



CHICAGO, IL

STUDENT HANDBOOK 2006-2007

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SECTION 1 - INTRODUCTION

WELCOME

WELCOME TO ARGOSY UNIVERSITY/CHICAGO!

Argosy University/Chicago has compiled this handbook to provide you with the tools you will need to be a successful Argosy University/Chicago student.

The Chicago Student Handbook includes campus policies and procedures at Argosy University/Chicago to assist you to reach your goal in the program of your choice. The Chicago campus employs an outstanding faculty to deliver the finest curriculum to give you the skills, knowledge, and capabilities for professional careers in the fields of education, business and behavioral sciences.

A close working relationship between students, faculty, and staff is critical for the achievement of this goal. The basic administrative principles and procedures that define this relationship are described within this handbook. Observance of these procedures by faculty, students, and staff provides for a harmonious working partnership and creates an atmosphere in which students can focus on their academic responsibilities. Use this handbook as a constant guide to help direct your future experience as a student in our programs.

Our very best wishes to you as you pursue your education and career goals.

Sincerely,

Eric Evenson, Psy.D.

Interim President

Argosy University/Chicago

ABOUT THIS HANDBOOK

The Argosy University/Chicago Student Handbook is designed to serve as a valuable resource to assist you in your progress and success in your academic program. The Handbook makes it easy to know where to go for resources and information, and includes policies and procedures that are important for you to read and understand.

The Argosy University/Chicago Student Handbook incorporates by reference the Argosy University 2006-2007 Academic Catalog and Campus Specific Addenda. Regulations and procedures found in these documents are considered to be a part of this Handbook. Make sure to reference your Academic Catalog and the Campus Addenda.

HISTORY

Argosy University/Chicago is a private, graduate & undergraduate institution with an emphasis in providing students a firm foundation in the theory and practice of education, business, the behavioral sciences, and health services. The programs offered through Argosy University/Chicago are based upon accepted and tested educational principles and practices within the business, education and behavioral science professions. Our ultimate goal is the development of skilled practitioners who can provide psychological, human or enterprise related services to diverse populations.

Argosy University/Chicago was originally named the Illinois School of Professional Psychology/Chicago (ISPP/Chicago) and was a campus of the American Schools of Professional Psychology (ASPP). The idea for ASPP originated during the early 1970's. At that time, a group of individuals in Chicago, with backgrounds in psychology, education and other professional fields, became convinced that Clinical Psychology had matured as a profession. They concluded that the preparation of psychological practitioners who would best serve the multiple needs of individuals and communities be done in a professional school which emphasized teaching and practical training rather than research. Further recognition and

support for this professional model of practitioner-oriented education emerged following a conference sponsored by the American Psychological Association in Vail, Colorado. This meeting, which was to assume a pivotal role in the education of psychologists, called for the establishment and recognition of professional schools for Clinical Psychology. After many months of discussion and intensive planning, a model for ASPP was established.

The first campus of this institution, ISPP/Chicago, was granted a charter by the state of Illinois to operate in 1976. Authorization to award degrees was received from the Illinois Office of Education in 1979, and the following month candidacy status was granted by the North Central Association of Colleges and Schools. ISPP/Chicago was granted accreditation as a doctoral degree (PsyD) granting institution in 1981, and the following year was authorized to award a master's degree (MA) as well. In the succeeding years, the institution developed additional campuses and provided a greater variety of programs and minors.

In July, 1998, the ASPP Board of Directors voted to change the name of its parent company to Argosy Education Group, Inc. (AEG), a publicly-held corporation with educational offerings in a variety of psychology, behavioral science, business, education, technology and allied-health related fields. In 2001, three of AEG's institutions (ASPP, University of Sarasota, and the Medical Institute of Minnesota), merged to form Argosy University. As a result, the Chicago campus has expanded its program offerings to include graduate degrees in education and business and undergraduate degree completion programs in psychology and business.

JURISDICTION/SUBJECT TO CHANGE

ARGOSY UNIVERSITY/Chicago reserves the rights to change the policies contained within this student handbook from time to time. Notice is not required for a new policy to take effect, however Argosy University/Chicago location will make reasonable attempts to notify students promptly of any policy changes through website or email postings, mail distributions or other methods deemed appropriate by the college administration.

FACILITIES

The campus is organized into the following administrative departments: Admissions, Student Services, Career Services, Academic Affairs, Student Finance, Library, Academic Learning Center, Clinical Training and General Administration. The major responsibilities and roles of the personnel in these departments are listed in the appendix.

Location: Argosy University/Chicago is located 350 N. Orleans St. Chicago, IL, 60654. Centrally located in Chicago's River North area, the university offers easy access to neighboring colleges and universities, libraries, shops, restaurants, theatres, art museums and other tourist attractions. In addition, Chicago's many hospitals, schools, clinics, and other social service agencies afford excellent training facilities for students.

Student Mail Boxes: All students have a "mailbox." The "mailbox" is actually a hanging file in file holders. Students should check their mailbox on a regular basis for communications from faculty and/or administrators. If a student finds that they do not have a "mailbox" folder, they should contact Student Services to have one made.

Housing: Students interested in living in school-sponsored housing should contact the housing office at our sister school, the Illinois Institute of Art at 312-280-3500 or 800-351-3450 ext. 6890. Housing charges are in addition to tuition and students are required to sign a license agreement with the Illinois Institute of Art: Chicago. See the housing office for details. For those students interested in non-school sponsored housing, the Student Services office at Argosy University/Chicago can provide a listing of apartments and rental agencies within the Chicago area.

BUILDING AND OFFICE HOURS

Office Hours: The faculty office area is locked 15 minutes after the last class of the evening. The other office areas have varied hours.

Building Hours:

Monday to Thursday	6:30am to 10:30 pm
Friday	6:30am to 9:30 pm
Saturday	7:00 am to 7:30 pm
Sunday	8:30 am to 6:30 pm

Admissions Hours:

Monday to Thursday	8:00 am to 8:00 pm
Friday	8:00 am to 5:00 pm
Saturday	9:00 am to 1:00 pm

Library Hours:

Monday-Thursday	8:30 am to 9:00 pm
Friday	8:30 am to 6:30 pm
Saturday	8:30 am to 6:30 pm
Sunday	11:30 am to 5:30 pm
Summer & Winter: Monday-Friday	8:30 am to 6:30 pm
Break Hours: Saturday-Sunday	Closed

Student Services Hours:

Monday to Thursday	8:30 am to 8:00 pm
Friday	8:00 am to 5:00 pm
Saturday	9:00 am to 1:00 pm

Academic Learning Center Hours:

Monday to Thursday	9:00 am to 7:00 pm
Closed Friday	

Student Finance

Monday to Friday	8:30 am to 5:30 pm
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Career Services:

Monday to Thursday	8:00 am to 6:00 pm
Friday	12:00 pm to 5:00 pm

Other hours by appointment

EMERGENCY PROCEDURES/CLOSINGS

Fires: All students are urged to acquaint themselves with the location of the exits, fire alarm switches, fire escapes, and available fire extinguishers on each floor of the university. In case of fire, call the emergency operator (911) immediately. Give the operator the precise location of the fire and s/he will alert the fire department. Listen for official instructions and move to a safe area or evacuate if necessary. If evacuating, go at least 30 feet away from the building and meet your group to report in to your instructor. The Mart Plaza Building has alarm systems on each level. Respond to the alarm system in whatever area of the building you find yourself in. Fire drills are conducted routinely by the campus facility staff and the Chicago Fire Department. An evacuation map and simple instruction sheet is posted in each classroom.

BUILDING EMERGENCY PROCEDURES:

In the event you are instructed to evacuate the building, duties have been assigned to staff and faculty to assist in a smooth evacuation. Official instructions will be given by authorized campus and other personnel.

Police: To summon the police, call 911 and the operator will alert the police department.

Building Security: To summon a security guard, check with the Gallery Receptionist at 312-777-8501 or, if after hours, the Mart Plaza Security Desk (large, round desk) in the main lobby, 312-527-7700, for them to summon a campus security guard. The security guard will complete a report.

Theft: If a theft has taken place, please report it immediately to the security staff as noted above.

Accidents and Illness: When there is doubt as to the procedure in case of medical emergency, immediate medical advice should be secured by dialing 911.

Anyone who is injured or becomes ill at the university should be directed to a doctor and/or an emergency room. If the injury/illness is so serious that the individual cannot be moved, 911 should be called. Instructions concerning first aid and provisions for securing a physician and an ambulance are handled most efficiently by the procedure described above.

Incident Reports: A complete report of every incident, no matter how minor, should be made to the Director of Student Services (312-777-7600) within 24 hours of the incident. The following information will be required: time and place of accident, how accident occurred, names and addresses of persons involved/injured, description of the injuries, property damage (if any) to the person(s) and/or university, and names and addresses of witnesses.

Any accident involving serious injury should be reported immediately.

University Closings: In the event of threatening weather, the university may be closed by the campus president or a designee. Notification is given on the following local AM radio stations: WMAQ, WGN, WBBM, WLS. Television reports are made on local channels for CBS, NBC, ABC, WGN, Fox, and CLTV. You may also call the Emergency Closing Center Hotline at 1-900-407- SNOW (\$0.95/min) or you can visit their website address at: www.emergencyclosings.com.

Smoking Policy: Argosy University/Chicago provides a non-smoking work and study environment. Building regulations further prohibit smoking on or immediately in front of the premises.

SECTION 2: CAMPUS AND STUDENT SERVICES INFORMATION

STUDENT ADVISEMENT

FACULTY ADVISORS: DOCTORAL CLINICAL PSYCHOLOGY PROGRAMS

Faculty advisors are available for consultation on student professional development, academic/training progress and other university/professional issues. In the first year of the doctoral program, students are required to enroll in Professionalization Group I and II that meets for two semesters. The leader of this class serves as those students' academic advisor. When students obtain their first clinical training practicum (i.e., field placement), they concurrently enroll in a year-long seminar, and the leader of this consultative group consequently becomes the advisor to these students. As students obtain subsequent practicum, their seminar leaders become their faculty advisors. Once a doctoral student obtains a chair for his or her CRP, this faculty member becomes the advisor through graduation.

FACULTY ADVISORS: MA CLINICAL PSYCHOLOGY

Faculty advisors are available for consultation on student professional development, academic/training progress and other university/professional issues. In the first year of the master's programs, students are required to enroll in Professionalization Group I and II that meets for two consecutive semesters (Students who begin the program in the Spring semester enroll in Professionalization Group I for the

Spring term and Professionalization Group II during the subsequent Fall term). The leader of this class serves as these students' academic advisor through graduation.

FACULTY ADVISORS: MA COUNSELING PROGRAMS

Faculty advisors are available for consultation on student professional development, academic/training progress and other university/professional issues. In the first year of the master's programs, students are required to enroll in Professionalization Group I and II that meets for two consecutive semesters (Students who begin the program in the Spring semester enroll in Professionalization Group I for the Spring term and Professionalization Group II during the subsequent Fall term). The leader of this class serves as these students' academic advisor for the first year, the Program Chair will serve as the academic advisor in subsequent years.

FACULTY ADVISORS: BUSINESS, EDUCATION, DOCTORAL COUNSELING AND UNDERGRADUATE PSYCHOLOGY

The Program Chair of each department serves as the advisor to all new students within that department. Students should meet with their advisor at least once each year or on an at-need basis to determine their progress and discuss any academic concerns.

CHANGING FACULTY ADVISORS

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, he or she should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status form to the Student Services Department with signatures from the student, the original advisor, and the new advisor.

INTERNATIONAL STUDENT ADVISEMENT

International students should seek regular advisement from the International Student Advisor to ensure that all of their paperwork is current and in compliance with immigration laws. This is especially important if an international student wishes to travel abroad, to begin a practicum or internship, to secure any type of employment, or to change any aspect of their immigration status. International students are required to report any change of address, telephone or email address to the university immediately.

ACADEMIC SUCCESS

ACADEMIC LEARNING CENTER

The Academic Learning Center (ALC) is located on the Chicago campus. The ALC was established to help students achieve their academic goals. Students needing help with statistics, feedback on writing assignments, guidelines for using the APA style, strategies for writing a literature review, grammar and punctuation, can get assistance at the ALC. Additionally, the ALC conducts workshops, seminars and focus groups. Free individual and small group tutoring is available to students currently enrolled at Argosy University/Chicago.

ACADEMIC DISHONESTY/PLAGIARISM STATEMENT

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found to have violated this policy shall be subject to disciplinary action up to and including dismissal from Argosy (Argosy University Academic Catalog.)

TURNITIN ONLINE RESOURCE FOR FACULTY AND STUDENTS

Turnitin helps to identify plagiarism by comparing submitted papers to billions of pages of content located on the Internet and our proprietary databases. The results of these comparisons are compiled, one for each paper submitted, in custom "Originality Reports." These reports are sent to participating educators, who access the results by logging into their Turnitin account(s).

Recognized worldwide as the standard in online plagiarism prevention, Turnitin helps educators and students take full advantage of the Internet's educational potential. Used by thousands of institutions in over fifty countries, Turnitin's products promote originality in student work, improve student writing and research skills, encourage collaborative learning, and save valuable instructor time. To learn more about Turnitin go to <http://www.turnitin.com/static/home.html>.

STUDENT SERVICES ADVISEMENT

The Student Services Department is responsible for providing advisement to students on general administrative issues and/or to direct students to other departments for assistance as needed or when appropriate.

REGISTRATION

Students intending to enroll for a given term must register during the registration period and complete plans for payment of tuition and fees according to the tuition payment policy. A "Schedule of Courses Bulletin" containing the classes being offered, the instructors and times, is published and distributed before each registration period. Students will receive a copy of the bulletin via their Argosy email address about 7-10 days before the start of priority registration. The bulletin will also be posted on the campus intranet, www.auconnection.net/chicago. Instructions on the registration procedure and how to use Student Link are available at the website as well. A Payment Designation Form which must be submitted with any registration will be send along with the schedule of courses

MAINTAINING ACTIVE STATUS / TEMPORARY WITHDRAWAL

Students MUST be continuously enrolled in their program from the time of matriculation through graduation, including Summer term. Enrollment in either Part I or Part II of an academic semester satisfies this requirement. If you are still completing your course requirements, you must register in either session for at least one class. If you are finishing your Practicum/Seminar in the Clinical Program, you will automatically be registered for this in Session I of the Summer term, so no additional action on your part is required. This is the same for the other automatic registration courses of Internship and Clinical Research Project. If you are not working on any of these three courses, and you do not wish to or cannot take another Summer course offering, you MUST request a Temporary Withdrawal.

Students who need to take time off due to medical or other significant reasons, such as stated above, may apply for a Temporary Withdrawal. No more than three semesters of leave will be permitted from the time of matriculation through graduation. Students must fill out a Temporary Withdrawal form which can be obtained in the Student Services Department, or from www.auconnection.net/chicago and get the proper signatures of approval. ALL Temporary Withdrawal requests MUST be discussed with the Financial Aid Department so that the student understands the financial repercussions of going on a Temporary Withdrawal. The Temporary Withdrawal form must then be returned to the Registrar. Any refunds due because a student has applied for a Temporary Withdrawal, follows the same deadlines as withdrawal. (See Appendix 5). Once 67% of a class has been held, a Temporary Withdrawal for that term is not permitted.

PRIORITY OF REGISTRATION

Some courses are limited in size, therefore registration priorities have been established to determine the order of processing in registration. Care will be taken to ensure that the priority system is fair to all students and allows registration to proceed efficiently.

Argosy University/Chicago establishes a course registration priority system based upon the student's number of earned credits within the university. Students may only register on or after the time indicated for them on the priority schedule. Argosy University uses "Time Tickets" to control registration priority. Each student is assigned to a time ticket registration group. A student can find their time ticket group and the dates they can register by going into Student Link and looking under "Check your Registration Status" for a term. Students who submit their registration materials late forfeit their priority.

A Request for Priority Registration can be granted to students who have particular needs such as disabilities, employment restrictions, etc. A Request for Priority Registration form will be emailed to a student upon request or can be picked up in Student Services one week before priority registration opens. It must be submitted to the Registrar for approval.

Some course sections are reserved for students who have elected to pursue a minor or are in a specific academic sequence of courses. If openings remain in these course sections, these spaces will be made available to other students during the week following registration.

ADD/DROP REGISTRATION

Students already registered may add a class during the registration period by initiating an online add/drop request through Student Link or by completing and submitting a signed and dated Add/Drop Request Form to the Student Services Department. Students will not be able to add a given class to their schedule if the course is closed, and students should not approach a faculty member for permission to join a closed class. The university does not accept schedule changes by telephone.

The Student Services Department strongly urges all students to complete their entire course schedule during the official registration period. Most courses are closed by the end of that period, however, if students elect to add a course after the official registration period, they may do so by initiating an add/drop request by completing the Add/Drop Request Form. If the course has already met once, students must obtain the written approval of the faculty member. Students will not be permitted to add a course after two class meetings.

Students who want to drop a class may do so by initiating an online add/drop request through Student Link or by submitting a signed and dated Add/Drop Request Form to the Student Services Department. There is no fee charged for any student submitting a request to drop a course before the first day of the term. All requests received on or after the first day of the term will be charged a drop fee. (See Appendix 5). This does not include students dropping a course to take a leave of absence or to withdraw from the institution.

Courses dropped before the first 10 percent of the term or instructional time has been completed will be removed from the transcript. Courses dropped after the first 10 percent and before 67 percent of the term or instructional time has been completed will reflect the grade of "W" (Withdrawn) on the transcript. Students may not drop courses after 67 percent of the term or instructional time has been completed.

LATE REGISTRATION

Late registration will be allowed with the permission of the Student Services Department, provided that the courses have not been closed to additional enrollment. A late fee is assessed to any student who registers after the registration deadline.

COURSE AVAILABILITY/ CANCELLATION

While the university makes every effort to provide sufficient course sections for students, Argosy University/Chicago reserves the right to cancel any course in which there is insufficient enrollment. Students enrolled in canceled courses will be granted a full refund and will be allowed to add a course in place of the cancelled course.

AUTOMATIC REGISTRATION

Automatic registration may be used for students who must be continually enrolled in a course, which does not require them to be on campus. Automatic registration may only be used for Internship, Practicum, Advanced Group Leadership, 2nd term Professionalization Groups, Personal and Professional Development Groups and Clinical Research Projects / Dissertations.

ONLINE COURSES

Selected programs offer courses via the internet. Interested students should check the website <http://online.argosyu.edu> for course offerings. Online courses require weekly participation. Approximately five days prior to the start of an online class the student will receive online information via email from Argosy University. The first time the course is accessed the student will be required to complete an orientation course. Upon successful completion of the orientation, the student will be given access to the regular course. Students MUST pass this orientation course and login into the regular course within the first 5 days of the term. If this is not done, the student will be dropped from the course. If the student does not receive the Argosy University/Online login prior to the start of the class, the student should contact the Student Services Department immediately.

PROGRAM TRANSFER POLICIES

Undergraduate Level Courses: Transfer of courses is part of the Admissions procedure. Please see the Academic Catalog for specific guidelines.

Graduate Level Courses:

Like other institutions which offer graduate degrees, Argosy University/Chicago does not automatically transfer credit from graduate course work taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfers are not reviewed or granted until students have been accepted. For a course to be considered eligible for a transfer, the following conditions must be met:

1. The course must have been taken no more than five (5) years before the student's entry into Argosy University/Chicago, except when students present evidence of ongoing work experience or continuing education in that area.
2. The course must have been a graduate level course, taken for graduate level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required. "Equivalent graduate level course" refers to both content and degree level of the course.
3. Any course submitted towards a transfer of a three (3) credit course must have itself carried three or more graduate credit hours.
4. A student must have earned a grade of "B" or better on any course submitted for a graduate level course transfer.
5. The University does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.
6. The maximum transfer credit allowed is determined by the School and Program. Students should refer to the "Course Transfer Guidelines" available from the Student Services Department. A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

A request form is required for each course a student submits for review.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. The Student Services Department will publish the procedures to be observed in submitting external transfer and transfer requests. A copy of the Course Transfer Guidelines can be obtained from the Student Services Department, or online at www.auconnection.net/chicago.

TRANSCRIPTS

Requests for transcripts are made to the Student Services Department. The University provides a transcript request form which can be obtained from the Student Services Department, or online at www.auconnection.net/chicago. The Family Educational Rights and Privacy Act of 1974 requires that all transcript requests be submitted in writing and be signed by the former or current student. Telephone requests for transcripts cannot be processed. Requests submitted by fax 312-777-7746 that includes the student's name, ID number, date of birth, address to be sent, and signature are acceptable. The Student Services Department will release transcripts only when students have met all their financial obligations to the University. There is no charge for transcripts but "Express Transcripts" may be processed in 2 business days for a charge of \$20. Transcripts take 5 – 12 working days to process.

LIBRARY

The Argosy University/Chicago campus library has an extensive collection of books, journals, audio and video tapes, testing materials in the field of business, education and psychology. The library has an online catalog and website www.auconnection.net/chicago and click on "Library" which allows library patrons to access library resources and services 24 hours a day, 7 days a week.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act of 1974, as amended (“FERPA”) sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information Argosy University/Chicago may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to *[insert title(s) of appropriate school official(s)]*. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student’s records.

Certain limitations exist on a student’s right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student’s admission, application for employment or job placement, or receipt of honors. In addition, the term “education record” does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure Of Educational Records

Argosy University/Chicago generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student’s prior written consent to the following individuals or institutions or in the following circumstances:

1. To Argosy University/Chicago officials who have been determined by the school to have legitimate educational interests in the records. A school official is
 - a. a person employed by the school in an administrative, supervisory, academic or research, or support staff position; or
 - b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another school official.

Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Argosy University/Chicago has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student’s request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.

7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another corporate or Art Institutes school, upon request, in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The school, in such instances, may only disclose the name of the perpetrator—not the name of any other student, including a victim or witness—without the prior written consent of the other student(s)).
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to Argosy University/Chicago officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), Argosy University/Chicago will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

Argosy University/Chicago designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (*i.e.*, enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)

Notice of these categories and of the right of an individual in attendance at Argosy University/Chicago to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, Argosy University/Chicago, 350 North Orleans, Chicago, IL 60654. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the *[insert title(s) of appropriate school official(s)]* to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. Argosy University/Chicago may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, Argosy University/Chicago will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of Argosy University/Chicago. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. Argosy University/Chicago will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, Argosy University/Chicago decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, Argosy University/Chicago decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, Argosy University/Chicago will:
 - (a) maintain the statement with the contested part of the record for as long as the record is maintained; and
 - (b) disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by Argosy University/Chicago to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

RESOURCE MATERIALS

BOOK COLLECTION

The main stack is arranged under the Library of Congress call number system (e.g., BF 721-723 is the subject area of Child Psychology). You may look for a book in the **online catalog** from any computer with internet access. Just go the library website at www.auconnection.net/chicago and click on "Library" and click on "online catalog." You may search for a book by title, subject, author or key word.

All books may be checked out for a period of three weeks and may be renewed twice. The total loan period is nine weeks. Books may be renewed in person, by phone, and online at the library catalog. Materials can be returned at the circulation desk during library hours or in the drop box when the library is closed. The drop box is next to the main entrance of the library. There is a fine of \$.15 per day for each overdue book.

RESERVE MATERIALS

Required texts and articles for courses are available on reserve at the circulation desk. Reserve materials are shelved according to the instructor's last names. To expedite your request for a reserve book, please tell the circulation desk the instructor's name, the title of the book, and the author. All reserve materials may be checked out for up to two hours and requires a deposit of a student I.D. card.

JOURNALS

Journals are shelved in alphabetical order by title. The library subscribes to a number of professional psychology journals as well as those related to the study of psychology, education and business. A complete journal holdings list is available in the library or on our web page at www.auchicagolib.org. Some journals are available on microfiche. If you need instruction on how to use the Microfiche Reader and Printer, please see one of the library staff members for help.

PSYCHOLOGICAL TESTS

The library has a number of psychological tests and measures that can be checked out of the library for 24 hours. WAIS-III and WISC-IV kits are only available to students enrolled in the IQ Assessment courses.

MASTER'S, DOCTORAL / THESES AND CRP'S

Doctoral dissertations and master's thesis are arranged by the year published. Theses, dissertations and CRP's can be checked out for three weeks. They may be renewed two times, in person or by phone. There is a fine of \$.15 per day for each overdue thesis/dissertations.

REFERENCE SECTION

The library has a reference section consisting popular titles in business, education and psychology, including dictionaries, tests, directories, publication manuals, encyclopedias, desk references, measurements, yearbooks, among others. Reference materials are shelved under the call number Z in the book collection. Other more frequently used reference materials are shelved at the circulation desk.

COMPUTERS

There are computers and laptops available for student use in the library and also in graduate lab and two of the computers labs. Some of the software programs available are Microsoft Office, SPSS, Rorschach trainer, WISC-IV and others. There are also some databases available on CD-ROMs. Most of our databases are online and can be accessed on campus and from home or other places. A complete list of the library's databases is attached at the end of this handbook and also available on our website and in the library.

Many of the databases we have offered have full text articles. We have a complete list of full text databases and all the titles available as full text in the library. You can also access all of our databases at home if you have an internet connection and the database passwords. The library is wireless and you can check out laptops at circulation desk to use word process programs and to access internet through wireless network in the library.

INTERLIBRARY LOANS

Interlibrary loan is a free service offered by the library. Books and journal articles that are not available in the library can be borrowed from other Argosy University libraries, as well as other libraries throughout the state and nation. Interlibrary loan forms are available in the library or online at www.auchicagolib.org.

The time it takes to receive interlibrary loan requests varies. For example, requesting journal articles from other Argosy University libraries may take as little as a day or two. Other requests generally take one to two weeks to receive and may take as long as three or four weeks. Altogether, the majority of all interlibrary loan requests come in less than two weeks. The materials then go directly into students' mailboxes after they arrive. When we have to send interlibrary loan requests to libraries in other states, there may be a fee charged by those libraries.

Students also have access to certain libraries in the Chicago area, such as the Chicago Public Library: the Harold Washington Library Center, the Libraries at DePaul, Loyola, Roosevelt, and Rush Universities, and the University of Illinois, Main and Health Sciences library. Students can browse and photocopy materials at these libraries but will not be able to check out materials. Borrowing materials can only go through interlibrary loans authorized by the Argosy University /Chicago Campus Library librarians. Some medical libraries and the University of Chicago Libraries require an "Info Pass" for you to use the library. Info Passes can be obtained at the Argosy University /Chicago Campus Library. Please first consult with the Argosy University librarians about your search.

A "Library Access List" has been prepared to provide the names, locations, hours as well as phone numbers of other libraries in the Chicago area. This list is available at the Argosy University /Chicago Library or on our web page at www.auchicagolib.org.

ONLINE UNION CATALOG

An automated catalog and circulation system allows students to search book collections of the library and other Argosy campus libraries. The link to the catalog is on the library webpage.

AUDIO VISUAL

TVs, VCRs, tape players, mini tape recorders, transcribers and video are available upon reservation.

EQUIPMENT

Cameras are available in the "Cage". Reservations can be made ahead of time to ensure availability. The phone number for the Cage is 312-777-4600. An Argosy ID card will be required for you to check out the equipment.

VIDEOTAPES

Commercial and common hour videotapes are available to students. Videotapes can be checked out of the library for three days. However, videos that are on reserve may only be viewed on site.

AUDIO TAPES

Audiotapes can be checked out for two days. Duplication of audiotapes is not permitted unless it is authorized by the Librarian.

PHOTOCOPYING

Copies are \$.10 per page. The copy machine only accept copy cards, which can be purchased in the library at a special copy card vending machine next to the copier. This vending machine will only accept bills, in any denomination up to \$20. The charge for copy cards is .50 so don't lose them (they can be recharged)! Also, the circulation desk may not be able to make change, so please come prepared.

More information about library resources can be found at www.auchicagolib.org or ask the staff for help!

TEXTBOOK AND COURSE MATERIAL PURCHASING

The course syllabus is the official source of textbook and course packet information for campus courses. Syllabi can be found at the library's website, by going to www.auconnection.net/chicago and clicking on "Library.". The username to access syllabi is "student" and the password is "happy."

PURCHASE INSTRUCTIONS - COURSE PACKET

Course Packets are used for several, but not all, courses. Check the course syllabus to see if a course packet is mentioned. If one is mentioned, it would be “required.” Copy Works is the company used to do copyright clearances and printing and is the only source available from which to purchase a course packet.

The Argosy University/Chicago Library website will have a Course Packet Order Form and price listing posted. While Copyworks does not offer online ordering, you will be able to key in your information to the form posted on the Argosy University/Chicago Library site and then choose how to submit your order:

- Email or Fax: complete the form, including your charge card information, then send via email with the form as an attachment to: amescopyworks@qwest.net, OR print out a hard copy of the form and fax it in to 515-292-5011.
- Via U.S. Mail: complete the form, provide charge card, check or money order and send to: Copyworks, 105 Welch Ave., Ames, IA 50014. You will be able to pay for your course packet with charge card, check or money order. Orders for available course packets will be sent out within 24 hours of their receipt at the Copyworks ordering center. If your syllabus indicates use of a course packet but you do not see it posted on the library website, please feel free to call Copyworks at 515-292-3630.

PURCHASE INSTRUCTIONS - TEXTBOOKS

MBS continues to host our campus book ordering, but, as mentioned above, for all on-campus courses, the “official” listing of course materials, including textbooks, is the course syllabus. Please visit the library website and check the syllabus for the course listing. You may then purchase your books from MBS Direct, our online bookstore source at www.mbsdirect.net, or you may decide to purchase from other vendors of your choice.

PETITION TO GRADUATE AND COMMENCEMENT

Argosy University/Chicago’s annual graduation commencement ceremony occurs in the month of October. Students must meet graduation requirements and complete a Petition to Graduate form prior to the posted deadlines in order to participate in the commencement ceremony. Forms and deadlines can be found in the Student Services Department, posted around campus, or online at www.auconnection.net/chicago. There is a fee with the petition to graduate. (See Appendix 4).

Although the commencement ceremony is held in October, students who complete program requirements at other times during the year will have this noted on their transcript.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The primary purpose of the campus SGA is to represent student concerns, facilitate communication and assist the faculty and administration in promoting the welfare of the campus. The SGA is also responsible for organizing social gatherings, providing advice relating to university matters for students requesting such assistance, assisting with orientation, and selecting student representation for committees. Students are encouraged to become SGA reps or officials. Elections are held each year. Contact the SGA at www.ausga.net or through Student Services Department.

NEWSLETTER

Inside Argosy is a general campus newsletter that is distributed bi-weekly during the regular academic year. Its purpose is to inform the Argosy University/Chicago community of relevant university news, policies, and deadlines in a formal, timely, and regular manner. It is the responsibility of all students to be familiar with the information provided so as to conform to deadlines and policy changes. Students should read **Inside Argosy** every other week to assure regular progress through the university, as well as inform themselves about the special events that take place throughout the year. The **Inside Argosy** can be found online at www.auconnection.net/chicago.

REFERRAL SERVICES

Career Services, Student Services and the Academic Resource Departments provide a variety of referral services to assist students in addressing specific needs. Among those most useful to students are peer tutorial assistance, lists of available employment positions and lists of area therapists.

CAREER SERVICES

The purpose of the Career Services Department is to support students seeking to develop and successfully complete their career goals. This objective is often achieved via employers and alumni seeking to partner with or mentor these students.

STUDENTS

To educate, counsel, and mentor students in helping them utilize their academic training and life experiences to achieve their career potential through assistance in the areas of career planning and decision-making, experiential education, and job searching.

EMPLOYERS

To proactively partner with employers by providing recruiting services that connect them with students that meet their specific hiring needs.

ALUMNI

To elicit support from alumni motivated to partner with the Career Services Office to hire our students, educate them about their career fields, and share lessons learned through their own career development process. To encourage alumni to serve as a valuable networking base for students engaged in formulating their career goals and/or engaged in a job or graduate school search.

In support of these three constituents, we hold the following beliefs to be crucial in the delivery of our services:

- Advocacy for students in reaching their academic and career goals
- Promotion of life-long learning
- Appreciation and respect for diversity and individual differences
- Embracing technology to improve services
- Confidentiality
- Student development and personal responsibility
- Equal and fair treatment for all students and employers

CAREER SERVICES FOR STUDENTS

The Career Services Office provides students with a wide range of career oriented services as the student pursues various academic and employment goals. These services may include, but are not limited to:

- Individual career counseling and job search advising
- Career programs and workshops related to topics such as resume and cover letter development, interviewing, job search strategies, and salary negotiation
- On-campus recruiting and employer presentations
- Online job postings via monsterTRAK.com (link to www.monstertrak.com)
- Online job postings via monsterTRAK.com
- Resume referral service to connect students with employers

SECTION 3: JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS REPORT

REPORTING CRIMES AND EMERGENCIES

A safe university is everyone's responsibility. Each student, faculty, and staff member should follow security policies and procedures to ensure the safest possible environment. It is the policy of the institution that all criminal acts or other emergencies be properly documented and reported to local authorities as required by law.

Students and employees should report criminal actions to one of the school security officers or the Director of Facilities either in person or by calling 312-280-3500. You may contact Carolyn Myszkowski, Director of Student Services at 312-777-7600 or the Chicago Police Department by dialing 911. An incident report will be filed for each report received. The Department of Student Services retains incident reports for a minimum of three years. The Department of Student Services will publish an incident report summary once per year. The report will be placed in the mailboxes of students and employees.

The reporting of crimes is on a voluntary, confidential basis, but students are encouraged to report any incidences to the Director of Student Services. **ALL REPORTING WILL BE STRICTLY CONFIDENTIAL.** All incidences are reported and documented on the Incident Report and reports are kept in a secure location in the Student Services Department. The annual crime report is prepared by gathering campus crime statistics from the Incident Reports on file in the Student Services Department, data from the Chicago Police Department and other relevant information, by the Director of Student Services. However, names of victims and witnesses are never revealed in the annual crime report.

In the case of fire or medical emergencies, students and employees should dial 911. After dialing the emergency operator, the Director of Facilities should be notified.

SECURITY AND ACCESS

Argosy University/Chicago Campus is located in an office complex. Building security is shared with the Illinois Institute of Art, also located in this facility. It is the policy of Argosy University/Chicago that access to all campus facilities, including housing facilities, be limited to authorized personnel, students and invited visitors. Access to the building is restricted to normal business and class hours; doors are locked during other hours. Visitors are subject to university policies. Their student and employee hosts share responsibility for the lawful and appropriate behavior of visitors.

CAMPUS SECURITY PROCEDURES AND PRACTICES PROGRAMS

The Director of Student Services will discuss campus security procedures and practices with students during orientation. During this discussion, special emphasis will be placed encouraging students and employees to be responsible for their own security and the security of others.

The campus security procedures will be distributed to students and employees via student mailboxes once per academic year. They will also be posted in the student lounge. In conjunction with the Student Government Association, Argosy University/Chicago will offer a program annually on safety and crime prevention & how to avoid becoming a victim of sexual assault.

MONITORING AND RECORDING OFF CAMPUS CRIMINAL ACTIVITY

Argosy University/Chicago Campus does not recognize any student organizations with off-campus locations.

DRUG-FREE WORKPLACE AND CAMPUS

The use of illegal drugs and the abuse of alcohol on the campus of Argosy University/Chicago or in facilities controlled by the Argosy University/Chicago are prohibited by college regulations and are incompatible with the Argosy University/Chicago goal of providing a healthy educational environment for students, faculty, staff and guests. The following information is provided in compliance with the Drug-Free Schools and Communities Act Amendments of 1989.

EFFECTS OF DRUGS AND ALCOHOL

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.

This price can be paid in a number of ways. The risk of contracting sexually transmitted diseases, including AIDS, is increased through unwanted or unprotected sex when one is under the influence of drugs or alcohol. Drugs can be the trigger for violent crime. Economic and legal problems usually follow directly when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic.

In keeping with the mission of Argosy University/Chicago and the requirements of state and federal law, Argosy University/Chicago has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

HEALTH RISKS ASSOCIATED WITH THE USE OF ALCOHOL

Short Term Risks

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose
- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis

Long-Term Risks

- Increased blood pressure
- Increased risk of heart attack
- Brain damage resulting in permanent psychosis
- Cancer of the mouth, esophagus or stomach
- Liver damage (cirrhosis, alcohol hepatitis, cancer)
- Ulcers and Gastritis
- Pancreatitis
- Birth defects
- In males--testicular atrophy and breast enlargement
- In females--increased risk of breast cancer
- Prolonged, excessive drinking can shorten life span by ten to twelve years.

HEALTH RISKS ASSOCIATED WITH THE USE OF DRUGS

- Amphetamines (Speed, Uppers)
- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Deliriants (Aerosols, Lighter Fluid, Paint Thinner)
Permanent damage to lungs, brain, liver, bone marrow
Loss of coordination, confusion, hallucinations
Overdose causing convulsions, death
Depressants (Barbiturates, Tranquilizers, Methaqualone)
Confusion, depression, loss of coordination
Dependence, physical and psychological
Coma, death (caused by overdose)
Can be lethal when combined with alcohol
Hallucinogens (LSD, PCP, DMT, STP, Mescaline)
Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
Tolerance overdose leading to convulsions, coma, death
Possible birth defects in children of LSD users
Intravenous Drug Use
Places one at risk for HIV infection (the virus causing AIDS) when needles are shared
Marijuana and Hashish
Chronic bronchitis
Decreased vital capacity
Increased risk of lung cancer
In men lower levels of testosterone and increase in abnormal sperm count
Stimulants (Cocaine)
Painful nosebleeds and nasal erosion
Intense “*downs*” that result in physical and/or emotional discomfort
Tolerance and physical dependence can develop
Narcotics (Heroin, Morphine, Codeine, Opium)
Malnutrition
Hepatitis
Loss of judgment and self-control leading to increased risk of accidents, injuries
Dependence
Overdose leading to convulsions, coma, death

SANCTIONS

Argosy University/Chicago

Argosy University/Chicago, in all of its actions, seeks to uphold local, state and federal laws. Insofar as permitted by these laws, Argosy University/Chicago will apply sanctions that could lead to a student being fined, suspended or expelled or an employee being disciplined, suspended or dismissed for violation of Argosy University/Chicago standards of conduct. Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student's or employee's expense, if necessary.

State and Federal Sanctions

What Illinois laws apply to alcohol and drug use?

In Illinois, it is against the law to sell or deliver alcohol to anyone under twenty-one, or to any intoxicated person [235 ILCS 5/6-16]. Violations can result in fines of up to \$1,000 and one year in jail. It is also illegal for a person under twenty-one to present false identification in an attempt to purchase alcohol.

Recent legislation signed by the Governor provides further penalties: (1) The Secretary of State is authorized to suspend or revoke without a hearing the driver's license or instruction permit of a person

under 21 who has purchased or attempted to purchase alcohol from a duly licensed establishment or who has consumed alcohol on licensed premises. (2) Local liquor commissioners have the duty to report to the Secretary of State any conviction for a violation of the Liquor Control Act, or a similar provision of a local ordinance, prohibiting a person under 21 from purchasing, accepting, possessing, or consuming alcohol and prohibiting the transfer or alteration of identification cards, the use of the identification card of another or a false or forged identification card, or the use of false information to obtain an identification card. (3) The Secretary of State is authorized to suspend or revoke the driver's license or learner's permit of any person convicted of violating any of the prohibitions listed above in "(2)" or similar provisions of local ordinances.

Substantial penalties exist in Illinois for the operation of a motor vehicle by a driver with a blood or breath alcohol concentration of .08 or greater. (A good guideline for ensuring that your concentration of alcohol remains within legal limits is to consume no more than one drink - i.e., 1 ounce of spirits, 4 ounces of wine, or 12 ounces of beer - per hour.) Arrests are also possible at lower alcohol levels if driving is impaired. The first offense can result in a \$1,000 fine, incarceration for up to one year, and suspension or revocation of the offender's driver's license. Subsequent offenses entail penalties of significantly greater severity. Transporting open alcohol containers in a motor vehicle is also punishable under Illinois law.

Possession and delivery of illicit drugs are prohibited in Illinois through the Cannabis Control Act [740 ILCS 40/0.01 et seq.] and the Controlled Substances Act [720 ILCS 570/100 et seq. and 720 ILCS 570/401 et seq.]. Penalties vary with the amount of the drug confiscated; the type of drug found; the number of previous offenses by the individual; and whether the individual intended to manufacture, sell, or use the drug. A first-time conviction of possession of a controlled substance can result in a one- to three-year prison sentence, plus a fine of up to \$15,000. More severe penalties may be imposed for conviction of class 2, 3, or 4 felonies involving manufacture or delivery to a minor. Vehicles used with knowledge of the owner in the commission of any offense prohibited by the Cannabis Control Act or Controlled Substances Act can be seized by the government; all ownership rights are forfeited.

Federal laws Federal penalties and sanctions for illegal possession of a controlled substance include the following:

First conviction: up to 1 year in prison, fine of \$1,000 to \$100,000, or both

Second conviction: at least 15 days and up to 2 years imprisonment, \$5,000 to \$250,000 fine, or both

After two drug convictions: at least 90 days and up to 3 years in prison, \$5,000 to \$250,000 fine, or both. Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to \$250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.

Additional federal sanctions may also apply including forfeiture of vehicles used to transport controlled substances, denial of federal benefits including student loans, grants, and contracts and denial or revocation of certain federal licenses and benefits.

CONVICTIONS FOR DRUG-RELATED OFFENSES

Any student convicted of any drug-related criminal statute must notify the Director of Student Services, in writing, no later than five (5) days after such conviction regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense must be denied all federal and state assistance, including Pell Grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and Argosy University/Chicago need not, and ordinarily will not, defer its own actions and sanctions pending the outcome of any criminal proceeding.

DANGER SIGNALS INDICATING A DRUG OR ALCOHOL PROBLEM

Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

- abrupt changes in mood or attitude
- decreased efficiency at work or at school
- frequent absences, tardiness, and/or early departures
- relationship problems with family, friends, and co-workers
- unusual outbursts of anger and hostility
- social withdrawal

COUNSELING

If you observe any of these changes in yourself or another student, you are encouraged to talk with a counselor in the Student Services Office.

Abuse of alcohol or drugs can lead to dependency and addiction, with serious consequences for personal health and overall quality of life. There are drug and alcohol counseling, treatment, and rehabilitation facilities available in our area where students and employees may seek advice and treatment. The college counselor can refer you to one that meets your needs.

TREATMENT CENTERS FOR DRUGS OR ALCOHOL

South East Alcohol & Drug Abuse Center Seadac
8640 S South Chicago Ave, Chicago, IL
(773) 731-9100

Alcohol Accredited Detox-Rehab Treatment Center
Chicago, IL
(773) 269-2150

Mercy Hospital & Medical Center: Alcohol and Drug Dependency Program
Chicago, IL
(312) 567-2446

Cap Alcohol Treatment Program
609 N Wells St, Chicago, IL
(312) 255-8600

Mercy Health Care & Surgical Center: Alcohol Treatment
Stevenson Expy, Chicago, IL
(312) 567-2486

Associates in Alcohol & Drug Counseling
8938 Ridgeland Ave # 100, Oak Lawn, IL
(708) 233-0161

New Day Center Alcohol-Drug Treatment
120 N Oak St, Hinsdale, IL
(630) 856-7700

New Horizons Rehabilitation
4809 W Chicago Ave, Chicago, IL
(773) 261-6663

Drug Rehab Centers Alcohol ...

... heroin, cocaine, addiction **drug** rehab **centers** Chicago Illinois IL **alcohol** rehab **center** alcoholism rehabilitation **treatment** ...
new-hope-recovery.com

New Hope Recovery Center
550 W Webster Ave, Chicago, IL
(773) 935-1830

Drug Rehab Centers Alcohol ...

... heroin, cocaine, addiction **drug rehab centers** Chicago Illinois IL **alcohol rehab center** alcoholism rehabilitation **treatment ...**

new-hope-recovery.com

Associates in Alcohol & Drug Counseling

62 Orland Square Dr # 204, Orland Park, IL
(708) 349-2654

SEXUAL ASSAULT AND SEXUAL OFFENSES PROCEDURES AND PREVENTION

The Director of Student Services may discuss sexual assault awareness, policies, and the prevention of acquaintance rape, and other forcible and nonforcible sex offenses, with students during orientation. Information on sexual assault prevention will be distributed to students and employees via mailboxes once per academic year.

PROCEDURES AND THE OPTION TO NOTIFY LAW ENFORCEMENT

If an alleged sex offense has occurred, students and employees should contact the Director of Student Services immediately. If the Director of Student Services is not available, the campus president, the Vice President of Academic Affairs, or a faculty member should be contacted. Campus personnel receiving a report of a sex offense will file an incident report on behalf of the witness or victim. Upon request, campus personnel receiving a report of a sex offense will assist the victim in notifying the Chicago Police Department.

Campus personnel receiving a report of a sex offense will notify the victim or witness of the need to preserve evidence in the case of alleged sex offense. Victims are advised to seek medical treatment, which may include an evaluation for pregnancy or venereal disease. A medical examination is the only way to establish the extent of a victim's injuries and it may provide valuable evidence should the victim decide to pursue legal action against the perpetrator.

INFORMATION REGARDING REGISTERED SEX OFFENDERS

Section 170101 (j) of the Violent Crime Control and Law Enforcement Act of 1994 states that the campus community must be advised where it can obtain information concerning registered sex offenders. This information can be obtained from the Chicago Police Department, through an Information Request Officer in the Research and Development Division. The address is 3510 S. Michigan Ave., Chicago, Illinois, 60653. The direct phone number is (312) 745-6071.

COUNSELING AND STUDENT SERVICES

The following is a list of off-campus counseling and mental health agencies available to assist a victim of sex offenses:

- Cornell Intervention, 312/663-0817
- Women's Treatment Center, 312/850-0050
- YWCA Rape Crisis Hotline, 312/372-4105

The Student Services Department will assist a victim of a sex offense in locating and contacting a suitable agency for counseling.

ACADEMIC AND LIVING SITUATION

A victim of a sex offense may request that his or her academic situation be changed. To make a request, the victim should contact the Director of Student Services. Every effort will be made to accommodate reasonable requests. Schedule changes including section changes, course drops, and course adds will be accommodated. Requests for a leave of absence will also be accommodated.

As Argosy University/Chicago does not offer housing, it cannot change a student's living situation.

CAMPUS SECURITY REPORT AND CRIME STATISTICS

CRIME STATISTICS FOR CRIMINAL OFFENSE OCCURRENCES REPORT TO LOCAL POLICE OR CAMPUS OFFICIALS

CRIME STATISTICS FOR ARRESTS ON CAMPUS

Argosy University/Chicago does not have any non-campus buildings or property. From January 1, 2005 through April 29, 2005 data is reported for 20 S. Clark St., Chicago IL 60603. From May 2, 2005 through December 31, 2005, data is reported for 350 North Orleans, Chicago, IL 60654.

Number of Occurrences Reported to Local Police or Campus Officials						
Criminal Offense	2003		2004		2005	
	On Campus	Public Property*	On Campus	Public Property*	On Campus	Public Property*
Murder	0	0	0	0	0	0
Robbery	0	0	0	0	0	3
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
Non-forcible Sex Offenses	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Hate/Prejudice Crimes	0	0	0	0	0	0

Number of Arrests/Referrals for Campus Disciplinary Action						
Criminal Offense	2003		2004		2005	
	On Campus	Public Property*	On Campus	Public Property*	On Campus	Public Property*
Drug Abuse Violations	0	0	0	0	0	0
Weapons Possession	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0

- *Public Property is defined as the sidewalk fronting the building and the building's public lobby*

ARGOSY UNIVERSITY ANTI-HAZING POLICY

Hazing involving Argosy University/Chicago students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

For purposes of this definition, any activity as described in this definition that the initiation or admission into or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at Argosy University/Chicago. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and/or student clubs that force, require, and/or endorse violations will be held directly responsible through the College's student conduct process and if appropriate, through local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the Campus President Dr. Eric Evenson, Psy.D. located at 312.777.7735. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the College community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

ARGOSY CAMPUS COMMITTEE

STUDENT CONDUCT COMMITTEE

Any student suspected of violating the Argosy University Ethical Code of Conduct may be referred to the Student Conduct Committee which is responsible for investigating the allegations. In addition, students may be referred to the Student Conduct Committee by the programmatic Student Professional Development Committees for failure to comply with the remediation recommendations of the SPDC and failure to meet the academic and professional standards of the program.

Students found guilty of violating the Argosy University Ethical Code of Conduct by the SCC or failing to meet the academic and professional standards of Argosy University as determined by their respective Student Professional Development Committee shall be subject to disciplinary action. Sanctions include but are not limited to the following:

- a. Issue a warning to the student
- b. Place the student on administrative leave of absence and establish conditions for re-entry.
- c. Place the student on general probation
- d. remove the student from school premises.

The SCC is the only committee that has the authority to dismiss the student from Argosy University. Referrals to the Student Conduct Committee can be made by any member of the university community, including students, faculty, administration, and/or the Student Professional Development Committee.

STUDENT CONDUCT COMMITTEE POLICIES AND PROCEDURES

I. Purpose and Scope

The Student Conduct Committee (SCC) is responsible for investigating suspected violations of the Argosy University Ethical Code of Conduct. Additionally, the SCC accepts referrals from Student Professional Development Committees, where a determination has been made that a student has not complied with the remediation actions set forth by that committee and whereby that committee is making a recommendation that program dismissal be considered. The SCC is the only institutional committee with the authority to dismiss a student.

II. Procedures

a) *Complaint Procedures*

Any member of the University including faculty, staff, students, clinical supervisors, may file a complaint against any student for misconduct or for otherwise being in violation of University policies. The complaint must be prepared in writing and directed to the director of Student Services as co-chair of the committee or his/her designee. Complaints should be submitted within 30 business days after the alleged violation occurred.

Students may also be referred to the Student Conduct Committee (SCC) for disciplinary action by their program Student Professional Development Committee (SPDC) when previous remediation and disciplinary actions imposed by the SPDC have been unsuccessful or if they have failed to meet the academic and professional standards of the program. The Student Professional Development Committee (SPDC) shall prepare a referral in writing to the director of Student Services or designee.

As co-chair of the SCC, the director of Student Services or designee shall review and investigate the complaint to determine if the allegations have merit, to identify specific violations of the Argosy University Ethical Code of Conduct, and to coordinate the student conduct committee proceedings.

b) *Committee Procedures*

The following procedures govern the actions of the SCC:

The Student should be notified in writing of the charges and pending action of the SCC

The director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC

The student should receive written notification of the time and date of the hearing as well as the specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing

In the event that the student does not attend the proceedings, the SCC should commence deliberation and render a decision

The student is permitted to have a support person, for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf

The student is not permitted to bring legal counsel to committee meetings

Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be accepted as evidence for consideration by the SCC

Any procedural questions raised during the process should be addressed by the committee

After the hearing, the SCC shall render a decision regarding the merits of the allegations. If the SCC determines that a violation has occurred, the SCC will determine what sanctions are appropriate, including, but not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from Argosy University

Within 30 business days of the hearing the student should be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included

Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the SCC records and a copy of the disciplinary letter is placed in the student file. A copy of the disciplinary letter is also provided to the student's program chair. The referral source, faculty, and administration will be informed of the outcome on a need to know only basis in accordance with the Family Educational and Privacy Rights Act (FERPA)

c) *Mandatory Evaluations*

The Student Conduct Committee may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

d) *Administrative Leave of Absence*

In addition to other reasons for administrative leave, the University may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of the University, the student's presence may pose a threat of harm to himself, to others, or to property of the University. The administrative leave of absence is subject to the provisions outlined in the *Academic Catalog*.

e) *Violations of Law*

Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of the student conduct policy. Proceedings under this policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus. The University will cooperate fully with law enforcement and other agencies in the enforcement of criminal laws on University property.

f) *Appeal Process*

Students wishing to appeal a disciplinary decision may do so according to the Student Right to Appeal process in the *Academic Catalog*. No further appeals will be heard.

- Any sanctions issued as a result of the SCC proceedings will remain in place until the designated appeals committee or campus official assigned by the campus president renders a decision otherwise. This designated appeals committee or campus official will be comprised of staff and faculty members not involved in making the initial disciplinary decision. The student must obey the terms of the decision pending the outcome of the appeal.

III. Committee Membership

The SCC consists of at least three (3) up to five (5) voting members, including co-chairs (a core faculty member and the director of Student Services or designee), and faculty (graduate and undergraduate core). In the event of a referral from a Student Professional Development Committee (SPDC) a faculty member from the respective program who is not a member of the referring SPDC, should be added as a voting member for that referral. The referring SPDC will be notified of the hearing and informed that a representative may be asked to provide information to the SCC. The campus president accepts nominations from the chief academic officer and selects the members. A student member may be selected by the faculty members of the committee.

Members shall serve for staggered two-year terms, with half of the seats expiring in even-numbered years and half of the seats expiring in odd-numbered years. The campus president may assign certain seats temporarily to one-year terms to meet this requirement.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the chair as a temporary replacement.

In carrying out its responsibilities, the committee operates within the published policies of Argosy University governing minimum standards for academic progress, academic and administrative sanctions, and professional competence.

STUDENT COMPLAINT PROCEDURE

Students may use this complaint procedure to address complaints that are not otherwise covered by a more specific policy. Students who have a complaint regarding grades should refer to the "Grade Appeal Procedures" in section 7 of the *Academic Catalog*. Students with complaints about possible bias and harassment should refer to the "Student Grievance Procedure for Internal Complaints of Discrimination and Harassment" in section 2 of the *Academic Catalog*. The institutional community benefits from prompt

resolution of issues. Before pursuing the Student Complaint Procedure, the student should first discuss the problem or complaints with the individuals involved in the complaint. Students presenting complaints for resolution must present them in writing within 45 days of the incident prompting the complaint. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention.

If these efforts are unsuccessful, the following process will be utilized:

- For complaints about faculty members written complaints may be brought to the faculty member's campus dean or program chair (or campus vice president of Academic Affairs if such a position exists at the campus). This individual will appoint a third party or parties to hear both sides of the dispute and present a recommendation to the school dean or program chair (or campus vice president of Academic Affairs). The school dean or program chair will forward a decision in writing to the student within 45 days of the receipt of the complaint
- For complaints about campus administrators who are not the campus president, written complaints may be brought to the campus president, who will appoint a third party or parties to hear the dispute. This party will present a recommendation to the campus president who will forward a decision in writing to the student within 45 days of the receipt of the complaint.
- For complaints about the campus president, the matter should be presented in writing to the Argosy University president, who will appoint an appropriate third party or parties to hear the dispute. This party will present a recommendation to the Argosy University President who will forward a decision to the student in writing within 45 days of the receipt of the complaint.

Students may appeal the outcome of a final student complaint resolution by following the Argosy University Student Right to Appeal process in section 4 of the *Academic Catalog*.

STUDENT RIGHT TO APPEAL

Appeal of Academic Probation, Disciplinary Action, Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions, as well as final decisions of any other dispute resolution procedure. Students who believe they have extenuating circumstances or believe that they have been treated in an arbitrary or biased fashion or without adherence to the University policies and procedures may file an appeal. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal. The Chair of the Appeals Committee will initially rule as to whether the subject of the appeal constitutes an issue of bias/discrimination or failure of the University to follow its process and procedures. If a basis for an appeal is stated, the Appeals Committee will gather and review relevant information in order to make its decision.

SECTION 4 – FACULTY

CORE FACULTY DESCRIPTIONS

Argosy University/Chicago has a highly experienced core faculty with extensive backgrounds in a wide range of experiential situations. Most of our core faculty have been practitioners, trainers and teachers for over 10 years, and a significant number have pursued advanced training.

Below is a list of our core faculty with a brief description of their individual backgrounds, interests, current activities and years at Argosy University/Chicago.

EXECUTIVE FACULTY BIOGRAPHIES

Eric Evenson, Psy.D., Adler School of Professional Psychology, Interim President.

Dr. Evenson received his Doctorate in Clinical Psychology and certificate in Clinical Neuropsychology from the Alder School of Professional Psychology. He also holds an M.S. in Counseling Psychology from Benedictine University and a certificate in Cognitive Behavioral Therapy that he earned under the instruction of Arthur Freeman, Ph.D. He has expertise in the areas of Forensic Neuropsychology, sex offender assessment and treatment, and Clinical Neuropsychology (pediatric, adult and geriatric). He has presented on numerous topics including the biogenetics of Attention-Deficit/Hyperactivity Disorder, assessment of malingering, and the neurotoxic effects of the drug Ecstasy. Dr. Evenson is also an

Assistant Professor in the Clinical Psychology and undergraduate psychology programs who teaches in the areas of Cognitive and Affective Processes, Biological Basis of Behavior, Forensic Psychology and Research Methods.

Michael J. Falotico, PsyD, LCPC, *Adler School of Professional Psychology*, is the Chair of Undergraduate Studies (undergraduate psychology and business) at Argosy University/Chicago. Prior joining Argosy University/Chicago, Dr. Falotico worked extensively with forensic populations both in the Illinois Department of Corrections (IDOC) and Illinois Department of Human Services (IDHS). He has also trained and worked within a business consulting group and multiple parenting education programs. In addition to higher education, his interests are in interviewing techniques, therapy with forensic populations, business psychology and parenting practices.

Barbara Kelly, Psy.D., *Forest Institute of Professional Psychology*, is the Department Chair of the Masters and Doctoral programs in Counseling at Argosy University/Chicago. Prior to joining the faculty at Argosy University, Dr. Kelly was Clinical Assistant Professor of Psychiatry at the University of Chicago, where she also served as Clinical Director of the Evelyn Hooker Center for Gay and Lesbian Mental Health. Dr. Kelly has also served on the staff of several psychiatric hospitals in the Chicago area, including serving as Director of Adolescent Programs at Mercy Hospital in Chicago. Her undergraduate degree is in music (education) from the University of Michigan. She is a Benedictine oblate, an Episcopal layperson, and a licensed clinical psychologist. Dr. Kelly maintains a private practice of psychotherapy in Chicago.

Annemarie Slobig, Psy.D., *Illinois School of Professional Psychology*, is the Department Chair of the Clinical Psychology Department at Argosy University/Chicago's Illinois School of Professional Psychology. She has a wide range of clinical experience with child, adolescent, and adult populations in a variety of settings, including long-term and short-term outpatient psychotherapy, inpatient, residential, day treatment, crisis intervention, and community mental health. Dr. Slobig is particularly interested in Intrapsychic Humanism, and enjoys teaching the clinical applications of this model in psychotherapy seminars. Her other interests include group and organizational dynamics, group relations training, supervisory processes, and therapist development - especially as they pertain to personal growth and learning about diversity. She has a private psychotherapy and consultation practice in Chicago and Oak Park, IL.

Paul Busceni, Ed.D., *Roosevelt University*, serves as the Program Chair for the College of Education and Human Development at Argosy University/Chicago. He began his teaching and administrative career in the parochial system of Chicago before moving into the public school system. In addition, he has acted in the capacity of school administrator in north suburban public elementary school districts. He possesses an undergraduate degree from Northern Illinois University, and a graduate degree and doctoral degree from Roosevelt University in Educational Leadership and Organizational Change. His research interests are centered upon fundamental questions regarding quality education, how quality education is defined, who defines it, and how is it implemented, reviewed, and revised.

CORE FACULTY FOR THE ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY CLINICAL PSYCHOLOGY PROGRAMS

Sue Bae, Ph.D., *University of Chicago*, is interested in cross-cultural psychology, professional development of psychotherapists, multicultural counseling, supervision and mentoring, and international psychology. Dr. Bae has been working with diverse populations including children, adolescents, and adults in residential, outpatient, and community mental health settings. In addition to being a clinician, she also works as a diversity consultant. She has been teaching courses in the area of student professional development, cultural diversity, clinical skills, and psychotherapy practice. She is actively involved with the Collaborative Research Network, which is affiliated with the Society for Psychotherapy Research. Currently, she is conducting research on feelings of support, self-efficacy, and academic satisfaction with Illinois School of Professional Psychology students.

Charles E. Davis, Ph.D., *University of North Carolina-Chapel Hill*, has extensive experience in the treatment of children, adolescents, adults and their families as well as working with the developmentally disabled. Dr. Davis has consulted or worked in a variety of mental health and educational settings, including community mental health centers, public schools, therapeutic day schools, and psychiatric hospitals. Dr. Davis' interests are in the areas of child and adolescent depression; conduct disorders,

oppositional defiant disorder, ADHD, family therapy, adolescent substance abuse, the development of self-esteem, cross-cultural mental health issues, programming for the developmentally disabled, and mental health administration.

Elizabeth Davies Ph.D., *University of Chicago*, has a degree in Human Development and Mental Health Research. Her current research focuses on retrospective reevaluation of life course events, the idea that people remake the meaning of events in their lives in the service of a current question and with consequences for future adaptation. Portions of this research, which draws on both cognitive psychology and psychoanalysis, were published as "Applied Hermeneutics: The Retrospective Reevaluation of Life Course Events" in the *Journal of Theoretical and Philosophical Psychology*.

Judith Flaxman, Ph.D., *Northwestern University*, has extensive experience in the cognitive-behavioral treatment of a wide range of clinical populations such as anxiety, trauma, insomnia, weight loss, and coping with physical illness. Her recent research interests have been focused on eye movement desensitization and reprocessing (EMDR), a new treatment for trauma. Dr. Flaxman has applied the multimodal approach in her clinical work and has strong interests in health psychology. She has had over 20 years of clinical, teaching, and supervisory experience and has published several articles in areas related to behavioral treatment. Dr. Flaxman has been on the Illinois School of Professional Psychology core faculty since 1980 and teaches courses in cognitive behavioral therapy and behavioral medicine, and EMDR.

Kathy P. Goggin, Psy.D., *Illinois School of Professional Psychology*, has almost 15 years of clinical and teaching experience. Dr. Goggin's primary areas of interest include psychodynamic theory and therapy, consciousness studies, alternative paradigms of healing, transpersonal dimensions of the psychotherapy interaction, and substance abuse. Dr. Goggin's major teaching responsibilities include human health and dysfunction, personality theory, and psychoanalytic theory and therapy. She has clinical and academic experience in both the private sector and in public hospital settings.

Benjamin Gorvine, Ph.D. *University of Michigan* Dr. Gorvine received his doctorate in Clinical and Developmental psychology from the University of Michigan, and his bachelor's in Psychology from Earlham College. Prior to coming to Argosy University, he taught for two years in the Psychology department at Aurora University, and trained as a postdoctoral clinical fellow at the Family Institute at Northwestern University. He currently maintains a clinical practice as an affiliative psychotherapist at the Family Institute at Northwestern. His research interests include fathers in poverty and young children's social development.

Doralee Grindler-Katonah, Psy.D., *Illinois School of Professional Psychology*, has been a member of the Illinois School of Professional Psychology adjunct faculty for 8 years. She has extensive training in Focusing, and serves on the faculty of the Focusing Institute. She also serves on the faculty of the Center for Complementary Medicine at Lutheran General Hospital, and multi-disciplinary center, where she functions as the health psychologist. Dr. Grindler-Katonah has also been in independent practice in Evanston. She has interests in health, experiential psychotherapy, and spirituality.

Leah S. Horvath, PhD, *University of Kentucky*, is Associate Chair of the Clinical Psychology Program at the Illinois School of Professional Psychology. She received her MS and PhD in Clinical Psychology from The University of Kentucky, with a focus on cognitive-behavioral treatments and clinical administration. She has specialized clinical training in Dialectical Behavior Therapy (DBT) – including completing her pre-doctoral fellowship in the DBT program at the Yale-New Haven Psychiatric Hospital. Dr. Horvath completed a postdoctoral fellowship in the University Counseling Service at New York University, where she specialized in the treatment of individuals with eating disorders. Her clinical areas of interest involve working in college mental health, working with adults with eating disorders or histories of trauma, and working from a DBT or mindfulness-based treatment approach. Her research interests include issues in romantic relationships and therapy outcome research. Dr. Horvath teaches courses in research methods and practicum seminars in DBT.

Myra M. Lawrence, Psy.D., *Illinois School of Professional Psychology*, is coordinator of the Child and Adolescent Minor. With over 30 years of clinical experience in the assessment and treatment of children, adolescents and adults, she draws upon psychodynamic and developmental perspectives to understand therapeutic interactions. Dr. Lawrence is also the Executive and Clinical Director of Shared Vision, a not-for-profit corporation. This organization currently implements school-based and after school programs as well as a pediatric psychology program that emphasizes health psychology interventions for children with a chronic medical illness. M.A. and doctoral Psy.D. students participate in these programs

as practicum, internship and postdoctoral fellowship trainees and many prepare and implement program interventions that become part of their Clinical Research Papers.

In 1996, Dr. Lawrence won the annual Humanitarian Award from the Illinois Psychological Association for her work with this organization. Her clinical interests include program development, consultation and supervision, school-based mental health services, pediatric health psychology and alternative approaches to healing. She teaches courses in Child & Adolescent Development, Play, Child and Adolescent Psychotherapy, Intervention & Prevention Program Development, Projective Assessment, and diagnostic and therapy seminars.

Myra Leifer, Ph.D., *University of Chicago*, Dr. Leifer's major interests include child and sexual abuse, infant intervention, mother/child relationships, and attachment relationships. She has made international and national presentations in the areas of child sexual abuse and intergenerational processes in abuse, and coordinated the development of the first predoctoral minor in sexual abuse, which was published in *Professional Psychology* (1995). She has completed a number of significant studies in the areas of abuse, and recently received a federally funded grant to study intergenerational aspects of sexual abuse. She is interested in professionalization issues faced by women in psychology. Dr. Leifer has over 20 years of clinical and teaching/supervisory experience. She has taught courses in Child Development, Research, and Child Maltreatment at the School since she arrived in 1990.

Kathleen O'Brien, Ph.D., *Arizona State University*, is a forensic psychologist with clinical interests in competency in both criminal and civil cases, juvenile competency, child custody, expert testimony, and police psychology. She coordinates the Forensic Minor at Illinois School of Professional Psychology. She has extensive experience working within court systems and as a private practitioner. Dr. O'Brien consults with the Chicago Police Department, performing applicant screenings and fitness for duty evaluations. She has studied child custody with Dr. Barry Bricklin and maintains a private practice conducting 604B psychological investigations for Will County Court. She teaches courses in psychological assessment, ethics, and forensics. She is an elected member of the Illinois Psychological Association's Ethics Committee.

Carol Oster, Psy.D., *Forest Institute of Professional Psychology*, is a licensed clinical psychologist and Associate Professor in Clinical Psychology at ISPP-Chicago. Dr. Oster earned her Psy.D. in Clinical Psychology and her M.A. in Counseling at Forest Institute of Professional Psychology in DesPlaines, Illinois. She earned her B.A. in Elementary Education at the University of Illinois – Chicago. Dr. Oster maintains a private practice in Deerfield, Illinois. Her clinical activities and research interests include psychological and psycho-educational assessment, developmental transitions of teens and adults, women's issues, gender diversity, educational issues, and applications of cognitive-behavioral theory and methods. Dr. Oster has over 17 years experience in the education of clinical psychologists, and previously served as a dean of the Adler School of Professional Psychology. Prior to becoming a psychologist, she taught elementary education for 10 years, specializing in remedial and gifted reading and math.

Scott D. Pytluk, Ph.D., *University of California*, is an Assistant Professor of Clinical Psychology at Illinois School of Professional Psychology. Pytluk received his Ph.D. in Counseling/Clinical/School Psychology, with a specialization in Clinical, from the University of California, Santa Barbara in 1998. His research focused on the relationship between early attachment and adult high-risk behavior among people with HIV/AIDS. He also has a Masters degree in Counseling Psychology from UC Santa Barbara.

Dr. Pytluk began his career as a staff psychologist and Director of Training in the Child & Adolescent Behavioral Health Program at Mt. Sinai Hospital in Chicago. During that time he taught courses at Illinois School of Professional Psychology in diversity and difference and psychoanalytic theory and therapy. Since joining the core faculty at Illinois School of Professional Psychology, he has continued teaching courses in these areas and also coordinates the Psychoanalytic Minor and advises the campus's "Gay, Intersex, Bisexual, Lesbian, Transgender, Supportive Straights" group (GIBTLS). In addition to his teaching, Dr. Pytluk maintains a private practice in downtown Chicago in long-term individual and couples psychotherapy and directs the Eating Disorders Center at the Community Hospital in Munster, Indiana.

Dr. Pytluk is the current Ex-Officio Liaison between Divisions 39 (Psychoanalysis) and 44 (Society for the Study of Gay, Lesbian, and Bisexual Issues) of the American Psychological Association as well as the Public Education Chair of the Chicago Association of Psychoanalytic Psychology. In the past, he served on APA's Joint Task Force for Psychotherapy Guidelines for Lesbian, Bisexual and Gay clients.

Dr. Pytluk writes and presents on topics such as insight-oriented treatment with gay male clients, gay-affirmative psychoanalytic theory and therapy, clinical supervision and ethnic identity. In his free time, he enjoys both playing and listening to classical music and opera and eating and cooking good food with family and friends.

Neal Rubin, Ph.D., *University of Chicago*, has been a faculty member at Illinois School of Professional Psychology since 1987. He teaches courses in severe psychopathology and psychoanalytic psychotherapy. Dr. Rubin is also a faculty member in the Department of Psychiatry at the University of Illinois at Chicago, College of Medicine.

Eliezer Schwartz, Ph.D., *Illinois Institute of Technology*. Dr. Schwartz has special interests in psychodynamic approaches to psychological assessments and intervention, and the integration of such approaches with neuropsychological correlates to behavior and psychopathology. In addition, he is interested in the integration of spirituality and psychology. A special topic of exploration is the field of Bio-Ethics and its impact on clinical practice. Dr. Schwartz has more than 25 years of clinical experience with individuals, couples, and families. He has worked as a clinician and a consultant with schools, hospitals, rehabilitation programs, residential facilities, and outpatient clinics for children and adults. Dr. Schwartz has trained and supervised pre and post-doctoral clinical psychology trainees since 1979. He has been on the faculty of Illinois school of Professional Psychology since 1981, teaching doctoral level courses in psychopathology, biological bases of behavior, neuropsychology, and psychopharmacology. He also offered consultation and supervision to students in seminars on psychodiagnostics and psychotherapy.

Rahul Sharma, Psy.D., *Chicago School of Professional Psychology*, Coordinator of the Diversity Minor is an Assistant Professor in the Clinical Psychology program and Chair of the Diversity Minor. Dr. Sharma's clinical interest is in how to make the study and practice of psychology more relevant and accessible to diverse populations. He is also interested in gender issues and violence against women prevention, and is the former Director of Resources for Sexual Violence Prevention at the University of Chicago. Recently, Dr. Sharma received an award for leadership in violence against women prevention by the Vagina Monologues. Dr. Sharma has worked extensively with the South Asian community, addressing such issues as gender, gender violence, and dating expectations in relationships. Dr. Sharma's clinical approach is formed by an integration of Humanistic, Internal Family Systems, and psychodynamic perspectives. In addition to being a clinician, Dr. Sharma is also a musician. He is the founder and bassist/sitarist of the award-winning Funkadesi, a Chicago-based intercultural music group.

Andrew Suth, Ph.D., *University of Chicago*, is interested in mourning and loss, life-span development, clinical treatment issues, theoretical underpinnings of psychology, and psychodynamic and contemporary psychoanalytic theory. He also has a particular interest in adolescent parenting as well as non-traditional parenting. Research and Clinical Research Project interests include developing a conceptual understanding of the meaning of both physical and psychological loss, case analyses around particular issues in treatment and meaning making as understood using qualitative research. Dr. Suth teaches courses on Forms of Human Dysfunction, Mourning and Loss, Human Development and Psychological Assessment. He maintains a private practice in Chicago and Northfield, IL.

John Tirado, Ph.D., *Illinois Institute of Technology*, has extended experience in community mental health settings in Chicago, organizational consultation to community agencies, and individual psychotherapy. He has had over 20 years of clinical experience and has taught at Illinois School of Professional Psychology since 1990. Dr. Tirado teaches a course in community mental health.

David J. Van Dyke, Ph.D., *University of Georgia*, is an Assistant Professor in the Clinical Psychology program. He is the coordinator of the Family Psychology Minor. He received his M.S. in Marital and Family Therapy from Fuller Theological Seminary and his Ph.D. in Child and Family Development from The University of Georgia. He has over 10 years of clinical experience, including a post-doctoral fellowship in Family Systems and Health from the Chicago Center for Family Health. Dr. Van Dyke has experiences working in hospital, academic and private practice settings, and his licensure is a Licensed Marriage and Family Therapist (LMFT).

Dr. Van Dyke is an active clinical member in the American Association for Marriage and Family Therapy. He holds an adjunct faculty position at the Chicago Center for Family Health. His clinical areas of interest involve working with children and adolescents in the context of their families and couple relationships. His current research project addresses the onset of chronic illness and its affect on adolescent development

and family functioning. Dr. Van Dyke teaches about adolescence, supervision, religiosity, and family & marital therapy.

Margaret Warner, Ph.D., *University of Chicago* is a Professor and Co-Chair of the Client-Centered and Experiential Psychology Minor and the Coordinator of the Personal and Professional Development groups at Illinois School of Professional Psychology. Dr. Warner is a client-centered therapist with a broad interest in empathic, relational styles of psychotherapy. She received a doctorate from the University of Chicago in 1979 from the Committee on Human Development in the Department of Behavioral Sciences. Her clinical training was undertaken at the Chicago Counseling and Psychotherapy Center, an offshoot of the original Counseling Center founded by Carl Rogers at the University of Chicago.

Dr. Warner has a particular interest in humanistic approaches to therapy with severely disturbed clients, in family systems, and in multicultural groups. She has been a practicing psychotherapist for over 20 years and has been teaching courses in client centered therapy and severe psychopathology at Illinois School of Professional Psychology since 1983. She has published widely and has offered many presentations to international groups interested in Person Centered Psychotherapy. Dr. Warner convened Chicago 2000: The Fifth International Conference in Client-Centered and Experiential Psychotherapy, and is a founding member of the World Association for Person-Centered and Experiential Psychotherapy and Counseling.

Marjorie Witty, Ph.D., *Northwestern University*, focuses on client-centered theory and the practice of client-centered therapy. She is pursuing qualitative and phenomenological research on therapy process and outcome. She is also interested in gay, lesbian, bisexual, intersex, and transgender issues, as well as many aspects of difference and their impact on the self. She has more than 29 years of experience as a client-centered psychotherapist and has been teaching at Illinois School of Professional Psychology since 1985.

Carole Woolford-Hunt, Ph.D., *Western Michigan University*, is an Assistant Director of Training at Illinois School of Professional Psychology, Assistant Professor, and Faculty Director of International Student Services. Her clinical work includes treatment with college students, adults, couples, and families, with whom she utilizes an integrative mix of techniques from psychodynamic, cognitive-behavioral, and relational schools of therapy. Dr. Woolford-Hunt has experience working in college counseling center settings in the United States and in community mental health in England. As a result of her British background, Dr. Woolford-Hunt brings practical and experiential knowledge of cross-culture psychology to Illinois School of Professional Psychology. Areas of interest include clinical supervision and training, therapist development, cross-cultural mental health issues, and the treatment of racially and ethnically diverse clients. Dr. Woolford-Hunt teaches courses in the area of student professional development, cultural diversity, and psychotherapy seminars.

Kaveh Zamanian, Ph.D., *California School of Professional Psychology*, is also a graduate of the postdoctoral fellowship program at Northwestern University Medical School and currently a candidate at the Chicago Center for Psychoanalysis. He has extensive teaching and supervisory experience with clinical psychology graduate students. Prior to ISPP he has taught at Loyola University, Chicago School of Professional Psychology, and at the Psychosomatic and Psychiatric Institute of Michael Reese Hospital. He has been engaged in independent clinical practice in Chicago for over twelve years and has served as consultant to Northwestern University School of Law, Gilda's Club of Chicago, Harris-Rothenberg International, and World Relief Organization. His areas of clinical and research interests are psychoanalytic theory and practice, child and adolescent development, psychology of addictions, qualitative research, acculturation and diversity.

Susan S. Zoline, Ph.D., *DePaul University*, has been a faculty member at Illinois School of Professional Psychology since 1988. She teaches courses in Professional Issues: Ethics, Conduct, and Law and Consultation and Supervision, as well as masters and doctoral level Professionalization and Therapy Practicum Seminars. She has over 20 years of clinical, consulting, and teaching experience in both the public and private sectors. She has worked in a variety of settings with both child and adult populations, including medical centers, schools, community mental health centers, university counseling centers, and private practice. Dr. Zoline is a member of the Standing Hearing Panel (Appeals Committee) of the Illinois Psychological Association's Ethics Committee. Her professional interests include professional ethics, supervision, psychology and Judaism, inter-professional relationships, and diversity issues.

CORE FACULTY FOR THE COUNSELOR EDUCATION PROGRAMS

Tsui-Yee Chow, Ed.D., *Northern Illinois University*, is a licensed clinical professional counselor, and a member of the American Counseling Association, Association for Counselor Education and Supervision, and the Association of Multicultural Counseling and Development. Originally a native of Hong Kong, Dr. Chow received her college education abroad, both in England and America. She attained her first degree in Education from the University of London; later she completed her doctorate in Counseling from Northern Illinois University in 2002. She joined the Argosy University/Chicago staff as an adjunct faculty in 2004, and began serving as the Associate Director of Training for the Professional Counseling program, as well as a core faculty member of the Counseling Department, in the fall of 2005. Prior to her tenure at Argosy, she was the Director of Student Diversity at Loyola University. Being an advocate of cultural-centered therapy and the use of an eclectic approach in helping clients of different backgrounds, she has researched, presented, and written about diversity issues as well as the counseling of different populations. With more than ten years of experience in various universities, she has a broad expertise regarding the issues and concerns that college students, especially for members of underrepresented groups, may encounter. In her private practice, she conducts counseling and psychotherapy for individuals, couples, and families, with special foci on interracial relationships and marriages, multiracial families, cultural identity development, life transition and career counseling, and Asian American as well as ethnic minorities issues. Cross-cultural communication and conflict management are also two of her central research interests.

Barbara Kelly, Psy.D., *Forest Institute of Professional Psychology*, is the Program Chair of the Masters and Doctoral programs in Counseling at Argosy University/Chicago. Prior to joining the faculty at Argosy University, Dr. Kelly was Clinical Assistant Professor of Psychiatry at the University of Chicago, where she also served as Clinical Director of the Evelyn Hooker Center for Gay and Lesbian Mental Health. Dr. Kelly has also served on the staff of several psychiatric hospitals in the Chicago area, including serving as Director of Adolescent Programs at Mercy Hospital in Chicago. Her undergraduate degree is in music (education) from the University of Michigan. She is a Benedictine oblate, an Episcopal layperson, and a licensed clinical psychologist. Dr. Kelly maintains a private practice of psychotherapy in Chicago.

David L. Hargis, Ph.D., *University of New Orleans*, is a licensed Professional Counselor and a member of the American Counseling Association, Association for Counselor Education and Supervision, the North Central Association for Counselor Education and Supervision, and the American Society of Clinical Hypnosis. Dr. Hargis joins the Argosy University Chicago staff in September of 2004. His teaching experience includes four years as full time faculty at the University of Wisconsin in Oshkosh. His professional interests include Adjustment to Disability/chronic pain; Relationships and Spinal Cord Injury, Use of Hypnosis in Counseling, and Couples Counseling. His clinical settings have included Physical Rehabilitation settings working with people with physical disabilities, Chronic Pain Management and private practice in New Orleans.

Linda Robinson, Psy.D., *Illinois School of Professional Psychology* is a core faculty member in the Professional Counseling Program. She holds a license in the state of Illinois as a Clinical Professional Counselor. She is also board certified via The National Board of Certified Counselors. Dr. Robinson's clinical experience includes 25 years working in the field of community mental health providing both direct counseling services and administrative direction to various clinical programs. Her special interests include cultural competence and issues of bilingualism in the counseling setting.

Jerome Wilczynski, Psy.D., *Illinois School of Professional Psychology*, is a licensed clinical psychologist and licensed clinical professional counselor with a client-centered theoretical orientation. Dr. Wilczynski completed his training at Oak Forest Hospital, the Chicago Counseling and Psychotherapy Center, and the Lake Forest College Counseling Center. Following graduation, Dr. Wilczynski completed his post-doctoral fellowship at St. James Hospital and Health Centers. Prior to joining the full-time core faculty he was an adjunct faculty member at Argosy University/Chicago for several years. In addition to his core faculty responsibilities, Dr. Wilczynski is the Director of Training, Vice-Chair of the Medicare/Medicaid Compliance Committee, and Psychologist at Oak Forest Psychological Service, P.C. He has significant experience working with adult and older adult counseling/outpatients, the chronic mentally ill, and those with medical illness. His other interests include working with gay, lesbian, and bisexual clients as well as issues related to religious and spiritual development/theoretical conceptualization and the process of counseling/therapy.

CORE FACULTY FOR THE SCHOOL OF EDUCATION

Paul Busceni, EdD, *Roosevelt University*, serves as the program chair for the College of Education and Human Development at Argosy University/Chicago. He began his teaching and administrative career in the parochial system of Chicago before moving into the public school system. In addition, he has acted in the capacity of school administrator in north suburban public elementary school districts. He possesses an undergraduate degree from Northern Illinois University, and a graduate degree and doctoral degree from Roosevelt University in Educational Leadership and Organizational Change. His research interests are centered upon fundamental questions regarding quality education, how quality education is defined, who defines it, and how is it implemented, reviewed, and revised.

Randy Bennett EdD, *Northern Illinois University* has over 15 years of education and learning experience in higher, community, secondary and elementary education; student services; training and career development; online, blended learning; and information/knowledge management. He was an Adult Student Services pioneer creating and directing National-Louis' first Adult Student Affairs and Career Planning and Placement office. At premier organizations like Northern Trust, Motorola, United Airlines and Navistar, he has been a strategic, innovative leader for employee, organizational learning, development and effectiveness. As a high school teacher, Randy had four different preparations teaching near drop-outs to college bound students and was an extra-curricula activity advisor. He has also taught and co-led group counseling in a private psychiatric hospital's adolescent in-patient unit. Randy has a history of "ROE (Return on Expectations)" from client appreciation letters at National-Louis University to special awards at Northern Trust. He created and directed a new position or department three times and led or co-led four major initiatives in both academic and corporate settings. Randy has a BA in Secondary Education, Psychology and Sociology; an MEd in Counseling and College Student Services and an EdD in Adult Education and Career Development. Randy is interested in maximizing professional, career and personal development, effectiveness and success, and he has written a People and Organization Fulfillment Catalog consisting of nine tools for maximizing employee, organizational development and eight tools for life career fulfillment.

Joyce Harris, MHS, *Governors State University*, is the Director of Academic and Student Services for the College of Education and Human Development. Prior to joining Argosy University/Chicago, she worked in higher education for over 7 years, serving as an Advisor for Undergraduate Students, a Research Associate Advisor and the Board of Governors Program Lead Academic Advisor at Governor's State University. Expecting to earn her doctorate by May of 2006, her research interests revolve around student retention as it applies to the adult student. Ms. Harris is certified to assess experiential learning and has facilitated experiential learning seminars for over 700 people throughout the course of her career.

Florine Robinson, EdD *Northern Illinois University*, serves as the Cohort Facilitator for the College of Education and Human Development at Argosy University/Chicago. Dr. Robinson also serves as the CEO and chief consultant for the Women's Education and Research Institute, Inc. (WERI). WERI is a non-profit organization registered in the states of Indiana and Illinois, and it provides mentoring and professional development programs for women. Dr. Robinson spent 27 years as a telecommunications HRD executive prior to entering higher education. Throughout her corporate career, she taught and conducted seminars at colleges and universities in the states of Indiana and Illinois. She was the Director of Continuing Education and Economic Development at South Suburban College, and retired from the position of Dean of Continuing Education and Workforce Training at Malcolm X College, one of the City Colleges of Chicago. She is an accomplished artist, world traveler, and an avid bridge player. Her research interests are women's studies, leadership development, and organizational behavior and higher education initiatives. She holds an MA in Instructional Technology (HRD emphasis) and a BS in Sociology (Women's Studies major).

CORE FACULTY FOR THE SCHOOL OF BUSINESS

Deborah (Debbie) Shearer, Ph.D, *Benedictine University*, has worked both in the private and public sectors following a Research/Practitioner model throughout her career. She has held positions within the telecommunications industry as an internal consultant as well as a manager. Additionally, Dr. Shearer I have worked in public education teaching special education at the junior and senior high school levels before entering the public sector.

Over the last fifteen years has focused on Management, Organization Development, Organizational Effectiveness, Human Performance Technology, Human Factors (Message Design), and Project Management. Her research concerns a focus on Knowledge Creation, Transfer and Assimilation as well as Innovation, Organizational Leadership and Organizational Effectiveness.

Dr. Shearer holds a Ph.D. in Organizational Development, a post-Masters certificate in International Management from Benedictine University and a Masters degree in Instructional Technology from Indiana University. She has also won an Organization Development Institute's International Project of the Year Award and a Bell Labs President Quality Award.

CORE FACULTY FOR THE BACHELORS COMPLETION PROGRAM IN PSYCHOLOGY

Michael J. Falotico, PsyD, LCPC, *Adler School of Professional Psychology*, is the Chair of Undergraduate Studies (undergraduate psychology and business) at Argosy University/Chicago. Prior joining Argosy University/Chicago, Dr. Falotico worked extensively with forensic populations both in the Illinois Department of Corrections (IDOC) and Illinois Department of Human Services (IDHS). He has also trained and worked within a business consulting group and multiple parenting education programs. In addition to higher education, his interests are in interviewing techniques, therapy with forensic populations, business psychology and parenting practices.

APPENDIX 1: CAMPUS DIRECTORY

Argosy University/Chicago
350 N. Orleans
Chicago, Illinois 60654

Phone: 312/777-7600 Toll Free: 800/626-4123 Fax: 312/777-7750

Website: www.argosyu.edu

Campus Website: www.auconnection.net/chicago

All phones may be reached by dialing 312/777-plus 4 digit extension

All email addresses are first initial followed by last name @argosyu.edu

Telephone Extensions (All phone numbers and office numbers are subject to change)

ACADEMIC LEARNING CENTER

Gettridge, Kolleen –7645- Director

ADMINISTRATIVE STAFF

Ayers, Irene	7630	Business Manager
Evenson, Eric	7735, 7731	Interim Campus President, Vice President of Academic Affairs
Lowe, Eric	7730	Faculty Services Coordinator
Heenan, Colleen	7736	Executive Assistant
Tobler, Debra	7601	Receptionist
Wachsmuth, Virginia	7737	Office Manager

ADMISSIONS

Barnett, Lisa	7610	Enrollment Processor
Christiansen, Cally	7608	Assist. Dir. of Admissions
Delaney, Ashley	7605	Dir of Admissions
Fink, Kerry	7607	Assist. Dir. of Admissions
Lowe, Carla	7611	Senior Coordinator of Admissions
Mortenson, Phillip	7613	Assist. Dir of Admissions
Shahwan, Sandy	7615	Assist. Dir of Admissions
Stachelski, Kristy	7612	Assist. Dir of Admissions
Wright, Sara .....	.....	start date 5/22/06
Admissions Fax	312.777.7750	

CAREER SERVICES

Jarvis, Kim	7660	Director
Hopkins, Toniqa	7672	Coordinator for the School of Professional Psychology
Horvath, Leah	7681	Associate Program Chair
Slobig, Annie	7680	Dean, Illinois School of Professional Psychology, Program Chair, Clinical Psychology
Bae, Sue	7682	
Davies, Elizabeth	7694	
Davis, Charles	7684	
Devaud, Anne		
Flaxman, Judy	7685	
Graham, James	7686	
Goggin, Kathy	7687	
Grindler-Katonah, Doralee	7688	
Lawrence, Myra	7689	
Leifer, Myra	7690	
O'Brien, Kathleen	7691	
Oster, Carol	7706	
Phillips, Gary	7692	
Pytluk, Scott	7693	
Rubin, Neal	7695	
Schwartz, Eliezer	7696	

Suth, Andrew	7697
Tirado, John.....	7698
Van Dyke, David	7699
Warner, Margaret.....	7701
Witty, Marge.....	7702
Woolford-Hunt, Carole.....	7703
Zamanian, Kaveh	7683
Zoline, Susan.....	7704
ISPP Clinical Psych Fax.....	312.777.7748

ISPP/ COUNSELING DEPARTMENT

Chow, Tsui-Yee	7679	.....	ADOT/Faculty
Hargis, David	7676	.....	Faculty
Kelly, Barbara	7675	.....	Program Chair, Associate Dean for Counseling, College of Psychology & Behavioral Sciences
Robinson, Linda.....	7678	.....	Faculty
Wilczynski, Jerome.....	7677	.....	Faculty

LIBRARY SERVICES

Chen, Qi	7650	.....	Director
Circulation Desk	7653		
Kallista, Fay	7651	.....	Assistant Librarian
Sandor, Manette	7652	.....	Library Assistant
Library Fax is			312.777.8782

SCHOOL OF BUSINESS

Scarlett, Cindy	7715	.....	Program Chair
Shearer, Deborah	7716	.....	Faculty

SCHOOL OF EDUCATION

Bennett, Randy.....	7723	.....	Associate Professor
Busceni, Paul.....	7720	.....	Program Chair, Associate Professor
Harris, Joyce.....	7721	.....	Dir. of Academic/Student Services
Robinson, Florine	7722	.....	Associate Professor

STUDENT FINANCE

Berkoff, Lyudmila	7620	.....	Dir of Student Financial Services
Sava, Graciela	7621	.....	Student Finance Assistant
Fax			312.777.7750

STUDENT SERVICES

Herrick, Amyt.....	7637	.....	Director of Student Services
FitzGibbon, Jennifer	7638	.....	Coordinator
Bevacqua, Brett.....			New Student Coordinator
Myszkowski, Carolyn	7637	.....	International Student Advisor
Shippen, Tyler.....	7635	.....	Registrar/Assistant Director
Nelson, Holly	7622	.....	Assist. to the Registrar
Fax			312.777.7750
Registration & Transcript Fax (Tyler's).....			312.777.7746

TRAINING DEPARTMENT

Chow, Tsui-Yee	7679	.....	Associate Director, ISPP/Counseling Dept
Harrington, Val.....	7669	.....	INTERIM STAFF-Associate Director
Hoemeke, Lisa.....	7669	.....	INTERIM STAFF-Associate Director
Kiel, Mark.....	7671	.....	Interim Director of Training
Stempel, Dafna.....	7665	.....	Training Dept. Coordinator
Zamora, Angelica.....	7666	.....	Administrative Assistant
Training Student Workers	7667		
FAX.....			312.777.7747

UNDERGRADUATE STUDIES

Falotico, Michael	7710	Program Chair Of Undergraduate Studies/Program Chair of EdD in Organizational Leadership
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APPENDIX 2: ARGOSY UNIVERSITY/CHICAGO CAMPUS ACADEMIC YEAR SCHEDULE 2006-2007

Fall 2006:

September 5-December 16

Session I: 9/5-10/25

Session II: 10/26-12/16

3-week break

Spring 2007:

January 8-April 21

Session I: 1/8-2/28

Session II: 3/1-4/21

2-week break

Summer 2007:

May 7-August 18

Session I: 5/7-6/27

Session II: 6/28-8/18

2-week break

APPENDIX 3: SUMMARY OF IMPORTANT WEBSITES FOR ARGOSY UNIVERSITY/CHICAGO

Argosy University General	www.argosyu.edu
Argosy University Chicago campus	www.auconnection.net/chicago
Argosy University-Chicago Student Government	www.ausga.net

The following can also be accessed directly through www.auconnection.net/chicago homepage:

Argosy University-Chicago Library	www.auchicagolib.org
Argosy University-Chicago Online	http://argosy-class.com
Student Link (registration, records & email)	https://banner.argosyu.edu
MBS Direct (textbooks)	www.mbsdirect.net

APPENDIX 4: COMMONLY USED ACRONYMS AND ABBREVIATIONS

AU: Argosy University

AI: Art Institute

ARC: Academic Resource Center

B: Business Course

BLA: Blended course (classroom time and online time) section A

BLB: Blended course section B

B.S: Bachelor of Science

CCE: Counseling Competency Examination

CEC: Clinical Evaluation Conference

COMPS: Comprehensive Exam

CRN: Course Registration Number

CRP: Clinical Research Project

D.B.A.: Doctor of Business Administration

E: Education Course

Ed.D: Doctor of Education

Ed.S: Education Specialist

F: Friday

FA: Financial Aid

G.P.A.: Grade Point Average

IRB: Institutional Review Board

ISPP: Illinois School of Professional Psychology

M: Monday

M.A.Ed: Master of Arts in Education

MBA: Master of Business Administration

OL: Online Course

PC: Professional Counseling Course

PSY: Undergrad Psychology Course

PPD: Personal and Professional Development Group

PP: Clinical Course

Psy D: Doctor of Psychology

R: Thursday

S: Saturday

SEC: Section

T: Tuesday

TBA: To Be Announced

U: Sunday

W: Wednesday

APPENDIX 5: TUITION AND FEES SCHEDULE

Effective Date: September 1, 2006

The following Schedule of Tuition and Fees will become effective as of the date shown above. The University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice. Select program offerings may be scheduled for availability at a future date.

TUITION (PER CREDIT HOUR)

<i>PsyD and MA Clinical Psychology</i>	\$ 850.00
<i>DBA, EdD, EdS</i>	750.00
<i>Professional Counseling, MBA, MAEd</i>	525.00
<i>BA Psychology, BS Business</i>	425.00

FEES

<i>Training Related Fees</i>	
<i>Internship (per term)</i>	850.00
<i>Professional Liability Insurance (added to all practica)</i>	20.00

PROGRAM RELATED FEES

<i>Testing Kit Fee - Clinical (added to first testing course)</i>	100.00
<i>CRP Editing Fee - Clinical (charged with CRP Seminar)</i>	150.00
<i>Prep for the Comps Exam (PP 8890)</i>	175.00
<i>Housing Fee for Retreat - Clinical</i>	250.00
<i>Individual Consultation Fee - Clinical</i>	65.00/hr

OTHER STUDENT CHARGES

<i>Technology Fee (per credit)</i>	10.00
<i>Student Activity Fee (fall, spring)</i>	25.00
<i>Graduation Fee</i>	150.00
<i>Add/Drop Fee</i>	50.00
<i>Installment Plan Fee (per semester)</i>	35.00
<i>Late Registration Fee</i>	50.00
<i>Late Payment Fee</i>	25.00
<i>Returned Check Fee</i>	35.00
<i>ID Replacement Fee</i>	10.00
<i>Transcript Fee</i>	No Charge
<i>Express Transcript</i>	20.00

Students enrolled in no greater than one credit each term are exempt from the Student Activity Fee.

A Graduation Fee is assessed to all degree seeking students upon completion of their program of study and prior to the receipt of their diploma.

Students who elect to change their schedule after registration may do so by completing a Course Add/Drop Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Office. Multiple changes may be submitted on one form.

An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

APPENDIX 6: COURSE ADD/DROP DEADLINES 2006-2007

Students dropping a class must provide official notification to the Student Services Department by completing the ADD/DROP Form (on campus and distance courses)

PLEASE NOTE: For weekend courses, the official start date may precede the on campus component. Tuition credits will be applied to the student's account according to the refund schedule below:

FOR 15 WEEK COURSES, IF A STUDENT DROPS:	REFUND PERCENTAGE
By noon of the second Friday after the session start date	100%
After noon of the second Friday of session start date	0%
Within the first 7 days of the session start	100%
After the 7th day of the session start date	0%

In order to receive a refund of 100%, students must officially drop a course by Add/Drop form to Students Services by the following dates. Please note the deadline for 15 week courses is noon on the date listed.

Fall 2006	Spring 2007	Summer 2007
September 15, 2006 for Session I - 15 week courses	January 19, 2007 for Session I - 15 week courses	May 18, 2007 for Session I - 15 week courses
September 12, 2006 for Session I - 7½ week courses	January 15, 2007 for Session I - 7½ week courses	May 14, 2007 for Session I - 7½ week courses
November 2, 2006 for Session II - 7½ week courses	March 8, 2007 for Session II - 7½ week courses	July 5, 2007 for Session II - 7½ week courses

GRADES

Students dropping a course before the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic record. Students who drop after the end of the add/drop period and before 67 percent of instructional time will receive a "W" on their transcripts. Students who complete more than 67 percent of instructional time may not withdraw from a course. Deadlines for dropping with a "W" grade are below.

'Fall 2006 'W' Grade Deadlines	Spring 2007 'W' Grade Deadlines	Summer 2007 'W' Grade Deadlines
November 13, 2006 for Session I - 15 week courses	March 19, 2007 for Session I - 15 week courses	July 16, 2007 for Session I - 15 week courses
October 9, 2006 for Session I - 7½ week courses	February 12, 2007 for Session I - 7½ week courses	June 11, 2007 for Session I - 7½ week courses
November 30, 2006 for Session II - 7½ week courses	April 5, 2007 for Session II - 7½ week courses	August 2, 2007 for Session II 7½ week courses