



TheChicagoSchool®

Preparing Tomorrow's Integrated Health Professionals

Psychology | Health | Business |
Counseling | Behavioral Sciences

thechicagoschool.edu




Problems Persist


Medical deserts. An influx and recognition of mental health challenges. The physician and mental health practitioner shortage. Lack of cultural competency.

These same challenges have plagued our systems for years, resulting in the health care crisis we find ourselves in today. Access to high-quality medical care that addresses both mental and physical ailments impacts every aspect of our lives and communities, including employment, mortality rates, and the economy.


Consider the following ...

 **Only 33%** of individuals diagnosed with a behavioral health condition **received treatment from a specialist** in 2021.¹

 **Racial and ethnic health disparities cost the U.S. economy \$451 billion** in 2018, a 41% increase from the previous estimate in 2014.⁴

 **Suicide is the second leading cause of adolescent deaths** between the ages 10 to 14.³

 Only **5%** of all psychologists are **Black** and only **8%** are **Hispanic**.²

 The U.S. faces a projected **shortage of up to 124,000 physicians** by 2034.⁵

We deserve more.

¹ Inseparable, Inc.: Access Across America, State-by-state insights into the accessibility of care for mental health and substance use disorders
² American Psychological Association. [2022]. Demographics of U.S. Psychology Workforce [Interactive data tool]. Retrieved June 2024
³ National Institute of Mental Health. <https://www.nimh.nih.gov/health/statistics/suicide>, 2021
⁴ National Institutes of Health: The Economic Burden of Racial, Ethnic, and Educational Health Disparities in the U.S., 2018 (published May 2023)
⁵ Association of American Medical Colleges: The Complexities of Physician Supply and Demand, 2021 Annual Study

Addressing the Needs of Today and Tomorrow

Building a workforce pipeline that is uniquely qualified to treat both the mental and physical health of a culturally diverse patient population is vital to addressing the complexities of our health care system.

A proud majority-minority institution, every member of our community believes in and upholds our vision of increasing access to expert, integrated, culturally competent and representative care within suffering communities and organizations.

Our impact on this workforce pipeline will be even greater with the establishment of our fourth college of study—the proposed Illinois College of Osteopathic Medicine (IllinoisCOM).

By 2030, The Chicago School’s proposed Illinois College of Osteopathic Medicine could place hundreds of osteopathic physicians in settings where they’re most needed.



The Chicago School Approach

From Psychology Pioneers to Innovators of Integrated Health

When we first opened our doors in 1979, we offered a single degree: Psy.D. Clinical Psychology. At a time when many psychology programs focused on academic theory, we were among a small group that placed practical skills, clinical training, and hands-on learning at the center of our curriculum. Our graduates entered the professional world well-prepared to provide quality care and support to real people.

That pioneering philosophy still guides us today.

Based on the overwhelming success of our flagship program and the exceptional practitioners who emerged, our impact-driven, practical approach to education and training has been extended to the fields of **health, business, counseling, the behavioral sciences**, and other areas of **psychology**.

Thousands of students across the U.S. are utilizing The Chicago School Approach in preparation for rewarding careers as therapists, counselors, program directors, behavioral analysts, educators, instructional designers, clinicians, and so many other meaningful roles.

Beginning as a modest nonprofit university for aspiring clinical psychologists, we have become a leading force in the expansion of integrated health care education.

Four Core Elements

Based on principles that have guided our mission for more than 45 years, these four core elements represent our unique approach to learning.



EDUCATION

Preparing tomorrow's integrated health professionals.



INNOVATION

Embracing next-gen learning and practice.



COMMUNITY

Creating connection, inclusion, and belonging.



IMPACT

Helping individuals, organizations, and communities.





In a City Near You ...

We train future professionals online and at six thriving metropolitan campus locations, offering endless opportunities for personal and professional development. Students have access to an unparalleled network of more than 500 partner organizations with high-quality internship and practicum experiences.

We Are Nurturing Strong Communities



500
Community Partners



6,000+
Students Enrolled



4 Million
in Scholarships
awarded annually

First-gen students

59%

students of color

47%

84% First-year graduates
employed in their field of study



1.2 Million
Annual Service Hours



The proposed IlliionisCOM
is anticipated to have a
\$218 million
annual economical impact



The Chicago School offers a rigorous, evidence-based curriculum, diverse practicum opportunities, and a supportive community of faculty, staff, and students. It's particularly strong in preparing students for diverse clinical settings and emphasizes hands-on experience and professional development."



—Kyler Ashley, Clinical Psy.D. Student

Accreditation Highlights

Accreditation from authoritative organizations exemplifies the strength of our programs and educational opportunities. Accreditation acts as an assurance in multiple ways: students can be confident in the quality of their education, alumni can speak about their alma mater with pride, and new graduates can enter the job market knowing their credentials stand out among the other applicants.

Accreditations



WASC | Senior College and University Commission
Fully accredited since 2011



Council of Education for Public Health (CEPH)
Master of Public Health Program*



American Psychological Association (APA)
Psy.D. Clinical Psychology Programs*
Psy.D. School Psychology Program*



Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
M.A. Marriage, Couples, and Family Therapy Program*



Council for Accreditation of Counseling and Related Educational Programs (CACREP)
M.A. Clinical Mental Health Counseling Programs*



National Association of School Psychologists (NASP)
Ed.S. School Psychology Program*



Behavior Analyst Certification Board (BACB)
M.S. Applied Behavior Analysis Programs*

*Visit thechicagoschool.edu for campus-specific programmatic accreditation.

One University: Four Colleges of Study



Professional Psychology

We have prepared ethical, culturally sensitive, and competent psychologists since the day we welcomed our first class of students. Due to our focus on practical skills, rigorous real-world training, and community engagement, The Chicago School is the university of choice for those seeking to work in a mental health care profession.



Graduate and Professional Studies

To confront the challenges our communities face, our graduate degree programs prepare students for professional careers that address well-being and the growing needs of modern society. Practitioner-scholar faculty guide doctoral students through coursework exploring the latest research, techniques, and standards available at the highest level of education.



Undergraduate Studies

Bachelor's degree programs at The Chicago School introduce students to the core concepts of the field and reinforce their ability to critically apply skills to solve real-life challenges. Each program provides crucial professional development experience, and many also feature practical integrations with a relevant master's degree program. Students will have the opportunity to earn graduate course credit, making it easier to transition to the university's graduate-level programming.



Proposed Illinois College of Osteopathic Medicine

The proposed Illinois College of Osteopathic Medicine (IllinoisCOM) is our response to the physician shortage plaguing underserved communities and vulnerable groups across the U.S. To this day, many still consider mental and physical health as separate elements to be treated independently. Our proposed IllinoisCOM aims to bridge this divide by training future physicians to identify, treat, and manage both physical and mental health conditions in their patients.

The proposed IllinoisCOM will also address the lack of representation in the health care workforce by training culturally-competent physicians who may better understand and empathize with the unique life challenges their patients' experience.

Dedicated Faculty

Outstanding, accomplished, and dedicated faculty members are at the heart of our institutional success. As practitioner-scholars, they bring real-world experience, practical insights, and subject matter expertise into the classroom, creating an exemplary educational experience for students. Industry experts, policymakers, and fellow academics look to our faculty members as leaders of their respective fields.



Keeshawna Brooks, Ph.D., NCSP, LP
School Psychology Department

The Society for the Study of School Psychology named Keeshawna Brooks, Ph.D., a School Psychology Research Collaboration Conference Early Career Scholar. A central part of her work as associate department chair at The Chicago School is her commitment to social justice. In 2020, she coauthored a book chapter on children's rights, social justice, and professional ethics.



Our students join us with a deep-rooted passion to effect change. I enjoy collaborating with them to help turn their passion into social justice-oriented action. We discuss how these forms of justice show up in their training site experiences and coursework. It is truly inspiring to see our students quickly develop their professional identity as emerging psychologists and social justice change agents."



John Lucas, DO
The Proposed Illinois College of Osteopathic Medicine

John Lucas, DO, has extensive clinical and administrative experience including overseeing strategic goal fulfillment and special projects, graduate medical education, clinical practices, and more. Dr. Lucas is committed to the university's mission to partner with community leaders to fill a critical need in providing care to underserved communities across the country.



Medicine is changing rapidly. Our goal is to prepare osteopathic physicians to meet patients where they are, partner with them in a care plan, and become the kinds of doctors who make a real difference every day."



Gerardo Canul, Ph.D.
Applied Clinical Psychology Department

Gerardo Canul, Ph.D., brings a balance of theory and practical information to the classroom. In addition to the courses he teaches, Dr. Canul is part of The Chicago School's Latino Mental Health Initiative in LA and Orange counties. In this capacity, he helps build community relationships that provide students with community service opportunities throughout the region.



When we look back at the 2020s, 10 or 25 years from now, we'll ask ourselves, 'What did I do? What did I say?' I wouldn't have imagined that as psychologists, we would be in a place where we can make history. It's humbling that we have the opportunity."



Renee Roman, Ph.D.
Business Psychology Department

For more than two decades, Renee Roman, Ph.D., has practiced industrial organization and business psychology to help organizations perform at the highest level possible. Dr. Roman has served at the senior executive service level both in the federal government—at the Department of Defense and as a military officer in the U.S. Navy—and as the leader of her own executive coaching practice.



I have one of the best jobs in the world. I get to teach and to learn at the same time. The opportunity to be in an environment with passionate, learning-oriented, and diverse humans makes it fun every day."

Our Alumna President

Michele Nealon, Psy.D., has held many titles at The Chicago School: student, graduate, faculty member, department chair, dean, campus president. It is as the eighth university president, however, that Dr. Nealon has had the greatest impact.

As an international student in the Psy.D. Clinical Psychology program at our Chicago Campus, Dr. Nealon, who emigrated to the U.S. from Dublin, Ireland, experienced first-hand the transformational power that community engagement can have on an aspiring professional. Understanding the true potential of this unique and practical approach to education, Dr. Nealon set her sights on expanding access to the same training that changed her life.

Under her strategic leadership, The Chicago School has grown substantially and is recognized as a leading nonprofit university, offering more than 45 academic programs to more than 6,000 students (including more than 200 international students representing 30 countries). Dr. Nealon also oversaw the university's expansion from a single campus to now six metropolitan campus locations across the U.S., as well as a robust online modality that serves thousands of students each year.

Our university continues to evolve. In addition to expanding enrollment across disciplines, Dr. Nealon now presides over the expansion of our institution's mission to educate the next generation of change-makers in innovative theory and culturally competent practice to strengthen integrated health around the world.



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**EDUCATION
INNOVATION
COMMUNITY
IMPACT**



I AM PROUD TO LEAD THE CHICAGO SCHOOL BECAUSE OF THE MAGNITUDE OF OUR COLLECTIVE IMPACT. OUR STUDENTS, EMPLOYEES, ALUMNI, AND FRIENDS INSPIRE US ALL TO BE BETTER AND TO DO MORE FOR OUR COMMUNITIES.”

**—Michele Nealon, Psy.D.
President**

{INSIGHT}

Stories of Positive Impact

Our community of students, alumni, faculty, and staff work diligently every day to leave a lasting, positive impact on the world. We tell their stories in INSIGHT, The Chicago School's award-winning print and online publication.



Read about the impact
our community is making.

A Part of the Solution

The Chicago School is a proud member of The Community Solution Education System, an integrated, nonprofit system of six colleges and universities working together to advance institutional sustainability, student success, and community impact.

Built upon the ideal of radical collaboration, this community model allows us to make significant advancements in academic offerings, enrollment growth, and opportunities for international programming.



The Community Solution
EDUCATION SYSTEM

thechicagoschool.edu

