CO795: Fundamentals of Clinical Supervision

Summer 2014
Course Syllabus

June 2-6, 2014, Mon-Friday
8:00-12:00 AM; 1:30-6:00 PM

Instructor: Morgan Enright, Ph.D.
American Association for Marriage and Family Therapy Supervisor (AAMFT-S)
North Carolina Licensed Professional Counselor Supervisor (LPC-S)
South Carolina Licensed Professional Counselor Supervisor (LPC-S) (Expected May, 2014)
South Carolina Licensed Marriage and Family Therapist Supervisor (LMFT-S)
(Expected May, 2014)

Course Location:
Gordon-Conwell Theological Seminary - Charlotte
14542 Choate Circle
Charlotte, NC 28273

Office Hours: Negotiated as needed via e-mail

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Theme Scripture: So then, just as you received Christ Jesus as Lord, continue to live in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness. Colossians 2:6-7

* All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns should be addressed with the instructor(s).
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COURSE DESCRIPTION: This course examines theoretical and applied aspects of the human learning process related to clinical supervision and consultation, with an emphasis on the concepts, issues and strategies of applied clinical supervision and its delivery. Students will synthesize and apply knowledge of supervision and consultation processes. This course will focus on didactic and interactional supervision with an emphasis on methods, philosophy, application, and interpretation of both individual and family therapy skills and concepts of supervision.

This course syllabus is an important document for knowing course requirements and policies. It is the student's responsibility to read and be aware of the policies contained in the syllabus. If you do not understand any part of this document, it is the student's responsibility to ask the instructor for clarification.

AAMFT Learning Objectives (From AAMFT Approved Supervisor Designation Standards and Responsibilities Handbook, 2014).

1. Systemic MFT thinking as applied in therapy, supervision, mentoring, and the isomorphic dynamics among different levels of the training system;
2. Purpose and goals of supervision;
3. Supervisory roles and relationships, including attention to management of multiple relationships;
4. Various supervisory approaches and practices and how they connect with various therapy approaches and practices;
5. Structure of supervision, solving problems, and implementing a variety of supervisory practices;
6. Supervisory processes for screening, contracting with, and evaluating trainees;
7. Modalities for supervising including group/individual and case consultation/audio recording/video recording;
8. Processes for managing difficulties in supervision, including remediation and, when necessary, counseling trainees out of the field;
9. Contextual factors to include in therapy and training contexts (such as graduate versus post-graduate supervisees, agency versus private practice), trainee development, and factors such as gender, ethnicity, race, ability, age, spirituality, sexual orientation, economics, and so forth;
10. Processes for supervising within applicable legal requirements for licensure or certification or obtaining various levels of membership in AAMFT;
11. Jurisdictional legal factors such as duties to report or warn, working with minors in therapy, recordkeeping, and so forth;
12. Processes for attending to ethical factors in therapy and supervision;
13. Current thinking, literature, ethics, requirements, and challenges of the use of technology in therapy and supervision;
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14. Articulation of a systemic personal philosophy or approach to supervision and how it integrates with therapy approaches;
15. Integration of couple and family therapy literature, both seminal and recent, and
16. Mentoring factors such as contracting, relationship, responsibilities, and processes.

NC LPC-S Course Educational Requirements: (G.S. 90-336, Rule .0302, .0801):
Three (3) semester graduate credits from a regionally accredited institution of higher education

1) Clinical supervision training shall provide an understanding of the:
   1. purposes,
   2. theoretical frameworks,
   3. models of clinical supervision

2) The course will also cover:
   1. the roles and relationships related to clinical supervision;
   2. legal and ethical issues,
   3. multi-cultural issues associated with clinical supervision.

The above standards meet the requirements for the SC LPC-S and SC LMFT-S designation.

Course Objectives:
1. Discuss models of supervision (AAMFT #1,4, 7  LPC-S #1.3)
2. Facilitate a personal model and structure for supervision (AAMFT # 2, 5, 8, 14, 15 LPC-S # 1.1, 1.2)
3. Identify and evaluate issues that arise within the roles of client, therapist, and supervisor (AAMFT # 3, 6  LPC-S # 2.1)
4. Understand requirements and application towards supervision candidacy and mentorship(AAMFT # 16)
5. Address distinctive issues that arise in supervision (i.e., gender, culture, spirituality, ethics) (AAMFT # 9  LPC-S # 2.3)
6. Process legal and ethical concerns within supervision including the incorporation of technology (AAMFT # 10, 11, 12, 13  LPC-S # 2.2 )

INTEGRATION OBJECTIVES

1. To develop a personal method of integrating clinical supervision theory and consultation from a biblical perspective with applied tools and techniques.
2. To develop a philosophy of Supervision and Consultation that reflects the Christian value of servant-leadership
3. To develop an awareness of one’s own life experiences and beliefs, and how crucial issues of grace, admonition, gifts and fruits of the Holy Spirit, and God-concept impact one’s function as a clinical supervisor and consultant.
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4. To develop and practice spiritual disciplines as a means to personal growth and as a way to increase sensitivity to the capacities of those to be taught.

LEADERSHIP OBJECTIVES

1. To demonstrate leadership ability in modeling Christ-likeness in both supervision and consultant roles.
2. To develop leadership skills in observation, interpretation, and problem solving in both the clinical supervisor and consultant roles.
3. To articulate current supervisory and consultation theoretical orientations and perspectives.
4. To practice ethical and the theoretical foundations in the practice of both the practice of supervision and consultation.

These learning objectives will all be addressed via:
1) Individual reading and group discussion of course texts,
2) Face to face classes discussing self of supervisor and growth as a supervisor candidate,
3) Processing experiences from supervision mentorship
4) Written projects that are required for course completion.

Required Texts:

LPC-S Track:


AAMFT-S Track:

Approved Supervisor Designation Standards and Responsibilities Handbook (2014) Viewed at http://www.aamft.org (Also provides and free PDF download)


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COURSE REQUIREMENTS:

All written assignments should be written in APA style and should be double-spaced.

All written assignments need to be uploaded to SAKAI by 11:00 p.m. of the due date, and should be named with the convention of student name, course number, assignment name.

Pre-course Requirement:

Read the required texts and be ready to discuss in class. Research and have chosen an article pertaining to cultural context that you will hand in on the first day of class.

Course Requirement #1

Attend a minimum of 45 contact hours of class. This includes participating in all lectures, class discussion, and supervision mentorship experiences. Attendance and full participation is required for all class meetings. AAMFT guidelines do not allow any absences from class. (15 points)

Course Requirement #2

Complete your supervisory contract. This will be the contract that establishes a supervisory relationship between you and your supervisees. See rubric for specific components for the contract. (20 points)

Course Requirement #3

Help facilitate a group discussion on an ethical dilemma in supervision. This discussion should include a description of an ethical or legal issue which has surfaced for you during the past year. What is the nature of the issue, why was it a problem, how was the issue resolved or what would you recommend to a therapist who is impacted by a similar issue? Also capture how you would handle this situation now as a supervisor candidate. These topics will be presented throughout the week during class. Be prepared to reference appropriate references either AAMFT Code of Ethics or ACA Code of Ethics, whichever is appropriate to your licensure. (10 points)

Course Requirement #4

Supervision experience: Students will have the opportunity to engage in supervision during class. You will then be given the opportunity to integrate theory and practice and receive insight into your process through group discussion. You will also hone your theory as you help others develop their theory and practice integration. Students will then write a short reflection paper describing the supervision experience, the dynamics that were present within the interaction, and an assessment of your strengths and growth areas. Your reflections should be at least 1 page but no more than 2 in length. (15 points)

Course Requirement #5

Provide supervision discussion topics on issues related to cultural context. Find a recently published journal article related to supervision and cultural context (ethnicity, race, sex, gender,
sexual orientation) and be prepared to discuss the issue in class. What does the information provide for the reader and what do we need to do better as supervisors to attend to the needs discussed in the article? The articles will be handed in on the first day of class. (10 points)

Course Requirement #6

Philosophy of supervision paper: this paper should be no longer than 10 double spaced pages. This will be a paper that you share with future supervisees to introduce yourself as a supervisor and to provide context for your view and approach to supervision. If you are AAMFT-S track, this will eventually be the paper that you will use with your supervision mentor to hone your theory of supervision. Please follow the list below for key components of this paper. (30 points)

Describe your theoretical principles in this report by specifically demonstrating:

- That you think about treatment and supervision in relational terms
- That you are aware of patterns and sequences of replication at various systems levels
- That you understand supervision literature by citing recent articles, chapters, and/or books, and how your supervision philosophy and methods of supervision relate to current supervision literature
- Your theoretical orientation by articulating your philosophies of therapy and supervision as well as the connection between them
- That you are sensitive to the multilevel implications of development, biological, socio-cultural, gender, and family-of-origin issues
- The ways in which personal values, beliefs, life experiences, and theoretical assumptions impact upon your philosophy and practice of supervision
- Your theoretical consistency, whether from one prominent model or from an integrative perspective. If the latter, demonstrate a logical integration of models.
- Your rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals.
- Grammar/Spelling
- Appropriate references

Due Dates:

Hand in chosen article: 10%  
Due Date: June 2, 2014

Reflective exercise: 15%  
Due Date: June 14, 2014

Supervision Contract: 20%  
Due Date: June 28, 2014

Philosophy of Supervision Paper: 30%  
Due Date: July 18, 2014
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COURSE OUTLINE:

Day 1 – Initial Steps to Constructing Your Theory of Supervision
8:00 – 9:00 AM: Introduction of the course
9:00 – 10:15 AM: The purposes and goals of supervision
10:30 – 12:00 AM: Supervisory roles and relationships
12:00 – 1:30 PM: Lunch
1:30 – 3:00 PM: Major models of supervision, including systemic and developmental models
3:15 – 4:30 PM: Group discussion of personal theory of supervision formation
4:45 – 6:00 PM: Construction and development of personal theory of supervision

Day 2 - Integrating Practice and Theory within Supervision
8:00 – 9:00 AM: Review of preceding materials and discussion of group and individual work
9:00 – 10:15 AM: Various supervisory practices and how they are integrated into a supervision model
10:30 – 12:00 AM: Managing different supervisory modalities
12:00 – 1:30 PM: Lunch
1:30 – 3:00 PM: Developing supervision contracts including confidentiality, informed consent, and expectation of supervisees
3:15 – 4:30 PM: The incorporation of technology into supervision
4:45 – 6:00 PM: Construction and development of personal theory of supervision

Day 3 – Ethically Engaging Culture and Faith within the Supervision Process
8:00 – 9:00 AM: Review of the preceding materials and discussion of group and individual work
9:00 – 10:15 AM: Cultural and contextual issues in supervision.
10:30 – 12:00 AM: Group discussion of contextual issues in supervision incorporating articles
12:00 – 1:30 PM: Lunch
1:30 – 3:00 PM: Ethical engagement and incorporation of faith and spirituality within supervision
3:15 – 4:30 PM: Group discussion of contextual issues in supervision incorporating articles
4:45 – 6:00 PM: Partnered construction and development of supervision contracts
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**Day 4 – (AM) Understanding & Ethically Engaging Transference in Supervision**
8:00 – 9:00 AM: Review of the preceding materials and discussion of group and individual work
9:00 – 10:15 AM: Isomorphism between therapy and supervision: Parallels between your model of therapy and model of supervision.
10:30 – 12:00 AM: Ethically handling transference and counter transference in supervision.
12:00 – 1:30 PM: Lunch

**Day 4 – (PM) Ethical and Legal Issues in Supervision**
1:30 – 3:00 PM: Ethical, legal, and professional issues within supervision.
3:15 – 4:30 PM: Group processing of ethical dimensions with video vignettes
4:45 – 6:00 PM: Construction and development of personal theory of supervision

**Day 5 – Hands on Application of Personal Theory of Supervision**
8:00 – 9:00 AM: Review of the preceding materials and discussion of group and individual work
9:00 – 10:15 AM: Didactic role play of supervisory issues
10:30 – 12:00 AM: Presentation of professor’s model of supervision with discussion
12:00 – 1:30 PM: Lunch
1:30 – 3:00 PM: Didactic role play of supervisory issues
3:15 – 4:30 PM: Partnered discussion and feedback of personal theory of supervision
4:45 – 6:00 PM: Summation of Class and Group Processing
### Appendix 1: Core Competency Table for AAMFT Supervision

<table>
<thead>
<tr>
<th>Competency</th>
<th>Primary Domain</th>
<th>Secondary Domain</th>
<th>How taught in the course</th>
<th>How evaluated for competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.6 # ^</td>
<td>Treatment Planning and Case Management</td>
<td>Executive</td>
<td>In class experiential exercises, readings, lecture, class discussions</td>
<td>contract rubric, attendance in class</td>
</tr>
<tr>
<td>3.4.3# ^</td>
<td>Treatment Planning and Case Management</td>
<td>Evaluative</td>
<td>In class experiential exercises, readings, lecture, class discussions</td>
<td>contract rubric, attendance in class</td>
</tr>
<tr>
<td>4.1.1# *</td>
<td>Therapeutic Interventions</td>
<td>Conceptual</td>
<td>Readings on all approaches, discussion of supervision philosophy</td>
<td>Philosophy paper rubric</td>
</tr>
<tr>
<td>4.3.3# ^</td>
<td>Therapeutic Interventions</td>
<td>Executive</td>
<td>Readings on all approaches, discussion of supervision philosophy, in class experiential exercises</td>
<td>Philosophy paper rubric</td>
</tr>
<tr>
<td>4.3.4# ^</td>
<td>Therapeutic Interventions</td>
<td>Executive</td>
<td>Readings on all approaches, discussion of supervision philosophy, in class experiential exercises</td>
<td>Attendance, journal assignment rubric</td>
</tr>
<tr>
<td>4.3.12 # ^</td>
<td>Therapeutic Interventions</td>
<td>Executive</td>
<td>Readings, in class discussions,</td>
<td>Contract rubric, journal assignment rubric,</td>
</tr>
<tr>
<td>4.4.1# ^</td>
<td>Therapeutic Interventions</td>
<td>Evaluative</td>
<td>Readings on all approaches, discussion of supervision philosophy, in class experiential exercises; Philosophy paper rubric, attendance, abstract assignment rubric</td>
<td></td>
</tr>
<tr>
<td>4.4.2 # ^</td>
<td>Therapeutic Interventions</td>
<td>Evaluative</td>
<td>Readings on all approaches, discussion of supervision philosophy, in class experiential exercises; Philosophy paper rubric, attendance, journal assignment rubric</td>
<td></td>
</tr>
<tr>
<td>4.4.6 # ^</td>
<td>Therapeutic Interventions</td>
<td>Evaluative</td>
<td>Readings on all approaches, discussion of supervision philosophy, in class experiential exercises; Philosophy paper rubric, attendance, abstract assignment rubric</td>
<td></td>
</tr>
<tr>
<td>4.5.1# *</td>
<td>Therapeutic Interventions</td>
<td>Professional</td>
<td>Readings, in class discussions, in class experiential exercises; Contract assignment rubric, attendance; journal assignment rubric; philosophy assignment rubric</td>
<td></td>
</tr>
<tr>
<td>4.5.2 # *</td>
<td>Therapeutic Interventions</td>
<td>Professional</td>
<td>Readings, in class discussions, in class experiential exercises; Contract assignment rubric, attendance, philosophy assignment rubric</td>
<td></td>
</tr>
<tr>
<td>5.1.1#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Conceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, philosophy assignment rubric</td>
</tr>
<tr>
<td>5.1.2#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Conceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, philosophy assignment rubric, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.1.3#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Conceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.1.4#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Conceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.2.1#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Perceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.2.2#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Perceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.2.3#/ *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Perceptual</td>
<td>Readings, in class discussions,</td>
<td>Contract assignment rubric</td>
</tr>
<tr>
<td>5.2.4 # *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Perceptual</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance,</td>
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<tr>
<td>5.3.1# *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Executive</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.3.2 # *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Executive</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, supervisory experience rubric, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.3.5 # ^</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Executive</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.3.6 # *</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Executive</td>
<td>Readings, in class discussions, in class experiential exercises</td>
<td>Contract assignment rubric, attendance, ethical dilemma assignment rubric</td>
</tr>
<tr>
<td>5.3.8 ^</td>
<td>Legal Issues, Ethics, and Standards</td>
<td>Executive</td>
<td>Readings, in class discussions,</td>
<td>Contract assignment rubric,</td>
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</tbody>
</table>
NOTE TO STUDENTS: As part of this course, students are expected to be competent in knowing all AAMFT Code of Ethics Standards, the mission of the North Carolina Regulatory Board as well as the Marriage and Family Therapy Licensure—NC Statutes.
CRITICAL COMPETENCIES for ACA trained Supervisors (Pertinent to LPC-S)

In the domains of both supervision and consultation, as a result of taking this course, students should be able to:

1. Demonstrate an understanding of current topics pertinent to supervision and consultation by:
   a. discussing current research related to supervision and consultation (Fulfills CACREP Doctoral Standards II.C.1 and 2. and D.5.)
   b. identifying and discussing the influence of cultural heritage on supervision and consultation approaches and applications (Fulfills CACREP Doctoral Standards II.C.4. and 9.)
   c. articulating the ethical and professional issues related to supervision and consultation (Fulfills CACREP Doctoral Standards II.C.8.)
   d. discussing current issues and potential investigative topics related to supervision and consultation. (Fulfills CACREP Doctoral Standards II.C.2. and D.5.)

2. Demonstrate biblically based skills in the domains of supervision and consultation by:
   a. demonstrating a commitment to personal, professional and spiritual development.
   b. demonstrating a commitment to the knowledge and application of biblical principles to course material, process, and measured outcomes
   c. develop an awareness of one’s own life experiences and how crucial theological issues of grace, gifts and fruits of the Holy Spirit, hope and God-concept impact one’s function as a biblically-based supervisor and consultant.

3. Demonstrate skills related to counselor supervision by:
   a. describing specific techniques of supervision (Fulfills CACREP Doctoral Standards II.C.1. and 2.)
   b. identifying and addressing distinctive issues that arise in the supervisor-supervisee relationship (Fulfills CACREP Doctoral Standards II.C.1 and 2)
   c. discussing skills used in structuring supervision, implementing supervisory interventions, and problem-solving during supervision (Fulfills CACREP Doctoral Standards II.C.1 and 2.)
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4. Demonstrate conceptual understanding of providing consultation services by:
   a. discussing the importance, scope and definition of consultation (Fulfills CACREP Doctoral Standards II.C.1)
   b. articulating consultation principles and models associated with working with individuals, groups, teams and organizations (Fulfills CACREP Doctoral Standards II.C.1)
   c. identifying basic concepts of understanding and responding to human behavior (Fulfills CACREP Doctoral Standards II.C.1 and 9.)

5. Demonstrate skills used in the process of consultation by:
   a. identifying approaches or counseling interventions to improve individual, group, team or organizational outcomes (Fulfills CACREP Doctoral Standards II.C.1)
   b. discussing the process of identifying major issues of consultee(s) (Fulfills CACREP Doctoral Standards II.C.1)
   c. articulating the differences in consultative interventions and methods (Fulfills CACREP Doctoral Standards II.C.1)

6. Demonstrate an understanding of concepts, issues and strategies in supervision and consultation planning, organization, delivery, management and evaluation. (Fulfills CACREP Doctoral Standards II.C.1 and 2.)

7. Demonstrate the ability to use technology related to supervisory and consultation processes including:
   a. accessing online resources related to supervision and consultation (Fulfills CACREP Doctoral Standards II.D.6.)
b. discussing the implications of distance supervision on pedagogy and supervisory processes (Fulfills CACREP Doctoral Standards II.D.6.)

8. Demonstrate multicultural sensitivity and appreciation of the impact of cultural differences, and other areas of diversity, on the supervision and consultation processes. (Fulfills CACREP Doctoral Standards II.C. 4. and 9.)

Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.
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However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**
Grades are posted online within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**
Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.