude.
- Comply with all copyright laws.
- Be aware of issues that might arise due to cultural and language differences.
- Not violate the privacy of others. Do not send commercial advertisements or spam.

E-mail Communication Guidelines. A student should:

- Use a meaningful subject, professional greeting, and appropriate closing signature. A student should start an email with the appropriate salutation to set the tone for communication and choose a subject that accurately describes the content of the email. A student's signature block should include their name, degree program, and preferred contact information.
- Use a standard structure, font type and size, punctuation, and layout. Generally, writing in short paragraphs and inserting blank lines between each paragraph is appropriate. When making points, number them or mark each point by inserting a bullet in front of each item in a list. Limit the use of exclamation points, question marks, and other special punctuation.
- Avoid using abbreviations, emoticons, emojis, or non-standard characters. The use of such items is generally not appropriate in professional emails.
- Review an email before sending it to ensure that it is clearly written and error free. Consider asking another person to review the communication before sending, if appropriate. Include the contents of the original email message with a reply. Use the 'Reply All' function only when the message is relevant to all copied parties.
- Must avoid discussing confidential information such as protected health information, personally identifiable information, or privileged information via e-mail.
- Remember that a community member may not respond to an email immediately. When following up, do so in an appropriate time frame and in a professional manner.

Virtual Class and Meeting Guidelines. A student should:

- Remember that virtual classes and meetings are part of a student's education and training. A student is expected to demonstrate professional behavior by logging into a session prior to its start to ensure that they are ready to begin on time, returning from breaks on time, and ensuring that they are engaged by remaining seated and present. A student joining a class session more than 15 minutes after its start may be marked absent. A student who is unable to attend a scheduled meeting should notify the meeting organizer prior to the meeting start time.
- Treat the virtual classroom or meeting environment with the same level of professionalism and respect as an in-person interaction. Ensure that camera and screen sharing are appropriate. Use the chat function for relevant, professional, respectful communication.
- Limit distractions in the environment, when possible. A student can do this by muting their microphone when not speaking, wearing headphones to avoid echoes and background noises, and reducing possible interruptions within the environment.

- Work in a private space, when possible, to help avoid distractions and maintain confidentiality. A student should be conscious of protecting the privacy of classmates and content discussed in the classroom when a private space is not available.
- Not operate a moving vehicle during a class session.
- Use a computer instead of a mobile device, if possible, as this may allow for better connectivity and a steadier camera.
- Stay focused and engaged. If a student needs to step away from a class session or meeting to attend to an urgent matter, they should notify their faculty member or meeting organizer, mute themselves, and turn off their webcam. The student should return to the meeting including turning on their webcam as soon as possible.
- Use caution when sharing their screen or desktop and avoid using the chat feature in the online videoconferencing platform for personal communications. It is possible that chat dialogue sent via the videoconferencing software may be seen by the organizer or moderator.
- Position their webcam at eye level and/or move the meeting screen directly below their camera so that the student is almost making eye contact with others rather than having them look at the side of the student's face or top of the student's head. Look at the camera when speaking.
- Refrain from smoking cigarettes, drinking alcohol, or using other drugs during a class session or meeting as you would if attending in person.
- Follow classroom rules. If a student is unsure of the rules, they should communicate this uncertainty with the meeting organizer or professor.

Text Messaging Guidelines. A student must:

- Keep a professional tone.
- Ensure that their message is directed to the intended recipient. They should send an individual message unless a group text is necessary.
- Be conscious of time when sending a message. Avoid sending messages to faculty and staff outside of standard operating hours or when faculty and staff have indicated that they are unavailable. Be respectful of the fact that school community members live in various time zones and send messages accordingly.
- Avoid using text messaging to ask detailed questions or communicate about complex matters including advising. Use email or Canvas messaging to communicate about more complex matters.
- Not send confidential or protected information in a text message.
- Proofread text messages, particularly when messaging with faculty or staff. Avoid or minimize the use of emojis, acronyms (LOL, OMG, etc.), "text speak" ("u", "k", etc.), and all capital letters.
- Not send text messages during classes or meetings unless given permission.
- Keep messages brief. If what needs to be said cannot be summed up in a sentence or two, it may be better to call or email.

Use of Technology Resources

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

The Chicago School provides students with access to online services such as the Internet. A student must use these services in a responsible way for education-related purposes.

- *Improper Contact:* While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the attention of the College Dean. All electronic communications are treated in a similar fashion as voiced or written communications. If the threatening or other inappropriate message was sent by another student, the recipient

should notify an appropriate staff member or faculty member or their department leader in addition to the College Dean.

- *Privacy:* Generally, data files and messages traversing the school's network are private. However, a user's privacy is superseded, for example, by the school's requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of the Information Technology management team. As owner of the network and computers in question, the school reserves the right to examine, log, capture, archive, inspect and preserve any messages transmitted over the network in all cases, as well as any data files stored on school owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that during ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

A student is expected to use Chicago School-provided technology platforms, e.g. One Drive, Zoom, for coursework and other program-related activities and requirements including recording assignments, creating surveys, and document sharing. A student should not use personal platforms or accounts created outside of the school network.

The Chicago School may offer software to a student at no cost. While software may be provided at zero cost, it is not free. The school pays for the appropriate licensing in order to provide this software. As such, if a student chooses to install and use such software, the student is responsible for maintaining the integrity of the license by not sharing it or any activation/license key with anyone. By installing the software and the license key provided by the school, the student agrees to this responsibility. If the student does not protect the provided key, the school's licensing of the software will be at risk for everyone. Violations may make a student ineligible for future software installations provided by the school.

Computing and networking resources are provided to support the mission of the school. These resources may not be used for commercial purposes. All Chicago School computing and networking facilities are provided for use by faculty, staff, and students solely for relevant academic, research, or administrative use.

Violations of computer regulations and policies and information about potential loopholes in the security of any computer system or network at the school should be reported to the College Dean. Depending on the nature of any violations, the College Dean may notify the student's department leader.

Regulations. The following illustrates behaviors that a student is expected to uphold:

- Do not give anyone else access to a student's user IDs or computer accounts.
- Do not use the school's network resources to gain or attempt to gain unauthorized access to remote computers.
- Do not deliberately act in a way that will impair the operation of computers, terminals, peripherals, or the network.
- Do not run, install, or give another software program that could result in eventual damage to a file or computer system and/or the reproduction of itself on any of the institution's computer systems.
- Do not attempt to circumvent data protection schemes or exploit security loopholes.
- Abide by the terms of all software licensing agreements and copyright laws. The student may not make copies of, or make available on the network, copyrighted material, unless permitted by a license.
- Do not attempt to monitor another user's data communications, nor may any student read, copy, change, or delete another user's files or software, without permission of the owner.
- Withdrawal, dismissal, or otherwise leaving the institution disallows the use of school facilities, accounts, access codes, network privileges, or information for which they are not authorized in their new circumstances.
- Accessing, downloading from, or contributing to sites that contain violent content, sexually-oriented content, gambling activities, or other inappropriate content is not permitted.

Guidelines. A student should:

- Not monopolize on-campus computing resources.
- Install and update antivirus software on their device.
- Clear the cache by regularly rebooting the computer.

Technology Requirements

A student must have access to and maintain appropriate technology while enrolled at The Chicago School. Required specifications for a student's personal computer are posted on the Help Desk website. Technical training resources are available on the Technical Services website.

Multi-factor authentication (MFA) is enabled for all student accounts. MFA adds a layer of protection to the student sign-in process. When accessing accounts or applications, a student will be required to provide additional identity verification through their phone or other approved device.

Learning Management System Requirements

A student is required to maintain minimum technology to access the Learning Management System. To learn more, visit the Technical Services website.

Misrepresentation of Records

Misrepresentation of records is defined as tampering with or attempting to tamper with any academic or other document, either before or after enrollment at and graduation from the school. Examples of misrepresentation of records include, but are not limited to:

- creating or altering a Chicago School transcript, diploma, or other document
- submitting false records or other documents such as transcripts from another institution, tax forms for financial aid, medical forms for disability accommodations or immunization tracking, military deployment papers, or similar
- forgery, alteration, or misuse of official academic documents, such as petition forms, advising forms, practicum/internship logs, etc.

Professional Status

The use of the designation "Doctoral Candidate" or variants is only appropriate once a student has passed all comprehensive exams, successfully proposed the dissertation, and completed all practica (where required). The Chicago School discourages the use of this designation in the email signature and signature block, on the resume/CV, and on social media.

A student should only use an academic title (e.g., Dr., MA, PsyD, PhD) following notification of official degree conferral from the Office of the Registrar. Use of such a title prior to degree conferral could be considered an ethical violation of professional standards. Successful dissertation defense or participation in commencement neither confers a degree nor releases a student from their obligation to satisfactorily complete curricular or other degree program requirements.

Financial Aid and Student Account Policies

Financial Good Standing