



UNION INSTITUTE & UNIVERSITY

Master of Arts with a Concentration in Counseling Psychology

Student Handbook January 1, 2012 to June 30, 2013

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The policies and procedures described in this Handbook apply to students matriculated in the Masters of Arts with Concentrations in Psychology and Counseling on January 1, 2012 through June 30, 2013. Union Institute & University reserves the right to amend, to modify, or to revise the policies and procedures stated herein as deemed necessary and appropriate and as approved by the Board of Trustees.

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Union Institute & University is also authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education, and the Vermont Board of Education (approved through December 31, 2010). Union Institute & University does not discriminate in admissions, employment, or policy on the basis of age, race, color, sex, sexual orientation, religion, national origin, or physical impairment. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms with the provisions of student rights under the Family and Student Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.

TABLE OF CONTENTS

A MESSAGE FROM THE PROGRAM DIRECTOR	4
UNIVERSITY MISSION, VISION, VALUES AND PRINCIPLES	5
PROGRAM MISSION STATEMENT	7
PROGRAM CHANGES AND PHILOSOPHY	7
Admissions Calendar	9
Residencies Requirements	
Curriculum, Courses, Sequences	10
Research and Writing Assignments	11
STUDENT PRESENTATIONS	12
Internship/Practicum/Field experience	13
Core faculty advisors	15
First core advisor’s responsibilities	15
Second core advisor’s responsibilities	16
An Overview of Core Advisor Responsibilities	16
Institutional Review Board	17
PROGRAM ACADEMIC STANDARDS	18
COMPLETION OF THE PROGRAM/GRADUATION	18
LICENSURE AND CERTIFICATION	20
APPENDIXES	21
A: Degree Completion Checklist, Program Withdrawal and Academic Petition Forms	22
B: Graduation Guidelines and Graduation Forms	26
C: Faculty Biographies	40
D: Student Support Services	44
E: Capstone/Paper Rubric	46

A MESSAGE FROM THE PROGRAM DIRECTOR

The Master of Arts Program with a Concentration in Counseling Psychology welcomes you! The program is housed at Union Institute & University's Brattleboro Center. The program's competency-based training model is aligned with national credentialing standards. The program is structured and sequenced to allow students to: fulfill state counseling licensure requirements should they desire this; meet the needs of students interested in graduate-level preparation for doctoral study; and broaden professional knowledge and advance skills in business, nursing, or education. Faculty members in the Master of Arts with a Concentration in Counseling Psychology have doctorate-level credentials and unique professional interests and experience, and each has many years of involvement with mentoring graduate students. I join with them in welcoming you to the program. We will work hard to help our students on the road to their Master's Degree and pledge to be responsive to student needs as they arise.

This Handbook is an evolving document. Official policies and course information may be found in the university catalog. In responding to student 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 Master's program is rewarding and will assist you in pursuit of your educational and professional goals. As director of the program, I am charged with insuring that we as a faculty provide a superior graduate school experience for our students.

Once again, welcome to the program!

Gerald A. Fishman, Ph.D.
Associate Dean
Master of Arts with a Concentration in Counseling Psychology

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 students 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 students 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/Professional competencies

In order to be awarded the Master of Arts degree, a student 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. Analyze a variety of scholarly perspectives, ideas, and/or theories.
2. Connect an understanding of theory with practice.
3. Initiate new practice or draw new conclusions based in a field-related theoretical understanding.

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 Master's program field of study.*

1. Engage in inquiry-based learning as applied to studies in the master's 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 applied skills in a competency-based training curriculum in line with state professional counseling licensure requirements.
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 & University and its mission. To advance that mission, the program emphasizes the professional development of graduate students, the growth of both graduate students 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 & University's mission and purpose in several important ways. First, the program is innovative in the sense that it is constructed to prepare students to meet increasingly detailed specifications for credentialing and licensing in their respective states, while maintaining the opportunity for individualized elective study that reflects the unique scholarly, professional and personal questions that motivate the individual student. Second, brief weekend residencies conducted at the beginning of each academic term permit wide outreach to adult students. In each residency, there are opportunities for mentored study, course-based and advanced topic presentations, and interaction with faculty and the student 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 CHANGES 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.

MASTER OF ARTS PROGRAM

The Master of Arts with a Concentration in Counseling Psychology was changed from a two-term, mentored studies format to a trimester, blended delivery model effective January 1, 2012.¹ The current model consists of courses delivered online integrated with brief, weekend residencies offered at our Brattleboro, Vermont campus three times annually (September, February and June). Students continue to benefit from having an assigned mentor and have numerous opportunities to work with all faculty members and their peers in completing required and elective courses. The program requires the completion of 60 credits and is offered with full- and part-time options to meet the needs of working professionals. There are three entrance points annually: August, December,

¹ Students who were enrolled in the program prior to the January 2012 enrollment date had the one time option of remaining with their current delivery model or transitioning in January to the new blended delivery model. Students who elected to remain with the prior model should refer to the 2010-2011 Handbook for program guidelines.

and April. Students may complete all degree requirements in two years of full-time study, while students who desire more time may opt for a 2 ½ year or longer program. Typically full-time MAP students complete three (3) courses for the equivalent of nine (9) credits during the fall term; three (3) courses for the equivalent of nine (9) credits during the winter term; and the equivalent of twelve (12) credits during the summer term (this may include Internship) for a total of 60 credits over two years.

Consistent with the history of the program, the delivery model prepares students to meet national counseling credential and state licensing requirements, appreciating that no institution of higher education can promise external licensure.

More information on the program can be found on our website at <http://www.myunion.edu/academics/ma-psych/index.html>.

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 students 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 rationale includes seminal thinking on evidence-based practices in adult education that reflect a culture of competence view in which learning and skill acquisition are the products of a sequential, organized, and supervised educational experience that prepares the student for practice as a counseling professional.

The Master of Arts Program with a Concentration in Counseling Psychology prepares scholar-practitioners who will be effective health service providers and leaders in their organizations and communities. Drawing on innovative ideas about blended delivery models of 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 three residencies per year, one per term, and updated and advanced courses in a variety of important areas of study and training competence.

ADMISSIONS CALENDAR

- The Master of Arts program operates on a four month trimester schedule. Registration is required prior to the start of each enrollment term.
- A student should inform the Director of Admissions at the Brattleboro Center of a decision to postpone admission.
- Enrollment ends when all graduation requirements have been successfully met, including all coursework and professional presentation expectations. The Master's program requires a minimum of 60 credits.

RESIDENCIES REQUIREMENTS

Residencies are a critical component of the M.A. brief residency program. They fulfill the total academic picture at Union Institute & University by offering course-based and advanced topic presentations, seminars, cohort engagement, time with faculty and advisors, and an overall environment designed to support the student in engaging with theory and practice in their chosen fields. All students enrolled in the blended delivery program are required to attend all three three-day residencies per academic year, corresponding to residencies scheduled each term. Residency schedules are e-mailed to students approximately two weeks prior to each residency to allow students to plan their on-campus attendance and activities.

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, students 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.

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

- **Research Seminars:** Research seminars provide students 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 and Training Workshops:** Professional development seminars further students' knowledge and skills as professional practitioners. Using such methods as presentations, simulations, case studies, and small and large group activities, seminar presenters will encourage students to

reflect upon their practice and acquire the skills and attitudes necessary for their future success as practitioners. Professional seminars are open to all students and provide exposure to the common core topics and related applied skills relevant to their academic coursework in counseling psychology.

- Core Groups: The core group serves throughout the student's program as a learning team in which students 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. Students attend core groups with their core advisor as determined by the residency schedule.
- Faculty Presentations: Content presentations address the knowledge needs of students in specific academic courses offered during the trimester term.
- Student Presentations: At each residency, students will have the opportunity to make presentations of their work in progress before their faculty and student colleagues. It will be the responsibility of all students 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.
- Capstone Presentation: Students will make a final presentation of their capstone project at a weekend residency.

CURRICULUM, COURSES, SEQUENCES

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

The online library and Campus Web orientations are of special importance. **Attendance of this online orientation is required for all new students.** All students are very strongly encouraged to consult their respective licensing board requirements prior to their first term to ensure that state standards will be satisfied during their program enrollment. **It is the responsibility of students to determine whether the program of study aligns with their state's counseling licensing board requirements, and to make sure that the program of study will be accepted by that body.**

Curriculum: Graduate courses

Coursework is delivered primarily online through Union Institute & University's Campus Web portal. Workshops, presentations and professional seminars relating to course content are given at the face-to-face residencies in Brattleboro, Vermont.

RESEARCH AND WRITING ASSIGNMENTS

Students are expected to be knowledgeable and competent regarding scholarly research and writing. The program requires that all scholarly writing assignments conform to APA style. *The Style Manual of the American Psychological Association, 6th Edition* (APA, 2009) is a required reference for students in the program.

Writing Center

Union Institute & University's Writing Center is available to assist students in diagnosing and learning how to fix writing problems. Students can find valuable reminders and resources for improving academic writing for research and documentation. Writing Center staff are available to assist with finding solutions for common writing problems. See: <http://www.myunion.edu/writing-center/index.html>

CAPSTONE PROJECT

The capstone project is begun in Term 3 and must be completed by Term 6 of the program. This final writing requirement entails completing a culminating paper. This scholarly paper allows each student to research, develop, and present scholarly writing on a specific topic of interest *that is relevant to their objectives in the field of counseling psychology*.

In some instances, students may wish to research and develop a paper on a specific subject for which they already have experience and knowledge. The important point is to conduct a comprehensive literature review and *integrate the new information and research*.

The capstone project also allows students 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. Consistent with the requirement for all program written assignments, in this type of paper, *students are expected to follow all current APA writing guidelines*. Proper references and citations when appropriate are even more critical, as students are expected to be integrating information beyond coursework and required readings (e.g., relevant journal articles, alternate readings, etc.). The capstone project will be evaluated along several dimensions important for graduate level writing. In order to earn satisfactory credit, students must demonstrate a level of proficiency of at least a level three on the four level rubric (see Appendix).

Before they are written, all capstone *topics* must be *pre-approved* by the first core advisor. Students are required to complete at least 30-35 pages of writing to be credited.

STUDENT PRESENTATIONS

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

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

Demonstrates knowledge of content area

Each student 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 student'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 student 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 student'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 two weeks prior to the presentation date. Each student presenter should put forth effort to interact in a professional manner with the audience. This competency area reflects the student'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

Students 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 student's first core advisor will attend the presentation. Faculty members will provide students 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 is 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 student 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, students 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 students must complete an internship. 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. The Handbook delineates the parameters of the internship search and application process (including forms and procedures), supervision contract, evaluation of a student, and final documentation of the experience.

Internship supervision workshops are conducted during residencies to offer students the opportunity to communicate regarding their internship experiences. The assistant program director/internship coordinator is available to help students regarding internship arrangements and needs.

Clinical progress/Dismissal

The Master’s 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 student’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 student interaction patterns, academic performance, faculty-student interactions, as well as any and all available field-based internship reports and assessments to determine whether or not each student is progressing satisfactorily toward clinical competency. The associate dean or an assigned faculty member will counsel any student who is deemed to be not progressing toward clinical competency based on the faculty assessment. At the discretion of the associate dean, a student who is considered by a faculty team of no fewer 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 Master’s Program in instances where the student’s presentation is judged to be beyond the scope of remediation.

Students 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).

Non-residency activities/Mentored study

During times when students are not in residency, they work with assigned faculty advisors, assistant program director, and the internship supervisor to fulfill their academic and professional requirements. The following activities are characteristic of those which take place between residencies:

- Participation in regular and frequent contact with their faculty advisor(s) and course instructors
- Completion of all assigned readings and submission of all required assignments and scholarly products for each course in accordance with the Degree Program Checklist
- Internship/field experience/experiential learning
 - Preparation of presentations to include the final capstone presentation

CORE FACULTY ADVISORS

Once students are enrolled in the Master's 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 of graduate study, students will be working closely with their faculty advisors and course instructors, who will guide them in the approaches and methods of graduate level scholarship and practice of counseling psychology. All faculty are highly trained and highly experienced in the counseling profession. They will provide ongoing support and review student work and progress. Both core advisors serve as specialists supervising the capstone and collaborating in maximizing the quality of students' experience toward graduation.

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

FIRST CORE ADVISOR'S RESPONSIBILITIES

The first core advisor will be readily available for advice and supervision in relation to the student's satisfactory progress in the program. Core advisors work collaboratively with the internship coordinator over the task of preparing students for the field internship experience, providing advice for obtaining appropriate field internship placements, and reviewing the progress of interns.

Communications and meetings

Periodic face-to-face meetings with the first core advisor provide the opportunity to keep track of progress and address any student 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 the first core advisor and student. Students also participate in core groups during all residencies. These sessions give students the opportunity to present their work orally and discuss it with their peers, while providing for substantive opportunity to expose students to multidisciplinary and disciplinary content.

The first core advisor, in collaboration with the second core advisor, is responsible for presenting student 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.

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 reviewer for the student throughout the period of study. Communication between the student, 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, and may serve as a second reader for course assignments as well as the capstone paper. In addition, he/she will be available to consult with and support the student during the internship experience. The second core advisor must be advised of changes in student status, and regularly communicate with the first core advisor regarding student progress. Again, the student 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 facilitating the student's progress through the program course sequence/checklist, as well as helping the student to find appropriate resources in his or her field to enhance the scholar practitioner experience.

AN OVERVIEW OF CORE ADVISOR RESPONSIBILITIES

Beginning (usually the first two months of enrollment)

- Orientation - The first core advisor is available to review the Student Handbook and other literature with the student, who then may discuss them with the second core advisor as needed.
- Degree Program Checklist - The first core advisor reviews the student's program of study and offers information to the student on resources, methodology, and references. The first core advisor and student establish a schedule for meetings at the residencies. The frequency and length of these meetings will vary according to need. Between residencies, the first core advisor maintains regular communication with the student to ensure he or she has the support, assistance and mentorship needed to successfully complete all program requirements.

Middle

- Academic Advisement - In regularly scheduled meetings—in person, by phone, on-line, and via mail—the core advisor provides ongoing guidance and support to the student in order to complete his or her course sequence and capstone paper requirement.
- Evaluation - First and second core advisors provide timely written feedback on the capstone paper proposal.
- Internship Readiness- First and second core advisors complete the Internship Competencies Checklist to ensure mastery of foundational skills and baseline competencies critical to internship readiness.

- First core advisor approves of presentation topic, attends student presentation, and provides comprehensive feedback.
- Between residencies, the first core advisor maintains regular communication with the student to ensure he or she has the support, assistance and mentorship needed to successfully complete all program requirements.

Final

- Final Consultation - When the student has prepared a full draft of the final capstone presentation, both advisors and the student 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 student’s capstone paper.

Evaluation of the first core advisor

When the program of study is completed, each student submits an evaluation of the work of the first core advisor (see Appendix for Graduation Documents) directly to the assistant program director. Evaluations are reviewed and considered by the Master’s program in relation to each faculty member’s performance.

INSTITUTIONAL REVIEW BOARD

For those masters students who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their capstone, 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 at:

<http://www.myunion.edu/administration/offices/institutional-effectiveness/institutional-review-board/index.html>

Program Academic Standards

The following academic standards apply to the Master of Arts with a Concentration in Counseling Psychology:

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) to be in good academic standing.
- Only courses in which a grade of B (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a Satisfactory/Unsatisfactory basis, only courses in which a grade of S is earned will be applicable to the degree.
- A student may repeat only once a course in which a grade of less than B has been received.
- After earning a second grade of C in any course, regardless of when that C is earned, the student will receive a letter of academic dismissal from the Associate Dean.

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 faculty advisor, that advisor will present the student's work to the Graduation Review Committee.

When the Graduation Review Committee has reviewed the student's graduation paperwork, and approved the student 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 "B" has been earned in all academic courses.
2. Successful completion of the Internship and Final Professional Presentation requirements as determined by the Graduation Review Committee.
3. Documented clinical competency as determined by the Graduation Review Committee.
4. All financial obligations to the institution have been met and all library resources borrowed have been returned.
5. Required graduation forms have been completed and submitted to the Assistant Director (See Appendix and description below).

Graduation documents

In the final term of enrollment, students 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 transcript review.* Students will download their unofficial transcript form CampusWeb and verify it for accuracy.
- *Evaluation of the Master's Program.* This is the student's opportunity to comment on the strengths and weaknesses of the program as the student has experienced it, and to present suggestions for ways in which the program can be improved. The program evaluations are reviewed regularly by the Associate Dean and members of the core faculty with an eye toward addressing program weaknesses. Students' program ratings and constructive comments have helped to adapt and strengthen the program in many significant ways.
- *Self-evaluation of growth as a graduate student.* In this evaluation, students 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.
- *Student evaluation of faculty advisor.* This critique is sent directly to the assistant director of the program and will be shared with first core faculty advisors after the student has graduated. The student evaluations of their first core faculty advisors play an important role in the program peer review process. They also assist the first core faculty advisors in knowing how to serve students more effectively.
- *Internship information form.*
- *Program overview survey.*

Graduation review process

When the core faculty advisors are satisfied that a student's work meets the criteria for graduation, they will present the student's work to the Graduation Review Committee on the student'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 Course Sequence/Checklist and all required graduation documents.

If the review committee approves a student'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 residencies. Graduation ceremonies are typically held on Sunday morning during the residency. Participation in the commencement ceremony is contingent upon graduation approval by the student'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. Students 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. Every prospective counseling psychology student 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 student and not with the institution.**

APPENDIXES

A: PROGRAM COMPLETION CHECKLIST, PROGRAM WITHDRAWAL AND ACADEMIC PETITION FORMS

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts in Counseling Psychology Degree Completion Checklist

Student Name: _____

Date: _____

ID # _____

Advisor: _____

Transfer Credits:

Title:	Credits:	U&U equivalent:

Winter Trimester:

Year	Code/Number	Credits	Completed:
1 2 3			
<input type="checkbox"/>	CPM501 Counseling Theory and Practice	3	___/___/___
<input type="checkbox"/>	CPM502 Psychopathology: Diag, Assess/Treat	3	___/___/___
<input type="checkbox"/>	CPM503 Psychology of Learning	3	___/___/___
<input type="checkbox"/>	CPM510 Soc Bases of Behavior/Cultural Diver	3	___/___/___
<input type="checkbox"/>	CPM511 Career and Lifestyle Development	3	___/___/___
<input type="checkbox"/>	CPM512 Psychopharmacology for Counselors	3	___/___/___
<input type="checkbox"/>	CPM542 Internship I (Variable Credit)	—	___/___/___

Summer Trimester:

Year			Code	Number	Credits	Completed:
1	2	3				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM504	Helping Relationships	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM505	Professional Orientation and Ethics	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM506	Human Growth and Development	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM513	Research Meth/Prog Eval	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM514	Family Therapy	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM515	Crisis Intervention	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM543	Internship II (Variable Credit)	—	___/___/___

Fall Trimester:

Year			Code	Number	Credits	Completed:
1	2	3				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM507	Group Work and Therapy	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM508	Appraisal and Diagnostic Techniques	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM509	Treatment Modalities	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM521	Capstone Project I (Variable Credit)	—	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM516	Clinical Consultation	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM517	Human Sexuality for Counselors	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM518	Subst. Abuse/Addictive Disorders	3	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM522	Capstone Project II (Variable Credit)	—	___/___/___
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CPM544	Internship III (Variable Credit)	—	___/___/___

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Request for Withdrawal

Student _____

First Core Advisor _____

Reason for requesting withdrawal from the Program:

Effective date of withdrawal: _____

Student _____
Signature Date

First Core Advisor _____
Signature Date

Assistant Program Director _____
Signature Date

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Academic Petition Form

Student: _____ Date: _____

Request: _____

Rationale for Request: _____

Student _____
Signature Date

Action by First Core Advisor: _____ Approved _____ Disapproved
Rationale for Action: _____

First Core Advisor _____
Signature Date

Action Taken by Associate Dean: _____ Approved _____ Disapproved
Rationale for Action: _____

Associate Dean _____
Signature Date

B: GRADUATION GUIDELINES AND GRADUATION FORMS

Dear Prospective Master's Program Graduate:

We give you the right and responsibility to review your transcript and various accompanying evaluations, after you fulfill all academic requirements, as the final step in the graduation process. Effective January 1, 2012, the following list of required graduation documents must be **completed, signed, and U.S. mailed to the Assistant Program Director.**

- 1. Transcript review** must be completed. Student will download and attach their unofficial transcript from CampusWeb and review for accuracy.
- 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.
- 3. A self-evaluation** needs to be written by the student assessing and comparing his/her own work and scholarly and professional progress. We ask you to comment on difficulties as well as successes. 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.
- 4. Internship Information** summary must be submitted.
- 5. Program Overview Survey** must be submitted.

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Transcript Review

Date: _____

Student ID: _____

Student Name: _____

First Core Advisor Name: _____

Date of Graduation: _____

Student will download and attach their unofficial transcript from CampusWeb and review for accuracy.

I certify that I have reviewed the attached transcript and verify its accuracy.

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

Student Signature: _____ Date: _____

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Final Evaluation of First Core Advisor by Student

First Core Advisor Name: _____ Date: _____

Please address your first core advisor's performance in meeting your needs as a student, 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.

Student's Signature

Date

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Final Student Evaluation of the Master's 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.

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

Student Signature

Date

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Final Self-Evaluation of Growth as a Graduate Student

In the space below, please describe your development as a student while in the program. Please comment on both scholarly and professional growth, as related to your graduate studies.

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

Student Signature

Date

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Internship Information

Date: _____

Student Name: _____

ID #: _____

Advisor: _____

Internship: 1) _____

(Facility Name)

(Street)

(City)

(State)

(Zip)

Direct client contact hours: _____

Total Hours: _____

2) _____

(Facility Name)

(Street)

(City)

(State)

(Zip)

Direct client contact hours: _____

Total Hours: _____

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

Student Signature

Date

UNION INSTITUTE & UNIVERSITY

28 Vernon St., Suite 112, Brattleboro VT 05301-3669 -- 802.254.0152 -- 800.336.6794

Master of Arts with a Concentration in Counseling Psychology Graduate Survey

Section A

Demographic Information:

Name: _____ Student ID: _____

Home Address:

Work Address:

Home Phone: () _____

Office Phone: () _____

E-mail Address: _____

Gender:

Female

Male

1. Do you consider yourself a member of a racial/cultural/ethnic minority?

___ Yes ___ No

2. Are you a Veteran? _____ YES _____ NO

3. Are you Disabled and covered by the Americans with Disability Act (ADA)?

_____ YES _____ NO

4. Year you entered UI&U: _____ Expected Graduation Date _____

Internship:

5. What was your internship setting?

- | | |
|---|---|
| <input type="checkbox"/> Community Mental Health Center | <input type="checkbox"/> Correctional Facility |
| <input type="checkbox"/> Medical Center | <input type="checkbox"/> School District/System |
| <input type="checkbox"/> Military Medical Center | <input type="checkbox"/> University Counseling Center |
| <input type="checkbox"/> Private General Hospital | <input type="checkbox"/> Medical School |
| <input type="checkbox"/> General Hospital | <input type="checkbox"/> Other |
| <input type="checkbox"/> State/County Hospital | |
| <input type="checkbox"/> Veterans Administration Medical Center | |

If you specified other for the previous question, please describe your internship setting below:

6. Was your internship funded? _____ YES _____ NO

7. Did you accept your first job prior to, or as a result of, completing your internship? _____ YES _____ NO

Licensure:

8. Have you taken the national counselor licensure exam (NCE)?
_____ YES _____ NO

9. In which State(s) are you intending to be licensed or certified as a counseling professional? _____

Section B

Program Evaluation

Please rate the adequacy of your training as preparation for functioning as a professional counselor in each competency area detailed below. Consider how well the program prepared you when you first began working as a counselor after completion of your master's training at Union Institute & University. Consider both your clinical and academic preparation as your training.

Use the following scale to rate your preparation:

- 1- Poor/inadequate preparation
- 2- Acceptable preparation
- 3- Good preparation
- 4- Excellent/Superior Preparation

My clinical and academic training prepared me to:

1. Relationship:

Students will acquire the knowledge, skills and attitudes to develop effective, respectful and caring interpersonal relationships with clients, students, and professionals in a range of settings. They will become self-reflective practitioners, aware of their own biases, limitations and power differentials.

- a. Describe and interpret ethical and legal standards in all aspects of professional activities. 1__ 2__ 3__ 4__
- b. Develop and effectively maintain therapeutic relationships, with a respect and appreciation of individual and cultural differences. 1__ 2__ 3__ 4__
- c. Establish and maintain effective professional relationships with colleagues, supervisors, members of other disciplines, consumers, and community organizations with a clear understanding of professional boundaries. 1__ 2__ 3__ 4__
- d. Demonstrate a commitment to personal and professional growth engaging in regular self-reflection regarding my multiple professional roles including the effective use of supervision. 1__ 2__ 3__ 4__

2. Research & Evaluation:

Students will develop the knowledge, skills and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of counseling psychology.

- a. Critically evaluate research literature and apply it to a broad range of clinical settings. 1__ 2__ 3__ 4__
- b. Demonstrate appropriate levels of knowledge in the broad scientific areas of psychology, including: learning; psychopathology; social bases of behavior; human development; and counseling theories. 1__ 2__ 3__ 4__
- c. Utilize scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) to design and implement a research study and /or evaluate the effectiveness of a program.. 1__ 2__ 3__ 4__
- d. Demonstrate competency in scientific inquiry in the progress of my lifelong learning and service to the profession and community. 1__ 2__ 3__ 4__

3. Assessment:

Students will develop the knowledge, skills and attitudes necessary to perform competently and ethically when using various methods of psychological assessment such as psychological tests and interviewing. They will be able to accurately interpret the results of those assessments, and to plan interventions considering the latest evidence-based treatments available. Students will effectively communicate their results and recommendations to both consumers and professionals.

- a. Understand assessment theories and practice, and the nature and use of appraisal and diagnostic techniques and other methods of assessment. 1__ 2__ 3__ 4__
- b. Competently and ethically be able to interview clients and select, administer and score various psychological assessment instruments. 1__ 2__ 3__ 4__
- c. Accurately interpret and integrate assessment findings, taking into consideration the cultural and personal characteristics of the clients. 1__ 2__ 3__ 4__
- d. Effectively communicate the results of assessment findings in written and oral form. 1__ 2__ 3__ 4__

4. Intervention:

Students will develop the knowledge, skills and attitudes to conceptualize, plan, explain, implement and evaluate intervention approaches that are appropriate to the clients' needs, taking into account the personal, interpersonal and cultural contexts, and the current research.

- a. Utilize evidence-based practices in the conceptualization and planning of treatment approaches. 1__ 2__ 3__ 4__
- b. Consider the social and biopsychosocial factors, as well as diverse cultural and personal characteristics, contexts, and settings in treatment planning and intervention. 1__ 2__ 3__ 4__
- c. Demonstrate adequate clinical skills and judgment needed to effectively implement and modify counseling strategies and interventions. 1__ 2__ 3__ 4__
- d. Demonstrate the ability to assess treatment effectiveness, utilizing appropriate client feedback, supervisor input, and outcome and satisfaction measures. 1__ 2__ 3__ 4__
- e. Critically **evaluate myself in the counselor role.** 1__ 2__ 3__ 4__

5. Education & Consultation:

Students will develop the knowledge, skills and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

- a. Demonstrate my knowledge of the basic and evolving principles and procedures in psychological consultation with a broad range of individuals, groups, programs and organizations. 1__ 2__ 3__ 4__
- b. Demonstrate the necessary skills and attitudes to competently provide consultation as a mental health professional. 1__ 2__ 3__ 4__
- c. Demonstrate my knowledge of the roles of an educator and consultant as distinguished from other professional roles. 1__ 2__ 3__ 4__

Section C

Student Faculty Relations

Listed below are a variety of items describing relations between faculty and students. Using the scale below, please indicate the rating that best represents your experience with faculty during your graduate preparation.

- 1- Very poor
- 2- Poor
- 3- Average
- 4- Good
- 5- Excellent

1. Advisement 1__ 2__ 3__ 4__
2. Respect for Cultural and Individual Diversity 1__ 2__ 3__ 4__
3. Respect for personal and professional boundaries 1__ 2__ 3__ 4__
4. Assistance in helping you identify and develop your specialty area of interest and expertise 1__ 2__ 3__ 4__
5. Demonstrated a genuine interest in mentoring students. 1__ 2__ 3__ 4__
6. Developed oral and written communication competencies necessary for professional practice. 1__ 2__ 3__ 4__
7. Assistance in securing Internship site and promoting positive internship experience. 1__ 2__ 3__ 4__
8. The NBCC and Union Institute & University are concerned with the equitable treatment of students. During your tenure in the program, did you feel discriminated against or treated adversely because of any of the reasons listed below? If you felt discriminated against or treated adversely, please check the boxes/reasons below that apply to your experience in the program.

- | | | |
|--|---|-------------------------------------|
| <input type="checkbox"/> Race | <input type="checkbox"/> Sexual orientation | <input type="checkbox"/> Ethnicity |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Culture | <input type="checkbox"/> Disability |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Socioeconomic status | <input type="checkbox"/> Gender |

If you feel comfortable, please use the space below to describe the situation that made you feel discriminated against or maltreated. This response will not be connected to your name.

YOUR EXPERIENCE AT UNION INSTITUTE & UNIVERSITY

1. List the two most significant strengths of the UI&U MAP program and explain why each was strength in your opinion.

1. _____

2. _____

2. List the two most significant weaknesses of the UI&U MAP program and explain why each was a weakness in your opinion.

1. _____

2. _____

3. Do you have suggestions for ways we can improve the MAP program at UI&U?

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

Student Signature _____ Date: _____

C: FACULTY BIOGRAPHIES

Gerald A. Fishman, Ph.D. - Associate Dean, Master of Arts with a Concentration in Counseling Psychology

Dr. Fishman is a NYS Licensed Psychologist and Certified School Psychologist with additional post-doctoral training in chemical dependency, public health, and specific therapy areas. Dr. Fishman has worked with clients across the developmental spectrum in mental health, chemical dependency, school, and private practice settings for over 25 years, and has taught at both graduate and undergraduate levels at colleges in the Albany, New York area. From 1995 – 2004, Dr. Fishman served as Chair of the Graduate Program in School Psychology at the College of Saint Rose. Dr. Fishman has also developed and directed adolescent chemical dependency and adult outpatient co-occurring disorder programs in both Massachusetts and New York, and is the co-founder of the Human Services Consultation and Training Institute, offering statewide and national professional trainings in specific clinical, chemical dependency, behavioral health, school psychology, and education areas.

Dr. Fishman also holds post-doctorate certifications in Chemical Dependency, Public Health, Hypnotherapy, and Neurolinguistic Programming, and has been trained in group therapy, marriage and family counseling, HIV Community Education, and alternate evidence-based, clinical approaches to psychotherapy. He is presently the Associate Dean of the Master of Arts Program with a Concentration in Counseling Psychology at UI & U, is appointed to the Clinical Associate Faculty at the State University of New York at Albany, and also consults with regulatory agencies on both the state and national levels.

Nicholas Young, Ph.D., Ed.D.

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. and a Masters in the Art of Teaching from Brown University, as well as an Med from Rhode Island College, a Masters in Counseling Psychology from Vermont College, and a Ph.D. from the University of Connecticut, granted jointly from the School of Education and the School of Human Development and Family Relations. She also completed post-doctoral studies in educational leadership and is licensed as a superintendent/principal. Additionally, she is working to complete certification in Counselor Education and Supervision.

Prior to joining the Union Institute & University faculty, she taught in the Masters of Counseling Psychology at Antioch/New England Graduate School, as well as holding faculty positions at Southern Vermont College, Castleton State College, North Adams State College, and Rhode Island College. She also has served a seven-year stint as

Academic Coordinator and Academic Dean at Southern Vermont College. For the past eleven years, she has consulted in schools across the country on topics of student motivation, parental engagement, reaching underserved populations and raising aspirations through mentoring and service leadership.

Dr. Michael's scholarly interests lie in the intersection between human development and learning. She has presented at national conferences on a variety of topics including faculty resiliency, adult learning, the career lifecycle, and relational retention at the college level. She has co-edited four recent books on counseling and education, as well as contributing chapters and articles on topics such as clinical supervision, practitioner health and wellness, and social and emotional development in middle school students.

Scott Rice, Ph.D.

Dr. Rice received a Bachelor of Science degree from Boston College in Business Management, and a Master's 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.

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 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 students, and issues related to cultural diversity both within the field of counseling and in the public schools.

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.

D: STUDENT SUPPORT SERVICES

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

ADMISSIONS OFFICE

The Adult Admissions office undertakes the usual range of activities associated with recruiting prospective students 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 students have their concerns met. The Administrative Coordinator follows prospective students 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. Gerald A. Fishman, Associate Dean, Master of Arts with a Concentration in Counseling Psychology. As Associate Dean, Dr. Fishman is responsible for the administration of the Master of Arts with a Concentration in Counseling Psychology program. In this role, he supervises the faculty and oversees all academic programs and program procedures. Should students have questions or concerns about their studies that they are unable to have resolved by their assigned advisor, they should raise them with the Associate Dean for administrative review. The Associate Dean is available to applicants, students, and graduates for individual issues - e.g. review of contested academic decisions or appeal of financial charges.

Robert F. Wubbenhorst, M.A., CAGS, NCC, LCMHC, Assistant Director and Internship Coordinator, is responsible for assisting students, faculty, and administrators with student registrations and maintaining of all student records for the program. He also serves as Internship Coordinator, assisting students with application for internship and serving as the Union liaison to field placement settings and associated supervisors to ensure all procedural and relevant credentialing requirements for students are upheld.

BUSINESS OFFICE

The Business office is responsible for student 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 student 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 Student 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 students, 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 student's transcripts. All university transcripts and diplomas are issued from the registrar's office.

UNIVERSITY AND PROGRAM CONTACT INFORMATION

National Headquarters
Union Institute & University
440 E. McMillan Street
Cincinnati, OH 45206
Phone: (513) 861-6400 or toll-free (800) 486-3116

Master of Arts with a Concentration in Counseling Psychology Program Office

Union Institute & University
28 Vernon St. Suite 112
Brattleboro, VT 05301
Phone: (802) 254-0152 x8408

E: CAPSTONE/PAPER RUBRIC

Student:

Date of Feedback:

Paper Title:

Capstone 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):					

F: ANNOTATED BIBLIOGRAPHY RUBRIC

Student: _____

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:					