

*Rosalind Franklin University
of Medicine and Science*

Department of Psychology

Policy and Procedures Manual

M.S. in Clinical Counseling Program

Revised: 8/6/2019

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INTRODUCTION

This handbook provides information about the major policies and procedures germane to the Psychology Department at Rosalind Franklin University of Medicine and Science. Other important sources of information about the University and the Department are: the Department of Psychology Brochure. Additionally, information can be obtained from our website and on the Insite system. All Department policies and procedures are consistent with the University guidelines. In some instances, Department policies and procedures have been detailed further to reflect specific goals/objectives of the Clinical Counseling program. All students must also comply with the RFUMS student handbook, RFUMS student catalog and the College of Health Professions (CHP) student handbook

RFUMS reserves the right to amend these policies as needed. All policies are subject to change at any time with appropriate notification to the student population of RFUMS.

EQUAL OPPORTUNITY STATEMENT

Please refer to the current [RFUMS academic catalog](#) for our statement on non-discrimination / equal opportunity.

FACT SHEET

Hours of Operation:

Student ID cards allow students access to the building and the department student room 24 hours a day, 7 days a week.

Boxer Library: For information on hours and resources please access the [Library website](#).

Photocopying:

Photocopying machines are available in the Library and Student Union. Poster printing services are available via the Print Production Services Department. Access their website via [InSite](#).

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REGISTRATION PROCEDURE

Students formally register by filling out a registration form indicating the courses to be taken that quarter. Registration for a specific quarter is completed one (1) month prior to that specific quarter's start date. The general procedure and guidelines for registration are listed below. Questions regarding the registration process should be directed to either the Department Administrative Secretary or your advisor.

1. Students obtain a registration form from the Senior Administrative Assistant /Administrative Assistant in the Psychology Department during the pre-registration period.
2. Students complete the registration form in consultation with their advisor, and **must** obtain their advisor's signature on the registration form.
3. Students return the completed form to the Administrative Assistant for the signature of the Chairman. The form is forwarded to the Dean's office for a signature.
4. Registration forms must be completed and handed in by the announced due date.

Student Records

Students' records are on file in the Psychology Department. Faculty have access to these files. Students also have access to these files if confidentiality requirements have been waived. A complete set of records is also maintained in the Registrar's office.

The Department also maintains a set of records which includes course and practica evaluations. These are available for students to examine. Student requests to examine these files are coordinated by the Administrative Assistant.

Student Representation

1. **Faculty Meeting Representative.** One or more student representative can attend Department/Faculty Meetings. Typically, student representatives are selected by the Graduate Association of Students in Psychology (GASP) Committee. The student representative(s) attend the bi-weekly Department/Faculty Meetings and serves as a liaison for student input. Student representatives are non-voting members of the committee. Students are not present during the closed segment of the meeting where personnel or student performance issues can be discussed
2. **Quarterly student-faculty meetings.** Quarterly student-faculty meetings are held during which topics of student and faculty concern are discussed.
3. Student representation is sought for some standing Department Committees (e.g. Diversity Task Force). A standing Student and Faculty Committee meets regularly to examine topics of common concern.

4. **Student Organizations.** RFUMS has a Student Council, which represents the common interests of the student body at large and is made up of representatives from each “class” and each university club. The Student Council meets monthly and provides representation of student issues and disbursement of the Student Activity Fund to classes and clubs. Psychology students have Student Council representation through their “class” and through the Graduate Association of students in Psychology (GASP). GASP is a student initiated and student run “University Club” with faculty support.
5. Multicultural Association of Psychology Students (MAPS) is a student initiated and student run organization with faculty support and representation. The purpose of the MAPS is to provide support, networking and mentorship to ethnically and culturally diverse students and allies of ethnically and culturally diverse students, as well as to expand the awareness, knowledge, and skills regarding multicultural/diversity issues.

TRAVEL AWARDS

Executive Student Council offers \$200 in travel awards every month. Student Council requests for funding forms are available on the [Student Council InSite](#) page.

CURRICULUM

The Department reviews the curriculum on an annual basis and this review may lead to modifications in the curriculum described.

The academic curriculum consists of a two-year, full-time program of study and sequence of courses and internship/practicum. A 700 hour internship/practicum is required to fulfill the requirements for the M.S. in Clinical Counseling degree. The M.S. degree can be completed in two years of full-time study. There is a part-time study option as well, in which it will take the student at least three years to complete the program.

The changing knowledge base of the field necessitates the assurance that our graduating students are conversant with current and important findings and practices. Hence, students must complete their studies within five years of beginning the program. Failure to complete all program requirements in five years may result in dismissal from the program.

It is the student's responsibility to request continued student status beyond five years through a formal written petition in consultation with their advisor. The petition will then be reviewed by the full faculty and will either be approved or denied.

Course schedule

Each year, an outline of a fixed *Master Department Schedule (MDS)* for the academic year will be distributed to promote your planning. In particular, we want to allow you to be able to better plan clinical training by knowing when required classes will be scheduled during the academic year.

This MDS is structured for each program and for each year of training in each of our two department programs. Our hope is that the MDS will make planning easier for students and faculty as the university moves toward a yearlong schedule. Note that although we will make every effort not to deviate from this schedule, periodic unforeseen circumstances will arise. When this happens, we will do all we can to work with you on the resultant scheduling issues.

Days without classes

One of the goals of the MDS is to structure specific days during which classes for required courses will not occur. The schedule is as follows:

Master's program student's

1st year students

Required classes can be on Monday, Tuesday, Wednesday, Thursday and Friday.

2nd year students

Required classes can be on Monday, Wednesday and Thursday.

Note that classes can be scheduled on class days anywhere between 8 am and 9 pm. We will make every effort to schedule classes in a more manageable way for students (e.g., avoid

large mid-day gaps), although the MDA has to accommodate the availability of multiple part-time faculty.¹

REQUIREMENTS FOR THE MASTER OF SCIENCE IN CLINICAL COUNSELING DEGREE:

- Please see the [RFUMS Course Catalog](#) for a list of graduation requirements, including a list of required courses.

Elective Courses may be selected from coursework offered by the Department of Psychology or from courses offered in other Departments within the University. Electives should be selected based on student interest and career goals, and the consent of the student's advisor must be obtained prior to registering for elective courses.

Research Track

Students interested in strengthening their research skills while pursuing the Master of Science in Psychology: Clinical Counseling can apply to the Research Track of the Clinical Counseling program. Students accepted into the Research Track will complete the usual curriculum of the Master of Science in Psychology: Clinical Counseling (see sample program requirements above) with the following modifications:

HPCC500 Research Methods for Counselors is deleted
HPSC510 Psychological Statistics I is added in year 1
HPSC515 Experimental Design and Program Evaluation I is added in year 1
HPSC850 Research Practicum (2 hrs) is added each quarter

Students completing the Research Track must still complete a 700 hour clinical internship and practicum in their second year and must also complete a minimum of eight hours of elective studies. Students completing the Research Track of the Master of Science in Psychology: Clinical Counseling satisfy the educational requirements of the State of Illinois for licensure as a Professional Counselor. Students earning a C or lower grad in any class, including Research practicum, will have their eligibility for remaining in the research track reviewed as part of any student review meetings scheduled as a result.

GRADING SYSTEM AND ACADEMIC STANDARDS

All grades for academic courses will be recorded as:

- A = Outstanding academic performance.
- B = Satisfactory academic performance for graduate school.
- C = Below expected academic performance for graduate school
See details below

¹ Revised 9/28/17

F = Unsatisfactory academic performance. See details below.

I = Incomplete. Evidence required for a grade has not yet been submitted, but arrangements have been made with the instructor to do so. The privilege of completing the work required to change a grade of "I" cannot be extended beyond the end of the quarter after this grade is received. Personal exigencies, such as continued health problems, may provide the student with a modest extension in time. An "F" will be entered if the work is not completed by the end of the quarter after an "I" is awarded. No credit hours will be awarded until a permanent grade is entered.

W = Withdrawn.

"Practicum/Internship and Seminar" (HPCC603) will be graded "Pass" or "Fail" based on the reports of the student's clinical supervisor(s) and their group seminar leader.

If a student receives a grade of "F" in any course **or clinical practicum, or if the student is fired/dismissed from their practicum**, the student will receive notification from the Department Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty, who will hold a hearing to review the evidence and make a decision concerning dismissal. Please see the CHP Handbook for a full description of the dismissal procedure. The CHP handbook is available on [InSite](#) under the Student Resources tab.

Each grade of C will result in a review of the student's record by the Clinical Counseling program director. If the student receives a cumulative total of three or more grades of C during the program, the student will receive notification from the Department Chair informing the student of the reasons for possible dismissal. Unless the student voluntarily withdraws from the program, the Department Chair will take the matter to the departmental faculty. Again, The faculty of the department will hold a hearing to review the evidence and make a decision concerning dismissal. Please see the CHP Handbook for a full description of the dismissal procedure. The CHP handbook is available on [InSite](#) under the Student Resources tab.

EVALUATIONS

Students receive regular evaluations in three areas: 1) course work, 2) clinical practica, and 3) professionalism.

Course Work: Letter grades will be assigned to student's performance in courses. Students are encouraged to discuss their course performance with the instructor at any time during the duration of the course should they experience difficulties. Students also evaluate each course by completing a standard form (see Form in Appendix 1), which provides feedback concerning the relevance and interest in topics covered in the course.

Clinical Practica: Written evaluations (see Form in Appendix 2) are prepared on a quarterly basis by the supervisor of the practicum. The evaluations follow a standard format and give detailed information about the student's performance in the clinical setting. In addition to these evaluations, a practicum supervisor may contact the DCT or Program Director at any time should there be concerns regarding a student's performance in the practicum. Students also evaluate their practicum training (see Form in Appendix 3). The DCT and Program Director review these evaluations and take steps as necessary to address any concerns that may arise.

Professional/Ethical Conduct: Professional conduct is critical to the development of a competent clinician. Students are evaluated regarding their professional conduct in various aspects of graduate school training. Examples include but are not limited to attendance, dress, interpersonal demeanor, and timeliness. The most current version of the Ethics Code of the American Counseling Association (ACA) is incorporated herein as one, but not the only basis upon which student behavior will be judged. This document is available from the Program Director or on the ACA's website www.counseling.org.

Sanctions for Professional, Ethical & Academic Integrity Standards Violations

A student is subject to sanctions that could include up to discipline or dismissal for violation of:

- Professional Standards
- Ethical Standards
- Academic Integrity Standards

The College of Health Professions will work with the Associate Vice President of Student Affairs to investigate allegations regarding breaches of student integrity. Please consult the RFUMS Student Handbook for specific standards and program handbook or policy and procedures.

In addition to evaluations concerning performance in specific areas, each student's progress is reviewed annually, typically in July, by the entire faculty. The objective of the annual review is to assess the student's overall progress in the program in academic, clinical and research domains and professional/clinical conduct. Student involvement in Departmental and other professional activities are also considered. Following this evaluation, a brief written summary is provided to the student. The Department Chair, Program Director and DCT are, of course, available to discuss issues relating to the student's professional development.

Policy on Evaluation of Student Progress

The purpose of the policy is to identify and acknowledge indicators of outstanding graduate student progress and to identify and intervene when progress difficulties are observed.

Whenever graduate students demonstrate outstanding accomplishments during their graduate training, it is the intent of the Faculty to acknowledge these achievements. These achievements will be acknowledged in the written end-of-year evaluations.

A “C” grade in a course or clinical practicum (unless the student has already received two C grades, since three grades of ‘C’ necessitates a subject to dismissal hearing) is an indicator of student progress difficulty. When progress difficulty is observed, the Clinical Counseling program director will meet with the student to discuss the difficulty and come up with a plan to support the student’s continued progress. Other important circumstances may also precipitate a recommendation from the Faculty for a review of student progress.

RESEARCH

Human Subjects

University policy requires that all students obtain annual formal certification from the IRB prior to conducting research with human subjects.

All research with human subjects, including pilot data and data collected at other institutions, must be approved by your advisor and the RFUMS Institutional Review Board. To obtain approval, provide the I.R.B. with a description of the project, consent forms, and a cover memo from your advisor. The I.R.B. has produced a manual fully describing the procedure to be followed. A copy of the manual is available in the Departmental Office. Access to the manual is also available on the University website. An annual IRB certification examination must also be successfully completed every year. The chair of the IRB will notify you when approval has been granted. **DO NOT TEST SUBJECTS OR EXAMINE DATA UNLESS YOU HAVE WRITTEN IRB APPROVAL AND HAVE RECEIVED IRB CERTIFICATION!**

Any advertising (e.g., newspaper) or public solicitation (e.g., posters) for research subjects must also be approved by the IRB.

Please visit the [IRB website](#) for more information.

Research at Other Institutions

Each institution has its own research protocol. Please check with respective institution.

Health Insurance Portability and Accountability Act 1996 (HIPAA)

All students engaged in research and clinical activities are expected to comply with HIPAA guidelines. Please direct all questions to your advisor or the Director of Clinical Training. Information on the HIPAA guidelines and related guidelines is available on the university website:

<https://rosalindfranklin.edu/research/research-support-offices/institutional-review-board/related-guidelines/>

CLINICAL PRACTICUM/INTERNSHIP

Clinical training is considered an integral part of the clinical counseling program. Clinical practica are organized to ensure a progression of clinical training experiences that correspond with the sequence of the course curriculum. Clinical practicum training plays an important role in the integration of theory, research and practice. Clinical practice provides opportunities for students to integrate critical thinking and hypotheses testing into their clinical activities and to assimilate an empirical, scientifically informed approach to clinical practice. The department works collaboratively with a number of off-site practicum training sites in the Illinois and Wisconsin areas. These settings include, but are not limited to, hospitals, medical centers, community mental health centers, school districts, private practices. The department also has clinical programs that are supervised by department faculty. Although the department emphasizes training in empirically validated cognitive-behavioral interventions, students are exposed to a range of theoretical orientations. Additionally, the practicum training at the different sites exposes students to multiple theoretical orientations and intervention techniques. A detailed description of the different practicum sites is available on the department's web site. The DCT and Program Director work closely with the different sites to ensure that practicum experiences are supervised and structured to meet the training needs of students.

Each student must complete a 700 hour minimum Practicum/Internship as part of their program requirements. This will typically be completed in the second year of their curriculum. In order to prepare the student for successful completion of the 700 hour experience, students will be assigned to participate in a shadowing experience during the Winter and Spring quarters of their first academic year of attendance and will participate in a 1 credit hour practicum supervision course during the Winter and Spring quarters of their first academic year of attendance. These shadowing experiences will NOT count toward the 700 hour practicum/internship requirement.

Students will complete their 700 hour practicum experience beginning in the summer or fall of their second academic year (specific start date is dictated by practicum site). Students will be informed of available sites during the spring of their first year by the Program Director. Students may be assigned a program-approved practicum experience for their second year, or in some instances, students will apply to a small number of pre-established, program-approved, practicum experiences. Some practicum sites require that the student undergo an interview and other application procedures in order to be selected. Should the student fail to be selected by the practicum site, the Program Director will meet with the student to determine possible causes for non-selection. After working to ameliorate potential hurdles to student's successful placement, the Program Director will assign the student to apply to another practicum site. The Program Director will attempt to incorporate the student's wishes as to population and setting into placement decisions, but this is not always possible due to site availability and/or student training needs. Due to the long process of vetting new sites and establishing collaborative agreements between the University and the site, there is no provision for students to be placed in self-initiated practicum placements.

Each site will make a formal written offer of a practicum to students they wish to accept as trainees. Students are expected to notify the Program Director within 2 business days of receiving any interview offers or any practicum offers. Students may not accept an offer prior to discussing with the Program Director. Students should hold no more than two offers at a given time. Once a student accepts a practicum, that student is obligated to complete his or her clinical training at that site. Students may not end the practicum experience early. Violations of acceptance/hold/completion policies will lead to a dismissal hearing.

Please know that it is possible that students to incur some out of pocket clinical-training related costs (e.g., for purchasing of a book, clinical material, required training/certification, medical or drug tests or immunizations, etc.). These costs are not reimbursable. We recommend that you check with the site prior to accepting a practicum placement with them to determine what additional costs might be associated with that site.

Some sites have specific days of the week in which they require students to be in attendance. The student should ascertain this information from the site in advance of accepting the practicum. The student should consult the year-long schedule before accepting the practicum. If practicum requirements conflict with scheduled classes, the student should contact the Program Director before making an acceptance decision. If the student accepts the practicum and regularly scheduled classes occur on a day that the student is required to be in regular attendance at the practicum, the student will be required to fulfill their practicum responsibilities and defer taking the conflicting courses until the following academic year (adding a third year to the student's completion of the degree requirements).

Evaluation forms are sent to supervisors at practicum sites twice each academic year. Once returned to the Department, they are reviewed and placed in the student's file. These are available for student examination upon request. Students are also required to provide an evaluation of these sites so that the Department can monitor the training opportunities available at the various placement sites (see Form 3 in Appendix). Should a student have a concern about a practicum that concern should be brought to the attention of the Program Director or Department Chair.

Tracking Practicum Hours

Students are encouraged to maintain an on-going record of practicum hours and other details regarding their practicum experiences. This increases the accuracy of reporting at the time of licensure application. Some states require very specific information regarding the applicant's training experiences whereas others take a more global approach. There are several sources whereby a student can access sample forms. A program that students have found to be particularly helpful in tracking their clinical training hours is www.time2track.com. There is an annual subscription cost of about \$32.00. It is not necessary to pay money to track your practicum hours. As an alternative, many students find it easy enough to create a written or electronic log in which they record their experiences. The Director of Clinical Training is available to answer any questions regarding tracking of practicum experiences.

Dress Code

As students work in different settings (e.g., schools, hospital, private practice setting, and community agencies) for their clinical training, it would be difficult to stipulate a dress code. However, it is important that students be aware that they are presenting themselves as professionals as they interact with clients and other professionals in clinical settings. This may require that you dress more formally than you would when you are attending a class, or working in a lab. Therefore, students are expected to dress appropriately and professionally.

Transfer Credits for Required Courses: Credit Hour Limit

The limit for waiver of required courses is 10 credit hours (quarter hours).

Transfer Credits for Required Courses: Procedure

Students who wish to transfer credits from another institution to cover of one or more departmental courses should submit a formal petition to their advisor for each course they wish to transfer credit. With the exception of the autumn quarter of the first year, these petitions must be submitted at least 4 weeks prior to the quarter in which each course in question is offered, and all petitions should be submitted within the first year of the doctoral program. The petition will include transcripts and syllabi of courses they attended at another post-baccalaureate program. Students are not allowed to transfer credits for departmental courses based on their pre-baccalaureate experiences. Students must have earned a “B” or better for faculty to consider transferring credit for a course. With the advisor’s approval, the petition will be forwarded to the course instructor. The advisor and department faculty member offering the course in question will evaluate a syllabus with a view toward whether the course taken by the student covered material that is consistent with a scientist-practitioner approach, covers the relevant material, and provides the knowledge-base needed to meet other Departmental requirements. If an instructor judges that a student has met the criteria for transferring credit for a course, the instructor will submit a form indicating her/his recommendation along with proper documentation (i.e., syllabi, other evidence of mastery) to the department chair.

Transferring Credit for Elective Courses: Credit Hour Limit

The limit for waiver of elective courses is 10 credit hours (quarter hours).

Transferring Credits for Elective Courses: Procedure

Incoming students with a Master’s Degree or other post-bachelor’s coursework may also receive up to 10 hours credits toward electives. This policy applies to elective courses that were taken for other reasons than earning a Master’s Degree, but which were beyond the requirements for the Bachelor’s degree. Students will write a formal petition that specifies for which elective courses they wish to get credit. The petition will include transcripts and syllabi of the courses they attended in their Master’s program. The Chair in consultation

with relevant faculty and/or the DCT will make decisions regarding the granting of elective credits.

Evaluating Balance of Elective Credit hours/Number of Courses

Students must complete 6 credit hours of elective credits either within the Department or in other Departments of the University as the courses are relevant to the student's program of study. Elective choices outside of the department must be approved by the Program Director.

REQUIREMENTS FOR GRADUATION

Please see the [RFUMS Course Catalog](#) for a list of graduation requirements, including a list of required courses.

GUIDELINES FOR STUDENT EMPLOYMENT

Financial considerations may necessitate that students seek paid employment in the community. Often, students obtain positions that involve the administration of psychological services, such as the provision of psychotherapy, the administration and interpretation of psychological tests, or research activities. Indeed, such time limited employment activities may provide valuable experiences for the professional growth of the student.

Prior to acceptance of **any** outside employment involving counseling related activities, students must notify in writing and consult with their advisor **and** the Director of Clinical Training (DCT). This process is intended to protect the student from employment situations in which the lack of appropriate supervision or the requirement for conducting tasks beyond the student's level of training could place the student in ethical or legal jeopardy. This process is **not** intended to impede or prevent student employment. Notification by students and approval regarding any employment **is required** prior to registration (See Form in Appendix 7).

Student employment must also be consistent with RFUMS' policy on student employment, which prevents students from being employed by the site that is providing clinical training, unless approval is granted by the Dean. Please refer to the [RFUMS student handbook](#) for more information on this policy.

Liability coverage for student employment.

Students are advised to check with their employer about whether the employer's practice insurance will cover them for liability insurance. APA has resources for student liability insurance if the practice does not provide coverage for students:

Read more about the issues [here](#).

The Trust insurance company insures students. Learn more [here](#):

GUIDELINES FOR USE OF DEPARTMENT OWNED ASSESSMENT AND LIBRARY MATERIALS

The Department maintains a library of assessment materials for use by students and faculty in classroom, laboratory, and clinical training. Listed below are the procedures and guidelines, which must be adhered to in the use of these materials:

1. The Department's assessment materials are for use in Department sponsored and supervised activities only.
2. All assessment materials, books or journals, removed from the library must be signed out with the Department Secretary.

3. The checkout period for assessment materials is **seven** days. An exception to this is for assessment materials used in a class. For the term of the course, the instructor can establish the duration of the checkout period for the materials used in the course.

4. The checkout period for the assessment materials can be extended for an additional seven day periods if no one else has requested use of the materials. Renewals may be requested by contacting the Department Secretary. If someone else has requested use of the materials, the borrower is responsible for returning them to the Department within 24 hours.

5. The borrower is responsible for the physical condition of reusable assessment materials and manuals. If the materials or manuals are damaged or lost, the borrower will be liable for repairing or replacing them.

5. The borrower assumes responsibility for the appropriate and ethical use of the assessment materials checked out in his/her name. Students are not to use assessment materials without the approval and supervision of a faculty member. In addition, students are to use the materials only in the activities approved by their faculty supervisor. Faculty supervision does not absolve the student from responsibility for appropriate and ethical use of the materials.

STUDENTS' RIGHTS AND GRIEVANCES

Below are department specific guidelines. For additional information please refer to the College of Health Professions Student Handbook and the [RFUMS student handbook](#) for more information on this policy.

Academic Appeals Policies/Procedures

The following procedures are outlined to provide guidance for students when there is a grievance or when conditions may warrant an appeal or review of a decision made by a faculty member, practicum supervisor, or departmental committee. Students have access to a variety of different administrative officials should they experience difficulty or have specific concerns (e.g., grading decision in a course, clinical training, research, conflicts with faculty) during the course of training in the program.

Time Frame for Appeals

Appeals need to be made in a timely manner and as soon as possible following the occurrence of a grievance.

Grades

If a student has a concern relating to a particular grade or other assessment of his or her academic work, the student first should speak with the instructor of the class to understand how the grade or other evaluation was derived and to address the student's specific concern.

If the concern is not resolved, the student must document the concern in writing to the instructor.

If no resolution of the problem is reached, the student and the instructor of the course must present written documentation to the Department Chair. The Department Chair will have the responsibility for rendering a decision regarding the grade. If at any time the student needs guidance or assistance, they can contact the CHP Director of Student Affairs.

If the student is unable to resolve the matter to his/her satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

Clinical Training

Any concerns/problems that a student may have regarding their clinical training should be first addressed with the clinical supervisor. If the matter is not successfully resolved, a student should bring the matter to the attention of the DCT. The DCT will consult with the clinical supervisor and if the situation cannot be successfully addressed, the DCT will consult with the Chair, and the Clinical Practice and Training Committee and may make recommendations regarding a student's continuance of training at the particular practicum site. This decision will be communicated by the DCT to the site supervisor. If the student is unable to resolve the matter to his/her satisfaction and believes that a procedural issue is involved, the student should bring the matter to the attention of the Dean of the College of Health Professions who will render a final decision.

Ethical Behavior

The Department treats students with courtesy and respect and gives careful attention to ethical principles. All faculty believe that training of professional psychologists should be conducted in a manner that is reflective of the highest standards of the scholarly community and of the profession. The American Counseling Association's "Code of Ethics" specifies clear standards of behavior for counselors. Students are expected to be knowledgeable of these principles and conduct themselves in accord with these principles. Students are subject to dismissal for grossly unethical or unprofessional behavior. These materials and issues are discussed in more detail in the Ethics Issues and Standards for Counselors course.

Grievances related to ethical issues with respect to taking exams, research or clinical matters, should be brought to the attention of the Department Chair who will assemble an appropriate faculty committee to immediately investigate the matter and if warranted bring the matter to the attention of the Dean of the College of Health Professions for final disposition. For more information on Academic Integrity, please see the University's policy as described in the [RFUMS student handbook](#).

General suggestions or concerns

If the student(s) has any concerns or suggestions which they feel are less serious or more general, the student(s) may place their concerns or suggestions in the "suggestion box" located in the student room under the bulletin board. Concerns or suggestions from this box will be kept confidential and upon review, brought to the attention of the department as a concern or suggestion of GASP.

Disability Accommodations

Please review the University's policy as described in the [RFUMS student handbook](#).

Sexual Harassment Prevention

Please review the University's policy as described in the [RFUMS student handbook](#).

Student Petitions for Leave of Absence

The Department expects students to maintain continuity and diligence in pursuing their program of study in the department. When a student must be absent from academic work for a long period of time departmental approval must be secured. Students are encouraged to discuss their plans with the Program Director before submitting a formal Request for a Leave of Absence Form to the Department Chair. Please see the RFUMS Policy on withdrawal and Leave of Absence in the [RFUMS student handbook](#) and the [RFUMS academic catalog](#) for more information.

Counseling Services

Students may seek counseling through the University Counseling Center. Appointments can be made by calling 847.578.8723. Please note that they may not answer your call because they are in session, so you should leave a message on their confidential voicemail box. They will work with you to find a time that fits your busy schedule. More information is available on InSite at <https://rosalindfranklin.edu/campus-life/student-counseling-service/>

Other Academic Decisions

Other decisions pertaining to a student's status or progress in a program are delegated to the faculty (e.g., permission to apply for a practicum, approval for graduation, etc.). Students wishing to appeal a decision of a faculty member, advisor, or committee may appeal to the Chair. Requests for appeals should be directed to the department chair in writing. A review of and/or hearing will determine the position of the department. In those instances where a grievance cannot be resolved at the departmental level, the complaint may be filed with the Associate Dean of Students of the College of Health Professions for review and possible action.

Student Honor Council

Student Honor Council representatives act as voting members on the Student Affairs Judiciary Committee Hearing Boards

APPENDIX 1: DEPARTMENT OF PSYCHOLOGY COURSE EVALUATION

* Required

COURSE NAME/NUMBER:

INSTRUCTOR:

QUARTER/YEAR:

Thank you for completing this survey. Please note that this is anonymous. To ensure anonymity, survey responses are routed to the department secretary who synthesizes responses and provides summary data only to individual faculty members:

Please indicate what program you are in: *

PhD in Clinical Psychology Program

MS in Clinical Counseling Program

DOMAIN 1: COURSE ORGANIZATION, STRUCTURE, & GRADING

How effective was the instructor in...

1. Conveying course expectations (i.e., course objectives, required assignments, required readings, and grading criteria) in the syllabus?

*

1 = NOT AT ALL EFFECTIVE

2 = MINIMALLY EFFECTIVE

3 = MODERATELY EFFECTIVE

4 = VERY EFFECTIVE

2. Showing respect for student time (e.g., arrived on time for class, did not cancel class frequently, etc.)?

*

1= NOT AT ALL EFFECTIVE

2= MINIMALLY EFFECTIVE

3= MODERATELY EFFECTIVE

4= VERY EFFECTIVE

3. Demonstrating preparedness for class?

*

1= NOT AT ALL EFFECTIVE

2= MINIMALLY EFFECTIVE

3= MODERATELY EFFECTIVE

4= VERY EFFECTIVE

4. Demonstrating respect for student opinions and individual differences during classroom?

*

1= NOT AT ALL EFFECTIVE

2= MINIMALLY EFFECTIVE

3= MODERATELY EFFECTIVE

4= VERY EFFECTIVE

5. Covering issues that are currently relevant within the field?

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

6. Grading exams and assignments in an objective manner?

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

7. Being open to discussing his/her evaluation strategy and/or providing a grading rubric?

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

8. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

Your answer

DOMAIN 2: CLASS CONTENT

How effective were class meetings in achieving the following objectives:

9. Objective 1:

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

10. Objective 2:

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

11. Objective 3:

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE

3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

12. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

13. Objective 5:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

14. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

DOMAIN 3: TEXT AND READINGS

How effective were the textbook(s) and/or readings in achieving the following objectives:

15. Objective 1:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

16. Objective 2:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

17. Objective 3:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4=VERY EFFECTIVE

18. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE

3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

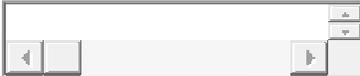
19. Objective 5:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

20.. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

Your answer



DOMAIN 4: COURSE ASSIGNMENTS

How effective were course assignments in meeting the following objectives:

21. Objective 1:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

22. Objective 2:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

23. Objective 3:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

24. Objective 4:

*

1= NOT AT ALL EFFECTIVE
2= MINIMALLY EFFECTIVE
3= MODERATELY EFFECTIVE
4= VERY EFFECTIVE

25. Objective 5:

*

- 1= NOT AT ALL EFFECTIVE
- 2= MINIMALLY EFFECTIVE
- 3= MODERATELY EFFECTIVE
- 4= VERY EFFECTIVE

26. Please provide more information about any of the above items for which you chose "not at all effective" or "minimally effective."

*

Your answer

DOMAIN 5: OVERALL COURSE RATING

27. Please provide an overall rating for the course using the following scale:

*

- POOR
- ADEQUATE
- GOOD
- VERY GOOD

28. Please provide more information about why you gave a rating of "poor" or "adequate" above.

*

Your answer

DOMAIN 6: ADDITIONAL QUESTIONS:

29. Were there any topics covered that overlapped too much with other classes?

*

Your answer

30. Were there any topics not covered that you would liked to have discussed?

*

Your answer

31. What did you like most about the course?

*

Your answer

32. Do you have any constructive suggestions for improving the course?

*

Your answer

33. Were there any readings that you found particularly useful?

*

Your answer

34. Were there any readings that you did not find useful?

*

Your answer

SUBMIT

Page 1 of 1

Appendix 2: Rosalind Franklin University Clinical Counseling Program

PRACTICUM EVALUATION FORM

(To be completed by Supervisor)

Name of Student: _____

Practicum Supervisor: _____

Practicum Setting: _____

Dates: From: _____ To: _____ Pass _____ Fail _____

STUDENT'S LEVEL OF CLINICAL DEVELOPMENT AT BEGINNING OF PRACTICUM:

Level I – Beginning level; focus on learning basic skills; requires close supervision and structured format

Level II – Intermediate level; skills more developed; focus on integration, greater autonomy; requires less structure

Level III – Advanced level; well-developed, flexible skills; able to work quite autonomously; collegial supervision

Student's level of development with regard to the *current practicum placement* (I – III): _____

PRACTICUM GOALS AND OBJECTIVES:

(To be completed at beginning of practicum, in collaboration with the student)

List specific goals and objectives re: competencies to be developed, case load, types of clients, frequency and style of supervision, criteria for evaluation

1ST/2ND QUARTER RE-EVALUATION OF GOALS AND OBJECTIVES:

(To be completed in collaboration with the student)

Evaluate progress toward goals and objectives; modification or revision of original goals and objectives

FINAL EVALUATION OF GOALS AND OBJECTIVES:

Indicate goals and objectives achieved by completion of practicum

Evaluation rating scale:

1. Development required: Further development and supervision required to meet expectations
 2. Meets expectations: Functions adequately for level of training
 3. Meets and exceeds expectations: Functions at above average level for training
- NA Not applicable to current practicum placement

N.B. Evaluations are relative to the student's current level of training.

I. PERSONAL CHARACTERISTICS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Self-awareness: accurately assesses own strengths and weaknesses; aware of his/her impact on others				
2. Social skills: Relates comfortably with others; gets along well with others				
3. Empathy: Able to empathize with thoughts, feelings, and needs of others				
4. Self-confidence: Possesses self-confidence				
5. Motivation: Possesses energy and drive				
6. Imagination and creativity: Able to generate new, useful ideas or alternative solutions to problems				
7. Effective oral communication with individuals				
8. Effective oral communication with small groups				
9. Aware of micro-environment in which people function (e.g., personal differences, family dynamics, gender differences)				
10. Aware of macro-environment in which people function (e.g., work setting, ethnic differences, national customs)				

II. WORK SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Planning: Plans work thoroughly				
2. Time Management: Manages time effectively				
3. Decision-making: Capable of making difficult or non-routine decisions				
4. Openness to feedback: Willing to accept and utilize when needed				
5. Response to Supervision: Uses supervision effectively				
6. Responsibility: Takes charge of situation and gets things done				
7. Reliability: Meets deadlines promptly				

N.B. Evaluations are relative to the student's current level of training.

III. ASSESSMENT SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Helps referral source to clarify and formulate appropriate referral questions				
2. Is knowledgeable about a diversity of assessment procedures and methods				
3. Selects assessment procedures and methods appropriately				
4. Conducts effective structured diagnostic interviews				
5. Conducts effective unstructured assessment interviews				
6. Administers psychological tests appropriately and capably				
7. Formulates meaningful case conceptualizations and hypotheses about the assessment questions				
8. Makes appropriate diagnoses				
9. Skilled at assessment report writing				
10. Formulates appropriate action plans				

IV. INTERVENTION SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Establishes and maintains professional relationships with clients				
2. Effectively gathers information about the nature and severity of problems				
3. Formulates meaningful case conceptualizations and hypotheses about the factors that contribute to the problems				
4. Selects appropriate intervention methods				
5. Sets clear and appropriate therapy goals				
6. Communicates conceptualizations and goals to clients in meaningful and sensitive manner				
7. Facilitates collaborative interaction with clients to effect change and resolve problems				
8. Accurately assesses effectiveness of interventions				
9. Is knowledgeable about various alternative interventions and theoretical approaches				
10. Respects and is open to varied theoretical viewpoints and methods				

N.B. Evaluations are relative to the student's current level of training.

V. APPLIED RESEARCH SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Demonstrates critical reasoning skills				
2. Able to apply research knowledge to case conceptualization and treatment planning				
3. Able to work effectively and communicate with non-researchers in applied setting				

VI. CONSULTATION AND LIAISON SKILLS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Knowledgeable about the consultation role				
2. Effective as a consultant				
3. Maintains rapport with colleagues and is aware of other disciplines' contributions				
4. Effectively communicates verbally with other disciplines				
5. Effectively communicates in writing with other disciplines				

VII. ETHICS AND STANDARDS	Autumn Evaluation (1-3 or NA)	Winter Evaluation (1-3 or NA)	Spring Evaluation (1-3 or NA)	Summer Evaluation (1-3 or NA)
1. Knowledgeable about ethical principles and standards of professional conduct				
2. Proactively identifies potential ethical dilemmas				
3. Able to apply ethical decision-making skills and effectively resolve ethical dilemmas				
4. Sensitive to diversity issues (e.g., ethnic, gender, disability)				

AREAS OF GROWTH, STRENGTHS OR IMPROVEMENT NOTED:

AREAS FOR FURTHER DEVELOPMENT:

AREAS OF CONCERN REQUIRING POSSIBLE REMEDIAL ACTION:
(Indicate magnitude of concern and recommended action)

ADDITIONAL COMMENTS:

Supervisor Signature _____ Date _____

Student Signature _____ Date _____

Appendix 3: CLINICAL PRACTICUM EVALUATION FORM
 (Complete by student at the end of each quarter)

Please provide below the information requested for the clinical practicum you have been involved in during the quarter.

Student Name (optional) _____
End of the _____ **Quarter, 20** _____
Practicum site _____
Supervisor (s) _____

Nature of the clinical training experience (e.g., individual psychotherapy, neuropsychological assessment, etc.)

1. Was the clinical training experience congruent with your expectations (e.g., site was described as individual therapy and you have seen multiple patients in individual therapy)?

-----	-----	-----	-----	-----
1	2	3	4	5
not at all		somewhat		very congruent

Comments: _____

2. Did the clinical training experience increase your knowledge and clinical skills?

-----	-----	-----	-----	-----
1	2	3	4	5
not at all		somewhat		very much so

Comments: _____

3. Was the experience (both clinical and didactic) you received with regard to working with clients from diverse backgrounds adequate?

-----	-----	-----	-----	-----
1	2	3	4	5
not at all		somewhat		very much so

Comments: _____

4. Were the resources at the site adequate to support your clinical training (e.g., up-to-date psychological testing materials, adequate numbers of patients, etc.)?

-----	-----	-----	-----	-----
1	2	3	4	5
not at all		somewhat		very much so

Comments: _____

4. Was the didactic information provided during supervision adequate?

----- ----- ----- -----				
1	2	3	4	5
not at all		somewhat		very much so

Comments: _____

5. Supervisor reviews audiotapes, videotapes or does direct observation Yes No

6. Supervisor closely monitors clients through careful reading of progress and termination notes and recommendations for necessary changes. Yes No

7. Supervisor suggests readings as appropriate Yes No

Rate the following items using this scale:

1	2	3	4	5	DK	NA
Highly ineffective	Ineffective		Effective	Highly effective	Don't Know	Not Applicable

- 1. Develops and maintains working alliance with supervisee. _____
- 2. Creates an environment where trainee feels free to make mistakes and learn from them. _____
- 3. Assists supervisee in establishing goals for supervision. _____
- 4. Evaluates and clarifies goals periodically. _____
- 5. Provides feedback in a constructive manner, which includes not avoiding necessary confrontation. _____
- 6. Provides structure to help supervisee keep anxiety at manageable levels. _____
- 7. Addresses both strengths and weaknesses with supervisee. _____
- 8. Encourages an appropriate increase in autonomy. _____
- 9. Provides feedback regarding both verbal and nonverbal dynamics of treatment. _____
- 10. Recognizes parallel processes in supervisory and client relationships. _____
- 11. Monitors ethical concerns. _____
- 12. Monitors legal concerns. _____
- 13. Demonstrates sensitivity to multiple, contextual issues:
 - Racial _____
 - Ethnic _____
 - Gender _____
 - Sexual orientation _____
 - Religious/spiritual _____
 - Age _____
 - Disability _____
- 14. Keeps supervisory boundaries clear. _____
- 15. Recognizes own limitations in providing supervision. _____
- 16. Models work for supervisee. _____
- 17. Assists supervisee in managing how the supervisory hour is utilized. _____

Comments: _____

ROSALIND FRANKLIN UNIVERSITY

OF MEDICINE AND SCIENCE

APPENDIX 4

TO: Students

FROM: Administrative Assistant
Department of Psychology

DATE:

RE: Student Employment

It has been the department's policy to require in writing, requests for permission to accept employment involving psychological services. As stated in the Dept. of Psychology – Procedures and Policy Handbook, "Prior to acceptance of any outside employment involving psychology or counseling related activities, students must notify in writing and consult with their advisor and the Director of Clinical Training (DCT). This process is intended to protect the student from employment situations in which the lack of appropriate supervision or the requirements for conducting tasks beyond the student's level of training could place the student in ethical or legal jeopardy. This process is not intended to impede or prevent student employment. Notification by students about employment is required prior to registration".

Please complete the information requested, get your advisor's signature on the forms and return this form to Vicky Fernandez, prior to registration for the _____. If you have any questions, please call Pat Rigwood at (847)578-3305. Thank you!

Name of Student: _____

Are you currently employed in a job involving psychology related activities? YES NO

If **yes**, please give complete address, description of responsibilities and hours involved:

Address: _____

Description of Responsibilities: _____

Days & Times: _____

In addition to information regarding outside employment above, please also provide all paid position(s) you hold within the department of psychology/Rosalind Franklin University of Medicine and Science:

Position I: _____ Department: _____ Supervisor: _____

Days/Hours: _____

Position II: _____ Department: _____ Supervisor: _____

Days/Hours: _____

Faculty Advisor Signature

APPENDIX 5 ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
Department of Psychology
Master of Science in Psychology: Clinical Counseling
SELECTIVE CURRICULUM - CLINICAL PRACTICUM CONTRACT

Student Name _____ Class of _____

Title of Practicum _____

Primary Responsible Supervisor _____

Mailing Address _____ Telephone _____

Other Supervisors Involved _____

Institution Where Practicum Is Offered _____

Full Address _____

Telephone Number Where You Can Be Reached _____

Year Quarters Practicum Is Offered **Fall/Winter/Spring/Summer** Give Actual Dates _____

Number of Hours per Week Participation By Student _____

Number of Formal Conference Hours Per Week Participation by Student _____

Number of Credit Hours Per Quarter Student Qualifies For _____

Method or Criterion of Student Evaluation _____

Method of Criterion of Course Evaluation _____

*****PLEASE LIST DETAILED OBJECTIVES OF THIS PRACTICUM ON A SEPARATE SHEET. PRACTICUM CONTRACTS MUST BE TURNED INTO THE DEPARTMENT SECRETARY AT LEAST THREE WEEKS PRIOR TO THE ABOVE SPECIFIED STARTING DATE FOR ASSURANCE OF APPROVAL OF THIS PRACTICUM. ALL APPROVALS NOTED BELOW MUST BE RENDERED PRIOR TO STUDENT STARTING PRACTICUM. PRACTICUM SUPERVISORS WILL BE SENT A FINAL COPY OF THE APPROVED PRACTICUM CONTRACT.**

Signature of Practicum Supervisor	Printed Name	Date
Signature of Student	Printed Name	Date
Signature of Program Director	Printed Name	Date
Signature of Department Chairman	Printed Name	Date