



# UNION INSTITUTE & UNIVERSITY

**Master of Arts  
with  
Concentrations in Psychology and Counseling**

**Learner Handbook  
August 1, 2010 to June 30, 2011**

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## **A MESSAGE FROM THE PROGRAM DIRECTOR**

The Master of Arts Program with Concentrations in Psychology and Counseling welcomes you! The program is housed at Union Institute & University's Brattleboro Center. The program has several tracks, each of which has been aligned with national credentialing standards. The tracks include flexible programming to allow learners to fulfill state counseling licensure requirements should they desire this, or meet the needs of non-licensure learners who desire a program of studies which can be uniquely tailored to their own goals and interests. Complete descriptions of the curriculum, enrollment, matriculation, and financial aid are available in the University Catalog.

Faculty members in the Master of Arts with Concentration of Psychology and Counseling each have unique professional interests and experience, and each has had the benefit of many years of involvement with the mentoring of graduate learners. I join with them in welcoming you to the program. We will work hard to help our learners on the road to their Masters degree, and pledge to be responsive to learner needs as they arise.

This handbook is an evolving document. The policies and procedures written in it are current, but subject to change. In responding to learner needs, as well as federal, state, and institutional mandates, the faculty actively seeks to improve the program. Your input is a welcome and necessary part of this dynamic process. We hope that your time in the Masters program is rewarding, and will assist you in pursuit of your educational and professional goals. As director of the program, I am charged with ensuring that we as a faculty provide a superior graduate school experience for our learners.

Once again, welcome to the program!

Nicholas D. Young, Ph.D., Ed. D.  
Program Director  
Master of Arts with Concentrations in Psychology and Counseling

# UNIVERSITY MISSION, VISION, VALUES AND PRINCIPLES

## **Mission**

Union Institute & University empowers adults to acquire, apply, and create knowledge through interdisciplinary, flexible, and collaborative programs focusing on social relevance, personal enrichment, and professional advancement.

## **Vision**

Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten and empower them in their pursuit of a lifetime of learning and service.

## **Values**

### *Social Relevance*

Union Institute & University requires that the programs of its learners reflect their awareness of the social implications of their studies and of their obligation to share knowledge with integrity in uplifting the communities in which they serve.

### *Creative and Critical Thinking*

Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry to enhance learning and develop critical thinking.

### *Interdisciplinary Study*

Union Institute & University promotes interdisciplinary scholarship as a means to advance the frontiers of knowledge and develop new modes of inquiry.

### *Scholar-Practitioner Model*

Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

## **Principles**

### *Academic Quality*

Union Institute & University is committed to academic excellence and insures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

### *Diversity*

Union Institute & University reflects and celebrates diversity in all its forms.

### *Service*

Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.

### *Community*

Union Institute & University links engaged learners with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

## UNION INSTITUTE AND UNIVERSITY: LEARNING OUTCOMES

In order to be awarded the Master of Arts degree, a learner must demonstrate the following competencies:

**I. Communication:** *Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.*

1. Construct coherent and organized written documentation using standard English.
2. Analyze, critique, and synthesize scholarly literature in the field.
3. Critically reflect on experience related to acquired knowledge.
4. Consistently document sources using approved academic citation style.

**II. Critical and Creative Thinking:** *Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.*

1. Formulate and defend a scholarly analysis of a range of resources.
2. Critically interpret and evaluate research results applicable to the learner's field of study.
3. Using critical inquiry, explain theory and how it intersects with praxis in the learner's field of study.

**III. Ethical and Social Responsibility:** *Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.*

1. Explain the social implications of one's own focus of study, and relate those implications to the larger world.
2. Examine the ethical implications of one's own focus of study, and relate those implications to the larger world.

**IV. Social and Global Perspectives:** *Articulate a perspective on power in the world and one's own place in the global community.*

1. Examine the contributions of diverse peoples and cultures in the field of study.
2. Examine the social implications of one's own focus of study.

**V. Program Specific Outcomes:** *Articulate in theory and practice an understanding of the Masters program field of study.*

1. Engage in inquiry-based learning as applied to studies in the particular masters program.
2. Elaborate, orally and in writing, a clear understanding of theories and research in the counseling and psychology fields, demonstrating critical and analytical skills.
3. Pursue knowledge and competency in a broad-based curriculum in line with state professional counseling licensure requirements, or for non-licensure learners, pursue a course of study in line with intellectual and scholarly interests
4. Establish a theory-praxis orientation from which to further pursue, throughout a professional life, continued ethical, socially responsible and effective methods of practice in the field.

## **PROGRAM MISSION STATEMENT**

Program faculty strive both to enhance and disseminate the science of psychology and the art of the helping professions, while also contributing to the overall service to the Union Institute and University and its mission. To advance that mission, the program emphasizes the professional development of graduate learners, the growth of both graduate learners and faculty as scholar-practitioners, and faculty service to the University and to the profession.

The Program's mission and purpose align with Union Institute and University's mission and purpose in several important ways. First, the program is innovative in the sense that it is constructed to prepare licensure-bound learners to meet increasingly detailed specifications for credentialing, while keeping at the heart of each plan of study the unique scholarly, professional and personal questions that motivate the individual learner. Second, its brief residency model permits wide outreach to adult learners: those who live geographically closer to the Brattleboro campus and/or who desire more frequent face-to-face contact, may opt for the Weekend Option, while geographically far-flung learners may attend the National Option twice annually. In either option, there are opportunities for mentored study, as well as interaction with faculty and their peer learning community. The high quality of the program is maintained by the faculty, who themselves are engaged in both scholarly and professional pursuits within the University and in the field.

## **PROGRAM HISTORY AND PHILOSOPHY**

### **The Brattleboro Center**

The Brattleboro center is located at the south end of Brattleboro, Vermont, close to the interstate and near downtown hotels and restaurants. The center has offices, classrooms, meeting rooms, a computer lab, and faculty and staff offices. There is ample free parking.

### **Brief history**

Upon careful consideration of the educational needs of graduate learners, as well as the need for seamless educational tracks in psychology, counseling and related fields in education and human development, the Department of Graduate Psychology and Counseling was formed in December, 2001, and the first cohort of Weekend Option learners enrolled in April, 2002. The National Option was initiated in February, 2003. Since that time, the Program has enrolled a new cohort of learners every three months, bringing its present learner population to over one hundred. Initially, the Department consisted of designated master's and post-master's concentrations in both licensure and non-licensure tracks. At its inception, the Department was staffed by the director and two faculty members. As the learner population grew, the faculty was increased to its current number of ten, including both full-time and part-time faculty in order to include active practitioners in the field. To be consistent with other graduate programs in the university, in 2008 the name of the Department was changed to the Master of Arts (M.A.) Program with Concentrations in Psychology and Counseling.

A Certificate of Advanced Graduate Studies program has been developed in an effort to better meet the needs of those graduate learners requiring education beyond the master's degree to meet their professional goals. Professionals in any field must consistently upgrade their knowledge to maintain currency. This is true, in unique and important ways, in the fields of counseling and psychology. The program is designed to help both recent graduates and experienced professionals maintain their professional edge by offering training to enhance, expand and increase knowledge and praxis in the field.

### **Philosophy**

The program's conceptual framework was developed to align with the mission of the larger institution in the promotion of high quality, accessible, innovative, brief-residency programs for adult learners across the country, and even throughout the world. The philosophical underpinnings of the program subscribe to the rationale of adult higher education and its expression in practice. This wide rationale includes seminal thinking on adult education that flows from a constructivist view, in which learning is the process of making meaning and it includes the current, innovative considerations of narrative learning, non-Western perspectives, and critical theory.

The Master of Arts Program with concentrations in Psychology and Counseling will help to prepare scholar-practitioners who will be effective, visionary leaders in their organizations and communities. Drawing on innovative ideas about professional education, advanced skills in scholarship, research, and practice will be cultivated and assessed. Applied educational training will support professionals in understanding and working with cutting edge information and practice. To this end, the program offers updated and advanced courses in a variety of important areas of study. Licensure track programs of study are offered in both Counseling Psychology and Clinical Mental Health Counseling.

# PROGRAM STRUCTURE

## ACADEMIC CONCENTRATIONS AND LICENSURE TRACKS

At the current time, the masters program offers the following academic concentrations:

- Clinical Mental Health Counseling
- Counseling Psychology
- Developmental Psychology (non-licensure)
- Educational Psychology (non-licensure)
- Industrial and Organizational Psychology (non-licensure)

Descriptions of the concentration are available in the University Catalog. Licensure procedures for those learners matriculating into licensure-bound studies are articulated later in this Learner Handbook.

### **Non-licensure studies in the Program**

Currently, the program offers two licensure and three non-licensure concentration tracks leading to the Masters degree. Learners choose a non-licensure track in developmental psychology, educational psychology, or industrial and organizational psychology as academic preparation for further graduate study, or as professional preparation for teaching, consulting or writing. While each learner's Academic Program Plan reflects his/her professional and academic interests, all learners in the both licensure and non-licensure tracks must complete graduate coursework in research methodologies and program evaluation, social and cultural diversity, the psychology of human development, and professional ethics. In addition to these core courses, the learner will complete additional specialized coursework in his/her academic concentration.

## ENROLLMENT SEQUENCE

- After the Program Admissions Committee has reviewed a learner's application and is satisfied with the ability to succeed at graduate study in the Masters program, the learner will receive a letter of acceptance.
- The Master of Arts program operates on a six-month calendar with two different six-month term options within each twelve-month period.
- A learner should inform the Director of Admissions at the Brattleboro Center of a decision to postpone admission. At the time of admission, learners will select either the National Program option, or the Weekend Option, which determines their schedule for residency attendance (see Residency Requirements section).
- Enrollment ends when all graduation requirements have been successfully met, including all coursework and professional presentation expectations. The masters program, with few exceptions, requires a minimum of 48 credits, although licensure track learners generally complete a 60 credit course of study.

### **Course credits**

All credits issued are awarded in semester hours. Unless otherwise noted in the Academic Program Plan, courses generally carry three semester hours of credit.

## RESIDENCIES REQUIREMENTS

Residencies are a critical part of each learner's program. They fulfill the total academic picture at Union Institute & University by offering seminars, cohort engagement, time with mentors and an overall environment designed to support the learner in engaging with theory and practice in their chosen fields. All learners are required to attend all residencies corresponding to their particular model/option (national or weekend model) of residency per academic year. Residency schedules are e-mailed to learners approximately three weeks prior to each residency, to allow learners to plan their on-campus seminar attendance and activities.

The program offers learners a choice between the following two on-campus schedules:

- National Option Schedule – Learners attend one, five-day residency on the Brattleboro Campus during each term of enrollment, for a total of two five-day residencies per year. Additionally, learners in the National Option may be required to attend one weekend orientation during their first month of enrollment.
- Weekend Option Schedule – Learners attend five, two-day weekend residencies annually.

### **Residency attendance**

Scheduled residencies provide essential and critical learning opportunities that are vital to our unique model of education. The direct instruction provided during residencies cannot be replaced through additional independent study alone; therefore, learners who are unable to attend a scheduled residency—for any reason—will be required to notify their first core advisor thirty days in advance of the residency, and specify their plans for attending a replacement residency. National learners who miss a national residency must replace it with two weekend residencies prior to the next scheduled national residency. Any request to change a residency option schedule must be made in writing to the first core advisor, and to the program office. Dependent upon the ability of the program to accommodate the request, such a request may or may not be approved.

The campus-based residency at Brattleboro includes the following activities:

- Research Seminars: Research seminars provide learners with direct instruction in quantitative and qualitative research methods. These seminars also afford opportunities for hands-on application of learning technology necessary to conduct research.
- Professional Seminars: Professional development seminars further learners' knowledge and skills as professional practitioners. Using such methods as presentations, simulations, case studies, seminar presenters will encourage learners to reflect upon their practice and acquire the skills and attitudes necessary for their future success as practitioners. Professional seminars will allow all learners to be exposed to the common core topics relevant to their academic concentrations.
- Core Groups: The core group serves throughout the learner's program as a learning team in which learners share resources, provide critique, and participate in collegial support of projects and ideas. At least one core group meeting will be held at each residency. Learners attend core groups either with their first core advisor (first core group) or second core advisor (second core group), as determined by the residency schedule.
- Content Seminars: Content Seminars address the knowledge needs of learners in specific academic concentrations.

- Learner Presentations: At each residency, learners will have the opportunity to make presentations of their work in progress before their faculty and learner colleagues. It will be the responsibility of all learners in residence to collaborate in providing useful feedback to the presenters in order to assist them in becoming more skilled disseminators of knowledge and practice.
- Degree Planning: Academic Program Plan workshops will be available to learners who are attending their first residency. The purpose of such workshops is to assist learners in developing and articulating their plan of study.
- Thesis Presentation: Learners will make a final presentation of their thesis project at a weekend or national residency.

## **CURRICULUM, COURSES, SEQUENCES / ACADEMIC PROGRAM PLAN**

Each learner is assigned a first and second core faculty advisor—regular members of the program faculty—at the time of matriculation. The duties of these advisors are spelled out later in this Learner Handbook. Learners meet regularly with their advisors during residencies, both in core group settings and in one-to-one meetings. The core group consists of all learners assigned to a particular faculty member in the first and in the second core role; learners attend at least one first core and one second core group meeting during each residency and schedule individual appointments as needed.

During on-campus orientation, learners are provided with critical information regarding program policies and procedures. The on-line library orientation is of special importance. Learners are provided with a compact disc which contains APP templates for their chosen academic concentration; sample critical annotations and scholarly papers, and other helpful information for beginning the program. **Attendance of on-campus orientation is required for all new learners.** Following orientation, learners are required to write an Academic Program Plan that highlights personal and professional objectives for undertaking graduate study. When completed, the plan is sent to the first and second core advisors for feedback and approval. Once those approvals have been secured, the Academic Program Plan is forwarded to a consultant for further review before being mailed along to the Director for final approval.

Licensure track learners are very strongly encouraged to consult their respective licensure board requirements when constructing their Academic Program Plans to ensure that state standards are satisfied. **It is the responsibility of learners to align their program of study with their state's counseling licensing board requirements, and to make sure that their programs of study will be accepted by that body.** In constructing the Academic Program Plan, learners will decide on a 48 or 60 credit program of studies, and the APP will reflect this.

During terms two through four, learners will address their coursework requirements; write and submit scholarly papers, critical annotations, and other forms of documentation; give scholarly presentations to fellow learners; engage in internship or field work activities (depending on academic concentration). Learners will organize their scholarly work by competency areas (see Master's Portfolio section)

During the last term of enrollment, learners will be completing work on their thesis, as well as concluding internship or field experience requirements. All coursework in the final term is due one month in advance of the term end-date. All work should be organized into competency areas for the Master's Portfolio. Learners begin preparing, and then present their Final Thesis Presentation. Finally, the learner submits the graduation paperwork forms, along with the thesis hardcopies for binding (see graduation forms in the Appendix).

### **Curriculum: Graduate courses**

The program has developed an innovative approach to completion of course work that involves a unique, highly individualized and constructivist approach to learning. In order to maximize the experience and diverse needs of graduate learners in the program, each course is uniquely defined as part of a larger program framework and tailored to meet the learner's professional and personal goals and interests. A course is an experience involving the acquisition of information and skill related to a particular domain within a specified period of time in order to achieve the aims outlined in the Academic Program Plan. Every course experience is the result of a collaborative effort between learner and core advisor aimed at satisfying the criteria for graduation and the learner's goals for professional preparation as described in the Academic Program Plan.

### **The Academic Program Plan (APP)**

In collaboration with the core advisor(s), each learner develops and delineates a sequence of courses built on a generically described framework (template) of activity that leads to: (1) completion of graduate degree requirements; and (2) allows for specification of learner's goals, anticipated competencies, and specialization. Upon admission, learners will prepare an initial draft of an Academic Program Plan and subsequently meet with their first core advisor to review the intended sequence of study in the context of learners' expressed aims and relevant external criteria, such as state licensing requirements.

For each course listed in the Academic Program Plan, a title, detailed description, identified learning objectives, methods of learning, learning documentation and references are required. The intent of the program faculty is not to attempt to cover all conceivable course content during on-campus residencies but, rather, to provide direct instruction in relevant material that would be difficult to learn through mentored study alone and to provide a forum for collegial discussion. Reference list (reading) selections are generated from data on the most frequently used required textbooks in comparable Masters programs. Readings and course objectives are designed to cover competency areas required by state licensing boards, and also cover national counseling certification standards. In addition, each course outlined in the APP specifies the areas of professional competency that the course is designed to fulfill, to assist with the organization of the Masters Portfolio.

The documentation of learning section in the Academic Program Plan details the academic requirements that must be fulfilled for a course to be deemed complete. In most instances, learners are required to write annotated bibliographies for all required readings (a minimum of three annotations) and to write a scholarly paper for selected courses, generally two per term. Some courses, such as Research Methods and Program Evaluation include a take-home examination in lieu of the scholarly paper. Experiential learning activities may also be substituted for one or more of the standard course requirements.

In all instances the learner's academic advisors must approve of all learning activities. A faculty consultant will provide the learner a third opportunity to receive input and suggestions on the plan of study. Academic questions raised by the consultant and not adopted by the first and second core advisor will be referred to the Program Director for final review. While the Program encourages learners to tailor their courses to meet their own passions and personal and professional goals and interests, Academic Program Plans must ensure that the standards of excellence for graduate level study are satisfied and achieved.

The development of an Academic Program Plan based on preliminary ideas submitted with the application is the first challenge facing each new learner. The Academic Program Plan very likely goes through several drafts, with input from first and second core faculty advisors, as well as from an outside consultant, before it is considered final. It then becomes a curriculum guide, a blueprint of studies leading to mastery of your field. It also becomes a course of study that must be fulfilled in order to graduate. Yet, the Academic Program Plan is a flexible document that can be amended as needed to reflect changes that inevitably occur as a result of learning.

The master's program endorses three essential concepts: that adults learn best when they pursue their own learning goals; that graduate education should result in mastery of specific bodies of theory as well as demonstrable competence in specific skills; and that graduate education should enable the learners to make a contribution to the betterment of society. We therefore ask learners to design a program of study that reflects these concepts, balanced by the specific study requirements mandated by their state licensing board.

### **Range of emphasis**

Learners who come to the program bring with them a wide variety of backgrounds, goals, and motivations for undertaking graduate study. For example, many come into the program as experienced professionals in their field with a strong focus of investigation. These individuals often look to their graduate education to broaden their understanding by absorbing the theoretical background of their field. Their Academic Program Plan usually reflects a theoretical emphasis. Others undertake graduate education as a means of changing careers. Their study plans tend to reflect an experiential emphasis.

### **Preparing the final Academic Program Plan**

As noted previously, the Academic Program Plan, completed in collaboration with core faculty advisors at the start of the program of study, is an individualized, goal driven plan for completing the requirements for each learner's masters degree. The Academic Program Plan contains the following elements:

1. An intended concentration and focus
2. General goals and objectives
3. Background and experience pertinent to the selected area of study
4. Selected courses and readings to be taken in pursuit of the degree
5. Documentation of learning
6. A brief description of proposed internship experience
7. Description of the plan for the final professional presentation
8. Timeline
9. Distribution of credits

In essence, the Academic Program Plan offers a detailed map for each graduate learner in achieving academic and professional goals. Preparation and review of this written document alleviates much of the uncertainty and confusion that are associated with the complexity of information that many graduate learners experience in pursuing a comprehensive course of study. The Academic Program Plan is subject to review and revision with changes in the graduate learner's life plans and situation.

**Learners must complete a satisfactory final Academic Program Plan within 60 days of admission to the program.**

Below you will find the basic program format for developing the Academic Program Plan in a way that is meant to help clarify the focus, objectives, methods, documentation, and time line for meeting your goals. For more detailed information regarding completion of Academic Program Plan for one of the specific concentrations, learners should consult with their core advisors.

- **Concentration:** Specific area of program study within the Master's Program.
- **Focus:** The particular area of study.
- **Professional Goals and Objectives:** Specific aims and objectives regarding professional position, licensure, and other aspirations.
- **Background:** Brief summary of personal and professional experience pertinent to graduate studies and professional aspirations.
- **Courses:** Individualized sequences of courses, readings, course internship and course thesis requirements developed in collaboration with the core advisor(s) necessary for completion of the Masters degree.
- **Documentation of Learning:** Scholarly papers, annotated bibliographies, oral presentations and projects, a reflective paper for each term which summarizes their applied learning activities.
- **Internship:** Description of the internship. The type of site, types of clients (age, clinical problems), and particular clinical experience desired should be specified.
- **Thesis:** A brief overview of the learner's planned thesis topic which specifies general topic area, research questions, and planned methodology (specifying action project or experimental research design—see thesis section).
- **Timetable** A sequential listing of courses, according to content area, with timetable for expected completion of courses leading to the graduation. The following is a sample timetable for a learner who began studies on Oct. 1, 2009.

<b>Beginning Date</b>	<b>Course Title</b>	<b>Final Paper</b>
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**Term One**

Oct 1, 2009	Counseling Theory and Practice	Nov 15, 2009
Nov 16, 2009	Abnormal Psychology	Dec 31, 2009
Jan 1, 2010	Psychology of Human Growth and Dev.	Feb 15, 2010
Feb 16, 2010	Professional Orientation & Ethics	Mar 17, 2010

**Term Two**

Apr 1, 2010	Psychology of Learning	May 15, 2010
May 16, 2010	Helping Relationships	Jun 30, 2010
Jul 1, 2010	Appraisal & Diagnostic Procedures	Aug 15, 2010
Aug 16, 2010	Personality Theory & Development	Sep 16, 2010

**Term Three**

Oct 1, 2010	Research Methods & Program Eval	Nov 15, 2010
Nov 16, 2010	Family Therapy	Dec 31, 2010
Jan 1, 2011	Social Bases of Beh/Cultural Diversity	Feb 15, 2011
Feb 16, 2011	Biological Bases of Behavior	Mar 17, 2011
Oct 1, 2010	Practicum in Counseling Psychology (Optional, as determined by state regs.)	Mar 31, 2011

**Term Four**

Apr 1, 2011	Group Work and Therapy	May 15, 2011
May 16, 2011	Tests and Measurements	Jun 30, 2011
Apr 1, 2011	Thesis in Counseling Psychology I	Jun 30, 2011
Apr 1, 2011	Internship in Counseling Psychology I	Jun 30, 2011

**Term Five**

Program Start	Master's Portfolio	Nov 30, 2011
Jul 1, 2011	Career & Lifestyle Development	Aug 16, 2011
Jul 1, 2011	Thesis in Counseling Psychology II	Nov 30, 2011
Jul 1, 2011	Internship in Counseling Psychology II	Dec 31, 2011

**Academic Program Plan approval process**

The development of a solid Academic Program Plan is a rigorous part of the academic process. As a learner receives suggestions from core advisors, the plan will become more detailed and solid.

Once the learner and the first and second core advisors agree that the study plan is complete, the first core faculty advisor will send one copy of the document to a faculty consultant for a final review. This consultant may be a specialist outside the University faculty.

The first core faculty advisor will share the consultant's comments with the learner. The learner will then make any needed changes to the APP, and then the final draft is submitted to the first core advisor for a final review. The final Academic Program Plan, along with the consultant's review is then forwarded to the Graduate Program Director for final approval. **The learner is responsible for providing a hardcopy of the APP to each core faculty advisor, and one copy for the learner's file housed at the Brattleboro Center. This submission and review process must be completed within the first 60 days of enrollment.**

Should there be a delay while the Academic Program Plan is in the approval process, learners should proceed with their proposed studies.

### **Amending the Academic Program Plan**

Although the Academic Program Plan does form a "contract" for fulfilling the requirements of the graduate degree, it is a modifiable document. Even the most thorough plans need modification in the course of study. Within the first 7 days of any term, a learner, with the approval of the first core faculty advisor, may add, drop or modify courses and accompanying credits to be attempted for that term. The total number of credits attempted in any term must be at least nine (9).

The process for modifying the plan differs, depending whether the changes are minor or major.

#### **Minor changes include:**

- Changes in calendar (for example, a course originally listed for the fourth term is moved to the second term)
- Modifying the title of a course to meet specific state requirements (for example, Advanced Research Methods and Program Evaluation might be listed as Advanced Quantitative and Qualitative Analysis)

For minor modifications, the learner completes an Academic Program Plan Amendment Form (found in Appendix B) and submits it to the first core and second core advisor for approval. This form is attached to the Academic Program Plan and becomes part of that plan.

#### **Major changes include:**

- Changing the term that a course is taken
- Changing the total number of credits for the degree (for example, from 48 credits 60 credits)
- Changes to the intended concentration and focus (for example, from Clinical Mental Health Counseling to Counseling Psychology)
- Changes in the number of credits for a particular course

For major modifications, the learner submits an Academic Petition Form (see Appendix) to the first core advisor for recommendation. The form is then submitted to the program director for approval. The approved form is attached to the Academic Program Plan and becomes part of that plan. If the total number of credits for the degree is changed, the program office will notify the Office of Financial Aid. The program director is the final arbiter as to whether a change is minor or major.

## RESEARCH AND WRITING ASSIGNMENTS

Learners are expected to be knowledgeable and competent regarding scholarly research and writing. The program requires that all scholarly writing assignments are completed using the writing style of the American Psychological Association (APA). *The Style Manual of the American Psychological Association, 6<sup>th</sup> Edition* (APA, 2009) is a required reference for learners in the program. Scholarly writing submissions must be prepared in this writing format.

### Library/Technical Support

The University has a state-of-the-art computer system that is available for learner use for data analysis, library research, and communication with the University and core faculty advisors. Learners can access the integrated catalogue of the Union Institute and University libraries using a computer equipped with communications software. The library link is:

[www.myunion.edu/library](http://www.myunion.edu/library). Learners can also use electronic mail to request books, send reference inquiries, or to enter inter-library loan requests. The University is on the Internet, which provides access to data bases, information sources, bulletin boards, and other subject-based interest groups throughout the world that might be of assistance in your research. For information on establishing a computer account with the University, learners should contact Information Technology at: [www.myunion.edu/IT](http://www.myunion.edu/IT). See the Appendix for more information on library and technical support services.

### Annotated bibliographies

Unless otherwise specified in the Academic Program Plan, each individualized course requires the submission of *one annotated bibliography for each* of the required readings. The concept of annotated bibliographies varies, but for the purposes of this program, an annotated bibliography is defined as a summary of the main concepts, theories, and salient points of the course readings. In essence, it is not a critical, reflective or analytical work, but is more like a summary. Summarizing the readings will facilitate understanding of the important theories and concepts *that licensing boards at the state and national levels will expect learners to have mastered*. By summarizing the primary content areas of the readings, each learner will have developed an individualized “data base” of information from each course for reference, study, and future teaching purposes. An annotated bibliography of the readings for each course will also allow each learner to demonstrate, for the purposes of course requirements, that the important course contents have been read and understood.

One strategy for developing an annotated bibliography is to sequentially cover the readings, perhaps chapter by chapter. Another strategy is to cover the information by theory or theorist, while integrating information from multiple course readings. Learners may structure the annotated bibliographies in the manner they deem appropriate, based on the nature and content of the course information and materials. In doing so, learners must still use an objective narrative writing style, as opposed to bullets or outlining.

In some readings and books, passing references may be made to theorists of some historical importance, but knowledge of their work is not essential for professional competence. Most of the theorists and theories that are considered to be of primary importance will be specified in the course objectives written for each course, and learners should focus on annotating that salient information. When writing annotated bibliographies, *learners will be expected to follow all current APA writing guidelines.*

Annotated bibliographies and papers should have headings, which include: *learner name, 1<sup>st</sup> and 2<sup>nd</sup> core advisor name, the course name, date, and the full reference for the book read, in APA style.* This is an especially relevant point when learners are e-mailing papers. Once printed, papers without heading information can easily become “unidentified.”

The annotated bibliography component of the course writings does not need to be long. In most instances, an annotated bibliography of 2-4 double spaced pages (1-2 pages single spaced) in length is sufficient. First core advisors will determine if all of the important and necessary course content is covered in submitted AB's. Ultimately, the annotated bibliography will be the data base that learners will refer to and use for studying when they are preparing, if applicable, for professional licensing exams. It is therefore in the learner's best interest to cover the critical content information as thoroughly and as clearly as possible. In order to earn satisfactory credit for an annotated bibliography, learners must demonstrate a level of proficiency of at least a level three on the four level rubric (see Appendix).

## SCHOLARLY PAPERS

The second part of the writing requirements entails writing a paper for selected courses each term. The scholarly paper allows each learner to research, develop, and present scholarly writing on a specific topic of interest *that is relevant to the course content.* Most often, this will involve a major topic, theory or theorist that is of particular interest to the learner, which will ultimately be of use in the construction of the thesis.

In some instances, learners may wish to research and develop a paper on a specific subject for which they already have experience and knowledge. In this scenario, the material *must* be integrated with and refer to *the course for which the paper is being written.* For instance, a learner could integrate course information in a group therapy and counseling course with information regarding specific training received in group interactions. A learner could also, for instance, integrate new information involving current models of psychoanalytic thought with feminist psychology theories. The important point is to *integrate the new information and research.*

The course paper also allows learners an opportunity to present critiques about theories and theorists. If one chooses to critique one or more theories, it is expected that strong and persuasively written positions, with supporting empirical evidence, will be featured in the paper. Once again, in this type of paper, *learners are expected to follow all current APA writing guidelines.* Proper references and citations when appropriate are even more critical, as learners

are expected to be integrating information beyond the required readings (e.g., relevant journal articles, alternate readings, etc.). Papers will be evaluated along several dimensions important for graduate level writing. In order to earn satisfactory credit for a scholarly paper, learners must demonstrate a level of proficiency of at least a level three on the four level rubric (see Appendix).

**Learners are strongly encouraged to align many of their course papers with the topic area for their thesis, to help construct the thesis in an ongoing manner. By establishing the topic for thesis study early on in the program, this goal becomes realistic.** When learners use scholarly papers to construct the thesis, thesis completion becomes a less daunting task, as the burden of work has been spread out through the academic terms. In using this approach, learners must integrate their thesis topic of interest with the content information from a particular course. For example, if a learner were interested in the subject of childhood trauma, a scholarly paper for the Psychology of Human Growth and Development course could contain a review of literature documenting adverse effects of trauma on emotional development in children. The scholarly paper for the Appraisal and Diagnostic Procedures course could review literature regarding screening and assessment of childhood trauma. The Helping Relationships course scholarly paper could review literature of effective therapeutic techniques for treating childhood trauma. With each paper, the learner has been able to meet the double goal of fulfilling term academic requirements, while at the same time working to construct their thesis, in a proactive manner.

**Before they are written, all paper topics must be pre-approved by the first core advisor. Learners will be expected to complete one 12-15 page paper for every two courses to be credited. Most terms will therefore involve the completion of two course papers.**

## LEARNER PRESENTATIONS

In accordance with the stated goal of preparing learners to become competent in professional presentation, **each learner must make a total of three presentations**, including a final thesis presentation, to qualify for graduation. The topic, length of presentation, and presentation date must be arranged with the learner's first core advisor.

The following competency areas are outlined below to assist in clarifying expectations and continuing to facilitate high quality learner presentations.

### **Demonstrates knowledge of content area**

Each learner presentation must demonstrate knowledge and familiarity about the specific content area. The major ideas as well as supporting evidence associated with the topic must be clearly presented. The learner's mastery of the topic should be communicated through prepared materials (see below) as well as verbal interactions with the audience.

### **Prepared materials and presentation style**

Each learner presenter should arrange to have relevant materials prepared. This should include, but is not limited to, overhead transparencies / slide presentations, handouts, and audio-visual materials. It is the learner's responsibility to notify the media support staff at the Brattleboro Center if any audio-visual equipment is required for the presentation. This notification should be provided at least 2 weeks prior to the presentation date. Each learner presenter should put forth

effort to interact in a professional manner with the audience. This competency area reflects the learner's skills at facilitating / stimulating discussion and answering questions posed by the audience. The presentation style should reflect standard professional practice. A projected voice, notes which are not read verbatim, maintaining eye contact, and utilizing visual aids are all essential to effective presentations. In general, a professional demeanor and appearance is expected.

### **Other**

Learners will be required to provide their first core faculty advisor with the presentation title and topic, and presentation length four weeks prior to the presentation date. Except in rare cases, the learner's first core advisor will attend the presentation. Faculty members will provide learners with verbal and/or written feedback regarding their presentation. When preparing an oral presentation, it may be helpful to structure it around the following questions:

- What is the focus of inquiry? What question are being investigated?
- Why is this question being investigated? What is its significance to society?
- How is the topic defined? What is the scope of its impact?
- What have other researchers, scholars, and others said about this question? How has the thinking evolved over time? What are the major controversies surrounding this question? What are the current schools of thought on this question?

As with the written work, oral presentations should give each learner the opportunity to demonstrate progress toward meeting the "Criteria for Graduation," particularly with respect to the review of the literature related to the thesis topic, the ability to evaluate findings critically, and the ability to integrate theory with professional experience. When making presentations to colleagues, learners should plan to include an outline of the presentation, relevant handouts, and a reference list of the seminal works to which they refer in their talk.

## **INTERNSHIP/PRACTICUM/FIELD EXPERIENCE**

All graduate learners must complete either an internship (licensure candidates) or an approved field experience (non-licensure candidates). Because of the importance of the internship experience, the program has prepared a separate Internship Handbook, which outlines all program requirements, and includes all necessary forms. This handbook also includes information and forms for those learners who are required to have a practicum experience. The handbook delineates the parameters of the internship search and application process (including forms and procedures), supervision contract, evaluation of a learner, and final documentation of the experience.

The program director conducts internship supervision workshops during residencies to help learners to communicate regarding their internship experiences. The Associate Program Director is available to help learners regarding internship arrangements and needs.

### **Clinical progress/Dismissal (Counseling & Psychology Licensure Candidates Only)**

The masters program takes its mission to educate and train effective clinical practitioners very seriously. As part of this responsibility to the profession and future clients, the faculty carefully monitors each learner's developing clinical competency and ability to become an emotionally healthy and mindful clinician.

At the end of each term the faculty will consider observations of learner interaction patterns, academic performance, faculty-learner interactions, and any and all available field-based internship reports and assessments to determine whether or not each learner is progressing satisfactorily toward clinical competency. The director or an assigned faculty member will counsel any learner who is deemed to be not progressing toward clinical competency based on the faculty assessment. At the discretion of the program director, a learner who is considered by a faculty team of not less than three members to be failing to progress toward clinical competency may: (1) be placed on probationary status and given specific and detailed instruction, timeframes and tasks required to remain in good standing in the program; or (2) be immediately terminated from continuing to pursue graduate studies in the Masters Program in instances where the learner's presentation is judged to be beyond the scope of remediation.

Learners who are placed on probationary status or who are terminated from the program will have the right to request an appeal (following the same steps as detailed in the Academic Probation and Dismissal Policy available at: [www.myunion.edu/about/university-policies](http://www.myunion.edu/about/university-policies)).

### **MASTERS PORTFOLIO REQUIREMENT**

Over the course of the program, learners compile a Masters Portfolio for presentation to their advisors. While it is not due until the final term, learners are encouraged to construct their portfolios throughout their program of study. Submission and approval of the completed portfolio project is worth 3 credits and is a prerequisite for completion of the degree program. Portfolios are organized according to the program's core competency requirements, listed earlier in this handbook. These competencies reflect the individual learner's development and synthesis of scholarship and experiential learning processes. Such competencies include communication, critical and creative thinking, ethical and social responsibility, social and global perspectives, and program specific outcomes including inquiry-based learning and knowledge of best practice within the profession. Upon compilation of the elemental documentation for the Masters Portfolio, learners submit the Masters Portfolio Approval form (see Appendix) to their first and second core advisors for signatures. The final approved portfolio is archived on campus at the Brattleboro Academic Center.

### **Non-residency activities/Mentored study**

During times when learners are not in residency, they work with core faculty advisors and field supervisor to fulfill the academic and professional requirements stipulated in the approved Academic Program Plan. The following activities are characteristic of those which take place between residencies.

- Participation in regular and frequent contact with their core faculty advisors
- Completion of Academic Program Plan, in consultation with core advisors
- Completion and submission of all assigned readings and writings for each course in accordance with the Academic Program Plan
- Internship/field experience/experiential learning
- Preparation of the final professional presentation

### **Tutorial format**

Learners enrolled in the masters program complete course requirements through a combination of guided tutorials and in-residence classroom instruction. The initial Academic Program Plan outlines the required course readings and academic expectations that are further clarified during residencies and/or ongoing communication between the learner and their team of advisors. All courses will involve a combination of tutorial, independent study, and on-campus instruction.

### **Tutorial expectations**

Course requirements are individualized, and all course requirements are delineated in the APP. Learners are expected to maintain on-going communication with their assigned faculty advisors. The faculty advisor and the learner may maintain this communication through e-mail, phone, facsimile, on-campus meetings, or by mail. Learners are allowed six months (one academic term) to complete the academic expectations for each course. All documentation of coursework is to be submitted to core faculty two weeks before the end date for the term. For required course work not submitted in this timeframe an “I” or incomplete grade will be submitted. **The learner is not permitted to submit any coursework from subsequent terms until the missing work from the previous term is completed, and the Incomplete grade has been removed.**

## **POLICY ON EXTENSIONS**

Learners who are not able to complete their studies within the program dates delineated in their APP will be required to pay a one-time fee for a six-month extension period. Extensions are only granted due to extenuating life circumstances beyond the learner’s control, which prevented on-time completion of academic work. Extensions are solely granted for completion of the thesis, as all other coursework and internship requirements must have been completed by the last day of the learner’s original program end date. When enrolling for the thesis extension, learners register for a CEX 599 course extension for 0.00 credits. Learners registered for CEX 599 are not eligible for financial aid during this 0.00 credit term, and are reported as being enrolled for less than half-time. Learners who need to exercise this option should communicate with their first core advisor and the program office, where information on the cost for a program extension can be obtained.

## **CORE FACULTY ADVISORS**

Once learners are enrolled in the masters program, they will be appointed two core faculty advisors. These are identified, respectively, as (a) first core advisor and (b) second core advisor. This essentially creates a cooperative triad to maximize support and progress. During the entire period graduate study, learners will be working closely with their faculty advisors, who will guide them in the approaches and methods of graduate level scholarship and practice of psychology, counseling and related areas such as education and human development. Both core

advisors are highly trained, highly experienced, and professionally licensed in the counseling profession. They will provide ongoing support and review learner work and progress. Both core advisors serve as specialists supervising work and collaborating in maximizing the quality of learners' experience toward graduation.

It is important to note that the first core faculty advisor will be the first and primary learner contact. The second core advisor is available as a collaborative or backup resource to the first core advisor.

### **FIRST CORE ADVISOR'S RESPONSIBILITIES**

The first core advisor will be readily available for advice and supervision in relation to all aspects of study, to include assistance and review in completion and adaptations of the Academic Program Plan, review of critical annotations, review and critique of course papers, and guidance in preparing, presenting, and evaluating oral presentations. Advisors will receive and maintain copies of the Academic Program Plan and all written work, be advised of changes in learner status, and communicate with learners regularly regarding progress. Core advisors are also charged with the task of guiding learners in the process of successfully completing a field internship experience, and providing advice for obtaining appropriate field internship placements, and reviewing the progress of interns with the field internship supervisors.

During each enrollment period (180 days), the first core advisor is responsible for notifying the Registrar of learner status, based on successful completion of requirements for that period. Likewise, the Registrar will keep both advisors notified of changes in learner status.

The first core advisor reviews and approves qualifications, resumes, and licensure of internship supervisors in consultation with the second core advisor and/or internship coordinator. The first core advisor keeps a file of this documentation.

#### **Communications and meetings**

Periodic face-to-face meetings with the first core advisor provide the opportunity to keep track of progress and address any learner questions, concerns, or problems that may arise. The second core advisor may, at times, be included in these meetings. These meetings are augmented by periodic electronic conferencing between core advisor and learner. Learners also participate in core groups during all residencies. These sessions give learners the opportunity to present their work orally and discuss it with their peers, while providing for substantive opportunity to expose learners to multidisciplinary and disciplinary content.

The first core advisor, in collaboration with the second core advisor, is responsible for presenting learner graduation documents to colleagues on the Graduation Review Committee, which makes recommendations for graduation to the Committee on Academic Standing and Degrees, which in turn reviews the recommendation and sends it to the president of Union Institute & University for final approval.

In between these scheduled meetings with advisors, communications with the first core faculty advisor take place by phone, by mail, and by fax, but most contact with advisors generally is by e-mail. Learners submit work by e-mail to their advisors during the term (some advisors prefer

paper copies for initial submission of work). First core advisors are submitted all critical annotations and scholarly papers during a term. Second core advisors are only submitted scholarly papers during a term. Both advisors will review a learner's scholarly paper, and provide written feedback. The learner will then re-submit the paper after completing any needed revisions, for final approval. **At the end of each academic term, learners provide each core advisor with hard copies of all critical annotations, scholarly papers, and other work completed during that term.**

## SECOND CORE ADVISOR'S RESPONSIBILITIES

The second core advisor plays a central and indispensable role in this model of graduate education. The second core advisor is available as a mentor, resource, and critic to the learner throughout the period of study, from the initial creation of the Academic Program Plan through the completion of the requirements of the academic concentration. Communication between the learner, the first core advisor, and the second core advisor provides key links between the graduate program and the collegial expectations of their future profession.

The second core advisor engages in frequent, close collaboration with the first core advisor. The second core advisor is available in circumstances when the first core advisor may not be readily available. The second core advisor must receive and maintain copies of the Academic Program Plan and all written work, be advised of changes in learner status, and regularly communicate with the first core advisor regarding learner progress. Again, the learner should regard the first core advisor as the primary contact person, while keeping the second core advisor informed of progress and concerns.

Both faculty advisors are responsible for guiding learning in the content appropriate to a learner's area of specialization, as well as helping the learner to find appropriate resources in their field.

## AN OVERVIEW OF CORE ADVISOR RESPONSIBILITIES

**Beginning** (usually the first two months of enrollment)

- Orientation - The first core advisor is available to review the Learner Handbook and other literature with the learner, who then may discuss them with the second core advisor as needed.
- Academic Program Plan - Beginning with the learner's preliminary study plan, the first core advisor offers information to the learner on resources, methodology, and references in close consultation with the second core advisor. When all parties are satisfied with the final Academic Program Plan, the "Academic Plan Cover Sheet" is signed as "Approved" by both advisors. As noted above, when subsequent changes to an Academic Program Plan have been presented to and approved by the first and second core advisors, the plan will be submitted to a consultant for review. On review and approval by the consultant, the Academic Program Plan will be forwarded to the director of the program for final approval.

- Regular meetings - The first core advisor and learner establish a convenient schedule for meetings at the scheduled residencies. The frequency and length of these meetings, of course, will vary according to need. The first core advisor, second core advisor, and learner also schedule three-way consultations as needed.

### **Middle**

- Academic Advisement - In the regularly scheduled meetings—in person, by phone, on-line, and via mail—the core advisor provides ongoing guidance and support to the learner on all aspects of their study.
- Evaluation - First and second core advisors provide timely written feedback on all scholarly products submitted.
- Consultation - As previously noted, if the learner wishes to amend the Academic Program Plan, both the first and second core advisors must collaborate and approve the proposed changes. Both core advisors must work closely with the learner to develop a thesis proposal.

### **Final**

- Final Consultation - When the learner has prepared a full draft of the final presentation, both advisors and the learner consult on revisions needed to ensure that the final professional presentation meets the “Criteria for Graduation.”
- Evaluation - The first and second core advisors provide a final assessment on the learner’s entire program of study.

### **Evaluation of the core advisors**

Each faculty member is evaluated on a yearly basis, and written learner input is obtained as part of this process. When the program of study is completed, each learner submits an evaluation of the work of the first and second core advisors (see Appendix for Graduation Documents) directly to the program director. These evaluations are reviewed and considered by the masters program in relation to each faculty member’s performance.

## **INSTITUTIONAL REVIEW BOARD**

For those masters learners who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their thesis, approval of the Institutional Review Board must be obtained. The Union Institute & University Institutional Review Board (IRB) must review and approve all research designs which involve human participants.

Information on the IRB process is available through the following links:

- IRB Web site: <http://www.myunion.edu/irb>
- Contact the IRB: [irb@myunion.edu](mailto:irb@myunion.edu)

## MONITORING AND ASSESSING LEARNER PROGRESS

Learner progress in the program is assessed in a variety of ways, including feedback, both oral and written, from faculty advisors. One of the primary tasks of both faculty advisors is to assist the learner in making steady progress toward the goals outlined in the Academic Program Plan. To assure good progress, the core advisors will offer regularly scheduled feedback on academic progress through each phase of graduate studies. **It is the responsibility of the learner to contact the first core advisor at a minimum of twice per month, to update the advisor on academic progress.**

At the completion of each term of enrollment, the first core faculty advisor must notify the Registrar that progress has been sufficient to maintain good standing in the program. Given the strict deadlines of the registrar and Office Financial Aid, **learners must submit final drafts of all work to be credited for the term to both advisors no less than two weeks prior to the official term end. Work that is submitted after this date, or which needs significant revision, will result in an Incomplete grade for the course in question.**

## INSTITUTIONAL POLICIES

All academic policies can be found, in their most current form on the Union Institute & University Website: [www.myunion.edu/about/university-policies](http://www.myunion.edu/about/university-policies). Some of the policies found on the site include the Academic Integrity Policy, Family Educational Rights and Privacy Act, Academic Probation and Dismissal Policy, ADA Accommodation Procedure, ADA Grievance Procedure for Learners, Learner Complaints and Appeals Policy and Procedure, Research with Human Subjects, and Technology Resources Accessible Use Policy.

## COMPLETION OF THE PROGRAM/GRADUATION

### GRADUATION STANDARDS AND REQUIREMENTS

When all academic requirements for the degree have been met, and final evaluations and forms for graduation provided to the first core advisor, that advisor will present the learner's work to the Graduation Review Committee.

When the Graduation Review Committee has reviewed the learner's graduation paperwork, and approved the learner for graduation, the recommendation is reviewed by the Committee on Academic Standing and Degrees and then sent to the University Registrar with recommendations for graduation.

The following is a list of specific requirements for graduation.

1. A grade of "S" has been earned in all academic courses required by the particular academic track.
2. Successful completion of the portfolio requirements as determined by the Graduation Review Committee.
3. Successful completion of the Final Professional Presentation requirement as determined by the Graduation Review Committee.
4. Documented clinical competency as determined by the Graduation Review Committee.
5. All financial obligations to the institution have been met and all library resources borrowed have been returned.
6. Required graduation forms have been completed and submitted to the first core advisor. (See Appendix and description below).

### Graduation documents

In the final term of enrollment, learners must complete the graduation forms found in the Appendix. These forms must be completed and submitted, along with the following items, before billing can be terminated.

- *Final Program transcript summary sheet*
- *Evaluation of the Masters Program*. This is the learner's opportunity to comment on the strengths and weaknesses of the program as the learner has experienced it, and to present suggestions for ways in which the program can be improved. The program evaluations are reviewed regularly by members of the core faculty with an eye toward addressing

program weaknesses. Learners' constructive comments have helped to adapt and strengthen the program in many significant ways.

- *Self-evaluation of growth as a graduate learner.* In this evaluation, learners will be asked to comment on their progress, and the theoretical knowledge and skills they have acquired in their graduate studies. The evaluation is not limited to professional activities, as personal insights and statements regarding personal growth are also welcome.
- *Learner evaluation of first and second core faculty advisors.* These critiques are sent directly to the director of the program and will be shared with core faculty advisors after the learner has graduated. The learner evaluations of their core faculty advisors play an important role in the program peer review process. They also assist the core faculty advisors in knowing how to serve learners more effectively.

### **Graduation review process**

When the core faculty members are satisfied that a learner's work meets the criteria for graduation, they will present the learner's work to the Graduation Review Committee on the learner's behalf. The review committee is comprised of at least three members of the program faculty, who will review the work of graduation candidates on a regular basis. Members of the committee evaluate documentation of learning with respect to the approved plan of study and all required graduation documents.

If the review committee approves a learner's graduation, the program office then submits documents to the Committee on Academic Standing and Degrees for a final pro forma approval. Documents are then sent to the University Registrar with recommendations for graduation.

### **Commencement**

Commencement (participation in the Graduation ceremony) is held twice per year, at the February and June national residencies. Graduation ceremonies are typically held on Sunday afternoon during the residency. Participation in the commencement ceremony is contingent upon graduation approval by the learner's committee, no less than four weeks prior to the commencement date. Those who do not meet the four-week minimum are welcome to attend a later commencement. Learners who are eligible to participate in commencement will receive information in advance.

## **LICENSURE AND CERTIFICATION**

While no program can guarantee licensure or certification to any person, numerous external requirements were used in the design of the academic concentrations. These include academic course requirements shared by states, and stipulations made by national credentialing bodies for types of national certification. The Prospective psychology or counseling learners should review their state's licensing requirements before matriculating into licensure-bound studies at Union Institute and University. **The ultimate responsibility regarding licensure or certification lies with the individual learner and not with the institution.**

# APPENDIXES

## A: PROGRAM WITHDRAWAL AND ACADEMIC PETITION FORMS

UNION INSTITUTE & UNIVERSITY  
*Brattleboro Center*

3 University Way Suite #3  
Brattleboro, VT 05301-3669  
802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**

### Request for Withdrawal

Learner \_\_\_\_\_

First Core Advisor \_\_\_\_\_

Second Core Advisor \_\_\_\_\_

Reason for requesting withdrawal from the Program:

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Effective date of withdrawal: \_\_\_\_\_

Learner \_\_\_\_\_  
Signature Date

First Core Advisor \_\_\_\_\_  
Signature Date

Program Director \_\_\_\_\_  
Signature Date

UNION INSTITUTE & UNIVERSITY  
Brattleboro Center

3 University Way Suite # 3  
Brattleboro, VT 05301-3669  
802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling  
Academic Petition Form**

Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rationale for Request: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Learner \_\_\_\_\_  
Signature Date

Action by First Core Advisor: \_\_\_\_\_ Approved \_\_\_\_\_ Disapproved

Rationale for Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

First Core Advisor \_\_\_\_\_  
Signature Date

Action Taken by Director: \_\_\_\_\_ Approved \_\_\_\_\_ Disapproved

Rationale for Action: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Program Director \_\_\_\_\_  
Signature Date

**B: ACADEMIC PROGRAM PLAN FORMS**

**UNION INSTITUTE & UNIVERSITY**  
*Brattleboro Center*

**3 University Way Suite # 3**  
**Brattleboro, VT 05301-3669**

802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**

**ACADEMIC PROGRAM PLAN COVER SHEET**

Learner Name \_\_\_\_\_ Date \_\_\_\_\_

Area of Study Concentration \_\_\_\_\_

Degree Sought \_\_\_\_\_

Number of transfer credits \_\_\_\_\_

Total number of credits \_\_\_\_\_

First Core Advisor \_\_\_\_\_

Second Core Advisor \_\_\_\_\_

Consultant \_\_\_\_\_

Approved by:

First Core Advisor \_\_\_\_\_  
Signature Date

Second Core Advisor \_\_\_\_\_  
Signature Date

This Academic Program Plan is accepted and approved by the University:

\_\_\_\_\_  
Program Director Date  
Master of Arts with Concentrations in Psychology

UNION INSTITUTE & UNIVERSITY

Brattleboro Center

3 University Way Suite # 3  
Brattleboro, VT 05301-3669

802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**

**Academic Program Plan Amendment**

Learner: \_\_\_\_\_ Date: \_\_\_\_\_

Request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rationale for Request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Learner \_\_\_\_\_  
Signature Date

Action by First Core Advisor: \_\_\_\_\_ Approved \_\_\_\_\_ Disapproved

Rationale for Action: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First Core Advisor \_\_\_\_\_  
Signature Date

**Note: After receiving approval of APP Amendment by 1<sup>st</sup> Core Advisor, a copy of the Amendment must be sent by the learner to the 2<sup>nd</sup> Core Advisor, and to the Program Office.**

## C: GRADUATION GUIDELINES AND GRADUATION FORMS

Dear Prospective Masters Program Graduate:

We give you the right and responsibility to complete your own draft transcript document and various accompanying evaluations, after you fulfill all academic requirements, as the final step in the graduation process. Effective January 1, 2008, the following list of required graduation documents must be **completed, signed, and mailed to the First Core Advisor. (Advisor evaluations are mailed to the Program Director).**

1) A program **transcript summary** that details the academic concentration, term dates of enrollment, courses and related academic requirements completed, and credits earned. A **course description appendix** should also be generated by the learner and attached to the program's transcript when submitted for final first core advisor review. (Refer to attached samples for the required format. Please note that certain headings are in bold and that the entire form is should be typed using a Times Roman size 10 font.) **The program transcript summary and course description appendix are U.S. mailed to the first core advisor.**

2) A **program evaluation** must be written to provide an overview of your experiences in the program, and critically evaluates the program from your perspective. **The program evaluation should be U.S. mailed to the first core advisor.**

3) A **first core evaluation** needs to be constructed that offers your perspective on the performance of your primary advisor throughout your studies in the Program. Given the critical role of the first core advisor, and the seriousness with which the Program takes learner input, we ask you to objectively assess as many of the following points as possible: (a) the nature and usefulness of feedback offered by your advisor through the various stages of your studies; (b) the availability and responsiveness of your advisor to you; and (c) and additional thoughts you may want to share on the nature of the mentorship provided to you by this advisor. **The learner should mail his/her first core evaluation directly to the Program Director.**

4) A **second core evaluation** also needs to be written as a means of providing your views on the role and performance of your second core advisor. Under the program model, the second core advisor had a more limited but yet important quality control role in your studies. As such, your insight into how this member of the faculty aided your studies is important and should include your perspective on the following broad categories: (a) the usefulness of the feedback offered by your second core; and (c) the availability and responsiveness of your second core; and (c) any additional thoughts you may want to share concerning the role of your second core in your studies. **The learner should mail his/her second core evaluation directly to the Program Director.**

5) A **self-evaluation** needs to be written by the learner assessing and comparing his/her own work and scholarly and professional progress against the original personal and career objectives delineated in the Academic Program Plan. We ask you to comment on difficulties as well as successes and to explain diversions to your Academic Program Plan if applicable. This document is intended to be a self-assessment of your performance throughout your graduate studies. The final product should be typed, single-spaced and employ a Times Roman font. **The self-evaluation should be U.S. mailed to the first core advisor.**

**Union Institute & University—Brattleboro Center  
Master of Arts with Concentrations in Psychology and Counseling**

**Program Transcript Summary**

**Learner Name:**  
**Degree:** Master of Arts  
**Academic Concentration:**  
**Date of Graduation:**

<u>Course</u>	<b>Term 1 Dates:</b>	<u>Grade</u>	<u>Credits</u>
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<u>Course</u>	<b>Term 2 Dates:</b>	<u>Grade</u>	<u>Credits</u>
---------------	----------------------	--------------	----------------

<u>Course</u>	<b>Term 3 Dates:</b>	<u>Grade</u>	<u>Credits</u>
---------------	----------------------	--------------	----------------

<u>Course</u>	<b>Term 4 Dates:</b>	<u>Grade</u>	<u>Credits</u>
---------------	----------------------	--------------	----------------

<u>Course</u>	<b>Term 5 Dates:</b>	<u>Grade</u>	<u>Credits</u>
---------------	----------------------	--------------	----------------

**Total Degree Credits = 60**

This transcript is an accurate summary of this learner's academic program of study and performance while enrolled in the Masters Program with Concentrations in Psychology and Counseling.

\_\_\_\_\_  
First Core Advisor's Signature

\_\_\_\_\_  
Date

# SAMPLE TRANSCRIPT SUMMARY

## Union Institute & University—Brattleboro Center Masters Program with Concentrations in Psychology and Counseling

### Program Transcript Summary

**Learner Name:** Nicholas D. Young  
**Degree:** Master of Arts  
**Academic Concentration:** Counseling Psychology  
**Date of Graduation:** March 31, 2004

#### Term 1: October 1, 2000 – March 31, 2001

<u>Course</u>	<u>Grade</u>	<u>Credits</u>
Foundations of Clinical Mental Health Counseling	S	3
Psychology of Human Growth and Development	S	3
Professional Orientation & Ethics	S	3
Personality Theory and Development	S	3

#### Term 2: April 1, 2001 – September 30, 2001

<u>Course</u>	<u>Grade</u>	<u>Credits</u>
Appraisal and Diagnostic Techniques	S	3
Helping Relationships	S	3
Abnormal Psychology	S	3
Contextual Dimensions of Clinical MH Counseling	S	3

#### Term 3: October 1, 2001 – March 31, 2002

<u>Course</u>	<u>Grade</u>	<u>Credits</u>
Group Work & Therapy	S	3
Clinical Consultation	S	3
Career & Lifestyle Development	S	3
Advanced Counseling Methods & Practice	S	3

#### Term 4: April 1, 2002 – September 30, 2002

<u>Course</u>	<u>Grade</u>	<u>Credits</u>
Internship in Clinical Mental Health Counseling I	S	3
Social Basis of Behavior & Cultural Diversity	S	3
Research Methods & Program Evaluation	S	3
Thesis in Clinical Mental Health Counseling I	S	3

#### Term 5: October 1, 2002 – March 31, 2003

<u>Course</u>	<u>Grade</u>	<u>Credits</u>
Psychopharmacology and Substance Abuse	S	3
Internship in Clinical Mental Health Counseling II	S	3
Thesis in Clinical Mental Health Counseling II	S	3
Thesis in Clinical Mental Health Counseling III	S	3

**Total Degree Credits = 60**

This transcript is an accurate summary of this learner's academic program of study and performance while enrolled in the Master of Arts Program with Concentrations in Psychology and Counseling.

\_\_\_\_\_  
First Core Advisor's Signature

\_\_\_\_\_  
Date

# UNION INSTITUTE & UNIVERSITY

*Brattleboro Center*

**3 University Drive Suite # 3**  
**Brattleboro, VT 05301**

802.257.9411 / FAX 802.257.8923

## **Master of Arts with Concentrations in Psychology and Counseling** **Final Evaluation of First Core Advisor by Learner**

First Core Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please address your first core advisor's performance in meeting your needs as a learner, in each of the specified areas. Please attach an extra page or pages if you need more space.

**I. Mentorship.** Please comment on your relationship with your first core advisor, their responsiveness to your questions and learning needs, and the quality of their guidance and advice as you progressed through the program.

**II. Critical Evaluation of Work.** Please comment on the quality and timeliness of written feedback that you received from your first core advisor throughout the program.

**III. General.** In the space below, please comment on other aspects of your first core advisor's work with you, e.g. core group facilitation, presentations at residencies, collaboration with your other advisor, professional knowledge and expertise, etc...

**You must sign and date the form, in order to complete your file.**

\_\_\_\_\_

Learner's Signature

\_\_\_\_\_

Date

UNION INSTITUTE & UNIVERSITY  
*Brattleboro Center*

3 University Drive Suite # 3  
Brattleboro, VT 05301

802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**  
**Final Evaluation of the Second Core Advisor by Learner**

Second Core Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please address your second core advisor's performance in meeting your needs as a learner, in each of the specified areas. Please attach an extra page or pages, if extra space is needed.

**I. Mentorship.** Please comment on your relationship with your second core advisor, and their responsiveness to your questions and learning needs.

**II. Critical Evaluation of Work.** Please comment on the quality and timeliness of written feedback that you received from your second core advisor throughout the program.

**III. General.** In the space below, please comment on other aspects of your second core advisor's work with you, e.g. core group facilitation, presentations at residencies, collaboration with your other advisor, professional knowledge and expertise, etc...

**You must sign and date the form, in order to complete your file.**

\_\_\_\_\_  
Learner's Signature

\_\_\_\_\_  
Date

UNION INSTITUTE & UNIVERSITY  
*Brattleboro Center*

**3 University Drive Suite # 3**  
**Brattleboro, VT 05301**

802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**  
**Final Learner Evaluation of the Masters Program**

In the space below, please provide a written narrative of your experience within the Master's program. Please consider all aspects of the program, and comment on both areas of strength and weakness, in as thorough a manner possible. Feel free to attach extra pages, if necessary.

\_\_\_\_\_  
Learner Signature

\_\_\_\_\_  
Date

UNION INSTITUTE & UNIVERSITY  
*Brattleboro Center*

**3 University Drive Suite # 3**  
**Brattleboro, VT 05301**

802.257.9411 / FAX 802.257.8923

**Master of Arts with Concentrations in Psychology and Counseling**  
**Final Self-Evaluation of Growth as a Graduate Learner**

In the space below, please describe your development as a learner while in the program. Please comment on both scholarly and professional growth, as related to your graduate studies. You may use your APP Focus, Professional Goals, and Background sections as a reference for comparison purposes.

\_\_\_\_\_  
Learner Signature

\_\_\_\_\_  
Date

## **D: FACULTY BIOGRAPHIES**

### **Nicholas Young, Ph.D., Ed.D. – Director, Master of Arts with Concentrations in Psychology and Counseling**

Dr. Young holds a B.S. from Austin Peay State University and a M.A. in Clinical Psychology, a M.A. in Human Resources with a focus in Industrial and Organizational psychology, a Masters of Public Administration, a Masters in School Psychology, and a Doctor of Education in Educational Psychology from American International College. He finished a post-doctoral fellowship in clinical psychology and earned a M.Ed. in Educational Administration and a M.Ed. in Curriculum and Instruction at AIC. Dr. Young completed individualized graduate studies in school counseling as well as a Masters in Educational Administration at Westfield State College before obtaining a MBA from Western New England College. Dr. Young also holds a Ph.D. from Union Institute & University's with a specialization in educational administration.

In the broad helping profession, Dr. Young has had significant experience working in school, clinical and education settings. He is a nationally certified counselor, a nationally certified school psychologist, a licensed educational psychologist, a board certified health services provider, and a licensed psychologist with clinical and educational specialties. He is an Approved Clinical Supervisor (ACS).

Dr. Young is also an experienced educator and educational administrator, having served in building and district level school leadership positions. In the field of education, he holds certifications as a superintendent of schools, school principal, special education director, pupil services administrator, special education teacher, guidance counselor and school psychologist.

Dr. Young is a regular presenter at state and national conferences, and he has published in various practitioner journals. Prior to joining the graduate and post-graduate faculties at Vermont College in the early 90's, he taught graduate level education, guidance and psychology courses at American International College. Dr. Young pioneered the Department of Graduate Psychology and Counseling and has been its Director since its inception in December 2001.

### **Richard Judah, D.Ed.**

Dr. Judah received his BA in Psychology from California State University in Sacramento, an M.A. in Psychology and Counseling from Assumption College, and a D.Ed. in Counselor Education from Pennsylvania State University. He is a licensed Clinical Psychologist and a board certified health services provider and has extensive experience in the mental health field as a clinician and clinical services director. Dr. Judah is an Approved Clinical Supervisor (ACS). He maintained a successful private practice in psychology for over 25 years and taught graduate courses in psychology and special education at Fitchburg State College and Assumption College.

He is also a school psychologist with extensive experience in the testing and diagnosis of learning problems and developmental disabilities. He has training and experience in neuropsychology and forensic psychology, has published articles, and is currently engaged in research in the following areas: (a) Complimentary approaches to the treatment of Attention Deficit Hyperactivity Disorder (ADHD); (b) Learning Disabilities and Executive Functioning Disorder; and (c) Application of computers in the counseling process.

### **Christine Michael, Ph.D.**

Dr. Michael holds an A.B. in British and American Literature from Brown University, an MAT from Brown in secondary English, a M.Ed. from Rhode Island College in developmental reading, and a Ph.D. from the University of Connecticut in education/human development and learning. She also completed post-doctoral studies in school administration and is licensed as a principal/superintendent. Prior to joining Vermont College on the faculties of the M.A. and Masters Programs, she taught at Antioch/New England Graduate School, Castleton State College, Southern Vermont College, North Adams State College, and Rhode Island College.

Dr. Michael also served a seven-year stint as a higher education administrator, first as academic coordinator and then as the Academic Dean at Southern Vermont College. She has taught at the middle school and secondary levels, has been on the faculty and has supervised Upward Bound and transitional summer programs for minority learners, and is an independent consultant to schools systems.

She also has been committed to family and early childhood literacy through projects for Head Start, the Center for the Book, and the Council on the Humanities. Currently, she is a National Program Director for the Foundation for Excellent Schools. Recent publications and national presentations have centered on such topics as faculty resiliency, adult learning, and the career life cycle.

### **Scott Rice, Ph.D.**

Dr. Rice received a Bachelor of Science degree from Boston College in Business Management, and a Masters degree, and Certificate of Advanced Graduate Studies from the University of Massachusetts-Boston in School Psychology. He holds a Ph.D. in Counseling Psychology from the University of Massachusetts-Amherst.

Dr. Rice is licensed as a psychologist and health care provider in Massachusetts, with specialization in clinical psychology and school psychology. He is state certified as a school psychologist in Massachusetts and holds national certification in school psychology (NCSP). He is an Approved Clinical Supervisor (ACS).

Dr. Rice's professional experiences include the practice of psychology in public school settings, and providing psychotherapy services to children and families in inpatient and outpatient settings, schools, and in private practice. His interests include psychological assessment and intervention for learning and emotional problems, and individual and group counseling with children and adolescents.

### **Walter Stephaniv, Ph.D.**

Dr. Stephaniv received his BA in Honors Psychology from McMaster University, Magna Cum Laude. He obtained his Masters Degree in Pre-Clinical Psychology and a Ph.D. in School Psychology, both from Ball State University. He obtained two postdoctoral programs, one in Clinical Respecialization and the second in Clinical Psychopharmacology. His internships were at the Hines Veterans Administration and the Federal Bureau of Prisons, respectively.

Dr. Stephaniv was in the first iteration of the Postdoctoral Program in Clinical Psychopharmacology, and was also its co-director at the Illinois School of Professional

Psychology (ISPP). In addition Dr, Stephaniv was the Director of the Clinical School Psychology Program at ISPP. Dr. Stephaniv has also been on faculty at Loyola University and has been an active member of several leading hospital allied health staff.

Dr. Stephaniv has had extensive experience in training interns, having been Chief Psychologist and Director of Clinical Training at University Hospital and was responsible for leading their faculty into APA accreditation. He is an Approved Clinical Supervisor (ACS). Dr. Stephaniv is dually licensed as a clinical psychologist – health service provider and school psychologist. Dr. Stephaniv’s interests are in neuropsychology, psychopharmacology, cross cultural issues, and Epicureanism.

### **Frank Vargo, Ed.D.**

Dr. Frank Vargo is a professor of Graduate Studies in the Department of Graduate Psychology and Counseling of Union Institute and University. Frank holds a Doctor of Education in Educational Psychology; graduate degrees in school psychology, counseling, and education; and a bachelor’s degree in music education.

In addition to his teaching responsibilities at Vermont College, Dr. Vargo is the director of his clinic, The Fireside Center for Psychological and Educational Services in Leominster, Massachusetts, and he is a pediatric developmental neuropsychologist at North Shore Children’s Hospital in Salem, Massachusetts. Dr. Vargo is a licensed psychologist and health care provider, a nationally certified school psychologist, a licensed educational psychologist, a certified guidance counselor, a certified school adjustment counselor and social worker, and a certified music teacher.

Dr. Vargo’s specializations also include the diagnosis and treatment of children and adults with learning disabilities and neurodevelopmental disorders, and he is a highly regarded adult, child, and family therapist. He is also an advisory council member for the Massachusetts Department of Education and he is a city school committee member.

### **Andy Vengrove, Ed. D.**

Dr. Vengrove holds his B.A. from Evergreen State College and a M.A. in Counseling Psychology from Tufts University with a focus in School Psychology, and a Doctor of Education in Educational Psychology from American International College. Dr. Vengrove is a Licensed Educational Psychologist and is a certified by the Commonwealth of Massachusetts as a school psychologist and school social worker/school adjustment counselor.

Dr. Vengrove has extensive experience working in the public schools completing psychological evaluations, working with at-risk children and adolescents in regular and special education programs, providing individual and group counseling and teacher/program consultation, and coordinating building-based and system wide crisis intervention programs.

Dr. Vengrove has taught undergraduate and graduate courses and has been a Field Faculty Advisor at Vermont College. He specializes in crisis intervention within the schools and communities and has presented workshops and taught graduate courses on this topic. His other areas of interest include the assessment of social and emotional difficulties in children and adolescents, alternative approaches to working with at-risk learners, and issues related to cultural diversity both within the field of counseling and in the public schools.

### **Phil Gosselin, Ph.D.**

Dr. Gosselin received his BA from Columbia University and an M.Ed and Ph.D in Counseling Psychology from the University of Massachusetts-Amherst. He is a licensed clinical psychologist. He directed the Behavioral Medicine program at Franklin Medical Center of Greenfield, MA for 12 years, supervising psychologists and psychology interns in the treatment of chronic anxiety, chronic illness and chronic pain. He often presented at Hospital Panel Rounds and conferences on health psychology and has published articles on experimental behavioral treatments.

Dr. Gosselin has had a private practice in psychology for more than 15 years, often counseling couples as well as individuals and is trained in mediation. He has taught at Keene State College and the University of Massachusetts. He has experience teaching at the elementary and preschool levels as well as in adult education. He has been an organizational development consultant to several large corporations and has a decade of experience on Wall St. in venture capital and financial consulting. He is on the Board of Directors of the Sai Council of USA, the American affiliate of an international service organization that has founded several hospitals and universities in southern India.

### **Emily J. Davis, Psy.D.**

Dr. Davis holds a B.A. in Psychology from Boston University and a Doctorate in Clinical Psychology from the Massachusetts School of Professional Psychology. She is a Licensed Mental Health Counselor and National Certified Counselor trained in Behavioral Neurology and neuropsychology through Harvard Medical School, and in Cognitive-Developmental Therapy through the Language and Cognitive Development Center of Boston, MA. She holds status as an expert witness in clinical psychology and in child therapy in two Massachusetts court systems.

Dr. Davis has a range of professional interests in the field of psychology. Her past research interests included studies of the frontal lobe, executive functioning, and ADHD. Current research interests relate to outcome studies of adolescent and family interventions in the community mental health sector. She is also interested in psychopharmacology and multidisciplinary integration of services.

Dr. Davis has applied her knowledge of psychology in a range of settings from program development and consultation to direct provision of psychotherapy. She has worked in urban, suburban, and rural public schools delivering psychological assessment and counseling services, and has developed and supervised curricula in therapeutic and residential schools. She designed a federally funded vocational rehabilitation program for urban populations with major mental illness, and founded an educational consulting firm. Dr. Davis has special interests in treating clients with dual diagnoses, and children and adolescents with major mental illness and their families.

### **Dorothy (Didi) Firman, Ed.D.**

Dr. Firman received her doctorate in Consulting Psychology from The University of Massachusetts, an M.A. in Transpersonal Psychology from Beacon College, and a B.A. from Goddard College. She is a licensed mental health counselor, a board certified hypnotherapist, a

practicing psychotherapist and a consultant to businesses and organizations, specializing in group dynamics and interpersonal relationships.

Dr. Firman is the director of Psychosynthesis training at the Synthesis Center, in Amherst, Massachusetts, as well as a member of the affiliated counseling staff. She is a workshop leader, presenting nationally and internationally on a variety of topics. She is the editor of *Reflections on Ecopsychosynthesis*, the first journal of the National Psychosynthesis Association.

## **E: LEARNER SUPPORT SERVICES**

In addition to a learner's academic advisors, many others on the staff of The Brattleboro Center provide support and services to learners. The paragraphs below describe the functions of those offices with which learners are most likely to have contact.

### **ADMISSIONS OFFICE**

The Adult Admissions office undertakes the usual range of activities associated with recruiting prospective learners and facilitating their progress from initial inquiry through acceptance. Applicants receive updates from the Director of Admissions at the Brattleboro Center to help clarify the application process and answer questions about program procedures. An admissions committee reviews all completed applications and makes recommendations regarding acceptance into the program.

### **OFFICE STAFF**

The Administrative Coordinator/support staff is responsible for seeing that administrative procedures are followed and that learners have their concerns met. The Administrative Coordinator follows prospective learners through the acceptance to graduation processes, and is responsible for collecting forms and materials necessary to complete all program processes, as well as providing support to core faculty advisors and the Program Director.

### **PROGRAM ADMINISTRATION**

Dr. Nicholas D. Young, Director, Master of Arts with Concentrations in Psychology and Counseling. As Director, Dr Young responsible for the administration of the Master of Arts with Concentrations in Psychology and Counseling program. In this role he supervises the faculty and oversees all academic programs and program procedures. Should learners have questions or concerns about their studies that they are unable to have resolved by the assigned advisers, they should raise them with the Director for administrative review. The Dean of Psychology is available to applicants, learners and graduates for special issues - e.g. review of contested academic decisions or appeal of financial charges.

### **BUSINESS OFFICE**

The Business office is responsible for learner billing, collecting past due accounts, and related financial matters. All inquiries concerning the status of your account should be addressed to the Business office.

### **FINANCIAL AID OFFICE**

This office handles administrative arrangements for learner loans and Union Institute and University scholarships. Financial aid information is forwarded to those who check the appropriate box on their application. Questions regarding loan or scholarship matters should be addressed to this office, except for those pertaining to financial benefits for military personnel or veterans, which are handled by the Learner Services Coordinator at the Vermont Center in Montpelier.

### **REGISTRAR'S OFFICE**

This office is responsible for the creation and maintenance of academic records for all UI&U learners, official transfer evaluations and the posting of transfer credit to academic records, the oversight of registration processes at each academic center or program office, drop/add processing, enrollment and deferment letters, as well as degree verification letters. The University Registrar audits all degree requirements before officially entering the degree on graduating learner's transcripts. All university transcripts and diplomas are issued from the registrar's office.

#### Forms

Learners may access and download Program and University forms on the website at <http://www.myunion.edu/forms/> . All forms are available in Word and PDF formats. Learners may also contact the Program office if they wish to be sent a specific form.

## F: Thesis/Paper Rubric

**Learner:**

**Date of Feedback:**

**Paper Title:**

**Thesis Chapter:**

**Advisor Providing Feedback:**

**Course Title:**

Criteria	Level 1	Level 2	Level 3	Level 4	Level
Introduction / Thesis	-weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position	-adequate introduction that states topic , thesis and some of the subtopics - thesis is somewhat clear and arguable	-proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position	-exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement	
Quality of Information / Evidence	-limited information on topic with lack of research, details or historically accurate evidence	-some aspects of paper is researched with some accurate evidence from limited sources	-paper is well researched in detail with accurate & critical evidence from a variety of sources	-paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources	
Support of Ideas / Analysis	-limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis	-some connections made between evidence, subtopics, counterarguments & thesis / topic showing analysis	-consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing excellent analysis	
Organization / Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs	-clear and logical subtopic order that supports thesis with good transitions b/w paragraphs	-exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs	
Conclusion	-lack of summary of topic, thesis & subtopics with weak concluding ideas	-adequate summary of topic, thesis and some subtopics with some final concluding ideas	-good summary of topic, thesis and all subtopics with clear concluding ideas	-excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader	
Language Conventions	- inconsistent grammar, spelling and paragraphing throughout paper	-paper has some errors in grammar, spelling and paragraphing	-paper is clear, with mostly proper grammar, spelling and paragraphing	-paper is very concise, clear, with consistently proper grammar, spelling and paragraphing	
Visual presentation	-poor presentation	- adequate visual presentation	- very good visual presentation	-scholarly and professional visual presentation	
APA formatting	-lack of proper format and limited details with many sources missing or incomplete	-some errors in APA format	- very good; proper APA format	- excellent; proper, detailed APA format	
Comments/Suggestions (use back of form if needed):					

## Annotated Bibliography Rubric

**Learner:** \_\_\_\_\_

**Course Title/Term** \_\_\_\_\_

**CA Title:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4	Level
Introduction	-weak introduction of topic & subtopics	-adequate introduction that states topic and some of the subtopics	-proficient introduction that states topic and all subtopics in proper order	-exceptional introduction that grabs interest of reader and states topic and all subtopics in proper order	
Quality of Information / Evidence	-limited information on topic with lack of, details	-some aspects of paper is detailed	-paper is detailed with accurate information reflected from the source	-paper is exceptionally detailed and presents the germane points reflected by the author	
Analysis/ Synthesis of ideas	-limited connections made between evidence, subtopics -lack of analysis and/or synthesis	-some connections made between evidence, subtopics, showing some analysis and/or synthesis	-consistent connections made between evidence, subtopics, showing good analysis and/or synthesis	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, showing excellent analysis and/or synthesis	
Organization/ Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs	-clear and logical subtopic order that supports ideas with good transitions b/w paragraphs	-exceptionally clear, logical, mature, and thorough development of subtopics that support ideas with excellent transition b/w paragraphs	
Language Conventions	- inconsistent grammar, spelling and paragraphing throughout paper	-paper has some errors in grammar, spelling and paragraphing	-paper is clear, with mostly proper grammar, spelling and paragraphing	-paper is very concise, clear, with consistently proper grammar, spelling and paragraphing	
Visual Presentation	-poor presentation	- adequate visual presentation	- very good visual presentation	-scholarly and professional visual presentation	
APA formatting	-lack of proper format and limited details with many sources missing or incomplete	-some errors in APA format	- very good; proper APA format	- excellent; proper, detailed APA format	
Comments/Suggestions for Future CA's:					

## G: FINAL MASTERS PORTFOLIO APPROVAL FORM

Upon completion of the Final Masters Portfolio, learners submit this form to their first and second core advisors, and a faculty consultant, for signature approval. Satisfactory credit cannot be assigned until this form is signed and submitted to the file.

---

Learner Name *(please print)*

---

Area of concentration

---

Date of Portfolio Submission

---

Name of First Core Advisor

---

Name of Second Core Advisor

---

Name of Faculty Consultant

I have completed all requirements for the Masters Degree Portfolio.

---

Learner Signature

---

Date

---

Expected Date of Graduation

First Core Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Second Core Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

Faculty Consultant Signature \_\_\_\_\_

Date \_\_\_\_\_

## **H: COURSE NUMBERING SYSTEM FOR REGISTRATION FORM**

### **Master of Arts with Concentrations in Psychology and Counseling Course Prefix/Numbering System**

#### Prefixes

COU = Counseling track (Clinical Mental Health Counseling)

PSY = Psychology tracks (Counseling Psychology, Developmental Psychology & Educational Psychology)

#### Course Numbering System

##### Core Course Numbers (500 - 530)

500 - 503 = Term 1 (course names to be individualized by learner)

504 - 507 = Term 2 (course names to be individualized by learner)

508 - 511 = Term 3 (course names to be individualized by learner)

512 - 515 = Term 4 (course names to be individualized by learner)

516 - 519 = Term 5 (course names to be individualized by learner)

520 - 530 = Courses beyond term 5 (course names to be individualized by learner)

##### Field Experience Course Numbers (540 - 546)

540 - Practicum I:

541 - Practicum II:

542 - Internship I:

543 - Internship II:

544- Internship III:

545 - Field Experience I:

546 - Field Experience II:

547- 550 - Additional Internship/Field Experience

##### Research/Thesis Course Numbers

580 - Thesis I

581 - Thesis II

582 - Thesis III

583-590 - Additional individualized research/ thesis courses

##### Additional Comments

Under this numbering system, a counseling track learner would use the prefix COU and the course numbers above would be applied to his/her individualized program of study. Course titles would be attached to the course numbers listed above and individualized course descriptions, without prefixes and numbers, would continue to be attached to the final transcript in the form of a Course Description Appendix.