BERGIN UNIVERSITY *of* CANINE STUDIES

CATALOG

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Welcome to Bergin University!

The University was incorporated in 1991 as the Bonnie Bergin Assistance Dog Institute and has been known as Bergin University of Canine Studies since 2007. Since our founding as an educational and research-oriented organization focusing on dogs and their positive synergistic relationship with humans, the direction has become increasingly academic, befitting the amazing abilities and dynamic capacity of the canine mind.

The dog, we now know, thinks, feels and reacts in ways very much like humans, which explains dogs' unique ability to fit into human society. And the plasticity, the versatility, the adaptability of the canine species is very much aligned with ours. So, the time has come to elevate the dog to take his place beside humans, equines, bovines and other mammalian species as a specific subject of study at the University and University level.

No animal does more for us, none share a more intimate relationship with us, nor can any claim more years of alliance with us, than the dog — our partner, our friend, our helpmate.

With a formalized, academic view of the dog and its human counterpart, we hope to enrich the understanding of the relationship that has inspired and fulfilled so many. We also hope to help people understand themselves better through insights and knowledge gained from theoretical and applied studies of dogs and dog-human interaction. With in-depth knowledge and insightful awareness, we also hope to help eradicate the horror of euthanasia of unwanted dogs while inspiring an expansion of the ways and means of canine/human partnerships.

Thus, it is to this relationship we dedicate our University and its future and invite you to help us achieve this goal through your donations, your attendance, and your belief in the need for this endeavor.

In dogs we trust,

Bonita M. Bergin, Ed.D., President

BERGIN UNIVERSITY OF CANINE STUDIES

HISTORICAL BACKGROUND

Bergin University of Canine Studies was founded in 1991 by Dr. Bonnie Bergin, the originator of the service dog concept and founder of Canine Companions for Independence (CCI) and the Assistance Dog United Campaign. The University is an educational and research institution concentrating on teaching and researching ways to "help dogs help people." This approach differs significantly from that of CCI and other assistance dog organizations [many of whom employ or are operated by University graduates] whose mission is primarily that of producing and placing assistance dogs with individuals with disabilities.

After seventeen dedicated years invested in creating and building the service dog concept through CCI, Dr. Bergin had to face the uncomfortable truth that CCI could not even begin to meet the ever-growing need for service dogs. More needed to be done, and that "more" required educating people to start or assist the development of assistance dog programs in their own locales. Thus, the Bonnie Bergin Assistance Dog Institute was born in Santa Rosa, California. In 2007, the Institute was renamed Bergin University of Canine Studies. The school is now known as Bergin University of Canine Studies. With several hundred graduates to date, many from outside of the United States, the University has met that initial goal, although the demand for service dogs still exceeds the supply.

Our curriculum of seven-week Service Dog Seminars expanded beyond the field of service dogs to include working and recreational dog programs. In 2001, working with the State of California's Bureau of Private Post-Secondary Education, the University was approved to offer an Associate of Science degree program. The Master of Science degree program was approved in 2004 and the Bachelor of Science degree program was approved in 2006. Approval to operate means compliance with state standards. The University is proud to be the first-ever academic institution to offer such degrees.

Bergin University received institutional accreditation in April 2010 from the Accrediting Council for Independent Colleges and Schools (ACICS).

VISION

To become more than an educational institution, more than a facilitator of revolutionary research. To become a lyceum that inspires the pursuit of a deeper understanding of the human-dog bond, to benefit society with new applications of that bond but also to seek a profound understanding of humanity's relationship with dogs, and consequently, with the animal kingdom.

MISSION

Our up-to-date, in-depth academic and applied coursework provides students the opportunity to expand their knowledge of the varied schools of human-canine partnerships; or through the diverse viewpoint provided by dogs as a model of humankind, to enhance knowledge for the students' own career-oriented specialties.

OBJECTIVES

To serve our students:

- By providing up-to-date, in-depth, academic coursework about the dog and its human counterpart after whom the dogs' social, emotional, and cognitive capabilities were developed: Our programs are dedicated to providing high-quality education and training that leads to employment as competent, ethical professionals in canine or human industries. As a result of an associate of science, bachelor of science, or master of science degree, our students are taught a number of human or canine-related subjects that expand upon current professional knowledge and are applicable in numerous career or educational paths: assistance dog training, including hearing dogs, service dogs, and psychiatric service dogs; public dog training, such as obedience dog training, recreational dog training, hunting dog training, or scent detection dog training; dog walking; dog boarding; doggie day care; assisting or managing in county animal shelters, humane society shelters, and SPCA shelters; publishing; research methodology; dog product sales, vet assisting, fundraising, psychology, education, communication skills, genetics, canine health and nutrition, canine anatomy, breeding and whelping strategies, business, art, and disability care.
- By providing an opportunity to expand their knowledge for scholarly and career purposes: Our assistance dog curriculum is designed to provide qualified individuals an opportunity to acquire the knowledge, attitudes, and skills, which will enable them to become sought-after and desirable employees in any of the multitude of assistance dog programs throughout the United States and abroad. Guide dog, hearing dog, service dog, psychiatric service dog, diabetic service dog, and social/therapy dog programs seek trainers, client placement specialists, volunteer coordinators, breeding managers, kennel managers, fundraisers, public relations managers, general managers, and program directors.
- By providing knowledge and skills relating to various physical disabilities: Our curricular focus on human disabilities is designed to provide qualified individuals with the entry-level skills, knowledge, and attitudes to enable them to become sought-after and desirable employees in the human health care industry, as nurses' aides and attendants for individuals with disabilities.
- By providing placement assistance to help market acquired skills: Our business, PR, and marketing classes develop our students' skills in presenting themselves to potential employers through personal and product presentations, résumé writing, personal brochures, videos on their coursework and their dog training, and their public speaking skills. The faculty's unique knowledge of the assistance and working dog programs across the U.S. and abroad help advise career directions.
- By maintaining avenues for continuing academic and professional growth: The University's professional growth courses for our graduates provide opportunities for advancement and promotions in businesses; writing; dog obedience; assistance dog training; and program management at assistance dog organizations or schools; human health care; social services; teaching; counseling; fundraising, sales and marketing.

To serve employers:

- By providing high-quality personnel with knowledge of the dog anchored in both theoretical and practical academia;
- By providing opportunities to input into a curriculum designed specifically to provide employees suited to the appropriate career; and
- By bringing together a community of constituents ultimately upgrading and improving their industries.

To serve the community:

- By elevating the dog to a scholarly academic subject of study, thereby reducing the numbers of dogs killed each year; and
- By educating individuals about themselves and the dog such that new concepts will emerge, providing more opportunities for dogs to partner with humankind to the benefit of both.

ACCREDITATION, APPROVALS, AND AFFILIATIONS

INSTITUTIONAL ACCREDITATION
Accredited by the Accrediting Council for Independent Colleges and Schools to award Associate's Degrees, Bachelor's Degrees, and Master's Degrees.

Accrediting Council for Independent Colleges and Schools (ACICS)
1350 Eye Street NW, Suite 560
Washington, DC 20005
Phone: (202) 336-6780
Fax: (202) 842-2593
Website: http://www.acics.org

INSTITUTIONAL LICENSE TO OPERATE
Bergin University of Canine Studies is a private institution and is approved to operate by The State of California's Bureau for Private Postsecondary Education (BPPE). Approval to operate means that Bergin University of Canine Studies is in compliance with the California Private Postsecondary Education Act of 2009.

Bureau for Private Postsecondary Education
1747 N. Market Blvd., Suite 225
Sacramento, California 95834
Phone: **(888) 370-7589;** (916) 574-8900
Fax: **(916) 263-1897**
Website: www.bppe.ca.gov

CANINE ACCREDITATION
Assistance Dogs International accredits Bergin University's Assistance Dog Program: *https://www.assistancedogsinternational.org*

AFFILIATIONS
Bergin University maintains memberships in numerous educational, professional and community organizations including: the Council for Higher Education Accreditation (CHEA), California Association of Private Postsecondary Schools (CAPPS), American Association of Collegiate Registrars and Admissions Officers (AACRAO), International Association of Human-Animal Interaction Organizations (IAHAIO), Assistance Dogs International (ADI) and International Working Dog Registry.

TITLE IV — FEDERAL FINANCIAL AID
Bergin University is recognized by the Federal Department of Education to participate in TITLE IV federal financial aid programs: *http://ope.ed.gov/accreditation/Search.aspx*

CALIFORNIA STATE APPROVING AGENCY FOR VETERANS EDUCATION
Bergin University is recognized for the training of veterans using GI benefits for the degree programs only.

STUDENT AND EXCHANGE VISITOR PROGRAM (SEVP)
Bergin University is authorized by the US Department of State to participate in the SEVP program for the degree programs only.

UNIVERSITY OWNERSHIP AND CONTROL

Bergin University of Canine Studies is a private nonprofit institution of higher education having received its 501(c)(3) non-profit corporation status in September 1991. The University has operated as an educational and research institution since its incorporation. The fiscal year runs July 1st to June 30th. Audits are conducted annually. There are no current, nor have there been any previous, bankruptcy filings.

The University's Board of Trustees reviews program and fiscal data at their June meeting at which time the following fiscal year budget is presented. The University's Board of Trustees, all distinguished and learned men and women from diverse professional and community-involved backgrounds, ensures that the University operates from a sound fiscal and programmatic foundation. The current Board officers and members are:

Board Officers

Chairperson: Dave Phillips, CPA
Secretary / Treasurer: Mark Quattrocchi, Quattrocchi & Kwok Architects
President: Dr. Bonita M. Bergin, Bergin University of Canine Studies

Board Members

Ricky Dukes, Executive at Bailey Hydraulics
Roy Hurd, Ph.D., President of Empire College
Rob Rutherfurd, J.D., Attorney
Clem Carinalli, Businessman

INSTITUTIONAL OVERVIEW

UNIVERSITY CAMPUS

Bergin University of Canine Studies is located in stunningly beautiful and diverse Sonoma County amid geysers, redwoods, ocean beaches and wine country. Its close proximity to San Francisco, a mere 45-mile drive south, adds the availability of big-city cultural experiences. Situated in what might be called "assistance dog row," Guide Dogs and Canine Companions for Independence are easily accessed and tours are arranged as part of the University coursework.

Bergin University's campus is located at 10201 Old Redwood Highway, Penngrove, California, where classes are held in a semi-rural area, providing a spacious visual and aesthetic feel conducive to study, academic pursuits, and canine research. The campus is comprised of six modular buildings that house three classrooms, indoor training area, study area, and administrative building. There is close to eight acres of open space that is utilized for outdoor dog training, dog agility training, dog exercise, and dog play.

The campus is situated about 2.5 miles from Highway 101, the main thoroughfare from San Francisco to Santa Rosa and northern California. The University utilizes a variety of modern instructional and classroom equipment, including computer projection and wireless Internet connection. Individual instructors' syllabi define the books and handouts used in their courses.

The dog-teaching facilities employ unique training equipment specifically designed for advanced assistance dog education, including an agility course and dog training equipment, harnesses, leashes, and dog food. A puppy room with whelping facilities, equipment and supplies is located on campus.

Class location is at 10201 Old Redwood Highway, Penngrove, CA 94951. Students also gain experience when travelling to local field trip sites and from guest speakers.

SCHOOLS AND ACADEMIC PROGRAMS

Bergin University of Canine Studies offers the following degree programs:

Assistance Dog Institute
Associate of Science Degree in Assistance Dog Education

School of Business and Companion Dogs
Master of Science Degree in Human-Canine Life Sciences
Bachelor of Science Degree in Canine Studies (Cynology)

CERTIFICATE PROGRAMS

Bergin University of Canine Studies offers the following accredited certificate program:

Service Dog Training Seminar

COMMUNITY SERVICE

Our students also learn by serving the local community through the placement of assistance dogs, Social/Therapy visits, dog obedience classes, Dogs Helping Veterans with Disabilities (DHV) elective course, and our "Kids Read to Dogs" program in local schools.

PAWS FOR PURPLE HEARTS

An additional nationwide program originated at Bergin University and to which the University remains associated is Paws for Purple Hearts (PPH). PPH is the first program of its kind to offer therapeutic intervention for veterans and active-duty military personnel by teaching those with Post-Traumatic Stress Disorder (PTSD) to train service dogs for their comrades with combat related physical disabilities. PPH is built upon the trusted and time-honored tradition of veterans helping veterans. For those men and women suffering from PTSD, the very process of training working dogs result in therapeutic benefits. To those with combat disabilities, receiving a fully trained service dog means having a new, steadfast companion and a true partner in their recovery. It also translates into greater independence.

LANGUAGE OF INSTRUCTION

Bergin University of Canine Studies only conducts recruitment of applicants and enrollment of students in English. All students accepted into Bergin University of Canine Studies' programs are proficient in English and all instruction offered at Bergin University of Canine Studies is taught only in English.

Students will receive an emailed copy of the catalog. A hardcopy of the catalog is available upon request.

DEGREE PROGRAMS

Bergin University offers educational degree programs that are designed to implement the school's mission under the two schools: Assistance Dog Institute and School of Business and Companion Dogs.

The Assistance Dog Institute program is: Associate of Science in Assistance Dog Education.

The School of Business and Companion Dogs programs are: Master of Science in Human-Canine Life Sciences and Bachelor of Science in Canine Studies (Cynology).

Students who successfully complete program requirements will receive an academic degree in their specific degree program. These degree programs do not lead to licensure. Students are not required to pass a state examination. The learning outcomes of each program emphasize the mission of the University through the expectation and development of student understanding of the symbiotic and synergistic relationship between dogs and humans that build on correlated appreciation of human-dog psychology, sociology, and biology and, as such, translate to working with humans. Upper-division and graduate-level coursework fulfills the University's mission by exploring the domestic dog's genetic heritage and the influence of genetics and heredity on behavior, aptitude, and temperament.

ASSISTANCE DOG INSTITUTE

MISSION

The Assistance Dog Institute focuses on educating students for enriching, rewarding, in-demand careers in the areas of assistance and affiliated dog program knowledge that is both applicable and beneficial to the disabled community.

ASSOCIATE OF SCIENCE DEGREE IN ASSISTANCE DOG EDUCATION

MISSION

The mission of the Assistance Dog Education A.S. degree program is to prepare students for careers in the service, facility, canine therapy and affiliated assistance dog related fields by educating them in the basic concepts, knowledge, and applied skills consistent with the science and application of assistance dogs, and/or for the pursuit of advanced degrees in canine studies having provided them a solid foundation in dog handling and training.

PROGRAM OVERVIEW

The associate degree program starts once a year, at the beginning of the fall semester. The program requires that students attend courses onsite at Bergin University for two semesters — the fall and spring semesters.

Note: Degree students are required to take each semester's **assigned dog home evenings and weekends as a part of their homework hours.** The assigned dogs, of differing breeds, personalities and ages, must be housed, fed, exercised, trained and taken on outings. The school provides all equipment and supplies needed. Extenuating circumstances will be taken into consideration and other means of meeting this requirement may be arranged. **Accredited universities and colleges require a minimum of 2 hrs. of homework for each course credit hour.*

PROGRAM DESCRIPTION

The Associate of Science in Assistance Dog Education program provides graduates with the skills and knowledge to partner people with disabilities with a canine helpmate, increasing the capabilities of both.

The degree program focuses on the psychology of learning, motor skill development, genetics and environmental factors, canine developmental stages, dog health care, and the socio-biological concepts of partnership between dogs and individuals whose limited physical strength or sensory abilities make functioning on their own difficult.

PROGRAM GOALS

The study of assistance dog education is intended to provide students an opportunity to learn about service, facility, canine therapy and affiliated assistance dog care and training, and the individuals with disabilities seeking their services, and to become knowledgeable and skilled in the dog selection, training and placement methods utilized appropriate to an initial study of the canine.

PROGRAM EDUCATIONAL OBJECTIVES

- To encourage in students an interest to explore and expand the dog's role in professional and pre-professional human health care and human service fields;
- To develop a depth of knowledge in the ways dogs have served and currently serve humanity;
- To utilize research from the scientific community to further assistance dog studies and assistance dog program development;
- To prepare students to be marketing-savvy professionals who can develop effective print materials, movies, and websites to promote the goods and services of their own or of their employer's assistance dog programs; and
- To prepare students to communicate effectively, to become proficient in relaying succinct and powerful messages to promote their assistance dog agency in a positive manner, and to effectively follow up with their contacts to ensure a favorable outcome for their assistance dog program.
- To prepare students to ensure that assistance dogs they work with are an asset and an unobtrusive helpmate to their human partners.

PROGRAM LEARNING OUTCOMES

Students completing the Associate of Science in Assistance Dog Education program will demonstrate:

- A depth of knowledge in human and canine developmental stages, psychology, sociology, physiology, health care, and learning methodologies appropriate to an initial study of the canine;
- A willingness to question, explore, and expand current thinking and ethical considerations regarding humans and animals;
- An ability to utilize research from the scientific and medical community;
- A depth of knowledge in the ways and fields available in which dogs have served and currently do serve humanity;
- An awareness of the specific disabilities and varying needs that are and can be served by human-animal partnerships, interactions and relationships;
- An ability to breed, train, and place assistance dogs, to work with clients with mobility-limiting disabilities and mental health conditions, and to train these clients in appropriate dog handling skills; and
- An ability to explore, adapt and expand the dog's role in professional and pre-professional human health care and human service fields.

POTENTIAL CAREERS AND OCCUPATIONS

Guide, hearing, service, social/therapy entry-level dog trainer, client placement manager, kennel worker or manager, puppy breeding coordinator, puppy parent trainer or manager, program fundraising, marketing or public relations staff, assumption of a program assistant directorship, or a beginning entrepreneur starting one's own program. The Standard Occupational Classification codes for job classifications that graduates are employed in are: 39-2011, 39-2021, and 31-9096.

PROGRAM CURRICULUM

The Associate of Science in Assistance Dog Education program is two years in length, with the first year of general education transferred from a college or university accredited by an agency recognized by the U.S. Department of Education. Each semester at Bergin University of Canine Studies is comprised of 16 weeks, culminating in a two-week client training. Students may only enter the program in the fall semester.

Program courses are selected from the curriculum offerings listed below and others in the catalog's *Course Descriptions* section. (See *Course Descriptions* for more course details.)

ADE 220	Disability Studies & Experience (2 credits)
ADE 225	Intro to Assistance Dog Selection, Breeding & Whelping (2 credits: 1.5 lec, .5 lab)
ADE 230	Intro to Service Dog Roles & Training (3 credits: 2.5 lec, .5 lab)
ADE 231	Intro to Service Dog Training Supervised Lab (1.5 supervised lab credits)
ADE 232	Intro to Facility & Therapy Dog Roles and Training (1 credit)
ADE 233	Intro to Facility & Therapy Dog Training Supervised Lab (.5 supervised lab credits)
ADE 235	Intro to Affiliated Service Dog Roles & Training (1 credit: .5 lec, .5 lab)
ADE 236	Intro to Affiliated Service Dog Training Supervised Lab (1 supervised lab credit)
ADE 244	Intro to Remediating Problem Assistance Dogs (1.5 credits: 1 lec, .5 lab)
ADE 250	Dog/Pup Parent & Pup Petter Management (1.5 credits)
ADE 255	Assistance Dog Scent Detection Dog Roles & Training (2 credits: 1.5 lec, .5 lab)
ADE 256	Assistance Dog Scent Detection Supervised Lab (.5 supervised lab credit)
ADE 260	Intro to Non-Profit Business Management (2 credits)
ADE 265	Intro to Non-Profit Fundraising & Marketing (2 credits)
ADE 270	Assistance Dog Laws (1.5 credits)
ADE 280	Intro to Assistance Dog Client Training (2.5 credits: 2 wks semester beginning/end)
ADE 282	Assistance Dog Client Processing, Placement & Follow Up (1 credit)
ADE 285	Assistance Dog Client Training (2.5 credits)
LIF 110	Intro to Human-Dog Psychology & Development (3 credits)
LIF 150	Canine Health & Care (2.5 credits)
LIF 151	Canine Health & Care Supervised Lab (.5 supervised lab credits)
LIF 235	Career Considerations (.5 credits)
LIF 262	Intro to Kennel Technology (1 credit)
LIF 263	Kennel Technology Supervised Lab (.5 supervised lab credits)

SCHOOL OF BUSINESS AND COMPANION DOGS

MISSION

The School of Business and Companion Dogs' mission is to provide programs of instruction that will help our students acquire the specialized knowledge and applied skills needed to take advantage of today's and tomorrow's exciting in-demand business and companion dog career opportunities.

MASTER OF SCIENCE IN Human-Canine Life Sciences

MISSION

The mission of the Master of Science in Human-Canine Life Sciences degree program is to advance the competencies and expand the vision of post-baccalaureate canine professionals and enthusiasts with the expectation that, as graduates, they will further evolve and develop human and canine businesses, enjoy expanded job opportunities, and mentor the relationship between humans, canines, and each other.

PROGRAM OVERVIEW

The Master of Science in Human-Canine Life Sciences degree program is designed to accommodate the time constraints of the working professional while simultaneously providing an in-depth comprehensive graduate program. Students are expected to attend a two-week onsite session each semester where much of the semester credit hours of the three-unit courses (37.5 hours) and the semester credit hours of the one-unit courses (13.5 hours) are fulfilled.

Students may only enter the master's program in the fall semester. The master's program is comprised of 36 credits scheduled over three semesters. The semesters are comprised of 16 weeks each. Students are not required to be on campus during the entire semester; instead they attend remote evening classes and a two-week Master's session held onsite at Bergin University during each semester. Students complete out of class work at home. Instructors provide immediate feedback while leading the onsite courses and will provide feedback regarding assignments and grades at the end of the semester via email and the University database. Assignment due dates and format are listed in the appropriate syllabus.

During the onsite sessions, students are required to participate in lectures and discussions with faculty who are prominent in the fields of canine research and the human-canine relationship. Students will receive reading assignments at the beginning of each semester to prepare them for the lectures, participate in remote classes, attend the two-week on campus session, then return home and continue their studies by completing assigned readings, research, and projects, as well as practicing the skills acquired in applied sessions. While at home, students are encouraged, and at times required, to communicate with instructors and each other and/or attend remote evening classes via Google G Suite, phone or email.

Bergin University's academic integrity standards remain the same whether you are learning on-line or in the classroom. This means students may not receive unauthorized assistance in taking quizzes, tests or examinations, and that students may not submit the work of another as their own in any assignment. Remote students are expected to attend all live class sessions and participate in discussions. Students are expected to participate in Google Classroom should the instructor choose this modality. Students are to follow instructor oversight requirements to prove

attendance during remote live class sessions. Students are to arrive to both remote and in-person class sessions in a timely manner and remain in those classes for the full time period. Students are expected to participate in the full on-site session.

The Master of Science degree program is considered a hybrid program where classes are offered via remote learning and on campus during the onsite sessions. The University offers online courses via Google's G Suite for Education. Modes to be used include Google Classroom for assignments, readings, quizzes and tests, links to videos in YouTube or to other videos stored in Google Drive. There will be options for video chat that can be leveraged for group discussions and work groups. Google Meet or Zoom will be available to provide live lecture sessions or for the instructor to meet with individual students or groups of students. A Bergin University Gmail address will be provided to each student.

In order to effectively participate in the program, computers should be capable of running current operating systems. Tablets and phones should be capable of running (Apple) IOS 12 or higher and (Android) Android 10. Windows/Mac computers recommended ram is 16gb, 8gb minimum. Storage minimum 500gb. Access to internet or WIFI at 10mbs or higher speed.

The admission requirements are the same for both in-person and distance learning courses. University hybrid program admission requirements correlate with the admissions requirements stated in the catalog. Please refer to the specific degree program requirements stated in this catalog as these have not changed.

Bergin University of Canine Studies does not administer tests to determine access to distance education courses. Please refer to the needed resources and equipment to be successful in a distance learning program.

Google G Suite for Education supports compliance with the Family Educational Rights and Privacy Act (FERPA), Student Privacy Pledge introduced by the Future of Privacy Forum (FPF), and the Software & Information Industry Association. There are no ads in G Suite for Education core services and Google does not collect or use student data for advertising purposes or create advertising profiles. Google's data centers use custom hardware running a custom hardened operating system and file system. Each of these systems has been optimized for security and performance. Google encrypts Gmail (including attachments) and Drive data while on the move. This ensure that messages are safe not only when they move between you and Google's servers, but also as they move between Google's data centers. Independent auditors and third party organizations have verified that Google's privacy practices and contractual commitments for G Suite for Education comply with data standards.

There are no platform access fees or extra online library access fees. The University provides access to Google G Suite and the online library as part of student tuition and service fees. Books will need to be purchased in all courses (see Tuition and Fees for full tuition breakdown).

Master students train Bergin University dogs during most two-week onsite sessions. Hands-on training time in this program is limited**. Students do not bring their own dogs to the on-site Master's sessions.** Students will be assigned a Bergin dog. **Students are required to take their assigned Bergin dog home with them during the one-week LIF 540A course-please make sure to find temporary housing that accommodates a service dog in training.** When a student returns home after the session, a student must have access to a dog in order to continue dog training at home each semester. The dog the student trains at home may be the student's dog or a dog from another source. The University does not provide dogs for students to take home with them.

PROGRAM DESCRIPTION

The Master of Science in Human-Canine Life Sciences degree program advances the competencies and expands the vision of post-baccalaureate canine professionals and enthusiasts with the expectation that, as graduates, they will further evolve and develop human and canine businesses, enjoy expanded job opportunities, and mentor the relationship between humans, canines, and each other.

Visionary, futuristic, discovery-based canine scholarship is juxtaposed against cutting-edge science-based academic educational offerings, preparing students to shape the dog's future as they develop critical thinking skills, moral and ethical awareness, managerial competence, an international perspective, and momentum that will inspire them to contribute to creating the next rung in the human-canine evolutionary ladder. A minimal amount of experiential dog training is included in this program. The unique relationship between human and dog has exploded into a billion-dollar business. The partnerships between individuals with disabilities and assistance dogs have grown into a worldwide phenomenon. Each requires the expertise, leadership abilities, decision-making and problem-solving skills of our graduates to help guide it.

PROGRAM GOALS

The study of Human-Canine Life Sciences is designed to fuel students' thirst for applicable knowledge in the theoretical and applied studies of human and canine relationships both separately and in partnership, and in so doing, expand their awareness of issues and concepts, enhance their problem-solving abilities, and promote appreciation for the subject matter from a more functional research-based context.

PROGRAM EDUCATIONAL OBJECTIVES

- To provide qualified individuals the opportunity to expand their knowledge of the canine and its relationship to people beyond the norm, such that career opportunities are available in a multitude of endeavors: major corporate store management like PETCO or PetSmart; canine publishing like the AKC Gazette; authoring of books or short stories; development of new dog products; expansion of the use of dogs in canine recreation; or enhancement of the quality of current professional roles. This program merges human and canine studies so that graduates can incorporate dogs into careers such as teaching, psychology, social work, nursing, etc. Research has shown that adding dogs in these types of fields increases positive outcomes. Due to the in-depth understanding of dog psychology, emotionality and sociology, and the easy transference of this knowledge from canine to human, graduates are able to better understand human personalities and responses, making them better suited for current or prospective careers working with people;
- To expand the theoretical and practical applications of human and canine learning theories, development, and behavior beyond that learned in undergraduate studies to explore human-canine recreation and working activities and service, guide, hearing, and other assistance dog roles;
- To encourage the use, design, and implementation of research into human-canine relationships and activities and assistance dog potentials.

PROGRAM LEARNING OUTCOMES

Program learning outcomes are the same for the remote and in-person portions of the degree program as the remote and in-person portions complement each other. Graduates of the University's Master of Science in Human-Canine Life Sciences degree program will have acquired the following learning, skills, and competencies:

1. Knowledge of the theoretical basis and practical application of human and canine learning theories, development, and behavior as applied to human-canine recreational, work, and assistance dog activities;
2. Post-graduate studies into the theoretical basis and practical application of human-canine relationships as applied to human-canine work, recreational, and assistance dog activities;
3. Ability to compare and contrast human-canine behavior, development, learning, and physiology and understand the similarities between canine and human behavior;
4. The use, design, and implementation of research into canine subjects;
5. Awareness of the dog's economic, psycho-social, physiological, therapeutic, and educational viability in human society;
6. Current and emerging theories and practices in canine health, well-being, and management;
7. Theoretical, practical, and ethical issues regarding canine work, recreational, and assistance dog activities;
8. Knowledge of the dog's role in human development; and
9. Current knowledge of contemporary issues surrounding the canine's role in human society.

POTENTIAL CAREERS AND OCCUPATIONS

Graduates of the Masters in Human-Canine Life Sciences bring with them a Bachelor's degree and years of work experience. This combination prepares them for a multitude of careers and occupations beyond that available to the average individual, with choices more expansive than a simplistic list can contain. The first step in the process is to narrow down the list, not only of options, but also of desires.

Working for oneself: This requires drive and passion and the ability to tough-it-out, but there are many areas in the dog industry that are in need of new ideas and services.

- Kennel designs that help reduce health problems
- Nutritious foods and treat development
- Write articles for major dog magazines
- Dog photography
- Dog film-making
- Author dog books or short stories
- Develop new dog toys that enhance dog and human exercise
- Dog clothing designer
- Expansion of the use of dogs in canine-human recreational activities
- Enhancement of the quality of current professional roles
- Build a business in dog care: dog boarding, doggie day care, dog walking, dog training, dog sitting, transporting dogs
- Build a business teaching people about dogs, puppy rearing, dog exercise, dog home grooming, dog fencing, taking dogs on trips
- Develop quality dog accessories such as: portable dog fence, designer crates, etc.

Work for a business or organization:

- Incorporate dogs into careers such as teaching, counseling, nursing, psychology, social work (Research has shown that adding dogs in these types of fields increases positive outcomes.)
- Explore business careers in current human-canine recreation and working activities
- Management, sales, marketing careers in any canine-related corporation or business that is expanding their canine services, sales, product development, outreach
- The assistance dog world is growing: training, managing, client intake, fundraising, training puppy and adult guide, hearing, service, therapy, facility, diabetic alert, or other assistance dogs
- Management at animal shelters and dog rescue groups

The Standard Occupational Classification codes for job classifications that graduates are employed in are: 39-2011, 39-2021, and 31-9096.

PROGRAM CURRICULUM

The master's degree requires 36 credits at the LIF 500 level. This degree program is designed to be completed in in a year, three consecutive semesters.

Program courses are selected from the curriculum offerings listed below and others in the catalog's *Course Descriptions* section. (See *Course Descriptions* for more course details.)

LIF 505	The Emotional Lives of Dogs and Other Animals (3 credits)
LIF 510A	Introduction to Scholarly Inquiry and Research Methodology (1 credit)
LIF 510B	Introduction to Scholarly Inquiry and Research Methodology (1 credit)
LIF 510C	Introduction to Scholarly Inquiry and Research Methodology (1 credit)
LIF 515	Human-Canine Cognition and Communication Compared (3 credits)
LIF 520	Ethical, Moral and Legal Perspectives of Canine Training, Use and Ownership (3 credits)
LIF 535	Evolution and Innovations of Dog-Human Partnerships (3 credits)

LIF 540A	Application of Psychology to Theories of Canine & Human Learning (3 credits)
LIF 540B	Application of Psychology to Theories of Canine & Human Learning (1 credit: .5lec, .5lab)
LIF 540C	Application of Psychology to Theories of Canine & Human Learning (1 credit: .5lec, .5 lab)
LIF 540D	Application of Psychology to Theories of Canine & Human Learning (1 credit: .5 lec, .5 lab)
LIF 567	Genetics (3 credits)
LIF 570A	Advances in Canine Health and Well-Being (1 credit)
LIF 570B	Advances in Canine Health and Well-Being (1 credit)
LIF 570C	Advances in Canine Health and Well-Being (1 credit)
LIF 575	Opportunity, Analysis and Innovation in Business (3 credits)
LIF 580	Canine Behavioral Problems: Symptoms and Treatments (3 credits)
LIF 592A	Canine Life Sciences Capstone (1 credit)
LIF 592B	Canine Life Sciences Capstone (2 credits)

COURSE DESCRIPTIONS

LIF 505 The Emotional Lives of Dogs and Other Animals **(3 credits)**
Students will study the evolution of animal emotions in a wide variety of animals but will focus on domestic dogs. Students will read and discuss a good deal of general material about animal emotions. The students will be challenged to show how scientific data regarding evolutionary biology and ethology meshes with common sense and intuition. Current and historical views will be explored and discussed in depth.

LIF 510A Introduction to Scholarly Inquiry and Research Methodology **(1 credit)**
This course focuses on the construction of a research instrument or capstone culminating project and by investigating its measurement properties (validity and reliability) This measurement will be linked to qualitative measures and quantitative observations and will be discussed in a variety of contexts including: interviewing, standardized testing or performance assessment. Students will examine the development of knowledge frameworks, and what shapes them; the purpose of such frameworks as they impact decision-making; reviewing issues and research in statistical methodologies and qualitative methodologies. dogs and assistance dogs (service, hearing, guide, social/therapy) and other ways dogs help or are involved with people.

LIF 510B Introduction to Scholarly Inquiry and Research Methodology **(1 credit)**
LIF 510B, building on LIF 510A, will introduce and require student evaluation of the basic techniques and tools for manipulation of quantitative data, data management and analysis using spreadsheets and statistical packages, and graphical presentation of data. The course will focus on techniques commonly used in behavioral and sociological studies.
Prerequisite: LIF 510A

LIF 510C Introduction to Scholarly Inquiry and Research Methodology **(1 credit)**
In Segment C, students will refine the research question(s) and hypotheses of the research they will undertake for their capstone thesis/project and use the knowledge from Segments A and B to identify appropriate research methodologies and statistical analyses for study and evaluation of their selected topic. They will gain greater familiarity with database searching, literature review design, and scholarly publishing.
Prerequisite: LIF 510B

LIF 515 Human-Canine Cognition and Communication Compared **(3 credits)**
A comparison of canine and human cognition and communication will begin with evolutionary considerations to set a context. Since the basis of all cognitive operations is sensory input, the relative operations of human and canine senses will be discussed. The nature and structure of intelligence will be dealt with and its interactions with temperament will be considered. Canine communication patterns will be presented and analyzed, and the issue of whether one can accurately refer to "canine language" as being on a continuum with human language is an important focus of this course. The basic neurophysiology underlying learning and memory will be presented along with considerations of the nature of learning in dogs, and applications of that information within the training context. Cognition and problem solving, including similarities and differences between dogs and humans in matters of mental

representation will be studied. The course will close with a consideration of the problem of canine consciousness and its relationship to human consciousness.

LIF 520 Ethical, Moral and Legal Perspectives of Canine Training, Use and Ownership **(3 credits)**
This course focuses on the ethical, moral, and legal issues related to dogs. What types of training are permissible? What is a fair and reasonable training methodology? Who believes what? What behaviors or tasks can be reasonably expected of a dog? Who owns the dog? What can be done to retrieve a dog sold to an abusive person or one who does not use the dog for his intended purpose? Should a dog be forced or encouraged to work? How can it be determined if the work is unsuitable? Are there laws that protect the owner, the seller, and the dog? Students will hear prevailing views from a variety of sources.

LIF 535 Evolution and Innovations of Dog-Human Partnerships **(3 credits)**
The course will trace history's best guess of the earliest dog-human partnerships and continue through subsequent eras and locales throughout the world and into the modern day. It will examine the dog's roles and functions in these various cultures and historical periods and also consider the various attitudes and perceptions that people have had toward dogs. This historical review should broaden and deepen the student's understanding as to how dogs fit into human societies and allow them to explore and potentially identify new and innovative roles in which the dog might improve the lives of humankind. The students will be expected to identify what can be learned, what can be applied, and which beliefs are necessary to discard in order to maximize human use of canine capabilities.

LIF 540A Application of Psychology to Theories of Canine and Human Learning **(3 credits)**
An exploration of theories of both human and canine learning. This course provides students with a week mock client training experience. A dog will be provided, and during this week session, students are required to take the dog home each night as part of their homework.

LIF 540B Application of Psychology to Theories of Canine and Human Learning **(1 credit: .5 lec, .5 lab)**
An exploration of theories of both human and canine learning, this course will investigate multiple views, ranging from classical to operant to modern beliefs related to the brain and its mechanisms for thought and memory. This dynamic course will focus on disabilities and how a dog can assist as well as specialty therapy and facility dog training. A dog will be provided for the hands on coursework. Students do not take dogs home.
Prerequisite: LIF 540A

LIF 540C Application of Psychology to Theories of Canine and Human Learning **(1 credit: .5 lec, .5 lab)**
The students will compare and contrast the olfactory system of dogs and humans culminating in an ability to expand the utilization of the dog in a wider range of scent detection roles for humans. A dog or pup will be provided for the laboratory coursework. Students do not take dogs home.
Prerequisite: LIF 540B

LIF 540D Application of Psychology to Theories of Canine and Human Learning **(1 credit: .5 lec, .5 lab)**
An exploration of theories of both human and canine learning, this course will investigate multiple types of sports canines and humans engage in with a focus on agility. A dog will be provided for the laboratory coursework. Students do not take dogs home.
Prerequisite: LIF 540C

LIF 565 Behavioral Ecology of Predators and Prey **(3 credits)**
Students will learn about the social and foraging behavior of predatory animals, anti-predator strategies of prey species, and co-evolution of predators and prey.

LIF 567 Genetics **(3 credits)**
A comprehensive examination of genetics, encompassing the three main fields – Mendelian, molecular, and quantitative genetics. This course focuses on the use and application of genetic theories to real life scenarios, enabling the students to utilize modern scientific knowledge and techniques in their daily work with dogs.

LIF 570A Advances in Canine Health and Well-Being **(1 credit)**
This course focuses on the newest theories and practices in canine health; including what is on the horizon. Group environments, physical and psychological issues and solutions will be discussed together with the most advanced medical procedures and practices encouraging canine health and longevity.

LIF 570B Advances in Canine Health and Well-Being **(1 credit)**
This course continues focusing on the newest theories and practices in canine health; including what is on the horizon. Group environments, physical and psychological issues and solutions will be discussed together with the most advanced medical procedures and practices encouraging canine health and longevity. In addition to the materials in LIF 570A, this segment focuses on advances in canine reproduction and how information about health, nutrition and diagnostics relates to reproduction issues.
Prerequisite: LIF 570A

LIF 570C Advances in Canine Health and Well-Being **(1 credit)**
This course continues its focus on the newest theories and practices in canine health, and includes what is on the horizon. Segment C of the course ties the concepts from the first two segments together by providing students with a deeper understanding of canine anatomy and physiology. Students will be taught through lectures and hands on learning (dissection). Knowledge of canine anatomy will enable students to understand how a dog's body works and what can/cannot be expected of it. Knowledge of normal anatomy will enable students to better understand when something goes wrong and a disease/injury/abnormality is present.
Prerequisite: LIF 570B

LIF 575 Opportunity, Analysis, Innovation in Business **(3 credits)**
Students will review and categorize dog industry business administration requirements and opportunities, compare canine and human management models, and propose innovations for a young and growing industry.

LIF 580 Canine Behavioral Problems: Symptoms and Treatments **(3 credits)**
Dogs, whether assistance or working dogs or simply companion dogs, can suffer from a number of behavioral problems that make them difficult to live or work with. Instruction will be provided on how to assess the most common of dog behavioral problems, including aggression (fearful and dominance related towards dogs and humans) and fear-based difficulties (phobias, social fears, and separation anxiety), and some of the less-common but still disruptive issues, such as obsessive-compulsive and repetitive behavioral problems and approaches to correcting them offered. Students will be required to debate leading experts analysis of solutions and formulate their own plans to address the problems. It will also provide information on how to recognize age-related complications, such as diminished sensory capacity.

LIF 590 Thesis/Culminating Project **(3 credits)**
This course allows students to integrate their knowledge of and experiences with dogs and dogs' roles and relationships with people that address problems of concerns, uses and needs. The student will contribute an original perspective to the body of literature as they research a thesis or develop a project and support its conclusions.
Prerequisite: LIF 510

LIF 592A Canine Life Sciences Capstone **(1 credit)**
Students receive an overall course presentation preparing them to collect research and materials from their courses and integrate them into a formal paper or project demonstrating knowledge in areas of study.

LIF 592B Canine Life Sciences Capstone **(2 credits)**
Students collect research and materials from their courses and integrate them into a formal paper or project demonstrating knowledge in all areas of study. Paper: Integrate and expand on research and concepts from the required courses, diagramming their interconnectedness. Projects: Take the knowledge and theory learned and apply to a real-world setting providing a thorough explanation as to the interconnections in the application.
Prerequisite(s): LIF 592A

MASTER'S GRADUATION DEGREE REQUIREMENTS

To graduate, students in the Master of Science Human-Canine Life Sciences program must successfully complete 36 credits.

All courses must be passed with a grade of 2.5 or better. Any course identified as a master's degree course receiving less than a grade of ("C+") must be repeated to receive credit toward the Master of Science degree. Students may not move to the next semester if receiving less than a C+ in all courses. A cumulative GPA of 3.0 ("B") is required for graduation. Semesters must be taken in sequence: fall, spring, summer, fall. Students who miss a semester must wait until the following year to complete that missed course and any subsequent semester courses.

Transfer credits may be accepted only if the coursework is identical in scope to Bergin University's offering, at a graduate level, and the credits were obtained from a college or university that is accredited by an agency recognized by the U.S. Department of Education to offer master's degrees, or an equivalent governing agency if credits are transferred from a foreign institution of higher education. No more than 6 credits may be transferred into the program.

MASTER'S DEGREE ADMISSION REQUIREMENTS

Applicants to the master's program must submit:

- Bergin University application
- Application fee of $50.00
- Proof of identity and photo
- An official transcript of an earned bachelor's degree from a college or university that is accredited by an agency recognized by the U.S. Department of Education
- One-to-two page personal essay explaining the student's interest and future goals related to the program of study
- Two letters of reference — one professional, one personal
- Canine experience documentation: Applicants must have one year of experience (paid or unpaid) in a canine-related activity indicating extensive experience handling dog(s).

APPLICATION STEPS

Step 1: Request an application from the Bergin University Admissions Office.

Step 2: Complete and submit the application form. Include application fee, proof of identity, letters of reference, and personal essay.

Step 3: Additional application materials to be submitted to the Admissions Office:

i. An official copy of your college transcript indicating graduation with a bachelor's degree from a college or university that is accredited by an agency recognized by the U.S. Department of Education

Step 4: If notified of acceptance, review, sign, and return all appropriate admissions and enrollment documents.

Step 5: Out-of-the-area students need to arrange housing for each on-site Master's session.

Step 6: Tuition and fees are due prior to attending the first class. Tuition and fees are the same, regardless of the student's home state or country. Payment must be made by mail or in person. MasterCard, Visa, Discover, and American Express credit cards are all accepted.

Step 7: Attend a Master's program orientation.

BACHELOR OF SCIENCE IN Canine Studies (Cynology)

MISSION

The mission of the Bachelor of Science Degree in Canine Studies (Cynology) is to guide the students' exploration of the canine species through a vast array of scholarly studies and experiences that expose the uniqueness of the dog's coveted relationship with humans, while providing an opportunity for students to explore their own species as it evolved through its relationship with the canine, and in so doing, provide a multitude of dog or human aligned job opportunities.

PROGRAM OVERVIEW

The bachelor degree program starts once a year, at the beginning of the fall semester. The program requires that students attend courses onsite at Bergin University for four semesters, which is equivalent to two years.

The Bachelor of Science degree program is considered a hybrid program where classes are offered via remote learning and on campus. The University offers online courses via Google's G Suite for Education. Modes to be used include Google Classroom for assignments, readings, quizzes and tests, links to videos in YouTube or to other videos stored in Google Drive. Students will be able to leave comments and questions for the instructor within Classroom. There will be options for video chat that can be leveraged for group discussions and work groups. Google Meet or Zoom will be available to provide live lecture sessions or for the instructor to meet with individual students or groups of students. A Bergin University Gmail address will be provided to each student.

In order to effectively participate in the program, computers should be capable of running current operating systems. Tablets and phones should be capable of running (Apple) IOS 12 or higher and (Android) Android 10. Windows/Mac computers recommended ram is 16gb, 8gb minimum. Storage minimum 500gb. Access to internet or WIFI at 10mbs or higher speed.

The admission requirements are the same for both in-person and distance learning courses. University hybrid program admission requirements correlate with the admissions requirements stated in the catalog. Please refer to the specific degree program requirements stated in this catalog as these have not changed.

Bergin University of Canine Studies does not administer tests to determine access to distance education courses. Please refer to the needed resources and equipment to be successful in a distance learning program.

Google G Suite for Education supports compliance with the Family Educational Rights and Privacy Act (FERPA), Student Privacy Pledge introduced by the Future of Privacy Forum (FPF), and the Software & Information Industry Association. There are no ads in G Suite for Education core services and Google does not collect or use student data for advertising purposes or create advertising profiles. Google's data centers use custom hardware running a custom hardened operating system and file system. Each of these systems has been optimized for security and performance. Google encrypts Gmail (including attachments) and Drive data while on the move. This ensure that messages are safe not only when they move between you and Google's servers, but also as they move between Google's data centers. Independent auditors and third party organizations have verified that Google's privacy practices and contractual commitments for G Suite for Education comply with data standards.

There are no platform access fees or extra online library access fees. The University provides access to Google G Suite and the online library as part of student tuition and service fees. Books will need to be purchased in all courses (see Tuition and Fees for full tuition breakdown).

Note: Degree students are required to take each semester's **assigned dog home evenings and weekends as a part of their homework hours.** The assigned dogs, of differing breeds, personalities and ages, must be housed, fed, exercised, trained and taken on outings. The school provides all equipment and supplies needed. Extenuating circumstances will be taken into consideration and other means of meeting this requirement may be arranged. **Accredited universities and colleges require a minimum of 2 hrs. of homework for each course credit hour.*

PROGRAM DESCRIPTION

Upper-degree courses in the Bachelor of Science degree program move well beyond the focus of producing a trained dog to incorporate cognitive, psychological, sociological, and historical perspectives of the dog, including using art, literature, and genetics as prisms from which the canine is viewed. In an ever-growing dog-related job market, this degree program provides a broad-based educational perspective appropriate to a multitude of entry- and mid-level positions in either a human or canine field.

This program is designed to bring the dog into the academic mainstream as a subject of scholarly study. Program objectives include: theoretical and applied studies of the canine toward a goal of promoting and understanding the canine's unique mind and physical capabilities; contribution to the student's awareness of the role the dog has played in the arts; advancement of the significance of the dog in society; increased awareness of the human-dog relationship from legal and historical points of view; and examination of the symbiotic relationship between human and canine.

PROGRAM GOALS

The study of Cynology provides students a prism through which knowledge and skills are built and career choices come into focus well beyond that of producing a trained dog to include an ever-growing dog-related job market that includes a broad-based educational perspective appropriate to a multitude of entry- and mid-level positions in either a human or canine field.

PROGRAM EDUCATIONAL OBJECTIVES

The Bergin University's Bachelor of Science in Canine Studies (Cynology) program understands an imperative need for professionals who are able to increase the theoretical and practical knowledge base that recognizes the dog's supporting role in human society. To this end, the bachelor's program prepares students:

- To advance the field of Cynology from one based on limited technical, theoretical and scientific knowledge and skills to a field based firmly upon research and willingness and capability to make the most of the true potential of the human-canine partnership;
- To provide students with the theoretical basis and practical knowledge to examine and contribute to the expansion of human-canine partnerships;
- To examine, understand, and apply research findings to increase the dog's supporting role in human society;
- To gain an in-depth understanding of how to incorporate the dog into today's complex world, highlighting the ways the dog's role in our society can continue to expand;
- To prepare students for employment opportunities in a variety of human and canine business and corporate management roles, due to their strengthened critical thinking and research abilities;
  To prepare students to be more effective communicators in the world of business by incorporating the use of verbal skills, body language, and facial expressions as the basis of communication; and
- To explore multiple canine-related careers, providing students, upon graduation, with a broad awareness of career choices in the canine world: puppy trainer, owner or manager of a boarding site or dog walking business, scent detection, agility instructor, show dog trainer, search and rescue dog trainer, clicker trainer, trainer of dogs for autism, tracking trainer, clothing manufacturer, pet store operator or manager, and Department of Defense and the Veterans Administration facility dog and canine intervention therapy dog instructors, to name a few.

PROGRAM LEARNING OUTCOMES

Students completing the bachelor's degree will demonstrate:

- Theoretical and applied knowledge of the canine's unique mind and physical capabilities;
- An ability to advance the significance of the dog in society;
- An awareness of the human-dog relationship from legal and historical perspectives;
- A historical, scientific, psychological, and developmental perspective about the dog and the roots of the synergistic human-dog relationship;
- An ability to examine, understand and apply canine scientific findings;
- An awareness that any reference to the canine (or dog) is a testament to between 15,000 and 100,000 years of a symbiotic relationship with humans at their various levels of development; and
- Knowledge of and exposure to the canine in human art and literature.

POTENTIAL CAREERS AND OCCUPATIONS

Examples of roles specifically related to training dogs as a business or working for an organization as a trainer: puppy trainer, obedience trainer, canine cancer detection dog trainer, medical detection dog trainer, drug sniffing dog trainer, bomb sniffing dog trainer, border patrol dog trainer, search and rescue dog trainer, clicker trainer, conducting dog training classes for mass retail like Petco and PetSmart;

Examples of roles primarily involved in teaching people to utilize their dog in show, sport or working roles or to self-compete in same: flyball trainer, agility trainer, disk trainer, rally trainer, herding, pointer dog trainer, tracking, show dog trainer, nose work trainer, hunting dog trainer, canine dance instructor, dock diving instructor;

Examples of assistance dog roles: canine intervention therapy dog instructor, Department of Defense and the Veterans Administration facility dog, autism dog trainer, service dog training, facility dog trainer, therapy dog trainer, diabetic alert dog trainer, client intake manager, program director or assistant director, puppy home manager, kennel manager or kennel worker, guide dog trainer, hearing dog trainer, breeding & puppy coordinator;

Examples of non-dog training roles: pet clothing manufacturer, dog food manufacturing, pet store operator or manager, shelter manager, dog kennel designer, dog landscape designer, fundraising or marketing manager;

Examples of employment using dogs in the services: counseling, teaching, nursing, rehab centers, assistive living centers, elementary reading programs, prisons and jails, mental health facilities;

Examples of self- or business employment: boarding kennel, dog daycare facility, dog walking, home boarding, dog training businesses, veterinary clinics assistants, animal shelter employee, owner or manager of a boarding site or dog walking business, canine masseuse;

Examples of dog scent detection businesses: truffles, termites, vine mealybug, bedbugs, allergy detection, diabetic alert, cancer detection (bladder, breast, prostrate, etc.).
The Standard Occupational Classification codes for job classifications that graduates are employed in are: 39-2011, 39-2021, and 31-9096.

PROGRAM CURRICULUM

The Bachelor of Science in Canine Studies program is four years in length, with the first two years of general education transferred from a college or university accredited by an agency recognized by the U.S. Department of Education. Students spend the last two years at Bergin University of Canine Studies which are made up of four semesters; each 16 weeks in length. Students may only enroll each fall semester.

Program courses are selected from the curriculum offerings listed below and others in the catalog's *Course Descriptions* section. (See *Course Descriptions* for more course details.)

LIF 300	Playgroups and Enrichment (2 credits: 1.5 lec, .5 lab)
LIF 301	Rescue and Shelter Outcomes (1.5 credits: 1 lec, .5 lab)
LIF 305	History of Dog Breeds & Training (3 credits)
LIF 310	Selection, Breeding & Whelping Strategies (2 credits: 1.5 lec, .5 lab)
LIF 311	Selection, Breeding & Whelping Strategies Supervised Lab (1 supervised lab credit)
LIF 315	Environmental Management (2 credits: 1.5 lec, .5 lab)
LIF 316	Environmental Management Supervised Lab (.5 supervised lab credits)
LIF 320	Business Management (3 credits)
LIF 330	Canine Nutrition (3 credits)
LIF 335	Career Considerations (only taken last semester) (.5 credits)
LIF 340	Remediating Problem Dogs (1.5 credits: 1 lec, .5lab)
LIF 345	History of Dog Laws (3 credits)
LIF 350	Dogs in Art, Culture and Religion (2 credits)
LIF 361	Canine Health (2 credits: 1.5 lec, .5 lab)
LIF 362	Canine Health Supervised Lab (1 supervised lab credit)
LIF 380	Early Puppyhood Education (1.5 credits: 1 lec, .5 lab)
LIF 391	Assistance Dogs (2.5 credits: 2 lec, .5 lab)
LIF 393	Dog Rescue & Shelter Program Operations (2 credits: 1.5 lec, .5 lab)
LIF 394	Dog Rescue & Shelter Program Operations Supervised Lab (1 supervised lab credit)
LIF 395	Assistance Dogs Supervised Lab (1 supervised lab credit)
LIF 396	Affiliated Sporting Service Dog Training (1 credit: .5 lec, .5 lab)
LIF 431	Humans and Canines – Personalities, Emotionality and Language (3 credits)
LIF 440	Research & the Dog (3 credits)
LIF 450	Genetics vs. Environment (3 credits)
LIF 460	Cynomorphic Perspective (3 credits)
LIF 488	Human Animal Support Services (1 credit)
LIF 489	Managing Group Training Classes (1.5 credits: .5 lec, 1lab)
LIF 491	Obedience Training (2 credits: 1.5 lec, .5 lab)
LIF 492	Recreational Scent Detection Training (2 credits: 1.5 lec, .5 lab)
LIF 493	Advanced Concepts in Dog Rescue & Shelter Programs (2 credits: 1.5 lec, .5 lab)
LIF 494	Advanced Concepts in Dog Rescue & Shelter Programs Supervised Lab (1 supervised lab credit)
LIF 495	Obedience Training Supervised Lab (1 supervised lab credit)
LIF 496	Recreational Scent Detection Training Supervised Lab (1 supervised lab credit)
LIF 497	Vocational Scent Detection Training (2 credits: 1.5 lec, .5 lab)
LIF 498	Vocational Scent Detection Training Supervised Lab (1 supervised lab credit)

OVERVIEW: BACHELOR'S DEGREE ADMISSION REQUIREMENTS

Refer to the ADMISSIONS section of this catalog for information relating to admission policies and enrollment procedures. Students having taken the Service Dog Seminar or achieved an Associate of Science degree in ADE or BCDS at the University will be given priority registration.

TRANSFER CREDIT REQUIREMENTS

As part of the bachelor's program admissions procedure, applicants must demonstrate, via submission of official transcript(s), that they have completed a minimum of 60 semester credits at a college or university that is accredited by an agency recognized by the U.S. Department of Education. All credits must have a grade point of 2.0 ("C") or better. Only official copies of transcripts are accepted and should be sent directly to Bergin University's Office of Admissions. A Bergin University official reviews all submitted transcripts and makes the final determination as to what courses and credits meet the University's transfer requirements.

The required 60 transferred credits are divided into two categories: 1) general education and 2) electives. Below are the descriptions of the two categories

GENERAL EDUCATION TRANSFER REQUIREMENTS

Refer to the GENERAL EDUCATION section of this catalog for detailed information concerning the transfer of general education coursework into the bachelor's program.

In summary, the bachelor's program requires 30 semester credits of general education course work completed prior to enrollment. These 30 credits include coursework covering five academic areas: Communication Arts (6 credits); Mathematics (3 credits); Arts and Humanities (6 credits); Social and Behavioral Sciences (9 credits); and Science (6 credits). All transferred general education course credits must meet Bergin University's transfer requirements. At a minimum, 25 percent of the credits required for non-degree and undergraduate degree programs must be completed at Bergin University of Canine Studies.

ELECTIVE COURSEWORK TRANSFER REQUIREMENTS

Elective coursework is at the discretion of the student and enables students to broaden their education with a variety of courses based on their personal interests.

Bachelor's degree students are required to transfer 30 credits of elective coursework. The elective credits are in addition to the 30 credits of transferred general education coursework, though 6 of the elective credits must also qualify as general education credits. All transfer elective credits must meet Bergin University's transfer requirements.

BERGIN UNIVERSITY OF CANINE STUDIES SPECIAL BS TRANSFER REQUIREMENTS

First-year Bachelor of Science students must complete the two-week summer class LIF 210 Intro to Dog Psychology and Handling before entering the Bachelor of Science degree program in the fall. There is an $800 fee for this course. This course does not qualify for financial aid. Students who have completed the University's summer Service Dog Training Seminar or who have graduated from the Associate of Science degree program are exempt from this requirement.

BACHELOR'S DEGREE REQUIREMENTS

To graduate, students in the Bachelor of Science in Canine Studies (Cynology) degree program must successfully complete a minimum of 120 credits of coursework with a cumulative grade point average (CGPA) of 2.0 (C) or better, as stipulated below:

Transfer Credits

30 credits of General Education coursework
30 credits of Elective coursework
(60 total transfer credits)

Required Credits taken at Bergin University

60 credits in upper division (300-400's level) required "area of concentration" coursework

Total transfer and Bergin University credits required for graduation

60 credits transfer credits
60 credits Bergin University credits
(120 credits required for graduation)

OVERVIEW: ASSOCIATE DEGREE ADMISSION PROCEDURES

Refer to the ADMISSIONS section of this catalog for information relating to admission policies and enrollment procedures.

TRANSFER CREDIT REQUIREMENTS

As part of the associate degree program admissions procedure, applicants must demonstrate, via submission of official transcript(s), that they have completed a minimum of 24 semester credits at a college or university that is accredited by an agency recognized by the U.S. Department of Education, or equivalent if transferring from outside the United States. All credits must have a grade point of 2.0 ("C") or better. Only official copies of transcripts are accepted and should be sent directly to Bergin University's Office of Admissions. A Bergin University official reviews all submitted transcripts and makes the final determination as to what courses and credits meet the University's transfer requirements.

The required 24 transferred credits are divided into two categories: 1) general education and 2) electives. Below are the descriptions of the two categories

GENERAL EDUCATION TRANSFER REQUIREMENTS

Refer to the GENERAL EDUCATION section of this catalog for detailed information concerning the transfer of general education coursework into the associate degree program.

In summary, the associate degree program requires 21 semester credits of general education course work to be completed prior to enrollment. These 21 credits include coursework covering five academic areas: Communication Arts (6 credits); Mathematics (3 credits); Arts and Humanities (3 credits); Social and Behavioral Sciences (6 credits); and Science (3 credits). All transferred general education course credits must meet Bergin University's transfer requirements. At a minimum, 25 percent of the credits required for non-degree and undergraduate degree programs must be completed at Bergin University of Canine Studies.

ELECTIVE COURSEWORK TRANSFER REQUIREMENTS

Elective coursework is at the discretion of the student, and enables students to broaden their education with a variety of courses based on their personal interests.

Associate degree students are required to transfer 3 credits of elective coursework. The elective credits are in addition to the 21 credits of transferred general education coursework. All transfer elective credits must be completed prior to enrollment and meet Bergin University's transfer requirements.

ASSOCIATE DEGREE REQUIREMENTS

To graduate, students in the Associate of Science in Assistance Dog Education degree program must successfully complete a minimum of 61 credits of coursework with a cumulative grade point average (CGPA) of 2.0 (C) or better, as stipulated below:

ADE Transfer Credits

21 credits of General Education coursework

3 credits of Elective coursework

(24 total transfer credits)

Required Credits taken at Bergin University

37 total credits required "area of concentration" coursework

Total transfer and Bergin University credits required for graduation

24 transfer credits

37 Bergin University credits

(61 credits required for graduation)

COURSE DESCRIPTIONS

Courses are listed numerically preceded by an academic discipline prefix. Courses numbered 100-299 are lower division; 300-499 are upper division; 500-599 are graduate level. Each course number is followed by the course title, a course description, the number of semester credits that the course satisfies, and a notice of any prerequisites required. The maximum capacity for each of the courses as listed in this Catalog at any given moment is 30 students.

ASSISTANCE DOG EDUCATION COURSES

Lower-Division Courses

ADE 210A Service Dogs **(2 credits per semester: .5 lec, 1.5 lab)**
Specifically focusing on the needs of individuals with physical limitations or disabilities, the course teaches basic methods to better select, train and place service dogs. Part of the coursework is applied learning related to the handling of service dogs coordinating with the techniques taught in LIF 110. The course includes the conducting of a mock client training, teaching community volunteers to handle trained dogs, and emulating an actual client training.
Co-requisite(s): LIF 110 taken concurrently

ADE 210B Service Dogs **(2 credits: .5 lecture, 1.5 lab)**
The students participate in a second client training camp which functions as a capstone in which students manage the client training with less direct faculty oversight. In this client training, student-teachers are required to handle more responsibilities demonstrating the competencies they have learned throughout the year. Faculty members are integral in providing student evaluation and feedback during the client training capstone experience.
Pre-requisite(s): ADE 210A

ADE 211 Hearing Dogs **(1.5 credits: 1 lecture, .5 lab)**
This course provides the student with basic knowledge and skills related to selecting, training, and placing of hearing dogs with individuals who are deaf or have hearing impairments. Information on deafness and hearing impairment is also presented in relation to the clients' circumstances and need for a dog.

ADE 212 Canine Interventions **(2 credits: 1 lecture, 1 lab)**
This course provides the student with basic knowledge and skills related to selecting, training, and utilizing dogs in institutions, schools, libraries, courthouses and other settings. Information about differing populations housed in facilities is discussed, preparing students to better match individual dog personalities with specific roles and settings.

ADE 213 Guide Dogs **(1.5 credits: 1 lecture, .5 lab)**
This course provides the student with basic knowledge and skills relating to the selecting, training, and placing of guide dogs with individuals who are legally blind or visually impaired. Information on blindness and visual impairments is also presented in relation to the clients' circumstances and need for a guide dog.

ADE 214 Advances in Assistance Dogs **(1.5 credits: 1 lecture, .5 lab)**
Autism, post-traumatic stress intervention, and diabetic alert dogs are just three new dog roles becoming prominent in the assistance dog field. This course is designed to address advances in assistance dog roles concerning these disabilities, as well as the development of newer fields of assistance dogs serving other disabilities. Students receive instruction from professionals versed in the disabilities these dogs serve. The course focus is on the multiple methods utilized in the selection, training, and placement of dogs associated with assisting persons with the disabilities covered in the course.

ADE 220 Disability Studies & Experience **(2 credits)**
The course provides an understanding of varying types, causes, and resulting limitations of the more prevalent forms of physical disabilities. Clinical signs and progressive stages of specific disabilities are reviewed as well as related terminology and special considerations related to service dog placement. It is also designed to weave together strands from psychological, sociological, somatic, and political perspectives, including an exploration of subjective experiences with disabilities. Part of the course involves dialogue with people with disabilities.

ADE 225 Intro to Assistance Dog Selection, Breeding & Whelping **(2 credits: 1.5 lec, .5 lab)**
This course introduces students to the basic principles of selecting service dogs, the issues involved in the breeding process, and the materials and methods for whelping the resulting puppies. It will cover the selection phenotype characteristics like structure, low-to mid-arousal, low predatory drive, desire to please and trainability. The role genetics play in selection will be referenced.

ADE 230 Intro to Service Dog Roles & Training **(3 credits: 2.5 lecture, .5 lab)**
Students learn the commands utilized and the methods for teaching the assistance dog commands. Emphasis is put on understanding how a dog learns and techniques to teach each command.

ADE 231 Intro to Service Dog Training Supervised Lab **(1.5 supervised lab credits)**
Students practice the methods taught by their instructor, with guidance on theirs and the dog's body language and communication.
Pre-requisite(s): ADE 230 Intro to Service Dog Roles & Training

ADE 232 Intro to Facility & Therapy Dog Roles and Training **(1 credit)**
This course provides the student with basic knowledge and skills related to selecting, training, and utilizing dogs in institutions, schools, libraries, courthouses and other settings.

ADE 233 Intro to Facility & Therapy Dog Training Supervised Lab **(.5 supervised lab credits)**
Students practice social therapy dog commands taught by their instructor, with guidance on theirs and the dog's body language and communication.
Pre-requisite(s): ADE 230 Intro to Service Dog Roles & Training, ADE 232 Intro to Facility & Therapy Dog Roles and Training

ADE 235 Intro to Affiliated Service Dog Roles & Training **(1 credit: .5 lecture, .5 lab)**
Students are instructed in the concepts of recreational activities for service, facility and therapy dog participation; these modified sporting activities like agility, rally, and others are intended to provide fun and exercise to the lives of these specialized dog human partnerships.

ADE 236 Intro to Affiliated Service Dog Training Supervised Lab **(1 supervised lab credit)**
Students practice reading with dog skills in a public school classroom, attend field trips incorporating learned social therapy skills.
Pre-requisite(s): ADE 232 Intro to Facility & Therapy Dog Roles and Training, ADE 235 Intro to Affiliated Service Dog Roles & Training

ADE 240 Disability Studies **(3 credits)**
The course provides an understanding of varying types, causes, and resulting limitations of the more prevalent forms of physical disabilities. Clinical signs and progressive stages of specific disabilities are reviewed as well as related terminology and special considerations related to service dog placement. This course introduces students to the steps needed for successful assessments of clients with disabilities. The course design is to prepare the students to teach and manage the disabilities of the incoming client class intended to receive service, hearing, guide, facility or home helpmates.

ADE 244 Intro to Remediating Problem Assistance Dogs **(1.5 credits: 1 lecture, .5 lab)**
Dogs, whether service, facility, or canine therapy dogs, can suffer from a number of behavioral problems that make them difficult to live or work with. This course will provide instruction on how to assess the most common of dog behavioral problems, and offer approaches to correcting them. The secondary issue will be to discuss which dogs are able to be placed in the above three roles, or which need to be placed in other roles or released.

ADE 245 The Disability Experience **(1 credit)**
The course provides an overview of the experience of physical disability. Theoretical models of disability, the history of disability, the various types and causes of disability oppression, disability activism, and emerging disability cultures are investigated. Students are given the opportunity to examine their own experiences, perceptions, and beliefs about physical differences.

ADE 250 Dog/Pup Parent & Pup Petter Management **(1.5 credits)**
Students will learn the necessity for outside pup petters for pup enrichment, and the training needed for these volunteers. The need for volunteer pup parents and the training programs each of these requires.

ADE 255 Assistance Dog Scent Detection Dog Roles & Training **(2 credits: 1.5 lecture, .5 lab)**
Dogs have an amazing sense of smell that can be utilized in many working roles. This course introduces students to the many scent detection jobs dogs can do for individuals with disabilities like diabetic alert dog work. Students will learn the fundamentals of scent detection training and will get hands-on experience training a dog to do scent detection.
Co-requisite(s): ADE 256 – Assistance Dog Scent Detection Supervised Lab

ADE 256 Assistance Dog Scent Detection Supervised Lab **(.5 supervised lab credit)**
Students and dogs will practice diabetic alert detection exercises and expand to other disabilities like allergy alert during the lab time. Focus will be on the dog's appropriate alerting methods.
Co-requisite(s): ADE 255 - Assistance Dog Scent Detection Dog Roles & Training

ADE 260 Intro to Non-Profit Business Management **(2 credits)**
Students learn about program incorporation, building boards of directors, gaining tax-exempt status for the donors, minimum HR practices, hiring and personnel management.

ADE 265 Intro to Non-Profit Fundraising & Marketing **(2 credits)**
This course focuses on fundraising processes starting with public relations and marketing methods, identifying and cultivation of donors, donor software, grant identifying and writing, and follow-up. Students learn and practice techniques to build constituencies and to raise funds.

ADE 270 Assistance Dog Laws **(1.5 credits)**
Explores the legal issues surrounding assistance dog access rights and laws in this country. Particular attention is paid to state and ADA laws. Students are asked to examine the completeness, efficacy, enforce-ability, and consequences of current assistance dog-related law.

ADE 271 Kennel Technology Supervised Lab **(.5 supervised lab credits)**
The lab includes applied experience in managing a dog's environment. Containment systems, cleanup, sanitation, and issues related to waste disposal requirements are practiced.

ADE 280 Intro to Assistance Dog Client Training **(2.5 credits: 2 wks at semester beginning/end)**
This course includes a two-week applied mock client training so students are familiar with the experience their clients will go through when obtaining a dog. This course culminates in a two-week mock client training where students practice their skills in running a class placing service, facility and therapy dogs with clients.

ADE 282 Assistance Dog Client Processing, Placement & Follow Up **(1 credit)**
The course prepares students to create and manage service dog clients from the initial application and interview

process through acceptance into client training and matching. Clients are also made aware of the shorter dog life and mention of grief is introduced in these conversations. Throughout the semester they are also involved in the monthly, bi-annual, and annual post-placement follow-up with clients.

ADE 285 Assistance Dog Client Training **(2.5 credits: 2 wks at semester end)**
Students become student-teachers using their skills to run a class placing service, facility and therapy dogs with clients. Throughout the semester they are also involved in the monthly, bi-annual, and annual post-placement follow-up with clients.

Upper-Division Courses

ADE 300 The History of Modern Assistance Dogs **(3 credits)**
Students study the origins of the assistance dog field; types of programs; how programs have formed; growth of the industry; types of tasks dogs performed; clients; issues faced by assistance dog, client and training organizations; current status; and trends.

ADE 310 Social Psychology * **(3 credits)**
This course explores the relationship between self and society. Topics include the psycho-physiological and cultural influences, attitudes, values, motivation, and interpersonal dynamics. After gaining a more in-depth understanding of these influences, students learn the methods to enhance their own personal and professional effectiveness. (*Acceptable as an upper-division general education course.)

ADE 315 Health Psychology * **(3 credits)**
This course examines the relationship between the mind and the body in physical and psychological well-being. Topics include empirical based mind body research, a review of popular claims and practices, and a discussion of strategies students can use to develop their own program of health promotion and maintenance. (* Acceptable as an upper-division general education course.)

ADE 405 Theoretical, Practical and Ethical Foundations of Assistance Dog Programs **(3 credits)**
This course focuses on the critical components of assistance dog knowledge, programs, management, innovations, and applications including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. It explores the ethical, legal, and medical issues related to client placements. It explores the role of the client and his or her family, friends, and health care professionals, such as occupational therapists (OTs), physical therapists (PTs), psychologists, social workers, and other rehab and medical professionals in assistance dog placements. How much is too much infringement into the life of the "buyer" prior to placement? How much information should be sought from the medical individuals working with that individual? What are applicants legally or morally able to divulge? Where is the balance benefiting the client, dog, and program?
Assistance dog programs' client placement practices are analyzed relative to controlled vs. permissive models.

ADE 420 Advanced Disability Studies **(3 credits)**
The course builds on a basic foundation of disability information — the causes, types, and resulting limitations of the more prevalent forms of disabilities. Included will be less-prevalent disabilities, expanded information content related to the pathophysiology, variations within each disability category, and current treatment and research options.

CYNOLOGY COURSES

Lower-Division Courses

LIF 110 Intro to Human-Dog Psychology & Development **(3 credits)**
This course provides an overview of basic psychological principles and expands to include the similarities between human and dog psychology. Theories of sports psychology that pertain to the acquisition of motor skills applicable to humans and dogs will be explored in depth and the psychology of learning will supplement the curriculum. With attention on research-based behavioral science, students are provided an opportunity to hone their critical thinking skills in relation to the unique psychological bond between human and dog. Students are introduced to the importance of sound early childhood and puppyhood management and training. Emphasis is placed on biological, affective, psychosocial, cognitive, and motor skill development.

LIF 125 Introduction to Operant Conditioning **(3 credits)**
Operant Conditioning is prevalent among dog trainers. Details of this influential methods and its principals are outlined in this course. The Skinnerian operant paradigm is investigated with an emphasis on the four quadrants of operant conditioning, including both theoretical and practical examples. The application of systematic desensitization and counter-conditioning for preventing and/or treating phobias in dogs is also covered in depth.

LIF 130 Building Team Dynamics **(.5 credits)**
This course functions in a forum-like setting with students discussing concerns and working out issues in a group of their peers. The need for positive, constructive interactions is stressed, leading students to cohesive team collaboration.

LIF 135 Career Considerations **(.5 credits)**
This course is designed to develop practical job search and applicant presentation skills to increase the students' options and opportunities for locating immediate and appropriate jobs related to the desired career goal. Activities focus on ways to help students locate opportunities, network, apply for work, and market themselves to potential employers. Emphasis is placed on developing the self-knowledge and skills necessary to prepare a traditional cover letter, résumé, and marketing materials, participate in a job interview, and develop a plan of action for employment in the job market.

LIF 150 Canine Health & Care **(2.5 credits)**
This course is an introduction to basic canine health care. Techniques for examining the dogs are stressed, as is preventive medicine. Treatments for minor injuries and other medical conditions are discussed. A list of treatments monthly, annually and beyond are given to the students who should become knowledgeable in their application.
Co-requisite(s): LIF 151 - Canine Health & Care Supervised Lab

LIF 151 Canine Health & Care Supervised Lab **(.5 supervised lab credits)**
Students will be required to attend to minor injuries and other medical conditions as well as learn about required shots and treatments.
Co-requisite(s): LIF 150 - Canine Health & Care

LIF 155 Human Benefits of Dog Ownership **(1.5 credits)**
This course focuses on documented and anecdotal physical, psychological, and health benefits of dog ownership. In the past quarter-century, the dog's role has become increasingly one of intimate family member and friend. Studies have shown that having a dog, touching a dog, and communicating with a dog reduces anger, increases life span, and adds to the quality of life. These and other benefits of canine companionship are explored in depth.

LIF 160 The Human-Canine Body Mechanics **(1 credit)**
This course, team-taught by human and canine medical practitioners, is an introduction to the human and canine body mechanisms and related functions. Anatomy, kinesiology, physiology, and immunology are presented in conjunction with body mechanics. The physics of human and canine sporting and working roles related to body mechanics is included. Knowledge of this material will enable students to analyze and evaluate human and canine capabilities in relation to their physical design.

LIF 165 Human Aging and Grieving **(.5 credits)**
This course traces the biology of the aging process in humans, contrasting and comparing the aging in differing ages. From the theories of aging, through the effects on body structure, composition, and functions, aging changes and dysfunctions will be explored. The importance of genetics vs. good health care are reviewed. The grieving portion of the course presents the pioneering research into the grieving process by Elizabeth Kubler Ross and others, while expanding it to include grieving for non-human loved ones and the sociological and psychological issues involved. An important and growing field in psychology, grieving is a critical part of facing and adjusting to the loss of an important being in one's life.

LIF 170A Breeding, Birthing and Whelping **(1 credit)**
This course focuses on actual breeding techniques and issues of dogs and dog whelping. Ethical issues of canine reproduction are discussed. The course also includes information on the care of newborn pups and the new mom. Whenever possible, students assist in a breeding and a whelping.

LIF 170B Breeding, Birthing and Whelping **(.5 lab credits)**
This course expands the student's knowledge of hands-on breeding and whelping techniques. This course gives students another opportunity to assist in a breeding and a whelping whenever available.
Pre-requisite(s): LIF 170A

LIF 172 Pup Parent Management **(.5 credits)**
This course will teach students how to create and run a successful puppy parent program from selection and training of puppy raisers through the process of recalling dogs for further training and placement.

LIF 175 Canine Selection Methods **(1 credit)**
This course introduces students to basic genetic principles that should be considered when choosing dogs for a breeding program, including both genotype and phenotype considerations.

LIF 181 Human and Canine Families **(3 credits)**
A wealth of research abounds about human family dynamics. These studies are used as the basis for a study of similar dynamics in the canine family, their sibling relationships, and parent-sibling hierarchies. Another dimension, the canine as a sibling in its adopted human family unit, is also examined.

LIF 190A Motor Skill Learning **(2.5 credits: .5 lecture, 2 lab)**
This course, for first-year students, provides an overview of the theories in sports psychology and physiology that pertain to the acquisition of motor skills and that apply to humans and dogs alike. These theories are put into practice in the laboratory component of this course, as the students develop motor skills pertaining to their own physical movements relative to dog training while simultaneously teaching dogs of differing ages and breeds specific motor skills in relation to their anticipated professional or social roles.

LIF 190B Motor Skill Learning **(2.5 credits: .5 lecture, 2 lab)**
This course, for first year students participating in their second semester of Motor Skills extends to more refinement of the theories in sports psychology and physiology in dogs and humans alike. Concentration will be on the similarities between the two and how important recognizing those similarities impacts the ultimate application in motor skill learning. The lecture theories are applied during the lab component.
Pre-requisite(s): LIF 190A

LIF 192A Environmental Management **(1 credit: .5 lecture, .5 lab)**
This course, for first-year students, teaches the basics in managing an environment in which dogs and humans coexist for their mutual benefit. Containment systems [pros and cons of kennel vs. yard containment], cleanup, sanitation and issues related to waste disposal requirements, along with general health and safety concerns applicable to the home, business or kennel environment, including toy safety, are explored. Boarding kennel vs. dog day care and other care-giving approaches are discussed.

LIF 192B Environmental Management **(.5 credits)**
This course, for first-year students, concentrates on the lab application of the theories and methodologies taught in LIF 192A. Students will be assigned kennel duties ranging from care of newly whelped pups to dogs preparing to graduate.
Pre-requisite(s): LIF 192A

LIF 200 History of Emerging Human-Dog Culture **(1.5 credits)**
This course provides an overview of the history of the human-dog relationship from the archeological findings of human's first contact with the canid, through speculations about their evolving association, to the dog's current forms, shapes, colors, and instinctive orientations as molded by humans. The human's current form, shape, and orientation, as molded by the dog, is explored. The societal needs of humans, combined with the amazing genetic plasticity of the dog, has resulted in over 400 breeds of dog worldwide. This process of domesticating the dog to fit the diverse roles required by human society's needs and desires is explored through modern times.

LIF 205 Obedient Dog Training & Customer Relations **(4 credits: 3 lecture, 1 lab, 2 wks semester beginning/end)**
Students will be provided an overview of the entire process of deciding which customers to accept into a group class, and which to train individually, interviewing customers, providing legally appropriate application and other required paperwork, and following-up after class to see how the customer is doing.

LIF 206 Obedient Dog Training & Public Class **(3 credits: 2 lecture, 1 lab, 2 wks semester end)**
This course focuses on teaching the student both how to train dogs and how to apply those same techniques to running obedience classes and conducting training sessions for individual dog owners.

LIF 210 Introduction to Dog Psychology and Handling **(3 lower credits: 2 lecture, 1 lab, summer course)**
This summer course is intended to acquaint Bachelor students new to the school with an overview of the dog commands and training methods used. This course is not specified for graduates of the Associate of Science degree programs, nor those who have taken the summer Service Dog Seminar.

LIF 220 History of Dog Training **(1.5 credits)**
This course reviews the written and pictorial history of dog training from initial publications to the most current. Historical accounts of humankind's many uses of dogs help students understand parallels between our relationship with dogs and our training methodology. Cultural and personal variables that influence the ways we train dogs are examined.

LIF 222 Intro to Business & Companion Dog Selection, Breeding & Whelping **(2 credits: 1.5 lecture, .5 lab)**
This course introduces students to the basic principles of selecting sporting, working, scent detection and companion dogs, the issues involved in the breeding process, and the materials and methods for whelping the resulting puppies. It will cover the selection phenotype characteristics like structure for each role, mid-to high arousal, desire to please and trainability. The role genetics play in selection will be referenced.
Co-requisite(s): LIF 223 - Intro to Business & Companion Dog Selection, Breeding & Whelping Supervised Lab

LIF 223 Intro to Business & Companion Dog Selection, Breeding & Whelping Supervised Lab **(1 supervised lab credit)**
The course lab will concentrate on having students observe an actual breeding and the whelping of and attending to a litter of pups.
Co-requisite(s): LIF 222 - Intro to Business & Companion Dog Selection, Breeding & Whelping

LIF 225 Intro to Business Management **(2 credits)**
Students learn about Limited Liability Corporations (LLC), building businesses and developing business plans, basic human resources (HR) practices, business ethics, personnel management and customer relations. Students will practice basic interview skills to hire employees.

LIF 230 Modern Human-Canine Partnerships **(2 credits: 1 lecture, 1 lab, 2 wk semester end)**
An exploration of the many and diverse activities humans engage in with a canine partner. From hunting of old, to Scott and Ginsburg's revolutionary study on human learning conducted with dogs, to cancer-sniffing dogs, the canine's value to its human partner is growing and expanding in several directions. The student will leave with a much greater appreciation for the abilities and use of the canine, equipped to expand and grow those unique capabilities in more diverse and useful directions. The last two weeks of the semester are devoted to exploring the dog in these fascinating roles.

LIF 235 Career Considerations **(.5 credits)**
Graduating Associate students will explore a range of careers available in dog and industry-related businesses for Associate Degree graduates, and engage in an assessment of their personal strengths and skills in relation to desired career areas. Meetings consist of both individual and group discussions.

LIF 240 The Obedient Dog **(2.5 credits: .5 lecture, 2 lab)**
More than six million dogs are euthanized each year, with many others landing in county shelters and humane societies — often a result of improper upbringing or the owners' lack of handling knowledge. Qualified dog trainers and obedience instructors skilled not just in dog training, but also in educating people, are in great demand. This course focuses on teaching the student both how to train dogs and how to apply those same techniques to running obedience classes and conducting training sessions for individual dog owners.

LIF 241 Client Processing **(1 credit)**
An overview of the entire process of accepting clients, including application and other required paperwork, interviewing, processing, and follow-up. Students will learn the intricacies of, and be involved in, client processing and client interviews.

LIF 243 Dog Sports **(1.5 credits: 1 lecture, .5 lab)**
An exploration of the many recreational activities that dogs and people can participate in together. Students will learn about and train their dogs in the basics of sports such as agility, rally and doggie dancing.

LIF 244 Working Dogs **(1.5 credits: 1 lecture, .5 lab)**
An exploration of the many working roles that dogs fulfill. Students will learn about, observe, and when applicable train their dogs in the basics of jobs such as hunting, sledding, herding and animal acting.

LIF 245 Intro to Working & Sporting Dogs Roles & Training **(1.5 credits: 1 lecture, .5 lab)**
An exploration of the many sporting and working dog activities that dogs and people can participate in together. Students will learn about, observe and be instructed in the basic rules and training methods appropriate to the basics of sports such as agility, rally and doggie dancing, and basics in working jobs like hunting, sledding, herding and animal acting.
Co-requisite(s): LIF 246 – Intro to Working & Sporting Dogs Roles & Training Supervised Lab

LIF 246 Intro to Working & Sporting Dogs Training Supervised Lab **(1.5 supervised lab credits)**
Students will practice with their assigned dogs in the activities taught.
Co-requisite(s): LIF 245 - Intro to Working & Sporting Dogs Roles & Training

LIF 251 Puppy Care & Training **(1.5 credits: 1 lecture, .5 lab)**
Students will be taught basic pup care including the normal shots and those specific to differing locales. Preferred enrichment, and methods of early and later pup training and developmental stages will also be taught.

LIF 255 Intro to Animal Shelters **(1.5 credits: 1 lecture, .5 lab)**
Students will visit and get instruction in basic animal shelter operations, canine and kennel care and training. When possible, students will participate in training dogs to help increase their adoption rate.

LIF 259 Business & Companion Dog Laws **(1.5 credits)**
Explores the legal issues surrounding dog ownership in this country and around the world. Students critically compare canine-related systems of law in multiple countries. Particular attention is paid to existing U.S. law. Students are asked to examine the completeness, efficacy, enforce-ability, and consequences of current U.S. dog-related law. The intended and unintended effects of proposed new dog laws, such as breed-specific legislation, are explored. The relevance of this course stretches into all corners of students' everyday life with dogs.

LIF 260 Dog Law **(1.5 credits)**
Explores the legal issues surrounding dog ownership, crossing state lines, and generally applicable pet dog laws in this country like barking, dogs left in cars or traveling in pickup beds and those laws in other countries. Students critically compare canine-related systems of law in multiple countries. Particular attention is paid to existing U.S. law. Students are asked to examine the completeness, efficacy, enforce-ability, and consequences of current U.S. dog-related law. The intended and unintended effects of proposed new dog laws, such as breed-specific legislation, are explored. The relevance of this course stretches into all corners of students' everyday life with dogs.

LIF 262 Intro to Kennel Technology **(1 credit)**
This course teaches methods used in managing a dog's environment. Containment systems, cleanup, sanitation, and issues related to waste disposal requirements, along with general health and safety concerns applicable to the home, business, or kennel environment, including toy safety, are explored.

LIF 263 Kennel Technology Supervised Lab **(.5 supervised lab credits)**
The lab includes applied experience in managing a dog's environment. Containment systems, cleanup, sanitation, and issues related to waste disposal requirements are practiced.
Co-requisite(s) and/or Pre-requisite(s): LIF 262 - Intro to Kennel Technology

LIF 272 Intro to Scent Detecting Dogs **(1 credit: .5 lecture, .5 lab)**
Dogs have an amazing sense of smell that can be utilized in many working roles. This course introduces students to the many scent detection jobs dogs can do for individuals like drug sniffing and termite detection work. Students will learn the fundamentals of scent detection training and will get hands-on experience training a dog to do scent detection.
Co-requisite(s): LIF 273 - Intro to Scent Detection Supervised Lab

LIF 273 Intro to Scent Detection Supervised Lab **(.5 supervised lab credits)**
Students and dogs will practice scent detection exercises and expand to other work roles with specific scents during the lab time. Focus will be on the dog's appropriate alerting methods.
Co-requisite(s): LIF 272 - Intro to Scent Detecting Dogs

LIF 278 Intro to Remediating Problem Dogs **(1.5 credits: 1 lecture, .5 lab)**
Dogs, whether sporting, working or pet dogs, can suffer from a number of behavioral problems that make them difficult to live or work with. This course will provide instruction on how to assess the most common of dog behavioral problems, and offer approaches to correcting them. The secondary issue will be to discuss what part of the problem, like the home environment, family inconsistency or other external issues will suggest that the dog needs to be placed in another role or home.

LIF 282 Sales & Marketing **(3 credits)**
This course focuses on marketing and sales through adept use of public relations, social media, emphasis on "branding" with a definitive, exemplary, and memorable image. Students learn and practice techniques to focus

public attention on their programs, set appropriate prices, and sell products and services and utilize great customer relations for word of mouth advertising, community Chambers of Commerce, product displays and opportunistic circumstances.

LIF 290A Motor Skill Learning **(2.5 credits: 1 lecture, 1.5 lab)**
Through this course, students build on a knowledge of theoretical canine psychology and physiology as it relates to service dogs and the acquisition of human and canine motor skills. The Laboratory component similarly builds on acquired service dog motor skills, competencies gained in their mock client training. Instruction at this level is based on on-going assessments of each student's growth, which serves as a basis for individualized instruction. Further experience teaching diverse motor skills to dogs of varying ages and breeds continues to provide new opportunities for improving student capabilities in teaching canine service dog motor skills.

LIF 290B Motor Skill Learning **(2.5 credits: .5 lecture, 2 lab)**
This course builds on required student motor skill competencies gained the previous semester. Students are expected to refine their capabilities in teaching canine motor skills. This course focuses on refining assistance dog training methods acquired in the previous semester.
Pre-requisite(s): LIF 290A

LIF 292A Environmental Management **(1 credit: .5 lecture, .5 lab)**
This course expands on the methods used in managing a dog's environment. Containment systems, cleanup, sanitation, and issues related to waste disposal requirements, along with general health and safety concerns applicable to the home, business, or kennel environment, including toy safety, are explored.

LIF 292B Environmental Management **(.5 lab credits)**
This course builds on the student's knowledge of kennel management. Hands-on training is expanded upon with a variety of canine experiences.
Pre-requisite(s): LIF 292A

LIF 296 Intro to Other Canine Career Paths **(1.5 credits: 1 lecture, .5 lab)**
Students will be exposed to a number of canine occupations: courthouse dogs, dog bite investigation, entry-level dog sitting and dog walking, dog transportation, in-home pup housebreaking set ups and training, etc. Look beyond dog handling to other income sources like product sales and development.
Co-requisite(s): LIF 297 - Intro to Other Canine Career Paths Supervised Lab

LIF 297 Intro to Other Canine Career Paths Supervised Lab **(1.5 supervised lab credits)**
Practice skills in a number of canine occupations such as dog walking, doggie day care, group play**,** reading in schools, etc.
Co-requisite(s): LIF 296 - Intro to Other Canine Career Paths

LIF 299 Independent Study **(1-6 credits per semester)**
Students have the opportunity to pursue personal academic interests related to their coursework by means of independent study. Independent study also includes credit for assisting instructors. All independent study must be approved by the Chief Academic Officer and supervised by a faculty member.

Upper-Division Courses
LIF 300 Playgroups and Enrichment: *2 credits, (1.5 Lecture, .5 Lab.)* Active enrichment is critical to animal welfare in a community. Passive enrichment, such as food toys and scents, are only a piece of the full picture of enrichment in a multi-animal setting. Active enrichment, such as playgroups and volunteer programs, require staff who are proficient in both the kinesthetic and practical knowledge required to successfully operate enrichment programs. In this course, students will develop that knowledge in order to oversee and operate various enrichment programs at animal welfare organizations.

LIF 301 Rescue and Shelter Dog Outcomes: *1.5 credits, (1 Lecture, .5 Lab.)* As shelter programs move away from application-based adoption methodologies, shelter workers must be proficient in utilizing conversation-based adoption strategies to facilitate safe and successful placement of dogs from the shelter into homes. This course will prepare students for shelter roles involving safely introducing dogs of unknown backgrounds to potential adopters, discussing dogs' training needs with adopters, and providing guidance to best facilitate a successful match between human and canine. This course will also explore creative and non-traditional outcomes for shelter dogs, including minor working roles.

LIF 305 History of Dog Breeds & Training **(3 credits)**
This course studies the history, diversity, instincts, purpose, and problems associated with individual and groups of modern dog breeds. Students will be required to synthesize this material to project futurist changes in dog human relationship and roles.

LIF 310 Selection, Breeding & Whelping Strategies **(2 credits: 1.5 lecture, .5 lab)**
The course will provide the student the primary ingredients for choosing dogs for a successful breeding program. The students will debate and prioritize the various characteristics that make up the "perfect" dog for the chosen work role. They will select the characteristics of a hypothetical breeding pair including DNA analysis and become aware through video and real experiences what the critical elements of a physical breeding entails.
Co-requisite(s): LIF 311 – Selection, Breeding & Whelping Strategies

LIF 311 Selection, Breeding & Whelping Strategies Supervised Lab **(1 supervised lab credit)**
Students will simulate the breeding, birth and whelping of pups from its birth to detaching the umbilical cord from the placenta, through all the steps from checking its viability, drying it, recording times, weight, and readying its return to the mom.
Co-requisite(s): LIF 310 - Selection, Breeding & Whelping Strategies

LIF 315 Environmental Management **(1 credit)**
This course teaches the basics in managing an environment in which dogs and humans coexist for their mutual benefit. Containment systems, cleanup, sanitation and issues related to waste disposal requirements, along with general health and safety concerns applicable to the home, business or kennel environment, including toy safety, are explored. Boarding kennel vs. dog day care and other care-giving approaches are discussed.
Co-requisite(s): LIF 316 – Environmental Management Supervised Lab

LIF 316 Environmental Management Supervised Lab **(.5 supervised lab credits)**
Students will apply the knowledge and understanding gained in LIF 315 to applied experience maintaining kennel environments.
Co-requisite(s): LIF 315 - Environmental Management

LIF 320 Business Management **(3 credits)**
This course looks at the variety of businesses and corporate structures that comprise the growth in the dog-related industry over the past couple decades — from start-up entrepreneurial companies to the large corporations. Acquisition of skills necessary for business management are emphasized. The course comprises three elements, all of which are geared to helping the students make assessments concerning how and where they may want to work and make an impact in this expanding field of dog related businesses.

1. Students learn about and research the types of business structures in the dog and dog-related industry and research various types of products on the market
2. Students engage in an assessment of their personal strengths and skills and develop their knowledge of the dog industry. This is done with a view to better understanding how they might develop a start-up business or enter an existing business in a supervisory or management role.
3. Students are involved in formulating an idea that could be developed in a commercial market. This product may relate to training, management, development, or entertainment of dogs, or it may be something dog related.

LIF 325 Computer Systems and Database Management** ** **(2 credits)***
Students learn how computer systems and software applications, including database management systems, may be used to meet the needs of a business or nonprofit organization. (*Acceptable as an upper-division general education course.)

***LIF 330 Canine Nutrition* (3 credits)**
The digestive anatomy of dogs and humans is reviewed, along with a study of the health requirements of the dog. Commercial dog foods are assessed to see if standards are met. A design for feeding programs for dogs of various ages and in various working or pet roles is discussed.

***LIF 335 Career Considerations* (.5 credits)**
Graduating Bachelor students will explore a range of careers available to Bachelor Degree graduates in dog and industry-related businesses and engage in an assessment of their personal strengths and skills in relation to desired career areas. Meetings consist of both individual and group discussions.

***LIF 340 Remediating Problem Dogs** (1.5 credits: 1 lec, .5 lab)*
Dogs can suffer from a number of behavioral problems that make them difficult to live or work with. This course will provide instruction on how to assess the most common of dog behavioral problems such as separation anxiety, dog to dog aggression and leash reactivity, and offer approaches to correcting them. These approaches may involve adjustments in the human/dog relationship, the living environment, training protocols and the possibility of rehoming.

***LIF 345 History of Dog Laws* (3 credits)**
Students study the development of laws related to dogs, including the rationale behind the laws.

LIF 350 Dogs in Art, Culture and Religion: 2 credits
Students examine the representation of dogs across multiple art forms and sources of mediums, including; visual, literary, and performing arts in order to gain a greater understanding of the dog from differing cultural views and values. Thematic categories will be utilized to further emphasize and evaluate how various forms of art have depicted the ever evolving place of dogs across cultures, religions, and historical contexts.

***LIF 355 Comparison of Human-Canine Personalities, Emotionality & Socialization Processes* (3 credits)**
This course provides a look at human and canine personality models and birth-order theories and how they fit within the family model.

***LIF 360 Canine Anatomy* (1.5 credits: 1 lec, .5 lab)**
The canine's anatomy, kinesiology, physiology, and immunology are presented in conjunction with body mechanics. Normal canine anatomy and physiology is taught through lectures, class activities and dissections. All major organs and systems are examined to facilitate a working knowledge of how a healthy canine should look and behave. This knowledge allows students to effectively and efficiently recognize abnormal anatomy and potential illnesses in their dogs.

***LIF 361 Canine Health* (2 credits)**
The canine's immunology will be studied along with applied techniques for examining eyes, ears, mouth, teeth, heart, respiratory system, skin, and neuromuscular systems; preventive medicine will also be stressed. Treatments for minor injuries and other minor medical conditions are analyzed.
Co-requisite(s): LIF 362 – Canine Health Supervised Lab

***LIF 362 Canine Health Supervised Lab* (1 supervised lab credit)**
Lab exercises will consist of students taking part in dog exams, diagnosis, and treatment, monitoring that all the vaccinations and oral treatments are given and giving shots as needed. The applied exercises help develop the students' observational and analytical skills.
Co-requisite(s): LIF 361 - Canine Health

LIF 375 The History of Modern Recreational and Working Dogs **(3 credits)**
Students study the origins of the recreational and working dog fields; types of programs; how programs have formed; growth of the industry; types of tasks dogs perform; owners and handlers; issues faced by recreational and working dog, owner, handler, and training organization; current status; and trends.

LIF 380 Early Puppyhood Education: *1.5 credits, (1 Lecture, .5 Lab.)* Students will be introduced to puppy critical periods, their sensory development, and key concepts for providing the best environmental and enrichment activities for their future potential as assistance dogs. Appropriate age-related training of commands and behavior shaping will be emphasized together with recent research in puppy education.

LIF 391 Assistance Dogs **(2 credits: 1.5 lecture, .5 lab)**
Students analyze and differentiate objectives amongst the wide spectrum of assistance dog roles, learn the commands associated with each and the psychomotor skills applicable to each. Fundamentals of canine learning and motor skills acquisition as they relate to assistance dog training. Information will be presented from a variety of academic disciplines such as biology, ethology and psychology to help create a more complete and integrated level of student knowledge.
Co-requisite(s): LIF 395 – Assistance Dogs Supervised Lab

LIF 392 Dog Sports & Working Dog Training **(2 credits: 1.5 lecture, .5 lab)**
Students will apply their understanding of canine learning and motor skills acquisition from the Assistance Dog Training course to the acquisition of learning and motor skills in the areas of sports and working dog roles. They will also appraise current trends in human canine sporting and working roles and their impact on the resulting partnerships to further advance their knowledge base. Information from a variety of academic disciplines such as biology, ethology and psychology help create a more complete and integrated level of student understanding.
Prerequisite(s) LIF 391- Assistance Dogs
Co-requisite(s): LIF 397 - Dog Sports & Working Dog Training Supervised Lab

LIF 393 Dog Rescue & Shelter Program Operations **(2 credits: 1.5 lecture, .5 lab)**
First-Year Bachelor students will advance their knowledge of the philosophy and operations of dog rescue and shelter programs, including intake methodology, husbandry, environmental stressors, enrichment programs, and working with members of the public. They will be expected to anticipate problems these dogs have and compare those with the reality of their experiences when training in the shelter.
Pre-requisite(s): LIF 391- Assistance Dogs OR LIF 491- Obedience Training OR Graduate in good standing from Bergin University of Canine Studies' Associate of Science degree program
Co-requisite(s): LIF 394 – Dog Rescue & Shelter Program Operations Supervised Lab

LIF 394 Dog Rescue & Shelter Program Operations Supervised Lab **(1 supervised lab credit)**
The Laboratory portion of this course provides first-year year Bachelor students with opportunities to learn the guidelines of a shelter's training program. Applied knowledge in the operations of the rescue or shelter program will also be involved.
Pre-requisite(s): LIF 391- Assistance Dogs OR LIF 491- Obedience Training OR Graduate in good standing from Bergin University of Canine Studies' Associate of Science degree program
Co-requisite(s): LIF 393 – Dog Rescue & Shelter Program Operations

LIF 395 Assistance Dogs Supervised Lab **(1 supervised lab credit)**
The laboratory portion of this course provides students with the opportunity to develop the motor skills necessary to teach assistance dog tasks to their assigned dog(s) as well as to facilitate their ability to teach these skills to others.
Co-requisite(s): LIF 391 - Assistance Dogs

LIF 396 Affiliated Sporting and Working Dog Training: *1 credit (.5 lecture, .5 lab)* Students will apply their understanding of canine learning and motor skills acquisition from the Assistance Dog Training course to the

acquisition of learning and motor skills in the areas of sports and working dog roles. They will also appraise current trends in human canine sporting and working roles and their impact on the resulting partnerships to advance their knowledge base.

LIF 397 Dog Sports & Working Dog Training Supervised Lab **(1 supervised lab credit)**
The Laboratory portion of this course provides students with opportunities to practice motor skills in these areas to further reinforce their abilities to teach canine motor skills as well as to facilitate their own skill development and that of other students. An emphasis is placed on student self-assessment of appropriate physical movements, voice and body postures related to training dogs as well as on the ability to observe, assess, and understand dog behavior in a variety of situations and learning environments.
Pre-requisite(s): LIF 391- Assistance Dogs
Co-requisite(s): LIF 392 - Dog Sports & Working Dog Training

LIF 400 Advanced Sales, Fundraising, and Marketing Strategies **(3 credits)**
Marketing techniques and sales and fundraising strategies get old as the public habituates to them. What is needed now to focus the spotlight on a program and to gain the confidence of the public to donate or purchase a product or service? This course presents the newest, most dynamic methods for today's audience.

LIF 415 Advanced Environmental Management **(1 credit)**
Students research the newest, most up-to-date methods to establish and maintain an environment in which dogs and humans coexist for their mutual benefit. Visits to a variety of kennel settings form the backdrop of this course. The requirements and considerations for creating and managing safe, healthy, and enriching environments in the home, kennel, and business are explored.

LIF 420 Advanced Breeding, Whelping & Care **(3 credits)**
Focusing on the medical aspects of breeding, whelping, and care, this course provides information that addresses potential problems and difficulties in breeding, whelping, and care.

LIF 430 Human & Canine Language Compared **(1.5 credits)**
This course explores human body, facial movements, and involuntary utterances relative to their meaning in the United States culture (and to a lesser extent in other cultures). Similarly, facial and body language, along with vocalizations of dogs, are examined. Comparing and contrasting these language methods of the human and the dog is the primary focus of this course.

LIF 431 Humans and Canines – Personalities, Emotionality and Language ***(3 credits)***
This course provides a look at human and canine personalities and social cues. Facial, body language, body mechanics and vocalizations are examined.

LIF 440 Research and the Dog **(3 credits)**
This course provides an introduction to quantitative, qualitative, clinical, historical, and philosophical research that has been done on the dog. Identification of obvious research needing to be done, questions not yet answered, and issues remaining to be resolved are explored. Students are required to undertake projects to help define and clarify shortfalls in dog research, theorizing why this research remains undone.

LIF 445 Dogs in Literature **(3 credits)**
Students study the portrayal and influence of dogs in literature, including books, magazines, plays, and films. The literature studied represents several countries and is targeted to audiences of all ages. Through this, an understanding of differing cultural views of the dog will be examined.

LIF 450 Genetics vs. Environment **(3 credits)**
The influences of genetic and environmental causes of physical and behavioral issues and their solutions will be contrasted and compared. Students will be required to analyze phenotypical and genotypical responses as part of the selection process. The course includes the study of genetic markers and their relation to dog pedigrees.

LIF 455 Theoretical, Practical & Ethical Issues of Dog-Human Recreational and Work Activities **(3 credits)**
This course focuses on the critical components of recreational and working dog knowledge, programs, management, innovations, and applications including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. It explores the ethical, legal, and medical issues related to the owner or handler placements. It explores the role of the owner or handler and his or her family, friends, and human service professionals, such as firefighters, police officers, search and rescue workers, customs agents, and other professionals in recreational and working dog placements. How much is too much infringement into the life of the owner or handler prior to placement? How much information should be sought from the professionals working with an individual? What are they legally or morally able to divulge? Where is the balance benefiting owner or handler, dog, and program?

LIF 460 Cynomorphic Perspective **(3 credits)**
A psychological and philosophical review that answers, as best we can, the following questions: 1) What do dogs know, think, and believe? 2) How is canine consciousness similar and different from human consciousness? 3) What is the role of nature and nurture in shaping canine cognitive capacity? 4) Is a dog capable of moral agency? 5) What does it mean to hold a dog morally responsible?

LIF 488 Human Animal Support Services: *1 credit.* With more comprehensive animal welfare programs taking shape across the country, some of the industry's focus is moving outside of the physical shelter and into the communities that these shelters serve. Programs like lost pet reunification, pet support services, supported self-rehoming, field services and public safety, community partnerships, foster-centric programming, remote customer service, case management, and volunteer integration are critical to the overall welfare of animals in a community. In this course, students will learn to identify a community's needs, how to respond and engage with the community appropriately and effectively, and how to measure quantifiable success in these programs.

LIF 489 Managing Group Dog Training Classes: *1.5 credits, (.5 Lecture, 1 Lab.)* Group dog training classes are a consistently popular training option for dog owners, and require that an instructor not only be competent in training the dog behaviors themselves, but also in training the owners. Leading and instructing a group of novice dog owners requires both kinesthetic skills and strong oratory skills. Students will develop both of those skills throughout this course. This course will require students to lead group dog training classes as part of their studies.

LIF 491 Obedience Training **(2 credits: 1.5 lecture, .5 lab)**
Students will apply their understanding of canine learning and motor skills acquisition to learn to work with pet dogs and their families. From puppy and pet dog training through competitive venues, students will get a thorough education in how to teach obedience skills to dogs as well as how to teach people to work with their own dogs. Students will be preparing to teach obedience classes to the general public.
Co-requisite(s): LIF 495 - Obedience Training Supervised Lab

LIF 492Recreational Scent Detection Training **(2 credits: 1.5 lecture, .5 lab)**
In this course students will apply their understanding of canine learning and motor skills acquisition to the training of dogs for scent detection. Students will refine their training and observation skills so they can learn to: 1) read the subtle body language changes of dogs working odor and 2) use body language cues to direct a searching dog without interfering with the dog's work. Students will compare and contrast differing "alerting" requirements relative to the scent jobs involved. Information from a variety of academic disciplines such as biology, ethology and psychology help create a more complete and integrated level of student understanding.
Pre-requisite(s): LIF 491- Obedience Training
Co-requisite(s): LIF 496 – Scent Detection Training Supervised Lab

LIF 493 Advanced Concepts in Dog Rescue & Shelter Programs **(2 credits: 1.5 lecture, .5 lab)**
Second-year Bachelor students will apply their understanding of canine learning and motor skills acquisition to analyze better ways to train and support the needs of shelter dogs. Students will focus on behavior modification

plans. Students will formulate and defend individual positions regarding an animal welfare issue in a final debate.
Pre-requisite(s): LIF 391- Assistance Dogs OR LIF 491- Obedience Training OR
LIF 393- Dog Rescue & Shelter Program Operations
Co-requisite(s): LIF 494 – Advanced Concepts in Dog Rescue & Shelter Programs Supervised Lab

LIF 494 Advanced Concepts in Dog Rescue & Shelter Programs Supervised Lab **(1 supervised lab credit)**
The laboratory portion of this course provides students with opportunities to expand their former learning by getting hands-on experience training dogs with more serious problem behaviors, as well as teaching shelter staff and volunteers how to follow through with these methods. This experience will reinforce their abilities to teach canine motor skills as well as increase their ability to teach other people to work successfully with problem dogs. An emphasis is placed on student assessment of the training needs of the dogs as well as the ability to teach others to use appropriate physical movements, voice and body postures to teach the dogs.
Pre-requisite(s): LIF 391- Assistance Dogs OR LIF 491- Obedience Training OR
LIF 393- Dog Rescue & Shelter Program Operations
Co-requisite(s): LIF 493 – Advanced Concepts in Dog Rescue & Shelter Programs

LIF 495 Obedience Training Supervised Lab **(1 supervised lab credit)**
The Laboratory portion of this course provides students with opportunities to expand their abilities to teach obedience motor skills to dogs and to dog owners. An emphasis is placed on the student's ability to self-assess as well as to assess and coach others in the appropriate physical movements, voice and body postures needed for obedience training.
Co-requisite(s): LIF 491 - Obedience Training

LIF 496 Recreational Scent Detection Training Supervised Lab **(1 supervised lab credit)**
In this course students will apply their understanding of canine learning and motor skills acquisition to the training of dogs for scent detection. Students will refine their training and observation skills so they can learn to: 1) read the subtle body language changes of dogs working odor and 2) use body language cues to direct a searching dog without interfering with the dog's work. Students will compare and contrast differing "alerting" requirements relative to the scent jobs involved. Information from a variety of academic disciplines such as biology, ethology and psychology help create a more complete and integrated level of student understanding.
Co-requisite(s): LIF 492 – Recreational Scent Detection Training

LIF 497 Vocational Scent Detection Training: *2 credits, (1.5 Lecture, .5 Lab.)* In this course students will apply their understanding of canine learning and motor skills acquisition to the training of dogs for scent detection for vocational purposes. Students will study traits in dogs that make them successful candidates for a vocational scent role, as well as compare and contrast traits necessary for different types of vocational scent roles.

LIF 498 Vocational Scent Detection Training Supervised Lab: *1 supervised lab credit.* In this course students will apply their understanding of canine learning and motor skills acquisition to the training of dogs for vocational purposes. Students will apply their understanding of vocational training of scent detection to evaluate and begin training of dogs who may be candidates for vocational scent roles.

LIF 499 Independent Study **(1-6 credits per semester)**
Students have the opportunity to pursue personal academic interests related to their coursework by means of independent study. Independent study also includes credit for assisting instructors. All independent study must be approved by the Chief Academic Officer and supervised by a faculty member.

Elective Courses

LIF 293A *Intro to Dogs Helping Veterans with Disabilities* (.5 credits)

Participation in this course will provide an in depth look at Post-Traumatic Stress Disorder (PTSD) and other disabilities veterans live with and how canine assisted therapy can help where conventional treatments sometimes fail.

LIF 293B *Dogs Helping Veterans Lab* (.5 supervised lab credits)

Participants gain hands on experience teaching veterans how to utilize the human-canine relationship to alleviate various symptoms they may be experiencing and how to train their own pet dogs to provide companionship. Co-requisite(s): LIF 293A Intro to Dogs Helping Veterans with Disabilities

LIF 295 *Intro to Statistics* (3 credits)

In this course, students will use principles of probability and statistics to make reasoned assumptions of populations. We will explore and make use of sampling techniques, measures of center and spread, distributions, confidence intervals, hypothesis testing, measures of correlation, and more.

ADMISSIONS

The admissions process consists of an exchange of information between the applicant and Bergin University. Successful completion of this exchange, including proof the student has met the admission requirements, will result in an invitation to the student to attend Bergin University of Canine Studies.

ADMISSION REQUIREMENTS

The following are admission requirements for each of the degree programs.

DEGREE PROGRAM REQUIREMENTS

Master of Science (MS) Degree Program – Application Due Date is August 10

Applicants must submit:

- Bergin University application
- Application fee of $50.00
- Proof of identity and photo
- An official transcript of an earned bachelor's degree from a college or university that is accredited by an agency recognized by the U.S. Department of Education
- One-to-two page personal essay explaining the student's interest and future goals related to the program of study
- Two letters of reference — one professional, one personal
- Canine experience documentation: Applicants must have one year of experience (paid or unpaid) in a canine-related activity indicating extensive experience handling dog(s).

Bachelor of Science (BS) Degree Program – Application Due Date is July 25

Applicants must submit:

- Bergin University application
- Application fee of $50.00
- Proof of identity and photo
- Verification of high school graduation by copy of transcript, diploma, GED score, or equivalency
- An official transcript of coursework taken at a college or university that is accredited by an agency recognized by the U.S. Department of Education verifying thirty (30) general education and thirty (30) elective credits with a minimum 2.0 cumulative GPA. An Associate degree is not necessary for acceptance.
- A one-page "Interest and Intent" essay explaining the student's interest and future goals related to the program of study
- Two letters of reference: one professional, one personal

Associate of Science (AS) Degree Program – Application Due Date is July 25

Applicants must submit:

- Bergin University application
- Application fee of $50.00
- Proof of identity and photo
- Verification of high school graduation by copy of transcript, diploma, GED score, or equivalency
- An official transcript of coursework taken at a college or university that is accredited by an agency recognized by the U.S. Department of Education verifying twenty-one (21) general education and three (3) elective credits with a minimum 2.0 cumulative GPA
- A one-page "Interest and Intent" essay explaining the student's interest and future goals related to the program of study
- Two letters of reference: one professional, one personal

APPLICATION STEPS FOR DEGREE PROGRAMS

Step 1: Request an application from the Bergin University Admissions Office or download at www.berginu.edu.
Step 2: Complete and submit the application form. Include application fee, proof of identity, letters of reference, and "Interest and Intent" essay.
Step 3: Additional application materials as required by specific program (listed above).
Step 4: If notified of acceptance, review, sign, and return all appropriate admissions and enrollment documents.
Step 5: Out-of-the-area students need to arrange housing.
Step 6: Tuition and fees are due prior to attending the first class. Tuition and fees are the same regardless of the student's home state or country. Payment must be made by mail or in person. MasterCard, Visa, Discover and American Express credit cards accepted.
Step 7: Attend the Orientation.

ADMISSION STATUS

Admission status at the University includes the following definitions:

- ***Applicant*** — refers to an individual who is in the process of applying or whose application the Office of Admissions is currently reviewing.
- ***Accepted*** — refers to an individual who has met all program application requirements and who has received official notice from the Office of Admissions that he or she has been accepted.
- ***Student*** — refers to an accepted applicant who has signed an enrollment agreement and has attended classes for seven days. A student also refers to anyone who is currently enrolled in a Bergin University program.
- ***Denied Acceptance*** — refers to an individual who did not meet all admission requirements for the selected program and was denied admission.

TRANSFER CREDIT REQUIREMENTS

Bergin University's associate and bachelor's degree programs require that a student fulfill all or most of the programs' General Education and Elective coursework through a process of enrolling in the courses at another college or postsecondary educational institution, then transferring the completed credits to Bergin University by means of an official transcript of record from the awarding institution.

The following requirements apply to all credits and coursework transferred to Bergin University.

- Coursework must be taken at an institution of higher education accredited by an agency recognized by the U.S. Department of Education. Or, be recognized by the respective government as an institution of higher education if transferring from a foreign institution.
- Coursework is verified by the submission of official academic transcript(s) of record from the awarding institution(s). Applicants request that the academic institution(s) from which they took the coursework send copies of official transcripts directly to Bergin University's Office of Admissions.
- All transferred credits are calculated as semester credits. If the submitted transcript indicates that credits are based on quarters, then the credits will be converted to semester credits using the formula of 2/3 x quarter credits = semester credits.
- All transferable coursework is required to have a grade-point value of 2.0 ("C") or better.
- Bergin University does not award credit for prior experiential learning.
- Bergin University has no transfer or articulation agreements with other institutions.
- Coursework must be completed prior to enrollment. Note: An applicant who has not completed all transfer coursework may be permitted to enroll upon consultation with the Chief Academic Officer. However, no student can graduate from a program without fulfilling all coursework and credit requirements including transfer credits.
- At a minimum, 25 percent of the credits required for non-degree and undergraduate degree programs must be completed at Bergin University of Canine Studies.

Students may be required to provide a catalog record for the school where credit was earned and/or a course outline, establishing that learning outcomes for the coursework are comparable to that required in the course for which it will substitute.

Bergin University of Canine Studies does not accept ability-to-benefit students.

Decisions on award of transfer credit is made by the Chief Academic Officer or assigned staff, in consultation with appropriate faculty. Academic credit awarded through "transfer" is not calculated in the overall cumulative GPA for coursework completed at Bergin University, nor is credit applicable toward confirmation of Satisfactory Academic Progress.

Bachelor's degree transfer of credits requirement:

30 credits of specified General Education coursework
6 additional credits of elective General Education coursework
24 credits of Elective coursework
(60 total transfer credits)
An Associate degree is not necessary for acceptance.

Associate degree transfer credits requirement:

21 credits of General Education coursework
3 credits of Elective coursework
(24 total transfer credits)

In addition to these overall transfer requirements, guidelines apply specifically to the associate and bachelor's degree general education and elective coursework. These guidelines are found in the respective sections below.

GENERAL EDUCATION TRANSFER REQUIREMENTS

Bergin University recognizes that teaching and learning embrace several bodies of knowledge, skills, and sensibilities that combine to educate the whole student. Even though the University's specialized curriculum has wide-ranging application, the study of the symbiotic human-dog relationship limits exposure to a broader-based curriculum. Therefore, the University's general education requirement is designed to expose students to the knowledge, skills, and attitudes that empower them to solve problems, clarify values, secure and sustain meaningful professions and careers, and embrace learning as a lifelong process. Bergin University's general education requirement promotes an appreciation for art, mathematics, science, history, and communication abilities.

GENERAL EDUCATION REQUIREMENTS

BACHELOR'S DEGREE PROGRAM

Students seeking the Bachelor's in Canine Studies (Cynology) degree are required to complete 36 credits of general education coursework in five academic areas of study.

- *Communication Arts* = 6 semester credits
  The Communication Arts general education requirement addresses an educated person's need to be competent in basic communication skills. Coursework in composition, speech, and rhetoric fulfill the requirement. Students must transfer in 3 credits in oral communication and 3 credits in written communication.
- *Mathematics* = 3 semester credits
  The Mathematics general education requirement addresses an educated person's ability to perform basic computational skills and mathematical analysis. Coursework in statistics or calculus fulfill the requirement.
- *Arts and Humanities* = 6 semester credits
  The Arts and Humanities general education requirement addresses an educated person's appreciation of cultural and artistic achievement. Coursework in literature, philosophy, logic, foreign language, art and music appreciation fulfill the requirement.
- *Social and Behavioral Sciences* = 9 semester credits
  The Social and Behavioral Sciences general education requirement addresses an educated person's understanding of human interaction with self and society. Coursework in history, economics, political science, geography, sociology, anthropology, and general psychology fulfill the requirement. Students must transfer in a minimum of 3 credits in a psychology course.
- *Science* = 6 semester credits
  The Science general education requirement addresses an educated person's understanding of the physical and/or biological sciences. Coursework in biology, chemistry, physics, geology, and astronomy fulfill the requirement. Students must transfer in a minimum of 3 credits in a biological science.
- *Additional General Education Coursework* = 6 semester credits
  An additional 6 credits of general education electives are necessary to fulfill the bachelor's degree requirement of 36 credits. These 6 credits are to be taken from any of the five academic areas listed above and transferred to Bergin University.

A student must be able to demonstrate via official transcript that the credits to be transferred are for courses that meet the general education requirements in each of the five areas noted above. In addition, a general education transfer course must meet the general education requirements of the institution at which the course was taken.

BERGIN UNIVERSITY OF CANINE STUDIES SPECIAL BS TRANSFER REQUIREMENTS

First-year Bachelor of Science students must complete the two-week summer class LIF 210 Introduction to Dog Psychology and Handling before entering the Bachelor of Science degree program in the fall. There is an $800 fee for this course. This course does not qualify for financial aid. Students who have completed the University's summer Service Dog Training Seminar or who have graduated from the Associate of Science degree program are exempt from this requirement.

ASSOCIATE DEGREE PROGRAM
Students seeking the Associate of Science in Assistance Dog Education degree, are required to complete 21 credits of general education coursework in five academic areas of study.

- *Communication Arts* = 6 semester credits
  The Communication Arts general education requirement addresses an educated person's need to be competent in basic communication skills. Coursework in composition, speech, and rhetoric fulfill the requirement. Students must transfer in 3 credits in oral communication and 3 credits in written communication.
- *Mathematics* = 3 semester credits
  The Mathematics general education requirement addresses an educated person's ability to perform basic computational skills and mathematical analysis. Coursework in college level algebra, calculus, and statistics fulfill the requirement.
- *Arts and Humanities* = 3 semester credits
  The Arts and Humanities general education requirement addresses an educated person's appreciation of cultural and artistic achievement. Coursework in literature, philosophy, logic, foreign language, art and music appreciation fulfill the requirement.
- *Social and Behavioral Sciences* = 6 semester credits
  The Social and Behavioral Sciences general education requirement addresses an educated person's understanding of human interaction with self and society. Coursework in history, economics, political science, geography, sociology, anthropology, and general psychology fulfill the requirement.
- *Science* = 3 semester credits
  The Science general education requirement addresses an educated person's understanding of the physical and/or biological sciences. Coursework in biology, chemistry, physics, geology, and astronomy fulfill the requirement.
- *Additional General Education Coursework* = 3 semester credits
  An additional three credits of general education electives are necessary to fulfill the associate's degree requirement of 24 credits. These 3 credits are to be taken from any of the five academic areas listed above and transferred to Bergin University.

A student must be able to demonstrate via official transcript that the credits to be transferred are for courses that meet the general education requirements in each of the five areas noted above. In addition, a general education transfer course must meet the general education requirements of the institution at which the course was taken.

ELECTIVE COURSEWORK TRANSFER REQUIREMENTS

Elective coursework is at the discretion of the student, and enables students to broaden their education with a variety of courses based on their personal interests. All transfer elective credits must meet Bergin University's transfer requirements.

Bachelor's degree students are required to transfer thirty (30) credits of elective coursework in addition to the required 30 transfer credits of general education. Six of the elective credits must also qualify as general education credits.

Associate degree students are required to transfer three (3) credits of elective coursework in addition to the required 21 transfer credits of general education.

UNIVERSITY CREDIT PROGRAMS

CORRESPONDENCE COURSES

A maximum of 36 semester units of correspondence courses from accredited institutions may be used to satisfy degree requirements. No more than 9 of the 36 units will be allowed toward completion of upper-division requirements. Credit will not be allowed for Continuing Education Units (CEUs).

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

Lower-division credit will be applied to the general-education areas if appropriate or to the elective area for students receiving a score of 3 or higher on Advanced Placement (AP) examinations and for scores of 5, 6, or 7 on Higher-Level subject examinations of the International Baccalaureate Program. The number of units awarded is based on the recommendations of the American Council on Education (ACE). The University does not allow AP credit if it duplicates transfer credit awarded for a University course.

COLLEGE LEVEL EXAMINATION PROGRAM

College Level Examination Program (CLEP), a national testing program, assesses knowledge an individual already possesses. Undergraduate students may use CLEP tests to increase the number of lower-division transfer units and to fulfill lower-division requirements. Credit is allowed as recommended by the American Council on Education. The amount of credit awarded for a CLEP examination depends upon a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, and where prior transfer units were completed. The University does not allow credit for a CLEP examination if (1) the exam content would duplicate transfer credit previously awarded for a college course; or (2) the exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). The Admission Services Director should be contacted regarding the transferability and applicability of CLEP tests.

DANTES SUBJECT STANDARDIZED TESTS

Credit may be allowed for specific DANTES Subject Standardized Tests (DSST) exams with consideration given to ACE recommendations. The amount of credit awarded depends on a number of variables including the number of units and distribution of units previously accepted in transfer, prior courses completed, and where prior transfer units were completed. The University does not allow credit for a DSST examination if (1) the exam content would duplicate transfer credit previously awarded for a college course; or (2) the exam content is at an academic level below one at which the student has previously demonstrated competence (academic regression). The Admission Services Office should be contacted regarding the transferability and applicability of DSST tests.

MILITARY SERVICE

The University accepts recommendations from the American Council on Education (ACE) for lower division (L) credit as transcribed on the Joint Services Transcript (JST). DD214, DD295, or official military transcript form is required to consider credit for military service.

INTERNATIONAL STUDENT APPLICANT INFORMATION

Bergin University is authorized by the U.S. Department of State to participate in the Student and Exchange Visitor Program (SEVP).

INTERNATIONAL TRANSCRIPTS

Foreign student applicants must include with their application an English transcript of general education and elective course requirements. Remember, the transfer course requirements are different depending on the program or certificate; please read catalog carefully. Proof of education requires that all non-U.S. educational records must meet the following requirements:

a. The forms must be in English
b. Official transcripts for credits earned at an institution of higher education outside of the United States must be accompanied by a credit evaluation in English provided by an international credit evaluation service.

INTERNATIONAL STUDENTS AND PROFICIENCY IN USE OF THE ENGLISH LANGUAGE

A student educated out-of-country and/or with instruction in a language other than English, is required to submit documentation regarding English proficiency and transfer coursework. International students whose native language is not English and who did not attend a secondary school or college where English was the language of instruction must demonstrate language proficiency by one of the following methods:

a. Submit the score of the Test of English as a Foreign Language (TOEFL) or Duolingo English Test taken in the previous 12 months.
    - Recommended TOEFL score for successful education in our University is 527-530 (paper-based), 197 (computer-based), and 71 (Internet-based). Recommended Duolingo English Test score for successful education in our University is 95/160. Bergin University of Canine Studies accepts the recommended scores.
b. Submit transcript from previous college or university in United States.
c. Submit transcript from English Language School in United States.

INTERNATIONAL STUDENTS AND IMMIGRANT VISAS

Students must follow the procedures regulated by their F-1 visa status. Immigrant visa residents must provide their assigned "A-number" or verification of legal residency in California. Bergin University does not offer visa services.

The University is approved to offer I-20 immigration forms for full time students who meet their country's criteria. Please contact us for details.

If delivery of I-20 via Federal Express is required, the applicant will be charged the appropriate fee.

Master of Science Students: Please note that the Form I-20 is only applicable to the two-week on campus sessions. Students are not allowed to stay in the U.S. throughout the program.

Step 1: Classes are taught in English, so proficiency is critical. Applicants whose native language is not English and who did not attend a secondary school or college where English was the language of instruction are required to provide their TOEFL or Duolingo test results.
Step 2: Associate (9 months) degree and Bachelor's (2 years) degree programs require a student visa.
Step 3: After you have been accepted, a Bergin University administrator will send the Form I-20. **If delivery of I-20 via Federal Express is required, the applicant will be charged the appropriate fee.**
Step 4: When you receive the I-20, you can apply to the U.S. Department of State for an F-1 visa (Student Status for Vocational Student). Information about issuing the visa is available at U.S. Department of State website (www.state.gov). The process of issuing a visa could take a few months.
Step 5: When you get your visa from the American Embassy in your country, you can enter the United States 30 days prior to the program start date listed in the Form I-20. You have to have in your possession both the I-20 and your passport with I-94 (visa) to get into the United States.

CERTIFICATE PROGRAMS

In addition to the degree programs, Bergin University offers a certificate program. The certificate program is designed to make the University's educational offerings available to professionals and others interested in furthering their knowledge or job skills through related human-dog studies.

CERTIFICATE PROGRAMS OPEN TO THE PUBLIC

SERVICE DOG TRAINING SEMINAR – 297.5 clock hours

The Service Dog Training Seminar is designed to introduce and educate students to the theories and applied practices involved in the selection, training, matching, placement and follow-up of service dogs with clients with mobility and psychological limitations. Employing the most up-to-date research-based methodologies, the seminar:

- Provides training for employees of existing programs providing knowledge to help them upgrade their methods;
- Helps existing assistance dog programs add a service dog training component to their current repertoire of assistance offerings;
- Prepare graduates for entry-level employment with client-oriented service dog programs;
- Is beneficial for those interested in starting one's own non-profit service dog business.

The seven-week Seminar begins with students participating in the two-week *BASICS and the ABC'S of the SMARTEST DOG TRAINING* model program used in the placement of service dogs with clients. This is followed by three weeks of applied service dog command training combined with a series of lectures covering topics ranging from canine health care to an understanding of disabilities, and the application of various service dog roles. The last two weeks requires the students, under instructor supervision, to teach an actual service dog client training camp, giving the lectures, running the training practices, doing demos, and conducting fieldtrips. On the last day a graduation ceremony is held for the clients who have received a dog (and the students receive a certificate). The students conduct each part of the pre-designed ceremony concluding an educational and applied immersion into most aspects of service dog program operations.

PROGRAM EDUCATIONAL OBJECTIVES

- To introduce and involve students in theory and applied methods involved in the training of service dogs;
- To educate students in the procedures involved in the placement of service dogs with individuals with mobility and psychological limitations; and
- To provide students with an overview of employment-related opportunities in the service dog field, including: entry-level canine care and training positions; client placement specialists; fundraisers; and canine therapeutic intervention handlers.

PROGRAM LEARNING OUTCOMES

Students completing the course will be able to demonstrate:

- Skills related to the training of service dogs commands;
- Procedures related to the placement and follow-up of service dogs with individuals with mobility and psychological limitations;
- Knowledge of canine health and wellness care, other service dog roles, new perspectives in dogs' cognition, pup raising practices, overview of service dogs from start to finish.
- Knowledge of employment opportunities related to service dog training and placement.

CERTIFICATE PROGRAM REQUIREMENTS

The Service Dog Training Seminar

Completion and submission of all application materials:

- Completed application form
- Required application fee of $50.00
- Verification of high school graduation by copy of transcript, diploma, GED score, or equivalency; or most recent college transcripts
- Proof of identity
- A one-page "Interest and Intent" essay
- Two letters of reference: one professional, one personal

CERTIFICATE OF COMPLETION

Bergin University issues a Certificate of Completion to students successfully completing its seminar. This certificate indicates that the student has demonstrated the knowledge and abilities required by the coursework.

Bergin University of Canine Studies is an accredited educational institution through the Federal Department of education and approved by the State of California's Bureau for Private Postsecondary Education. Bergin University of Canine Studies is accredited through Assistance Dogs International for the placement of assistance dogs.

All teaching materials including views or opinions presented in these courses are proprietary to Bergin University of Canine Studies and explicitly engineered so students who graduate from our degree programs or accredited seminar certificate programs may benefit from a career that involves or utilizes dogs. These teaching materials are those of Bergin University of Canine Studies and do not necessarily reflect the official policy or position of any other organization.

FINANCIAL POLICIES & PROCEDURES

TUITION and FEES for 2022-2023

Bergin University of Canine Studies tuition, fees, and charges are based on the individual program of study.

Program	Tuition	Application Fee	Registration Fee	Total Program Costs	Estimated Total Program Costs for Training Outings*	Estimated Total Program Costs for Books**	Returned Check Fee***	Estimated Total Program Costs
A.S. Assistance Dog Education	$5,490 semester / $10,980 total tuition	$50[1]	$100[1]	$11,130	$300[2]	$200	$20	$11,630
B.S. Canine Studies (Cynology)	$4,850 semester / $19,400 total tuition	$50[1]	$100[1]	$19,550	$500[2]	$400	$20	$20,450
B.S. Canine Studies 1st Year Students must attend LIF 210 Intro to Dog Handling (not required for 2nd year B.S., continuing A.S. or seminar students)	$800 for two-week course (does not qualify for financial aid)	n/a	n/a	$800	n/a	n/a	$20	$800 for course
M.S. Human-Canine Life Sciences	$6,875 semester / $20,625 total tuition	$50[1]	$100[1]	$20,775	$200[2]	$500	$20	$21,475
Dogs Helping Veterans Elective Course (open only to students enrolled in the A.S. or B.S. degree program)	$250 per semester/ $500 total for elective course	n/a[3]	n/a	$500 for elective course	n/a	n/a	$20	$500 for elective course
LIF 295 Intro to Statistics Elective Course (open only to students enrolled in the B.S. program)	$800 for elective semester course	n/a[3]	n/a	$800 for elective course	n/a	n/a	$20	$800 for elective course
Service Dog Training Seminar	$4,400	$50	$100	$4,550	$300	$100	$20	$4,950

[1.] Required for 1st semester of consecutive attendance only. Students who have paid a registration fee for a University program are not required to pay an additional registration fee when enrolling in another University program, when taken consecutively.

[2.] Additional estimated out-of-pocket cost of training outings is $200-300.

[3.] Dogs Helping Veterans and Intro to Statistics are elective courses, thus require no application fee.

*Cost of Training Outings varies depending on what the student chooses to spend on field trips, cost of gas, etc. This fee is not included in Total Program Costs.

**Cost of Books varies per course. This fee is not included in Total Program Costs.

***Returned Check Fee is not included in the Total Program Costs or the Estimated Total Program Costs as it is not applicable to most students.

Application Fee: The application fee is nonrefundable, due with receipt of a formal application. Applications will not be processed without payment of this fee. All monies paid by an applicant will be refunded if requested within three (3) days after signing an enrollment agreement and making an initial payment.

Registration Fee: A registration fee is nonrefundable, due three months prior to the first day of class, and is required to assure an applicant's space is reserved in the respective program. All monies paid by an applicant will be refunded if requested within three (3) days after signing an enrollment agreement and making an initial payment.

Tuition: Tuition must be paid prior to attending the first class. Bergin University reserves the right to adjust tuition and fee charges on an annual per-program basis.

Graduation Cap/Gown/Tassel: Students are required to purchase their cap, gown and tassel to participate in the graduation ceremony.

FINANCIAL AID

TITLE IV FEDERAL FINANCIAL AID PROGRAM
Bergin University participates in the TITLE IV federal financial aid program. Financial aid in the form of loans and grants is available to those students who qualify. Contact the Admissions Office for guidance in how to begin the application process, or refer to the Bergin University website's Financial Aid page at: http://www.berginu.edu/financial-aid.html (See Catalog section entitled "Federal Financial Aid")

VETERANS BENEFITS
Bergin University's degree programs are approved for the training of veterans and eligible persons using GI benefits. The Service Dog Training Seminar and elective courses are not covered under the GI Bill®. U.S. Military personnel who are on active duty, or who provide documentation of past military service, in the form of a DD214, are eligible for a 10 percent reduction off the current tuition rate. **This tuition reduction must be requested at the time of enrollment and may not be applied retroactively.** (See Catalog section entitled "Addendum: Veterans and Eligible Persons.")

VA educational benefits will be discontinued when the veteran or eligible person fails to maintain his/her academic status and/or clear his/her academic probation status within the probationary period as stated in the Satisfactory Academic Progress section of this Catalog.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website.

FINANCIAL POLICIES

PAYMENT POLICIES
Students are expected to pay tuition and fees as prescribed by the Bergin University's financial policies. Failure to pay in a timely fashion will be considered a breach of the enrollment contract. Tuition, as well as fees for books and materials and other applicable fees, for each course or program must be paid in full prior to the course or program's first session. Students who paid in advance will have priority registration. Any student who failed to arrange for payment in a timely manner will be prevented from attending class sessions until the indebtedness is cleared.

All costs of collection, court costs, and reasonable attorney's fees will be added to delinquent accounts collected through third parties. Bergin University of Canine Studies may obtain a current credit report as needed to support any decision to defer tuition payment or to assist in collection of amounts owed.

DIRECT CORPORATE AND SCHOOL DISTRICT BILLING AND MILITARY ASSISTANCE
Students whose tuition and fees will be paid in part or in full by the University's direct billing of a school district, corporation, or other source of funding must receive prior approval from the University for this service. If a student's tuition and fees are paid in part only, the student is required to pay his/her share prior to the course or program's first session. The direct bill program in no way relieves the student of the financial obligation to the University, and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

FINANCIAL OBLIGATIONS OF STUDENT AND SCHOOL
Students will make all of the payments and perform all of the other acts required of them in this agreement, subject to their rights to cancel the agreement and withdraw from the course, and the school will furnish all of the services and perform all of the acts required of it in this agreement, in the school's catalog, and in any solicitations or advertisements made on behalf of the school.

COURSE CANCELLATION POLICY
Bergin University of Canine Studies may be required to cancel classes when necessary. All payments will be refunded or applied to another course. No refunds will be given until student payments made to the University have cleared the bank. The University will attempt to address any course cancellations with registered students as early as possible.

TAXPAYER RELIEF ACT OF 1997
In accordance with the Taxpayer Relief Act of 1997, individuals may be able to claim the new tax credit of higher education costs. For more information, consult the Internal Revenue Service publication 970 or the IRS Web page or the IRS tax line (800) 829-1040.

NOTICE CONCERNING FEDERAL OR STATE GOVERNMENT LOAN DEFAULT
If a student has received a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student receives federal student financial aid funds, the student is entitled to a refund of the monies not paid from federal financial aid funds. If a student is eligible and receives a loan guaranteed by the federal or state government and subsequently defaults on the loan, both of the following may occur:

- The federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- The student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

STUDENT'S RIGHT TO CANCEL
You have the right to cancel your enrollment in Bergin University of Canine Studies, and obtain a refund of charges paid through attendance at the first class session, or the seventh day after enrollment, whichever is later.

If you cancel, any payment you have made and any negotiable instruments signed by you shall be returned to you within 45 days following the receipt of your notice to withdraw from the program.

If you have received any equipment, you must return the equipment within 3 days of the date you signed your notice of withdrawal. If you do not return the equipment within this 3-day period, Bergin University of Canine Studies may keep an amount out of which you paid that equals the cost of the equipment. The total amount charged for each item of equipment shall not exceed the equipment's fair market value. The institution shall have the burden of proof to establish the equipment's fair market value. The school is required to refund any amount over that as provided above. Equipment noted in the Enrollment Agreement must be returned. The Bergin University dog/puppy remains the property of Bergin University and must be returned or criminal charges will be made.

To cancel your enrollment in Bergin University of Canine Studies, deliver a signed and dated written notice and equipment to:

Chief Academic Officer
Bergin University of Canine Studies
10201 Old Redwood Highway, Penngrove, CA 94951
Phone Number: (707) 545-3647

REMEMBER THAT YOU MUST CANCEL IN WRITING. A notice of cancellation shall be in writing. A withdrawal may be effectuated by the student's written notice or by the student's conduct, including, but not necessarily limited to, a student's lack of attendance.

REFUND POLICY

Bergin University of Canine Studies follows the State of California's Bureau of Private Postsecondary Education refund policy. This policy is applicable whether or not a student has begun training by physically attending the classes. A student has the right to receive 100 percent of the amount paid for institutional charges, less the non-refundable fees not to exceed one hundred fifty dollars ($150) if notice of cancellation is made through attendance at the first class session or the seventh day after enrollment, whichever is later. All monies paid by an applicant will be refunded if requested within three (3) days after signing an enrollment agreement and making an initial payment.

A student who has been enrolled for more than seven (7) days and less than 60% of a program's term (Semester, Session, Seminar, Course) and finds it necessary to withdraw from a Bergin University educational program may be eligible for a partial refund of his/her paid tuition. Tuition and fees (including assessment fees and book fees) are refundable at a pro-rata rate to 60% term, program, or course completion. The student must adhere to the "Withdrawal" policy stated in Bergin University's Catalog. The effective date of withdrawal will be set as the date the student meets all the requirements of the withdrawal policy including written notice of withdrawal and returns all school property. Exceptions can be made for students called to active duty (copy of service orders is required) or in the event of the student's death or disability.

For purpose of determining a student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs:

- When the student notified the school of the withdrawal or the actual date of withdrawal, whichever is later.
- If the student fails to return from the approved Leave of Absence (LOA), the date of withdrawal shall be the first date of the leave of absence.
- If the school terminates the student's enrollment.

After the beginning of the enrollment period, a student is liable for the cost of textbooks and supplies provided by Bergin University. Textbook and supplies become personal property of the student when received and accepted by him/her. In addition, the student is liable for tuition charges for the term during which the student withdrew or was dismissed including all other outstanding charges from prior terms, as per the following schedule.

All terms of all degree programs:

Depending on when in the term the withdrawal or dismissal occurs, the student is liable for:

Prior to or during the first week = 0% of the term's total tuition charges

Up to 60% of the term, a prorated rate of the term's total tuition based on number of required days of attendance.

After 60% of the term, no refund is given.

Students who withdraw before completing 60% of the program's term are eligible for a pro rata refund less the non-refundable fees. The pro rata refund amount is determined by the daily charge for the program term multiplied by the number of days the student attended, or was scheduled to attend, prior to withdrawal. If a student is eligible for a refund, the refund will be made within 30 days of the effective withdrawal date.

Refund Example:

Process	Example
A student withdraws after completing 40 class days of an Associate of Science in Assistance Dog Education semester. The semester is 80 days in length. Therefore, the student has completed 40 out of 80 days or 50 percent of the semester.	Student = 40 days of attendance Semester = 80 class days Total Semester Tuition Charge = $5,490 Daily tuition charge = $5,490/80 = $68.625 per class day Tuition charge for 40 days = 40 x $68.625 = $2,745.00
If the student has paid $5,490 in tuition/services & supplies, she or he will receive a tuition refund of $2,745.	Tuition paid = $5,490.00 Tuition charge = - $2,745.00 Refund = $2,745.00

All refunds based on the Bergin University Refund Policy are calculated by the Business Office manually. All refunds due to student shall be made within 30 days of formal cancellation by the student or formal dismissal by the school. The student is notified of the results of the refund calculation and notified of his/her liabilities in writing. A follow-up phone call is made by the Business Office. The Financial Aid Office performs the Title IV refund calculation and determines the student's and the institution's liability for program specific return of overpayments to the Department of Education

If you have received federal student financial aid funds, you are entitled to a refund of monies not paid from federal student financial aid program funds.

CALIFORNIA STATE REQUIRED STUDENT LOAN DISCLOSURE

(1) Federal student loans are required by law to provide a range of flexible repayment options, including, but not limited to, income-based repayment and income-contingent repayment plans, and loan forgiveness benefits, which other student loans are not required to provide.

(2) Federal direct loans are available to students regardless of income.

EDUCATIONAL STRATEGIES

Bergin University of Canine Studies' degree programs involve direct or indirect guardianship of dogs and collateral human services. The University's educational programs are based on a recognized need for high ethical standards and developed competencies in its educational endeavors. All programs use both theoretical and applied learning methodologies, while employing the most current and successfully applied techniques in motor skill acquisition and cognitive learning. These educational strategies apply to both remote and in-person classes.

COMMITMENT TO STUDENT LEARNING OUTCOMES

A common thread of educational beliefs and ideologies can be found running through all Bergin University's degree programs. This thread links canine and related human studies learning outcomes. All students, regardless of the degree program, should graduate:

- With a foundation of canine and related human knowledge
- Valuing research in a quest for truth
- Appreciating the dog as an academic scholarly subject of study
- Able to "think outside the box" (critical thinking)
- With a better understanding of human and canine diversity
- With an appreciation of the human-canine partnership's potential
- Able to challenge themselves to raise the canine's potential to a higher purpose
- Appreciating the dog's role in human development
- With a keen appreciation of the cognitive abilities of the canine
- As an advocate for the health and general welfare of the canine
- Having acquired new skills and training for lifelong learning
- With a practical & theoretical understanding of the ancient, evolving, unique relationship between dogs and humans
- With the skills and confidence to communicate effectively with dogs and with people
- Motivated to reach their full potential as individuals and as professionals
- Able to use the similarities between humans and dogs as a conduit to help them understand themselves better
- Having learned positive, constructive interactions that are effective in building excellent team dynamics

CURRICULUM

Program curriculum has been developed to achieve maximum student capability and knowledge in the subject of study by providing cognitive, affective, and psychomotor appreciation for the material. Whenever possible, the material is presented three-dimensionally to address individual student learning modalities: auditory, visual and kinesthetic.

Curriculum design integrates academic theory, current professional practices, and workplace applications with faculty, student, and industry input to ensure the most germane approach.

Remote classes are live to promote student/instructor and student/student interaction. The Master of Science curriculum includes both remote and onsite classes to provide auditory, visual and kinesthetic learning opportunities.

FACULTY

Bergin University of Canine Studies' faculty are ethnically and culturally diverse, have been a notable force in their field of expertise, and are passionate about their subject matter. Each has earned significant credits or degrees from state, national, or international educational institutions and each has a minimum of three years' experience in the field for which they are approved to instruct.

Faculty are entrusted with specific responsibilities to ensure the University's academic excellence. This includes the development, and recommendation to the Board of Trustees, of policies and procedures for conducting research, development of curricula, academic planning, enforcement of academic quality standards, and pursuit of academic

matters related to Bergin University's vision, mission, purposes, and learning outcomes. The Faculty also recommends criteria for contracting with new faculty and for the evaluation of faculty credentials and classroom teaching.

ACADEMIC QUALITY
Bergin University strives to ensure academic quality in its educational offerings. Student evaluations of faculty and administration are an ongoing part of an internal program assessment process. To ensure continuing refinement of the programs, the evaluations distributed to graduates and employers provide information concerning the relevancy of course subject matter to career needs.

Academic integrity standards remain the same whether you are learning on-line or in the classroom. This means students may not receive unauthorized assistance in taking quizzes, tests or examinations, and that students may not submit the work of another as their own in any assignment. Remote students are expected to attend all live class sessions and participate in discussions. Students are expected to participate in Google Classroom should the instructor choose this modality. Students are to follow instructor oversight requirements to prove attendance during remote live class sessions. Students are to arrive to both remote and in-person class sessions in a timely manner and remain in those classes for the full time period. Students are expected to participate in the full on-site session.

Due to the COVID-19 pandemic and fall fire season in Sonoma County, the school continues to work towards providing various high-quality emergency modalities during times when students cannot be on campus.

LEARNING AS A PERSONAL RESPONSIBILITY
Bergin University expects students to be responsible, self-reliant, and self-directed in their learning, whether working individually or collaboratively with team members. All students are expected to set and complete their individual and group goals and objectives.

LEARNING AS A TEAM
In addition to regularly scheduled class time, certain courses require students to meet in study groups to discuss and prepare assignments, evaluate one another's performance, and discharge certain responsibilities as a unified team. This study group/team approach enhances learning both through concept reinforcement and the intensification of issues with the availability of multiple perspectives. Group learning can be achieved in the classroom or remotely via Zoom or Google Meet.

LEARNING — APPLIED "HANDS ON"
Many courses at the University involve both theoretical and "hands on" applied learning. Instruction in any major area of study involving dogs or human/dog interactions will include practical application components appropriate to the educational outcome. Physical participation in dog and puppy training, canine health care, student teaching, and other activities is mandatory. Some courses assign dogs that the students are required to take home for evenings and weekends. All Master of Science dog training courses will have an on-campus portion to facilitate physical participation.

LEARNING EXCHANGE
An important part of Bergin University's degree programs includes student exchanges with professionals and participants in their field of study. These interactions enhance theoretical knowledge with practical perceptions of the field that highlight daily workplace realities and concerns.

FACULTY SUPERVISION OF INSTRUCTION
Attendance at the University is mandatory. All degree program coursework, both theoretical and applied learning, is done under the guidance and instruction of faculty. This does not include general education and elective requirements, which must be transferred to the University.

FULL-TIME & PART-TIME SCHEDULES
Bergin University undergraduate degree programs are designed for courses to be taken concurrently in a full-time two-semester linear sequence. However, depending on the circumstances, an exception to full-time student status may at times be worked out in consultation between the student and the Chief Academic Officer.

INDEPENDENT STUDY
Independent study (LIF 299 and LIF 499) is provided to students who have more than the required transferred-in credits for a specific course area or is needed due to exceptional circumstances. No more than 10 percent of any degree program is offered via independent study.

UNIVERSITY RESEARCH
Bergin University is continually gathering and analyzing data relating to the dogs and their human counterpart. Data collection and analysis is often part of a student's coursework at the University. Faculty and staff continue to seek better, more in-depth and up-to-date information relating to its mission of "Advancing the human-canine partnership through research and education."

GRADUATE ACHIEVEMENT
Bergin University works to track its graduates and their accomplishments to provide accurate information for incoming students about professional and career possibilities.

STUDENT SERVICES

STUDENT SERVICES DEPARTMENT MISSION STATEMENT
The mission of Bergin University's Student Services is to enrich the student satisfaction and quality of experience while enrolled in programs at the University. Students are offered additional courses and services that support classroom and career goals, including the "Dogs Helping Veterans with Disabilities" elective course.

STUDENT ORIENTATION
New students are required to attend Student Orientation, which consists of presentations that introduce students to Bergin University, Enrollment Agreement, program expectations, compliance, and the facility & safety issues. The Master of Science orientation is remote via Zoom.

CAREER SERVICES, PLACEMENT, AND REFERRAL
Bergin University of Canine Studies staff and faculty assist students in making connections between their academic experience and career exploration using the following tools to enter the job market: job search strategies; resume writing; cover letters; and interview techniques. Bergin University does not guarantee job placement at the conclusion of any educational program.

Bergin University is committed to helping our students succeed. We support students in their career search before and after graduation. Our career placement services include:

- Helping to prepare a résumé, cover letter, and thank you letter
- Coaching on job search and interview skills
- Providing letters of reference as appropriate
- Providing access to employment leads with organizations seeking Bergin student skills by:
    - Emailing leads and job offers to our graduates
    - Making referrals to past graduates
    - Placing leads and job offers on the University's "Student Bulletin Board"
- Networking with employers at industry gatherings and encourage our students to do so.
- Contacting potential employers as the University nears graduation

Bergin University regularly receives calls from its graduates, from assistance dog programs, and from related businesses seeking to employ individuals who have attended the University.

Disclaimer on Job Placement
Bergin University of Canine Studies is not an employment agency. No employment information or career service provided by Bergin University to any student or graduate will be considered by the student or graduate, either expressly or implied, as a guarantee or promise of employment, a likelihood of employment, an indication of a level of employment or compensation any student or graduate may expect, or an indication of the types or job titles of positions for which students or graduates may qualify.

Students and graduates are encouraged to not place restrictions on their job search efforts regarding location and starting salary or benefits, as doing so may decrease employment options and opportunities.

LEARNING SKILLS PRESENTATIONS
Learning Skills presentations on various topics provide students with opportunities to develop and enhance their study methods and academic development. The librarian provides in-class presentation regarding use of online library.

TUTORING SERVICES
Bergin University students who are experiencing particular study problems or who are on academic probation are provided individual assistance in developing successful study strategies. Due to the nature of courses offered, students should speak with their instructor for assistance with class work.

LIBRARY AND LEARNING RESOURCE CENTER
Bergin University houses a small library of periodicals and books for student use. This initial complement of materials is used by the University as a basis for building core holdings in each disciplinary area as it develops. The campus library is open 9:00 am to 4:30 pm on weekdays. Students may check out books with staff.

The core ingredient of Bergin University's Learning Resource Center is an online research library, EBSCOHOST, which is available to current students and faculty with a login provided by the University. Access to the EBSCOHOST library, which consists of scholarly journals and e-books, access is via the Internet, which can be accessed onsite through the University's wireless Internet connections, as well as offsite wherever access to the Internet is available. A website with research and library tutorials is also available to students. Students will receive a user id and password to access the online library. A part-time librarian is available via email and phone to answer students' questions regarding the online library.

Libraries at two major state educational institutions, Sonoma State University and Santa Rosa Junior College, both within 12 miles of the University, make their professional librarians, resource specialists, and library collections available to University students provided the student takes the necessary steps to gain admittance as is required of any member of the general public. University students may join one of Sonoma County's public libraries at no charge. That library card also entitles them to use the services of the North Bay Cooperative Library System's Super Search program. Materials requested through the Super Search program will be delivered to the designated public library.

Study groups are encouraged to use the University conference facilities for team planning, evaluation, and strategy sessions.

AMBASSADOR PROGRAM
Students are able to apply to be an ambassador. They will tour and assist new students as they acclimate to the University. An ambassador will receive a letter of recommendation from the University, which can be used when seeking employment. If interested, please speak with the Director of Admission Services.

YEARBOOK COMMITTEE
Students are able to apply to be on the yearbook committee, which is considered an extra-curricular activity. If interested, please speak with the Director of Admission Services.

HOUSING INFORMATION

HOUSING
Bergin University does not provide student housing or dormitory facilities to any of its students. Our campus location offers a variety of living accommodations including apartments, rooms for rent, and single-family dwellings. The University has a Facebook Housing page to assist students in locating homes and roommates. Students will be invited to join this page by the Admissions office once they have been accepted to the University. However, the University has no responsibility to find or assist a student in finding housing. Sources for apartment and housing rentals or shared accommodations in Santa Rosa, Rohnert Park, Cotati, Sebastopol, Windsor, or Petaluma can be found on craigslist at *www.craigslist.org*. Average monthly rent for a one-bedroom apartment is $1,500-$1,800 two-bedroom is $1,800-$2,200. Average monthly rent for a three-bedroom home is $2,500-$4,000. Commute time for the cities listed is approximately 15-20 minutes.

Please remember that Associate and Bachelor students are required to bring a dog home every night and on weekends.

ALUMNI ASSOCIATION

The University's graduates are our living legacy. They carry the hopes and dreams of University faculty and staff forward. Students will be invited to join the Alumni Facebook group once they have successfully graduated from their degree program. The association has several purposes:

- To further the University's mission and purposes;
- To develop a spirit of loyalty to the University and its alumni;
- To promote sharing, communication, and fellowship amongst alumni, faculty, staff, and volunteers of Bergin University;
- To encourage alumni to mutually support and help each other achieve their professional goals;
- To perform a public relations role for Bergin University;
- To hold lectures, public meetings, classes and conferences focused directly or indirectly to advance the causes taught and valued by the University, et al; and
- To encourage and provide admissions assistance to prospective University students.

UNIVERSITY POLICIES

Bergin University students, faculty, staff, and volunteers are required to abide by the University's Policies and Standards of Conduct. These policies apply to both in-person and remote classes. Violation is basis for dismissal from class or from the University.

ACADEMIC POLICIES

ACADEMIC FREEDOM
Aware that society benefits from change and growth, and that change and growth come about through the creative exploration of new and diverse perspectives, it is the policy of Bergin University of Canine Studies to embrace the concept of academic freedom and promote diversity through its course offerings, faculty hiring, and resource allocations.

The mission of the University is to advance the human-canine partnership through research and education by offering quality instruction in canine and related human studies to post-secondary students worldwide interested in furthering their knowledge of and the role of the dog in society. The mission identifies the boundaries of academic freedom to be maintained by faculty. The boundaries of academic freedom do not extend to physical or emotional abuse of humans or our canine friends and disavow the use of punitive teaching or training methods.

In the event that a question or concern arises, the issue will be presented to the Chief Academic Officer for final determination. All issues will be reviewed objectively and thoroughly with the burden of proof on the individual or group presenting the concern.

ACADEMIC HONESTY AND PLAGIARISM
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

The most common forms of plagiarism are:
- Downloading or buying a complete research paper;
- Directly quoting another person's actual words, whether oral or written as one's own;
- Using another person's ideas, opinions, or theories as one's own;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written as one's own;
- Using facts, statistics, or illustrative material as one's own.

Contract cheating is also an act of misconduct. Contract cheating is the act of engaging a third-party to complete assignments on the student's behalf, which is then submitted for assessment/credit.

Bergin University of Canine Studies takes academic dishonesty and plagiarism seriously. The consequences for this type of behavior may include, but are not limited to: retaking or rewriting the assignment, a reduction in course grade, a failing grade, or expulsion.

Personal accountability is inherent in any academic community with integrity. Therefore, this institution will not tolerate or ignore any form of academic dishonesty in either remote or in-person classes.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

Bergin University of Canine Studies' policy on evaluation of student learning outcomes includes the grades earned on tests and any other assigned project used to confirm the acquisition of skills and abilities required to assess acquired competency of course objectives. Students are expected and required to complete daily assignments as well as to complete all assignments with a grade point average that establishes the student is making satisfactory academic progress. Failure to achieve the required level of progress can result in academic probation.

Satisfactory academic progress (SAP) standards apply to all students at the Institution whether engaged in remote or in-person courses.

ACADEMIC ADVISEMENT
Students are provided with their progress report at the midpoint and at the end of each term. Students involved in remote classes will receive an email should they be failing or near failing a course. If students fail a class, they are placed on academic advisement. Academic advisement should clearly outline the consequences of failing a class and potential risks of not meeting Satisfactory Academic Progress.

REQUIRED EVALUATION SCHEDULE – ACADEMIC ADVISING
Students are provided with their progress report at the midpoint and the end of each term. If students are failing a class, they are placed on academic advisement. Academic advisement should clearly outline the consequences of failing a class and potential risks of not meeting Satisfactory Academic Progress. The academic advisement should also outline a specific action plan to improve a student's academic progress including, but not limited to, additional coaching and tutoring.

MAXIMUM TIMEFRAME
All students must complete their program of study in a period not exceeding 1.5 times (150%) the normal duration of the program as measured in credit hours attempted. For example, if a program requires successful completion of 60 credit hours, the student may not attempt more than 90 credit hours (1.5 x 60) in the completion of his or her program. In order to graduate, a student must successfully complete 100% of the required courses and attain a minimum cumulative grade point average (CGPA) of 2.0 within the maximum time in order to graduate from the Associate of Science or Bachelor of Science programs. In order to graduate from the Master of Science level, a student must successfully complete 100% of the required courses and attain a minimum cumulative grade point average (CGPA) of 3.0 within the maximum time frame.

REQUIRED EVALUATION SCHEDULE – FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS
The evaluation period for determining satisfactory academic progress for all students will be each payment period (each academic term). The evaluation will occur at the end of each payment period (each academic term) and be based on all credit hours attempted and earned.

The following credits are counted as credits attempted and earned and will count toward the maximum timeframe and pace of completion, but are not counted in the CGPA: CLEP Credit (CC), Transfer Credit and Pass (P). All coursework from previous programs that applies toward the new program will be used in calculating satisfactory academic progress.

Audit courses (AU) have no credits attempted or earned and do not count in maximum timeframe, pace completion, or CGPA.

Incomplete grades (I) will count as credits attempted but not earned, and will not count towards the CGPA until the final grade has been posted. If a final grade is not posted by the end of the next term for an incomplete course, then the (I) grade becomes an (F).

Repeated courses (**), including previously passed courses, and Withdrawals (W) grades count as credits attempted but not earned, and count towards maximum timeframe and pace of completion, but do not count towards CGPA. The final grade received on the last repeat of a course is used in the CGPA calculation.

If a student transfers to a different program or seeks to earn an additional credential, all credits attempted and earned that count towards the new program also count in maximum timeframe, pace of completion and CGPA.

Required SAP minimums are outlined in the table below.

Percent of Program Attempted	Minimum CGPA	Minimum Pace of Completion (POC)
0 - 24.9%	1.00	50%
25 – 49.9%	1.50	60%
50 – 150%	2.00	67%

If, at any time, it is determined that it is impossible for a student to successfully complete the program in the maximum timeframe, pace of completion or CGPA, the student will be dismissed and will not be permitted to reapply in the same program.

Students who are not making satisfactory academic progress at the end of the second year are dismissed.

SAP WARNING
Students failing to meet the required SAP minimums will be placed on SAP Warning. Students on SAP Warning will remain eligible for Title IV Federal Financial Aid. Students on SAP Warning will receive academic advisement to assist them in improving their academic progress. Students may only remain on SAP Warning for one payment period (each academic term). Students who achieve the required SAP minimums at the end of the payment period (each academic term) will be placed back in good standing. Students who do not achieve the required SAP minimums at the end of the payment period (each academic term) may appeal to be placed in SAP Probation; otherwise they will be dismissed.

SAP PROBATION
Students who are granted a satisfactory academic progress appeal will be placed on SAP Probation. Students on SAP Probation will receive academic advisement to assist them in improving their academic progress. Students on SAP Probation will remain eligible for Title IV Federal Financial Aid.

Non-degree students
Non-degree students do not receive Federal Financial Aid and are not subject to SAP.

Degree students
Degree students will be placed on SAP probation for one payment period (each academic term). Degree students who achieve the required SAP minimums at the end of the specified payment period (each academic term) that they are in SAP probation will be placed back into good standing. Degree students who do not achieve the required SAP minimums at the end of the specified payment period (each academic term) that they are in SAP probation will be dismissed; however, they may appeal to be placed in extended enrollment.

EXTENDED ENROLLMENT
Students must appeal to be placed in extended enrollment if they fail to meet the minimum SAP standards while on SAP probation. Students in extended enrollment are not eligible for Title IV Federal Financial Aid. Students in extended enrollment will receive academic advisement and an academic plan to assist them in improving their academic progress. All credits attempted during extended enrollment count toward the maximum timeframe. While in extended enrollment status, Title 38 benefits will be terminated.

Degree students will be placed on extended enrollment for one payment period (each academic term). Degree students who achieve the required SAP minimums at the end of the specified payment period (each academic term) that they are in extended enrollment will be placed back into good standing. Degree students who do not achieve the required SAP minimums at the end of the specified payment period (each academic term) that they are in extended enrollment will be dismissed.

SAP APPEAL

Students who are on SAP Warning (or SAP probation) and will not successfully meet the standards at the end of the payment period (each academic term) can appeal to be placed on SAP probation (or extended enrollment). Students should begin the appeal process prior to the end of the payment period (each academic term). Students who wish to avoid a disruption of their enrollment status must submit a complete appeal packet, including all required documentation, by the last day of the payment period (each academic term). Students who do not submit the appeal packet by the last day of the payment period (each academic term) can still appeal; however, they will be dismissed in the interim period while their appeal is reviewed.

The criteria on which a student may file an appeal are: death of a relative, an injury or illness of the student, or other extenuating circumstances. The student must submit specific information regarding why he or she failed to make satisfactory academic progress and what has changed in the student's situation that will allow the student to progress at the next evaluation. The student must include official documentation of the extenuating circumstances with the appeal packet, such as a doctor's note, an obituary for a deceased family member, or other relevant supporting information. The documentation must align with the timeframe in which the student struggled academically.

The appeal will also be reviewed to determine if it is mathematically possible for the student to meet the necessary evaluation period benchmarks to be in good standing in the required amount of time and to complete all remaining coursework within the maximum timeframe. The student will be notified in writing of the final decision within five business days of the packet's submission or the grades being posted for the term, whichever is later. The Institution will determine as part of the appeals process whether it is necessary to create a customized academic plan for the student.

Students who have submitted their appeal prior to the end of the payment period (each academic term), and whose appeal is granted, will be allowed to move to SAP Probation (or extended enrollment). Students who have submitted their appeal prior to the end of the payment period (each academic term), and whose appeal is denied, will be dismissed. Students who did not submit their appeal prior to the end of the payment period (each academic term), and whose appeal is granted, will be informed when it is possible for them to return to school based on scheduling and course availability.

APPEALS PROCEDURE

Within 10 business days of notification of dismissal, the student may appeal the decision by submitting a written appeal to the CAO. The appeal should explain the circumstances that the student believes would have a bearing on the reinstatement.

The Committee will review the student's appeal, the student's academic record, and the student's attendance record, and may call upon the student's instructors to determine relevant information.

Based on this review the Committee will determine if the student will be reinstated. The student will be notified in writing within five business days of the CAO's final decision.

ATTENDANCE

Attendance is one criteria that contributes to the demonstration of satisfactory academic progress. Students are expected to attend classes regularly and to conduct themselves in a manner, which is conducive to learning and is not disruptive to other students. Bergin University maintains an evaluation program, and students whose conduct and/or attendance is unsatisfactory may be placed on warning, probation, terminated from the University for a

period of time, or terminated from the training program entirely.

Academic courses allow up to 10 percent of class credit hour absences during each course. Attendance is a component of the grading scale and will affect a student's grade. Students are allowed three days bereavement leave for the death of a close family member. A personal dog is considered a close family member. Tardiness (arriving after class begins) is disruptive to the class and affects the learning process. Tardiness must be kept to a minimum. Due to the fact that students' dogs must be toileted before class and students must learn to assess their dog's needs, students may not be late more than three times per class per semester without it affecting the course participation grade. The grade will be dropped by .3 grade points (e.g. A to A-, B+ to B).

Students involved in remote classes will be expected to follow the same attendance policy as those involved in in-person classes. Remote students must adhere to their instructor's attendance policy for the remote portion of their classes, i.e., keep cameras on, answer questions in the chat function, or other forms of proving attendance during the entire remote class.

The administration realizes that there may be situations where students' attendance may be affected by circumstances beyond their control (extended serious illness requiring a doctor's attention, death in the family, etc.) and these instances will be taken into consideration in evaluating students' attendance. Documentation will be maintained in student files to support any discretionary action.

LEAVE OF ABSENCE

A leave of absence period may not exceed 180 days within any 12-month period. The University may (at its discretion) approve more than one leave of absence provided the combined leaves of absence do not exceed 180 days within the 12-month period. A leave of absence may be granted for mitigating circumstances of poor health, family crisis, military service requirements or other significant occurrences outside the control of the student. These circumstances must be documented, and it must be demonstrated by the student that they had an adverse impact on the student's satisfactory progress in the academic program. The student must meet with the Chief Academic Officer to fill out an Application for Leave of Absence from University. The student will not receive credit while on a leave of absence. No waivers will be granted for graduation requirements. If the student does not return following the leave of absence, the student will be terminated and the University refund policy will apply in accordance with applicable and published requirements. If it is determined by the CAO that the University will not approve the Leave of Absence, within one week the student may then seek recourse through the grievance procedure, which is set forth elsewhere in this catalog. It should be noted that any decision by both the CAO and grievance committee will be greatly influenced by the student's past attendance and academic achievements.

TERMINATION

Student termination may result from unsatisfactory academic progress, unsatisfactory course completion, failure to achieve the appropriate proficiency level within the prescribed timeframe, use of controlled substances on campus, carrying of weapons on campus, conduct detrimental to the institution, failure to comply with financial aid regulations, non-observance of other student regulations, any harm to campus dogs, or if attitude or conduct is not in accordance with the ideals and standards of the University. A student who is dismissed may appeal to the Chief Academic Officer, who will make the final determination. To file an appeal, a student should submit a written letter to the CAO stating why termination should not occur with supporting documentation. A meeting between student and CAO will be arranged to further discuss the termination/appeal. The CAO will make the final determination within 10 days of the meeting.

RE-ENTRY POLICY

If the student should wish to re-enter the University at a later date, that student must meet the requirements as follows: be enrolled on academic probation for one term; have been out of the University for at least one term; demonstrate his/her desire and ability to satisfactorily complete the program; pay all overdue balances; pay the current reentry fee; submit an application for re-admission.

Re-entry is at the discretion of the Chief Academic Officer and is subject to close academic review. The administration reserves the right to take individual circumstances into consideration during any termination, appeal and reentry process.

ADDITIONAL ACADEMIC POLICIES

These additional academic policies apply to students who are involved in remote or in-person classes.

OPEN ENROLLMENT POLICY

Every program and course offered by Bergin University unless otherwise stated in the catalog or schedule of courses, or unless specifically exempted by statute or regulation, is open to enrollment and participation by persons who meet the prerequisites of the programs and/or course and who are otherwise eligible for admission to and enrollment into the program.

COURSE CANCELLATION POLICY

Bergin University of Canine Studies may be required to cancel courses or programs when necessary. All payments will be refunded or applied to another course. No refunds will be given until student payments made to the University have cleared the bank. The University will attempt to address any course cancellations with registered students as early as possible.

COURSE NUMBERING POLICY

100-299 Lower Division
300-499 Upper Division
500-599 Master's program graduate courses

A course number followed by an "A" or "B" indicates a two-semester course.

DISTANCE AND ONLINE EDUCATION

Bergin University of Canine Studies is approved to offer a hybrid offering for the Associate of Science, Bachelor of Science and Master of Science degree programs.

1. Description of each mode of distance education method used.
   The University will offer online courses via Google's G Suite for Education. Modes to be used include Google Classroom for assignments, readings, quizzes and tests, links to videos in YouTube or to other videos stored in Google Drive. Students will be able to leave comments and questions for the instructor within Classroom. There will be options for video chat that can be leveraged for group discussions and work groups. Google Meet or Zoom will be available to provide live lecture sessions or for the instructor to meet with individual students or groups of students. A Gmail address will be provided to each student.

2. Admission requirements for courses or programs of study offered through distance education.
   The admission requirements are the same for both in-person and distance learning courses. University hybrid program admission requirements correlate with the admissions requirements stated in the catalog. Please refer to the specific degree program requirements stated in this catalog as these have not changed.

3. Tests used in determining access to distance education courses and programs.
   Bergin University of Canine Studies does not administer tests to determine access to distance education courses. Please refer to the needed resources and equipment section to be successful in a distance learning program below.

4. A description of the resources and equipment students must have to avail themselves of the instruction.
   Computers should be capable of running current operating systems. Tablets and phones should be capable of running (Apple) IOS 12 or higher and (Android) Android 10. Windows/Mac computers recommended ram is 16gb, 8gb minimum. Storage minimum 500gb. Access to internet or WIFI at 10mbs or higher speed.

5. Identity protection and students' privacy.
   Google G Suite for Education supports compliance with the Family Educational Rights and Privacy Act (FERPA), Student Privacy Pledge introduced by the Future of Privacy Forum (FPF), and the Software & Information Industry Association. There are no ads in G Suite for Education core services and Google does

not collect or use student data for advertising purposes or create advertising profiles. Google's data centers use custom hardware running a custom hardened operating system and file system. Each of these systems has been optimized for security and performance. Google encrypts Gmail (including attachments) and Drive data while on the move. This ensure that messages are safe not only when they move between you and Google's servers, but also as they move between Google's data centers. Independent auditors and third party organizations have verified that Google's privacy practices and contractual commitments for G Suite for Education comply with data standards.

6. Costs and fees associated specifically with distance education.
   There are no platform access fees or extra online library access fees. The University provides access to Google G Suite and the online library as part of student tuition and service fees. Books will need to be purchased in both in-person and distance learning courses (see Tuition and Fees for full tuition breakdown).

7. Academic Integrity
   Bergin University's academic integrity standards remain the same whether you are learning on-line or in the classroom. This means students may not receive unauthorized assistance in taking quizzes, tests or examinations, and that students may not submit the work of another as their own in any assignment. Remote students are expected to attend all live class sessions and participate in discussions. Students are expected to participate in Google Classroom should the instructor choose this modality.

COURSE AUDIT POLICY

Courses that have been audited and show a grade of "AU" will not earn an individual any credit. Audited courses do not appear on official transcripts. Individuals auditing a course do not receive a student ID card. Individuals auditing a course are considered passive participants and will not be held responsible for study group work or class assignments. All other Bergin University policies, including class attendance, will apply. Individuals auditing a course are required to pay the same course tuition as required for non-audited courses. The University determines which courses in their programs are eligible for audit. Individuals wishing to audit a course should obtain an Application from the Admissions Office.

NON-DEGREE STUDENTS

Individuals interested in taking courses for academic credit but not in pursuing a degree should apply as a non-degree student. Non-degree students are considered active participants and will be held responsible for study group work or class assignments. While non-degree students are not required to undergo a formal admissions process, they are required to be granted program approval prior to registering and pay per class. Non-degree students who later decide to apply for admission to a degree program must submit an application, pay the appropriate non-refundable fee, and complete all admission requirements for the desired program. Admission as a non-degree student does not guarantee admission to a degree or certificate program. A maximum of 30 percent of a program's requirements may be completed as non-degree. Non-degree students are not eligible for financial aid.

COURSE CREDITS

All credits issued for successful completion of Bergin University of Canine Studies coursework are semester credits. One semester credit is defined as the satisfactory completion of:

- At least 15 clock hours of classroom activities and at least 30 clock hours of outside preparation, or the equivalent amount of student work (as determined by the University); or
- At least 30 clock hours of laboratory activities and outside preparation (as determined by the University); or
- At least 45 apprentice hours and outside preparation (as determined by the University).
- A clock hour equals 50-60 minutes.

For example, a semester long three-unit lecture course would require 37.5-45 hours of in class lecture and 75-90 hours of study and preparation time outside of class. Students are expected to spend two hours working on out-of-class activities for every one hour in the classroom. Therefore, it is very important that students budget their time to allow for completion of supplementary learning activities to ensure success in their studies.

COURSE DUPLICATION OF CREDIT
Credit earned which duplicates work already completed does not count toward the total number of credits required for the M.S., B.S. or A.S. degree.

GRADING SYSTEM
All courses taken will be graded as follows with a plus (+) or minus (-) when appropriate.

Grade	*Grade Points*
A Outstanding	*4*
B Commendable	*3*
C Satisfactory	*2*
D Minimum Performance	*1*
F Failure	*0*
I Incomplete	*0*
W Withdrawal passing	*0*
CR Credit	*0*
NC No Credit	*0*
AU Audit	*0*
PC Professional Certificate	*0*
CE Continuing Ed Credits	*0*

Plus/Minus: Plus (+) notation adds .3 grade points to a "B," "C," or "D" grade; a minus (-) notation subtracts .3 grade points from an "A," "B," "C" or "D" grade.

A grade of W carries no connotation of quality of student performance and is not used in calculating grade point average.

GRADE POINT AVERAGE CALCULATION
GPAs are calculated by dividing total grade points earned by the number of credit hours taken. Grade points are calculated by multiplying the credit hours for a course by the numerical value of the letter grade earned for that course.

The Service Dog Training Seminar is offered as a credit/no-credit program.

COURSE OUT-OF-CLASS STUDENT WORK
Each program course requires that students undertake outside class preparation, research, and assigned activities. Students have the responsibility to complete assignments and participate in activities as assigned.

COURSE GRADING/CERTIFICATE PROCEDURES
Grade reports are provided to the student within four weeks of completion of a course. Reports indicate the course taken, credits received and the grade assigned.

A student who has failed to make payment for any charges owed to Bergin University will have the grade and/or certificate of completion withheld until payment is made.

COURSE MAKE-UP WORK
Associate of Science and Bachelor of Science students who have been absent are expected to make up all missed work within two weeks of the first day of the absence. Theory classes may be made up by the student successfully completing missed class assignments or submitting a written assignment related to the lecture missed. Course instructors approve acceptable make-up work. Students are expected to email their instructor by the third consecutive day they miss class to discuss make-up work unless they have a doctor's excuse stating otherwise. Students must call/email the school if they have a Bergin dog in their home. Due to the short and intense nature of on-site sessions in the Master of Science degree program, students must receive **prior** approval from instructors if they will miss any portion of the on-site session. MS students and instructors work closely regarding any missed classes/assignments. Individual MS instructors approve whether or not they will allow make-up work.

CLASS SIZE
Class size will vary from year to year and within each degree program. However, the maximum scheduled for laboratory and lecture classes is 30 students with hands-on training sessions requiring an instructor and an assistant if over 15 students.

ACADEMIC CALENDAR
Bergin University's calendar can be found at the back of this catalog.

The Associate degree program generally starts at 8:30 AM and runs through late afternoon and occasionally later. When a student is part of the rotating kennel group, class time will begin at 7:15 AM. The Bachelor degree program generally starts at 9:00 am and runs through late afternoon and occasionally later. When a student is part of the rotating kennel group, class time will begin at 7:15 AM. Master Sessions are scheduled from Monday-Sunday and generally start at 8:00 am and end at 7:00 pm.

The Bachelor's and Associate Degree programs operate on a 16-week semester system. The fall semester runs from August through mid-December and the Spring Semester runs from January through late April or early May.

The Master's Degree program operates on a semester system. At the beginning of each semester, students are provided course related homework. They then attend a two-week intensive session onsite at Bergin University of Canine Studies. Homework assignments are completed at home during the remainder of the semester.

The Service Dog Training Seminar certificate program is scheduled for seven-weeks during the summer, June through late July.

COURSE SCHEDULE OF CLASSES
The schedule in this catalog is published for informational purposes. Every effort is made to ensure its accuracy. However, the provisions of this schedule are not to be regarded as an irrevocable contract between the student and Bergin University. The University reserves the right to change any provision or requirement at any time, taking precautions that such changes do not cause hardships for the students enrolled.

GRADUATION REQUIREMENTS
To be eligible for graduation, a student must successfully complete all requirements for the program in which he or she is enrolled, as well as be up-to-date on all financial obligations to the institution.

Master of Science:
Students must successfully complete 36 credits. All courses must be passed with a grade of 2.5 or better. Any course identified as a master's degree course receiving less than a grade of ("C+") must be repeated to receive credit toward the Master of Science degree. A cumulative GPA of 3.0 ("B") is required for graduation. Semesters must be taken in sequence. Students who miss a semester must wait until the following year to complete that missed semester and any subsequent semester courses.

Bachelor of Science:
To graduate, students in the Bachelor of Science in Canine Studies (Cynology) degree program must successfully complete a minimum of 120.5 credits of coursework with a cumulative grade point average (CGPA) of 2.0 (C) or better, as stipulated below:

Transfer Credits

30 credits of General Education coursework
30 credits of Elective coursework
(60 total transfer credits)

Required Credits taken at Bergin University

60.5 credits in upper division (300-400's level) required "area of concentration" coursework

Total transfer and Bergin University credits required for graduation

60 credits transfer credits
60.5 credits Bergin University credits
(120.5 credits required for graduation)

Associate of Science:
To graduate, students in the Assistance Dog Education degree program must successfully complete a minimum of 61 credits of coursework with a cumulative grade point average (CGPA) of 2.0 (C) or better, as stipulated below:

Assistance Dog Education Transfer Credits

21 credits of General Education coursework

3 credits of Elective coursework

(24 total transfer credits)

Required Credits taken at Bergin University

37 total credits required "area of concentration" coursework

Total transfer and Bergin University credits required for graduation

24 transfer credits

37 Bergin University credits

(61 credits required for graduation)

GRADUATION CEREMONY

Graduation ceremonies are held in May and July of each year. Students who have completed all the credits required for their degree program or clock hours required for a Seminar certificate are expected to participate in the graduation ceremony. Associate, Bachelor and Seminar graduates are expected to speak at and provide dog demonstrations during the graduation ceremony. Associate, Bachelor and Master students will purchase their cap, gown and tassel through Jostens. Ordering information will be provided in the spring semester.

UNIVERSITY GENERAL POLICIES

These general policies apply to students who are involved in remote or in-person classes.

STUDENT RIGHTS AND RESPONSIBILITIES

Bergin University is committed to providing equal opportunities for all students, employees and applicants regardless of ethnicity/race, color, sex, age, religion, marital status, sexual orientation, disability, gender, national origin, medical conditions, status as a veteran, or political or organizational affiliation. Further, the University assertively seeks to increase the diversity of its staff to reflect the diversity of its student population.

Bergin University of Canine Studies' policy on students' rights include the following:

- The right to participate in any and all University sponsored activities and services without regard to ethnicity/race, color, sex, age, religion, marital status, sexual orientation, disability, national origin, medical conditions, status as a veteran, or political or organizational affiliation;
- The right to be evaluated in the classroom solely on the basis of academic ability, achievement, and fulfillment of the requirements of the class;
- The right to be represented in a democratic student government (when the student population exceeds 100 full-time (fifteen semester credits) students, one student will be elected to represent the student body at the Board of Trustee meetings);
- The right to organize for the purpose of promoting common interests;
- The right to participate in the formulation and implementation of academic and nonacademic policy;
- The right to due process in any action brought or taken by Bergin University of Canine Studies against the student which can reasonably be expected to affect the student's status with the University (see Student Grievances); and
- The right to restrict the release of information taken from the student's academic records as stated in Section 438 of the Family Educational Rights and Privacy Act of 1974.

RESPECTFUL CAMPUS, AND CLASSROOM

Bergin University strives to maintain a respectful classroom environment that maximizes the learning experience by stimulating student curiosity, supporting independence of learning, and encouraging students to develop as self-sustaining learners. The basic components that create such a learning environment are:

Class Attendance

- Be on time
- Start on time
- End on time

Class Participation

- Validate classmates' contributions
- Work effectively with others
- Ask questions and make comments that are related to the class topic
- Discuss differences with an instructor privately outside of class

Class Support

- Instructors will evaluate tests, quizzes, reports, and projects in a timely manner
- Instructors will be available to students for office hours and electronic support

Class Content

- Stay focused on class activities
- Use electronic devices only for lecture and research related activities
- Avoid one-to-one conversations with neighbors that can distract classmates
- Follow the instructor's lead in maintaining classroom decorum

Class Group Projects

While the above guidelines/protocols can be applied to the class time involving lecture (generally 1/3) and Q and A (generally 1/3), there are additional issues and concerns for the remaining class time involving group projects. While some of these group projects will be conducted in the classroom where the instructor can monitor student behavior, others occur outside of the classroom or online.

The following instructions apply to Group Projects whether remote or in-person:

1. During group projects everyone is expected to participate equally and be respectful of their fellow students at all times.
2. If a student within the group is not adhering to instruction #1:
   - The instructor will be notified and that student will be removed from the group
   - That individual's grade will then be impacted negatively based on the weight given to the particular project.

In addition to the previously identified guidelines/protocols, the Standards of Conduct described in the University catalog must be adhered to at all times.

STANDARDS OF CONDUCT

These Standards of Conduct apply to all Bergin University students, personnel, and volunteers:

Cooperation

Actions which disrupt or interfere with the University's educational process or functions, deface or damage University property, including computers loaned to Master of Science students to support the remote portion of the program, or in any way violate the rights of another are regarded as a violation of the University's Standards of Conduct as is failure to comply with the lawful directions of any school official.

Harassment-Free Campus ("Campus" includes remote and in-person classes consisting of University students)

General Harassment

No physical or verbal abuse, intimidation, or harassment of another person, group of persons, or dogs will be tolerated. This includes harassment based on race, age, disability, religion, gender, national origin, color, or any other protected status.

Conduct toward another student, employee, faculty member or volunteer that has the observable effect of unreasonably interfering with that individual's ability to work or to participate in the educational benefits at the University will not be tolerated.

- Specifically, abusive conduct that has the observable effect of demeaning, ridiculing, insulting, stigmatizing, frightening, intimidating, or unreasonably impeding the work or movement of a person including visitors to the University or guests of students to whom such conduct is directed.
- Abusive conduct may be either oral or written (including posted electronically in chat rooms, blogs, emails or in online communities) words, or symbols, including, but not limited to epithets, insults, derogatory comments, posters, cartoons, or other drawings.
- Abusive conduct may also include, but is not limited to physical touching, impeding or blocking movement, or any inappropriate and serious physical and mental interference with routine work or movement while engaged in University-sponsored activities and/or at work.

Any student who believes he or she has been the subject of abusive conduct in school should immediately report the incident to a Bergin University administrator. All reports of sexual harassment will be investigated promptly, impartially, and as confidentially as possible under the direction of the program director. Appropriate corrective action will be taken to remedy all violations of this policy. Under no circumstances will the reporting student be subject to retaliation.

Further, instructors are asked to adhere to these protocols during Q and A portions of live remote or in-person classes:

- Instructors must take responsibility for calling on students, asking questions directed at specific students rather than general question to the whole class, and ensuring that everyone participates
    - If student has no response, wait or come back to them
    - Enforce participation
- Everyone must be respectful
    - When instructor or a student is speaking, other students are to be quiet
        - No side conversations / comments
        - No excessive noise
- All students should expect "equal time"
    - Instructors must not let any one student take over or dominate the discussion
    - Students should take the initiative to participate
    - Instructors must limit time given to very active discussion participants
        - Cut off comment if it is off topic
        - Emphasize that other students need to be given time to comment

What behavior(s) will require that a student be excused from that class session?

- Disrespectful or confrontational challenge to instructor
- Disrespectful behavior to another student or dog (dog should be removed from student)
- Disrespect is defined as rude / hostile comment, confrontational challenge to instructor, making excessive noise

Sexual Harassment

No unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature will be tolerated. This applies when submission to the conduct is explicitly or implicitly made a condition of an individual's employment or academic advancement, or the conduct has a negative impact on the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

Conduct on the part of faculty, staff, or students that would violate this policy, includes, but is not limited to:

- Unwelcome or unwanted sexual advances
- Requests for sexual favors
- Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests
- Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.
- Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person
- The display of sexually offensive pictures, posters, illustrations, or objects

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964, California Government Code Section 11135, California Education Code Sections 210 through 214 inclusive, Title IX of the Education Amendments of 1972 and the Bergin University of Canine Studies' personnel policies.

Any student who believes he or she has been the subject of sexual harassment in school should immediately report the incident to a Bergin University administrator. All reports of sexual harassment will be investigated promptly, impartially, and as confidentially as possible under the direction of the program director. Appropriate corrective action will be taken to remedy all violations of this policy. Under no circumstances will the reporting student be subject to retaliation.

Drug-Free Campus

Bergin University of Canine Studies is fully committed to achieving a drug, tobacco, and alcohol-free environment for its students, staff, faculty, and volunteers.

TRANSCRIPT AND RELEASE OF INFORMATION
A transcript is a confidential document that may not be transferred, copied, or released for use except by written authority of the student, or as otherwise provided for in the Family Educational Rights and Privacy Act of 1974.

TRANSCRIPT AUTHENTICITY
A transcript will be official when it bears the signature of the University Chief Academic Officer or his/her assistant, a date of issuance, and carries the embossed seal of Bergin University.

RECORD REQUESTS, RETENTION, AND PRIVACY
All educational records of students who enroll at Bergin University of Canine Studies are kept in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, State of California's Bureau of Private Postsecondary Education (BPPE) and the Accrediting Council for Independent Colleges and Schools (ACICS).

Requesting Records
A student may request access to his or her education record which personally identifies the student and may challenge the accuracy of the record or the appropriateness of its retention. This policy covers all school educational records, files, documents, and other materials that directly relate to individual students.

The policy does not provide access to personnel records or personal notes and memos kept by instructors. Also excluded are records of students made or maintained by a physician or other professionals that are created and utilized only in connection with the treatment of the student, campus safety, and security reports used for internal office use, financial records of the parents of the students or any information contained therein.

Student written consent is needed for the release of records covered by this Act to outside parties (for example: prospective employers) except for those agencies entitled to access under provisions of the Act (for example: campus officials, other schools, federal education and auditing officials, and requests in connection with the application or receipt of financial aid).

Retention of Student Records
Student, faculty, University catalog, and academic records, including identification of degrees granted will be maintained and preserved for five years at the University's main instructional locale. Thereafter, student transcripts and degrees granted will be preserved as a computer backup at the University and on a secure off-campus server indefinitely.

STUDENT GRIEVANCES
In accordance with its nondiscrimination policy and desire to protect the rights of students, Bergin University provides an appeal process for those who desire to file a grievance against the University or University personnel.

A grievance on the part of a student may arise out of a decision or action taken by a faculty or staff member in the course of his or her official duty which: a) is in violation of written campus policies or procedures; or b) constitutes arbitrary, capricious, or unequal application of written campus policies or procedures. Bergin University believes that there should not be any problem that cannot be resolved through close cooperation between students, faculty, and staff administrators. The following steps are recommended to resolve grievances, problems, complaints, etc.

Step 1: The student is encouraged to resolve the problem informally with the faculty or staff member involved.
Step 2: If Step 1 does not resolve the problem, the student is encouraged to meet informally with the faculty or staff member's supervisor.
Step 3: If Step 2 does not resolve the problem, the student should submit a written letter to the Chief Academic Officer (CAO) explaining the situation; any supporting documentation must be attached to the letter. This letter must be submitted within one month of the event. The student has the right to forego the first two steps of this process and submit a letter of grievance directly to the CAO.
Step 4: After reviewing the letter, the CAO shall attempt to resolve the situation within 30 days. The CAO's

decision shall be in writing, and it shall be final.

APPEAL PROCESS

Step 5: Individuals who are or who were students of Bergin University of Canine Studies and who believe that the University, or anyone representing the University, has acted unlawfully have the right to file a complaint with the University's state regulatory agency (BPPE) and/or the University's accrediting agency (ACICS):

Bureau for Private Postsecondary Education
1747 N. Market Blvd., Suite 225
Sacramento, California 95834
Phone: **(888) 370-7589;** (916) 574-8900

Accrediting Council for Independent Colleges and Schools-ACICS
1350 Eye Street NW, Suite 560
Washington, DC 20005
Phone: (202) 336-6780
Fax: (202) 842-2593
Website: www.acics.org

HEALTH AND SAFETY

Students are required to follow all University Health and Safety policies and procedures and to inform the office immediately or as soon as possible thereafter of any accident or potentially dangerous situation on campus.

Possession or use of firearms, knives (except kitchen and non-spring pocket knives) or other weapons, explosives, or fireworks on school grounds is strictly prohibited. Tampering with safety equipment, violation of safety regulations, and failure to render reasonable cooperation in any emergency would be considered a form of endangerment and is prohibited.

COPYRIGHTED MATERIALS

Bergin University follows and enforces all copyright laws, providing an annual notice to each enrolled student. Any student involved in a copyright situation will be referred to the Chief Academic Officer and the proper authorities

SMOKING, TOBACCO AND MARIJUANA POLICY

Smoking, including e-cigarettes, as well as the use of any tobacco or marijuana product, is prohibited on the University Campus, including all buildings, restrooms, and exterior campus grounds and parking lots.

ACCOMMODATIONS FOR DISABILITIES

Bergin University of Canine Studies fully complies with the provisions and requirements of the Americans with Disabilities Act (ADA) 1984.

PHOTO RELEASE

Bergin University students give the University the absolute right and permission to use photographic portraits, pictures or video of them in character or form, for marketing and/or advertising, or any other lawful purpose whatsoever. A student must alert University executive staff if they do not give the University permission to use their image.

HUMANE TREATMENT OF ANIMALS

Inhumane treatment of any animal, domesticated or wild, on the University grounds or serving in any role in relation to the University, its staff, volunteers, or students will not be tolerated. Inhumane treatment is defined as any deliberate or negligent interaction that involves punishment, physical injury, traumatic death, or other inappropriate interplay.

UNIVERSITY GENERAL POLICIES REGARDING DOGS

Dogs on Campus

If a student or faculty member desires to bring a non-Bergin University dog that is not his/her personal service dog onto the campus premises, the student or faculty member must first receive permission from the Dog Program or University President. For *any* non-Bergin University dog to be on campus, the student or faculty member must provide proof that vaccinations are current.

University Dog Handling Policies/Requirements for Seminar and AS, BS Degree Program Students

As part of your educational experience, you will be assigned a Bergin dog each session or semester. You will be the primary caretaker and trainer for this dog. This dog may or may not be a service dog in training. The dog will attend classes with you and be taken on fieldtrips for exposure to various sights, sounds and stimuli. The purpose of this is to maximize your ability to learn about individual dogs' personalities, emotions, ways of communicating, bonding, learning and acclimating to multiple environments. Provided all conditions are met, your assigned dog will live with you full-time. Master students do not generally take dogs home with them when on-site except for their first experiential dog training course unless otherwise notified.

If you do not meet Bergin's requirements for taking a dog home then you will continue to be responsible for the care and training of the dog in order to meet class homework requirements. This will include such things as: coming to the campus kennels to feed and exercise the dog twice a day, taking the dog on outings, evening/weekend training sessions, etc.

The following policies are in place to create a safe learning environment for both you and the dog:

- Dogs are to be handled exclusively by Bergin University students (not friends, family, etc.).
- If there are multiple dogs living in the household, the Bergin dog must be the primary focus of the assigned student-trainer.
- No more than 3 off-leash dogs are allowed in any area, and if one dog is on leash then all dogs in that area must be on leash.
- Bergin dogs must be on leash in outdoor, unsecured areas.
- Bergin University dogs are not permitted in dog parks of any type or in any area where non-Bergin dogs are off-leash.
- Handlers of Bergin University dogs that are intact must take precautions to ensure no accidental breeding occurs.
- Smoking in any form and of any substance in the presence of Bergin University dogs is prohibited, due to the potential detrimental effects of secondhand smoke on the dogs.
    - If students desire to smoke during the day while attending classes, they may kennel their dog in the Dog Room while they go off campus to smoke.
    - This policy applies to both on-campus and off-campus care of a Bergin University dog. For the health of the dogs, we appreciate active participation in enforcing the policy.
- Bergin University dogs must not be left unattended, indoors or outdoors, except in a secured area.
- Dogs must never be tethered to an object (except during umbilical cord time).

- Dogs must always ride inside a motor vehicle (not in the open bed of a pickup truck). Dogs should ride in the back seat/area whenever possible.
- Dogs may not be left in vehicles unattended if outside temperature is over 66 degrees. Always use common sense.
- Vehicle windows will not be open more than 4 inches.
- Dogs will be cared for in the manner prescribed by the University.
- Any serious health issues of a Bergin dog shall be reported immediately.
- Report any incidences of health issues of student's personal dogs to the Dog Program staff to determine whether the Bergin dog should remain with the student during this time.
- Non-emergency behavioral and mild health issues should be documented (green cards-health, red cards-behavior).
- Training will be done in accordance with University training curriculum.
- Equipment used will be University approved.
- Dogs will be fed, bathed, groomed, and medicated as directed and scheduled.
- Students will ensure that the dog's behavior is managed appropriately in public in order to reflect positively on the University.
- Training records must be kept as prescribed.
- Dogs MUST BE signed out and in on the dog sign-out board. You must receive the Dog Program's approval before taking out a dog that is not assigned to you.
- All students are required to clean up immediately after their dogs.

Pre-conditions to taking a Bergin dog home:

- You have shown sufficient skill and interest in handling a University dog using Bergin University methods;
- You have shown sufficient skill and competencies in training a University dog using Bergin University methods;
- You have demonstrated an ability and willingness to follow Bergin University Dog Policies;
- Your living situation is suitable for placement of a University dog.

  Example: Students whose living area is, in the reasonable determination of Bergin University, too small or limited to allow for safe and effective training of a Bergin University dog will not take a Bergin University dog home with them in the evenings or during weekends as part of the course homework.

  Instead, such students will complete additional training exercises, such as evening and weekend field trips, with a Bergin University dog as necessary to fulfill the course requirements.

- The Bergin dog must be the primary focus of the assigned student-trainer over other dogs in household.

Dogs in the Classroom

Class Protocol for Dogs

- Dogs rest unobtrusively under the desk

- Commands not hands – no jerking of the leash, pulling or forcefully physically positioning the dog (unless applying an appropriate correction technique)
- No communication with the dog by touch, eye contact and speaking – unless absolutely necessary
- Ignore barking and whining
- When 'better hurrying' your dog, leave classroom and return discreetly
- Enjoy your dog!

Student-Dog Mishandling Policies

Mishandling of dogs is defined as

- Roughness or jerking or yanking on the leash
- Hitting or kicking the dog
- Excessive yelling or continuing with verbal pressure after dog has responded
- Any continued correction after dog has offered appeasing behavior, seems scared, or has stopped undesirable behavior

Bergin University recognizes that correction is situational — the Dog Program staff has the leeway to judge whether a correction is excessive for an individual dog or individual situation. However:

- Students are not to inflict physical or emotional pain
- "Corrections" may not be used to vent frustration or anger
- Unacceptable behavior includes all behaviors defined in the course catalog as harassment

If any faculty or staff member **other than** the Dog Program staff witnesses this behavior, it should be reported to the Dog Program staff.

The Dog Program staff will take the following steps to resolve the issue:

1. Explain to the student what is wrong and why / how we do things differently (first infraction)
2. If behavior continues or is repeated, dog is removed from student for one class period
    a. If student is judged able to crate the dog without venting anger on the dog, the student will be told to crate the dog
    b. If the student is judged as unable to crate the dog without a display of anger, the Dog Program staff will remove the dog from the student and tell the student to pick him/her up after the next class
3. If the student repeats the behavior, the student will not be allowed to take the dog off campus unsupervised — no overnights until the student's on-campus behavior with the dog shows improvement as reported by several staff members
4. If student still mistreats the dog on campus, the student will **only** have access to the dog during supervised training sessions
5. The Dog Program staff may defer to the CAO if assistance is required for the student to comply
6. Students who report witnessing the mishandling of other students' dogs off campus
    a. Must provide specific details
    b. The Dog Program staff will then decide what steps to take, based on:
        i. Whether the problems were seen on campus
        ii. Whether other students or staff report problems
        iii. Whether the dog's behavior has changed
7. Students are **not** to instruct other students on dog handling or comment to each other about what they are doing wrong
8. The Dog Program staff sets these policies and **all** students are subject to the same rules
9. If a student has had his or her dog access limited due to violations of these guidelines or policies, *at his or her request*, the status will be re-evaluated in one month to determine if the dog privileges should be reinstated

***Please note that a dog can be immediately removed from a student should a Dog Program staff member feel this action is warranted.**

Attending Bergin University with a Personal Service Dog

Our obligations under the California Code of Regulations 7.5 Private Postsecondary Education and our accreditation requirements prevent us from awarding degrees to students who fail to meet the requirements for the degree and the educational program in which they are enrolled.

- **No degree** may be awarded if there is a fundamental alteration of a program curriculum for a student who is **unable or unwilling** to participate in University classes without his/her personal service dog.
- Maintaining the fundamental curricular requirements of Bergin University's dog training/handling portions of the degree programs necessitates that certain restrictions apply to students' on-campus use of personal service dogs.
- While such restrictions may at first appear to contradict the University's mission, upon closer reflection there is a straightforward logical explanation for the policies.

Below please note the fundamental requirements for the dog training curricula:

1. To ensure each student has the opportunity to train dogs of varying ages, personalities and instincts, University and shelter dogs are utilized for the dog-training portion of the program curricula:
    a. University and shelter dogs are in training; thus, their behaviors, temperament, and dog-interactivities are not yet reliable and our students need to learn how to respond to a variety of dog dispositions and potential problems.

    b. Students wanting to use their personal, by definition "fully-trained" service dog, in a course would be unable to engage in the educational experience of training dogs with the required diversity.

2. Completion of the scheduled hours of training classes is mandatory for graduation in the A.S., B.S. and M.S. programs.
    a. Classes that involve training are typically scheduled every school day for several hours each day.

    b. A student's personal service dog may not participate or be present in any class in which activities involving dogs-in-training are occurring.

3. The safety of University students and dogs is of utmost consideration in all training/handling decisions.
    a. The Bergin University campus is a potentially precarious environment for a student's personal service dog.
        i. Our dog population includes dogs with a variety of dispositions and behavior problems because our students need to learn how to resolve these issues.

        ii. For health reasons, our campus is closed to outside dogs. When our dogs are confronted with an unknown non-Bergin University personal service dog or service dog team that comes on to campus, they could revert to a territorial behavior that incites other dogs to react similarly. That potential, combined with our beginning students' undeveloped handling skills, could affect the safety of all.

        iii. Therefore, the bottom line is that the unreliable nature of our dogs, as well as the widely varying skills of our students, could potentially endanger a non-Bergin University personal service dog or service dog team that comes in close proximity to a Bergin University dog.

4. The student's attention may not be divided between the dog provided by the University he or she is training and the student's personal service dog while *on the school campus*:
    a. It would interfere with the training of the University or shelter dog and therefore the student's learning.
    b. A personal service dog would be at risk if (s)he was in a room or situation full of dogs-in-training being handled by students of varying skill levels.

5. Opportunities to expose University dogs to varying situations and stimuli is critically important, but is to be done with care and consideration.
    a. Program curricula generally require students to take a Bergin University dog-in-training to class for several hours per day, including academic classes.
        - This is an important element of the student's education and the dogs' training and is a required part of the curriculum.
        - Not all instructors of University academic courses are formally schooled in dog training and cannot be looked to were a problem to arise.
        - No personal service dog may be present in a class session in which University dogs are present.
            1. Whenever a student is handling or training a Bergin University dog on campus, the student's personal service dog must be safely restrained elsewhere.
            2. At no time may a student attend a class with a personal service dog and his or her assigned University dog-in-training as this would be considered an unsafe situation.
    b. Program curricula generally requires students to take their assigned University dog-in-training on fieldtrips into the local community or on outings.
        - This is an important element of the student's education and the dogs' training and is a required part of the curriculum.
        - While the student has his/her Bergin University dog on a field trip, the student's personal service dog may not be present.

6. All University dog training/handling techniques are non-aversive.

7. Each University course will have specific requirements involving dogs-in-training in their courses.

These requirements mean that a student who is unable or unwilling to be separated from his/her personal service dog could not participate in the dog-training classes or academic classes with other ***dogs-in-training*** **handled by students with** ***widely varying degrees of skill and expertise as dog handlers*** **and** ***dogs at varying ages and stages of unpredictable behavior.*** The welfare of the student and his/her personal service dog and other Bergin students' and dogs could not be guaranteed;

1. Students with personal service dogs must be prepared to spend considerable time each day separated from their personal service dogs.
    a. When on campus, Bergin University will provide an area where the student can place his/her dog's suitable, secure crate.
    b. A student's personal service dog must meet all requirements listed in these policies in order to:
        i. Be on the University campus
        ii. Use the public area to be crated in his/her own suitable, secure crate

While Bergin University is committed to approaching the issue of personal service dogs on a case-by-case basis, in order to protect the health and ensure the safety of both the Bergin University dogs and students' and

service dog partners and their service dogs, the following policies apply in all cases regarding students' on-campus presence of personal service dogs.

Students' Personal Service Dogs

Rules for personal service dogs on campus must be strictly followed.

Personal Service Dogs:

- Must be appropriately introduced to the campus
- May not participate in any course or field trip
- Must be on leash and under control at all times
- Must use designated potty area and students must clean up after their dogs
- Must not be cat aggressive
- May not be brought into the following areas of campus:
    - The puppy area
    - The dog room
    - The vet room
    - The training room
    - The exercise yard
    - The agility yard
- Must be on flea control and have the following vaccinations (proof must be supplied prior to bringing the dog onto the campus):

    Canine Distemper
    Infectious Hepatitis
    Canine Parvovirus
    Leptospirosis Bacterin
    Bordetella
    Rabies

- Any dog whose behavior poses a threat to the health or safety of others (human or canine) must be removed from campus immediately by his/her handler and will not be allowed to return.
    - Behavior that will cause a dog to be removed from campus includes, but is not limited to:
        - Biting
        - Snapping
        - Lunging or growling at dogs or humans
        - Excessive and uncontrollable vocalization
        - Inappropriate toileting
        - Destructive behavior.
- May not use any of the school's training equipment or supplies.
- The student must sign a waiver releasing the University from liability if they or their dog is injured through actions related to a Bergin University dog on or off campus.

Additional Policies Regarding Students with Personal Service Dogs

As mentioned above, students with personal service dogs who hope to complete all graduation requirements must be prepared to spend considerable time separated from their service dogs throughout the school day and some evenings and weekends (see below).

- During their first two weeks of school, all first-year Bergin University students must participate in a required orientation.
    - This orientation includes a week of "umbilical cord bonding" with a Bergin University service dog-in-training. Students **must** make arrangements for their personal service dog to be cared for by someone else during this time in order to participate in this process.

Off-Campus Requirements for Students with Personal Service Dogs and/or Other Animals

- When the student takes a Bergin University dog off-campus for training (a field trip, an evening outing), the student's personal service dog may not accompany them; the student must be fully focused on the safe handling and training of the Bergin University dog during **all** on- and off-campus handling.
- If students travel by car with both their Bergin University dog and their personal service dog (or pet or other dog), the dogs may need to be secured in separate areas of the car.
- A student who has a service dog or a pet dog or other animal at home is required to work with Bergin University staff to ensure a safe introduction to and management of all animals at home.
- The Dog Policies for Students as outlined in the catalog apply to Bergin University students who also have a service dog or emotional support animal.

Just as service dog partners are concerned about untrained or partially trained dogs in public having problematic contact with their "personal service dogs," we at Bergin University are concerned about our partially trained "service dogs-in-training" or our campus dogs being prepared for "non-public access roles" having problematic contact with "personal service dogs." We are a University that provides many types of canine-related courses. While we do have a service dog organization on campus and train some of our dogs to become service and therapy dogs, we also have dogs with issues for those students not interested in working with service dogs.

FEDERAL, STATE, AND REGULATORY POLICIES AND DISCLOSURES

REQUIRED NOTIFICATIONS

OPEN ENROLLMENT POLICY

Every program and course offered by Bergin University unless otherwise stated in the catalog or schedule of courses, or unless specifically exempted by statute or regulation, is open to enrollment and participation by persons who meet the prerequisites of the programs and/or course and who are otherwise eligible for admission to and enrollment into the program.

NONDISCRIMINATION POLICY

Bergin University of Canine Studies is committed to equal opportunity in educational programs and employment. Bergin University does not discriminate on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation, or veteran status in any access to and treatment in any Bergin University programs, activities, and application for employment. Equal educational opportunity includes, but is not limited to: admission, recruitment, extracurricular programs and activities, facilities, access to course offerings, testing, financial assistance, and employment. Equal employment opportunity includes but is not limited to providing and safeguarding the opportunity for all persons to seek, obtain, and hold employment and qualify for advancement in Bergin University without discrimination. Bergin University is committed to nondiscrimination in compliance with the *Civil Rights Act; Title IX of the Education amendments of 1972; the Rehabilitation Act of 1973 (Section 503 and 504); the Americans with Disabilities Act of 1990; Executive Orders 11246 and 11375; the Vietnam Era Veterans Readjustment Act of 1967; the Age Discrimination in Employment Act of 1967; and nondiscrimination laws of the State of California*.

AMERICANS WITH DISABILITIES ACT

Bergin University fully complies with the provisions and requirements of the Americans with Disabilities Act (ADA) 1984. The University provides individuals with disabilities equal educational opportunities, programs, and services. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. Academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal education opportunity. When necessary, Bergin University will make reasonable modifications to policies, practices or procedures or provide auxiliary aids and services, as long as doing so will not fundamentally alter the nature of Bergin University programs or impose an undue burden. Students requiring assistance must make timely and appropriate disclosures and requests. Request for reasonable accommodations should be made as soon as possible after acceptance. Students requesting such assistance must provide information and documentation regarding their disability and their limitations, including appropriate medical information. Also, a student may be required to undergo additional evaluation of limitations if needed by Bergin University to collaborate effectively with the student in securing appropriate learning strategies. All personal and medical information will be treated as confidential. For more information, contact the Director of Admission Services.

ACCOMMODATIONS FOR DISABILITIES

Bergin University of Canine Studies fully complies with the provisions and requirements of the Americans with Disabilities Act (ADA) 1984.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT OF 1989

Bergin University is a Drug-Free Campus. It is the policy of the University to uphold federal law by maintaining a campus where students, faculty, staff, and administration are prohibited from the unlawful manufacture, distribution, dispensing, possession, or use of controlled substances as listed in Schedules I through IV of Section 202 of the Controlled Substances Act (21 U.S.C. Section 812) and from abuse of alcohol. For purposes of this policy, campus shall mean those places where a student is engaged in an authorized Bergin University activity. The campus includes property owned or leased by Bergin University; property used by Bergin University for student participation in field trips, field study, or study travel programs; private vehicles while on campus or while being used for official Bergin University business. All students are required to comply with this policy to remain in good standing and as a condition of continued attendance in any of Bergin University programs. Any violation of this policy will be cause for disciplinary action against the student, up to and including expulsion. Student discipline shall be accomplished in accordance with the provisions of Article 3 of Title 3, Division 7, Part 47, of the California Education Code. Any student who needs information about substance abuse treatment may consult a campus administrator, who can provide the student with information about available treatment resources. Bergin University does not provide substance abuse treatment.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)

The Family Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution). The federal law basically says that no one outside the institution shall have access to students' education records nor will the institution disclose any information from those records without the written consent of students. There are exceptions, of course, so that certain personnel within the institution may see the records, including persons in an emergency to protect the health or safety of students or other persons.

What is considered Directory Information?

Bergin University of Canine Studies may disclose, without consent, "directory" information. The University considers the following information directory information and may disclose this information to the public:

a) student's name; b) dates of attendance; c) Veteran status, if applicable; d) the degree or certificate earned; e) awards the student has earned. Other kinds of directory information, such as a student's address, telephone listing, program of study, and the most recent previous education agency or previous institution attended, will be released only in response to a written request. Bergin University reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know. Information regarding the student's record: grades, courses, GPA, social security number and other personal information will not be released without the student's written consent.

A student can request in writing to not disclose this information to the public. Request must be made within 30 days of starting school. No information will be released without the written consent of the student. This status is binding until such time that Bergin University of Canine Studies is notified in writing by the student to permit release of directory information.

STUDENTS RIGHTS TO KNOW ACT 1990

Education is fundamental to the development of individual citizens and the progress of the Nation as a whole. There is increasing concern among citizens, educators, and public officials regarding the academic performance of students at institutions of higher educations. Prospective students should be aware of the educational commitments of an institution of higher education. Knowledge of graduation rates helps prospective students make an informed judgment about the educational benefits available at a given institution of higher education.

In compliance with the Student-Right-to-Know and Campus Security Act of 1990 (Public Law 101-542), it is the policy of Bergin University to make available its completion and transfer rates to all current and prospective students.

QUESTIONS REGARDING THIS CATALOG
Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at:

Address:
Bureau for Private Postsecondary Education
1747 N. Market Blvd., Suite 225
Sacramento, California 95834
Website Address: www.bppe.ca.gov
Telephone and Fax #'s: (888) 370-7589 or by fax (916) 263-1897
(916) 574-8900 or by fax (916) 263-1897

FILING A COMPLAINT WITH BPPE
A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet website at: www.bppe.ca.gov

PERFORMANCE FACT SHEET
Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. The Performance Fact Sheet contains Bergin University's retention and placement statistics.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION
The transferability of credits you earn at Bergin University of Canine Studies is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree you earn in Assistance Dog Education, Canine Studies or Human-Canine Life Sciences is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at that institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Bergin University of Canine Studies to determine if your credits or degree will transfer.

STUDENT TUITION RECOVERY FUND
The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. **Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 N. Market Blvd., Suite 225 Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.**

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau, but has failed to do so.

5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.
To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

INSTITUTIONAL FINANCIAL SOLVENCY
Bergin University is a financially sound institution of higher education having never filed a bankruptcy petition or having a petition of bankruptcy filed against it that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

FEDERAL FINANCIAL AID

TITLE IV DISCLOSURES

FEDERAL FINANCIAL AID STATEMENT

Bergin University provides financial aid in the form of employment opportunities and educational loans. Bergin University contracts with Educational Compliance Management (ECM) as its full-service third party servicer to process FAFSAs, package students, request funds, draw down funds to the institutional Federal Bank account, process refunds, and deal with questions between the school and the Federal agencies.

FAFSA NUMBER

Bergin University's FAFSA number is: 04176300

TITLE IV — PROGRAM ELIGIBILITY

Bergin University offers the following programs that are eligible for Title IV aid. All programs are accredited by ACICS.

Master of Science Degree in Human-Canine Life Sciences
Bachelor of Science Degree in Canine Studies (Cynology)
Associate of Science Degree in Assistance Dog Education

TITLE IV — INELIGIBLE PROGRAMS

Bergin's professional certificate program is not eligible for Title IV aid:
Service Dog Training Seminar

TITLE IV — REFUND

The return of Title IV funds requirement is a complex process involving Bergin University of Canine Studies and Educational Compliance Management, the University's Third-Party Servicer. The Chief Academic Officer is designated as the contact point for students who wish to withdraw. The Chief Academic Officer determines the withdrawal date and reports it to other institutional offices and the Department of Education.

The Financial Officer and Educational Compliance Management calculate the return of Title IV funds using federal formulas, in order to complete recovery of Title IV funds to specific program funds, notifies the student of his or her obligation to repay funds if applicable, tracks the repayment, and refers overpayments to the Department of Education.

More information about the refund policy for return of TITLE IV funds is available from the Financial Aid Officer. Also, see Refund Policy section of the Catalog.

TITLE IV — ELIGIBILITY

To remain eligible for Title IV aid, a student must maintain Satisfactory Academic Progress (SAP) as per section 668.16(e) of HEA 1965. Satisfactory Progress is measured at the beginning of each semester, and will be checked prior to the disbursement of aid. Bergin University's SAP policy for Title IV students is the same as the school's standards for students enrolled in the same educational programs who are not receiving Title IV aid. (See Satisfactory Academic Progress section of Catalog).

CAMPUS SECURITY ACT DISCLOSURE STATEMENT

The Campus Security Act (Public Law 102-26) requires postsecondary institutions to disclose the number of instances in which certain specific types of crimes have occurred in any building or on any property owned or controlled by this institution which is used for activities related to the educational purpose of the institution and/or any building or property owned or controlled by student organizations recognized by this institution. In

compliance with that law, the following reflects this institutions crime statistics for the period between 1/1/2018 and 12/31/2020 (three most completed calendar years). Please note, this information is for our former location in Penngrove.

Report Distribution Date: Occurrences Within the 2018, 2019, 2020 Calendar Years

Crimes Reported ~ On campus	**2018**	**2019**	**2020**		**Hate Crimes Reported ~ On campus**	**2018**	**2019**	**2020**
Murder (Includes non-negligent manslaughter)	0	0	0		Murder (Includes non-negligent manslaughter)	0	0	0
Negligent manslaughter	0	0	0		Rape	0	0	0
Sex offenses (forcible & non-forcible)	0	0	0		Fondling	0	0	0
Robberies	0	0	0		Incest	0	0	0
Aggravated assaults	0	0	0		Statutory rape	0	0	0
Burglaries	0	0	0		Robbery	0	0	0
Motor Vehicle Thefts (on Campus)	0	0	0		Aggravated assault	0	0	0
Arson	0	0	0		Burglary	0	0	0
Violence Against Women Act (VAWA) Offenses ~ On campus	**2018**	**2019**	**2020**		Motor vehicle theft (on Campus)	0	0	0
Domestic violence	0	0	0		Arson	0	0	0
Dating violence	0	0	0		Simple assault	0	0	0
Stalking	0	0	0		Larceny-theft	0	0	0
Number of arrest made for the following crimes ~ On campus	**2018**	**2019**	**2020**		Intimidation	0	0	0
Weapons: carrying, possessing, etc.	0	0	0		Destruction/damage/ vandalism of property	0	0	0
Drug abuse violations	0	0	0					
Liquor law violations	0	0	0					

CAMPUS SECURITY AND CRIME

1. Bergin University does not employ campus security personnel but encourages both its employees and students to immediately report suspected criminal activity or other emergencies to the nearest available campus security officer, institutional official and/or in the event of emergency to directly contact local law enforcement or other emergency response agencies by dialing (911).

2. All students and employees are required to report any crime or emergency to their institutional official promptly. If a student or employee wishes to report a crime on a voluntary or confidential basis, the institutional official will be prepared to record and report the crime, but not the name of the informant. The student or employee may, in order to maintain confidentiality, submit the information in writing to his/her institutional official without signature. If the student wishes not to maintain confidentiality, the student will contact his/her teacher or school official who in turn will contact the nearest supervisor to report criminal actions or emergencies to the appropriate agency by calling (911).

Preparation for the Annual Disclosure of Crime Statistics report is obtained by the CAO who contacts the correct police department District for statistics and the institution's "Daily Incident Log," and then records those statistics.

3. Only students, employees and other parties having business with this institution should be on institutional property. Any person not employed by or a student of the University entering the premises must sign in at the entrance and identify their purpose of visit, the person to be visited and register their time in and out of the building. All rear access doors leading to the campus are closed and locked during evening hours starting at 5:00 p.m. When the school closes for the night, the school's official or supervisor will inspect each building to see that it is empty and then set the alarms on each building and then lock down the campus. Other individuals present on institutional property at any time without the express permission of the appropriate institutional official(s) shall be viewed as trespassing and may, as such, be subject to a fine and/or arrest. In addition, students and employees present on institutional property during periods of non-operation without the express permission of the appropriate institutional official(s) shall also be viewed as trespassing and may also be subject to a fine and/or arrest.

4. Current policies concerning campus law enforcement are as follows:
   a) Institution's officials have no powers of arrest other than the Citizens Arrest Law, and are required in the event of a crime or emergency to call the correct agency or dial (911) for the police and emergency services. The Citizens Arrest Law will be invoked only as a last resort, and after all other possibilities have been explored.
   b) Employees shall contact their immediate or nearest ranking supervisor to report any criminal action or emergency to the appropriate agency by calling (911). If possible, in the interim, the security guard(s) and or institutional official shall attempt to non-violently deal with the crime or emergency with the appropriate agency on campus. Individual discretion must be used, as undue risk should not be taken.
   c) The institution currently has no procedures for encouraging or facilitating pastoral or professional counseling (mental health or otherwise), other than the student or employee is encouraged to seek such aid.

5. Though Bergin University does not offer regularly scheduled crime awareness or prevention programs, students are encouraged to exercise proper care in seeing to his/her own personal safety and the safety of others. The following is a description of policies, rules, and programs designed to inform students and employees about the prevention of crimes on campus.
   a) Do not leave personal property in classrooms.
   b) Report to your institutional official, any suspicious persons.
   c) Always try to walk in groups outside the school premises.
   d) If you are waiting for a ride, wait within sight of other people.
   e) Employees (staff and faculty) will close and lock all doors, windows and blinds and turn off lights when leaving a room.
   f) The "Crime Awareness and Campus Security Act" is available upon request to students, employees (staff and faculty), and prospective students.
   g) The School has no formal program, other than orientation, that disseminates this information. All information is available on request.
   h) Information regarding any crimes committed on the campus or leased/attached properties (parking lot) will be available and posted in a conspicuous place within two (2) business days after the reporting of the crime and be available for sixty (60) business days during normal business hours, unless the disclosure is prohibited by law, would jeopardize the confidentiality of the victim or an ongoing criminal investigation the safety of an individual, cause a suspect to flee, to evade detection, or result in the destruction of evidence. Once the reason for the lack of disclosure is no longer in force, the institution must disclose the information. If there is a request for information that is older than sixty 60 days, that information must be made available within two (2) business days of the request.

6. The institution does not offer regularly scheduled crime awareness or prevention programs other than orientation where all the institution's policies and regulations are properly disclosed to prospective students.

7. All incidents shall be recorded in BUCS daily Incident Log located on campus at the institutional official's station. The log includes the date, time, location, incident reported, disposition of incident, and the name of the person who took the report. The report must be entered in the log within two (2) business days after it is reported to the school's official, unless that disclosure is prohibited by law or would endanger the confidentiality of the victim.

8. This institution does not permit the sale, possession or consumption of alcoholic beverages on school property and adheres to and enforces all state underage-drinking laws.

9. The institution does not permit the possession, use or sale of illegal drugs by its employees and students and adheres to and enforces all state and Federal drug laws. The violations of these policies by students or employees may result in expulsion, termination, and/or arrest.

10. Information concerning drug and alcohol abuse education programs are posted on campus and is distributed annually to students and staff.

11. Sexual assaults (criminal offences) on campus will be reported immediately to the institution's official, who will report it to (911) emergency and police units. The person who was victimized will be encouraged to seek counseling at a rape crisis center and to maintain all physical evidence until such a time as that person can be properly transported to a hospital or rape crisis center for proper treatment. This institution has zero tolerance of such assault; the violation of this policy by students or employees may result in expulsion while investigations are being followed, termination, and/or arrest.

    Students and employees should refer to the following person or agency when reporting or seeking help on a criminal incident. Please note that any emergency that requires immediate attention should not be waited upon to report to the school's officer but rather contact the appropriate agency by calling (911).

General Manager, Chief Academic Officer or Chief Operating Officer
Bergin University of Canine Studies
707-545-3647

CAMPUS COMMUNITY – EMERGENCY RESPONSE

The Office of Student Services has set up an e-mail group that will reach all current students, faculty and administration to inform them of any emergency on campus. When possible, a text message will be sent to students, faculty, and administration. The system is checked each year. The evacuation plan is the same as the fire evacuation plan, which is posted throughout the building. All personnel will be advised of this plan each year.

ADDENDUM: VETERANS AND ELIGIBLE PERSONS

Any veteran and/or eligible person who enrolls in and becomes a student of Bergin University of Canine Studies shall follow the same guidelines and policies as have been established and stated in the Bergin University Catalog.

For Post 9/11 GI Bill® (Ch 33) students and VA Vocational Rehabilitation and Employment (Ch 31) students, our tuition policy complies with 38 USC 3679(e) which means Post 9/11 and Vocational Rehabilitation and Employment students will not be charged or otherwise penalized due to a delay in VA tuition and fee payments. For eligibility consideration, a Post 9/11 GI Bill® student must submit a VA Certificate of Eligibility (COE) and a Vocational Rehabilitation Student must provide a VAF 28-1905 form. All persons seeking enrollment must meet the general admissions policies. Those seeking to use VA Education Benefits must submit all prior transcripts for a transfer evaluation and submit one of the following: a 22-1990, 22-1995, 22-5490 or a 22-5495 to the VA. *GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official US government website at www.benefits.va.gov/gibill.*

A 100 percent pro-rata refund policy as described in the Refund Policy section of this Catalog shall apply to all veterans and eligible persons enrolled in the University.

This University will evaluate all previous education and training, grant credit when appropriate, reduce the program length proportionately, and inform the Department of Veterans Affairs and the student accordingly.

Attendance Policy: Students are expected to attend all classes. Two or more unexcused absences will definitely result in being dropped from a course. More than five missed class days total in the two-semester degree program may result in withdrawal from the program.

Satisfactory Academic Progress: VA educational benefits will be discontinued when the eligible person ceases to make satisfactory academic progress as per the catalog. No more than two terms on probation will be permitted.

Conditions for re-enrollment: Re-enrollment or re-entrance will be approved only after evidence is shown to the Chief Academic Officer's satisfaction that conditions which caused the academic disqualification have been rectified.

The maximum capacity for each of the courses as listed in this Catalog at any given moment is 30 students.

Each student, upon completion, will receive an official transcript indicating that he/she has fulfilled all course and credit requirements of the degree program in which he/she was enrolled. Each student will also be conferred, upon completion and depending on which degree program enrolled, either an Associate, Bachelor's, or Master's degree as approved by the Bureau of Private Postsecondary Education (BPPE) and the Accrediting Council of Independent Colleges and Schools (ACICS).

Verification Statement by Veteran or Eligible Person
Before signing the enrollment agreement, did you receive in addition to the University catalog an unsigned copy of this addendum, which explains any additional policies that apply to all veterans and eligible persons enrolled in Bergin University of Canine Studies? The signature of the school's representative and your signature below signify that this addendum was provided to you at the time and in the manner required.

Print Name (veteran or eligible person) _____

Student Signature _____

Bergin University Signature _____ Date _____

If you have any questions regarding your benefit status call the toll-free Education Number: 888-442-4551

BERGIN UNIVERSITY | 2022-2023 CALENDAR

University Programs **Holiday/Break** **Finals** **Client Training (underlined)**

8/15-26: 1st Year B.S. Summer Class
8/26: Student Orientation A.S./B.S.
8/29-12/16: Fall Semester
TBD: M.S. Orientation(remote)
8/29-9/9: A.S. Fall classes
Mock client training
8/29: B.S. Fall classes begin
8/29: M.S. Fall assignments begin

AUGUST 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

9/5: Labor Day
9/12: A.S. Regular classes begin
9/21: Bergin picnic lunch
9/26-10/9: M.S. Fall Semester 2-wk onsite session

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

11/11: Veterans Day
11/23-25: Thanksgiving Break
11/28-12/2: A.S. Finals Week

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

12/5-16: Mock Client Training A.S. ADE
12/12-16: B.S. Finals Week
12/16: Winter Celebration Dinner
12/16: End of Fall Semester
12/19-1/7: Winter Break

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1/9-4/28: Spring Semester
1/9: A.S., B.S., M.S. Spring classes begin
1/16: Martin Luther King, Jr. Day

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/20: Presidents' Day
2/20-3/5: M.S. Spring Semester 2-wk onsite session

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/6-10: Spring Break

APRIL 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4/10-14: A.S. Finals Week
4/14: A.S. mandatory client prep
4/17-4/29: ADE Client Training
4/24-28: B.S. Finals Week
4/28: B.S. mandatory grad prep
4/28: End of Spring Semester
4/29: Graduation

MAY 2023						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/1-8/18: M.S Summer Semester
5/29: Memorial Day

JUNE 2023						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/5-7/22: Service Dog Seminar (7wks)
6/19-7/2: M.S. Summer Semester 2-wk onsite session
6/19: Juneteenth (observed)

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7/4: Independence Day
7/10-22: Client Training (Summer Seminar)
7/22: Seminar Graduation

ADMINISTRATION AND FACULTY

ADMINISTRATION

Bergin University received its 501(c)(3) non-profit corporation status and has been operating as an educational and research institution since September of 1991. The administration and staff of Bergin University are dedicated working professionals each of whom is committed to the mission of the University and to helping its students develop or expand their knowledge for scholarly or career purposes or to enhance their knowledge of their own specialties through the unique viewpoint provided by human-canine studies.

Bonita M. Bergin, EdD — President, Director of Education
Dean of Assistance Dog Institute
Ed.D., Nova Southeastern University – Education
M.A., Sonoma State University – Special Education, Early Childhood Education
B.A., Sonoma State University – English, Psychology, Social Science

Denise Getz — Chief Operating Officer (COO)
Empire College – Business Management
A.A., Santa Ana College – Business Management

Salianna Goss, CPDT-KA – Dog and Puppy Education Assistant Manager
BS, Bergin University of Canine Studies – Canine Studies (Cynology)

Eric Jensen – Custodian/Facilities Manager
A.A., Santa Rosa Junior College – Social & Behavioral Science

Casey Koslosky – PPH Support, Client Services
B.A., High Point University – Political Science

Jennifer Longman, MS, RVT – Puppy Breeding and Enrichment Manager
M.S., Bergin University of Canine Studies – Human-Canine Life Sciences
Veterinary Technician Certificate, Santa Rosa Junior College
B.A., Sonoma State University - Criminology and Criminal Justice

Beatriz Padilla – Puppy Health & Enrichment Technician
B.S., Bergin University of Canine Studies – Canine Studies (Cynology)

Rebecca Richardson, MS — Chief Academic Officer/DE Administrator
M.S., Bergin University of Canine Studies – Human-Canine Life Sciences
B.A., Simpson University – Liberal Studies

Sherri Rieck – Campus Operations Manager and Distance Education IT
A.S., Bergin University of Canine Studies – Assistance Dog Education

Shelby Snead – Development Associate
B.A., Sonoma State University – Dance

Connie Van Guilder, MA – Director of Admission Services
M.A., Sonoma State University – English
B.A., University of California Berkeley – English

Scott Zimmer, MLIS - Librarian
J.D., California Western School of Law
M.L.I.S., University of Iowa – Library and Information Science
B.A., University of South Dakota - English

FACULTY

Bergin University's faculty members are selected for knowledge of their subject and their ability to share that knowledge in a vibrant, dynamic way. Students enjoy close working relationships with faculty due to the small class sizes, joint research projects, and caring atmosphere.

GRADUATE PROGRAM FACULTY

Bonita M. Bergin, EdD
Ed.D., Nova Southeastern University – Education
M.A., Sonoma State University – Special Education, Early Childhood Education

Lewis Bogdanovic, DVM
D.V.M., University of California, Davis
B.S., San Francisco State University – Biochemistry

Adam Brown, JD
J.D., University of New Hampshire Franklin Pierce Law Center – Disability Law
B.A., Hartwick College

Susan J. Caputo, DVM
D.V.M., University of Florida
B.S., Cornell University - Animal Science

Stanley Coren, PhD
Ph.D., Stanford University – Psychology

Emma Grigg, PhD
Ph.D., University of California, Davis – Ecology
M.A., San Francisco State University – Biology

Monika Lipinski, PhD
Ph.D., University of California, Davis – Genetics
B.S., University of California, Berkeley – Integrated Biology

Glenn Martyn, MS
M.S., Bergin University of Canine Studies – Human-Canine Life Sciences
B.A., University of Montana, Missoula - Psychology

Imogen Poropat, MSc
M.S.c., Newcastle University – Applied Animal Behavior and Welfare
B.A., Royal Academy of Music and Drama – Scottish Music

Scott Zimmer, MLIS (Librarian)
J.D., California Western School of Law
M.L.I.S., University of Iowa – Library and Information Science
B.A., University of South Dakota - English

UNDERGRADUATE PROGRAMS FACULTY

Devan Amundsen, CPDT-KA, CBCC-KA
Certified Professional Dog Trainer, Knowledge Assessed – Certification Council for Professional Dog Trainers
Certified Behavior Consultant Canine, Knowledge Assessed – Certification Council for Professional Dog Trainers
Canine Good Citizen Evaluator – American Kennel Club

Emily Banthrall
Veterinary Technician Certificate, Santa Rosa Junior College
B.S., Bergin University of Canine Studies – Canine Studies (Cynology)

Bonita M. Bergin, EdD
Ed.D., Nova Southeastern University – Education
M.A., Sonoma State University – Special Education, Early Childhood Education

Adam Brown, JD
J.D., University of New Hampshire Franklin Pierce Law Center – Disability Law
B.A., Hartwick College

Susan J. Caputo, DVM
D.V.M., University of Florida
B.S., Cornell University, Animal Science

Shinya Kawasaki
B.S., Bergin University of Canine Studies – Canine Studies (Cynology)

Monika Lipinski, PhD
Ph.D., University of California, Davis – Genetics
B.S., University of California, Berkeley – Integrated Biology

Michelle Lua
B.A., Gonzaga University – French/English

Glenn Martyn, MS
M.S., Bergin University of Canine Studies – Human-Canine Life Sciences
B.A., University of Montana, Missoula - Psychology

Imogen Poropat, MSc
M.S.c., Newcastle University – Applied Animal Behavior and Welfare
B.A., Royal Academy of Music and Drama – Scottish Music

Todd Richardson, MA
M.A., University of California Santa Barbara – English
B.A., Chico State University - English

Scott Zimmer, MLIS (Librarian)
J.D., California Western School of Law
M.L.I.S., University of Iowa – Library and Information Science
B.A., University of South Dakota - English