

BERGIN UNIVERSITY *of* CANINE STUDIES



August 2015 – July 2016

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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 college 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 AND FUTURE PLANS

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 Bergin University of Canine Studies was born. With several hundred graduates to date, the University has met that initial goal, although the demand for service dogs still exceeds the supply.

By the early 2000s, our initial curriculum that included Service Dog Seminars and the High Schooled Assistance Dog programs to teach teens at-risk to train service dogs expanded beyond the field of service dogs to include working and recreational dog programs. Working with the State of California’s Bureau of Private Post-Secondary Education, the University was approved to offer associate, bachelor’s, and master’s degree programs in dog studies. The University is proud to be the first-ever academic institution to offer such degrees.

More recent programs, such as Paws for Purple Hearts, train veterans with post-traumatic stress disorder to train dogs for veterans with mobility impairments. Placement of assistance dogs has been expanded to include dogs for children with autism, for people with hearing impairments and diabetic alert dogs. The Business and Companion Dog Studies (BCDS) degree program has also been added; it includes scent detection, agility, and operating dog training businesses as part of the curriculum. Significant growth in University offerings continues.

Bergin University received institutional accreditation in April 2010 from the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS is a nationally recognized accrediting agency recognized by the United States Department of Education and by the Council for Higher Education Accreditation (CHEA).

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

To advance the human-canine partnership through research and education by offering quality instruction in human and canine studies to postsecondary students worldwide interested in furthering their knowledge of themselves and the role of the dog in human society; through the University’s up-to-date, in-depth academic coursework, to provide students an opportunity to expand their knowledge for scholarly or career purposes or enhance their knowledge of their own specialties through the unique viewpoint provided by human-canine studies.

OBJECTIVES

To serve our students:

- By providing up-to-date, in-depth, academic coursework about the dog: Our programs are dedicated to providing high-quality education and training that leads to entry-level employment as competent, ethical canine professionals and results in an associate of science, bachelor of science, or master of science degree. Our students are prepared for entry-level and advanced positions in a number of canine-related careers: 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; animal shelter caretaking in county animal shelters, humane society shelters, and SPCA shelters; canine publishing; canine research; dog product sales; and vet assisting.
- 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, DVDs 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. Additionally, the library maintains a file on many programs including newsletters and programmatic information to help in the career search process.
- 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 dog-related businesses: writing; teaching dog obedience; assistance dog training; and program management at guide dog schools, hearing dog schools, service dog schools, and psychiatric service dog schools; and human health care teaching, 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 the industry.

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 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 of Science, Bachelor of Science, and Master of Science degrees. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education and is recognized by the Council for Higher Education Accreditation.

Accrediting Council for Independent Colleges and Schools (ACICS)
750 First Street NE, Suite 980
Washington, DC 20002-4241
Phone: 202.336.6780
Fax: 202.842.2593
Website: <http://www.acics.org/>

INSTITUTIONAL LICENSE TO OPERATE

The State of California's Bureau of Private Postsecondary Education (BPPE) has granted Bergin University a license to operate which indicates that it meets BPPE's minimum standards to award associate degrees, bachelor's degrees, and master's degrees:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, California 95798-0818
Phone: **(888) 370-7589**; (916) 431-6959
Fax: **(916) 263-1897**
Website: www.bppe.ca.gov

CANINE ACCREDITATION

Assistance Dogs International accredits Bergin University:

<https://www.assistedogsinternational.org>

AFFILIATIONS

Bergin University maintains memberships in numerous educational, professional and community organizations including: the Council for Adult and Experiential Learning (CAEL) and Western Association of College and University Business Officers (WACUBO).

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.

STUDENT AND EXCHANGE VISITOR PROGRAM (SEVP)

Bergin University is authorized by the US Department of State to participate in the SEVP program.

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 October 1st to September 30th. Audits are conducted annually. There is no current, nor have there been any previous, bankruptcy filings.

The University's Board of Trustees reviews program and fiscal data at their September 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: Bonita M. Bergin, Bergin University of Canine Studies

Board Members

Ricky Dukes, Executive at Bailey Hydraulics

Roy Hurd, Ph.D., President of Empire College

Y. King Liu, Ph.D., President of University of Northern California

Rob Rutherford, JD, 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, the Hearing Dog Program and Canine Companions for Independence are easily accessed and tours are arranged as part of the college coursework.

Bergin University’s campus is located at 5860 Labath Avenue in Rohnert Park, California, on 3 1/2 acres 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 buildings totaling 15,000 square feet that house classrooms, large indoor training room, library and study area, dog care area, a dog boarding area, kennels, whelping and puppy raising area, veterinary services area, administrative and faculty offices, and a public access area for volunteers to interact with puppies. Over two acres of the campus is grassy open space that is utilized for outdoor dog training, dog agility training, dog exercise, and dog play.

The campus is situated less than a half-mile from Highway 101, the main thoroughfare from San Francisco to Santa Rosa and northern California. Shopping centers and restaurants are located within walking distance of the campus. 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 a vet clinic, an agility course and dog training equipment, harnesses, leashes, dog food and a puppy training room with whelping facilities, equipment and supplies.

Bergin University students also participate in programs at the Humane Society located at 5345 Hwy 12 Santa Rosa and the Rohnert Park Animal Shelter located at 301 J Rogers Lane, Rohnert Park, training dogs for potential adoptions thus giving our students a broader exposure to differing dog breeds and personalities as well as behavioral issues.

ACADEMIC PROGRAMS

Bergin University of Canine Studies offers the following degree programs:

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

Bergin University of Canine Studies offers the following certificate programs, which are offered in conjunction with degree programs:

- Service Dog Training Seminar
- High Schooled Assistance Dog (HS A-Dog) Instruction
- Assistance Dog Client Training
- Social/Therapy Team Training
- Dogs Helping Veterans

COMMUNITY SERVICE

Our students also learn by serving the local community through the placement of assistance dogs, Social/Therapy visits, dog obedience classes, High Schooled Assistance-Dog (HSA-Dog) program, and our “Kids Read to Dogs” program in local schools and libraries.

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

All instruction offered at Bergin University of Canine Studies is taught only in English.

DEGREE PROGRAMS

Bergin University offers educational degree programs that are designed to implement the school's mission. These programs are: Master of Science in Canine Life Sciences; Bachelor of Science in Cynology; Associate of Science in Assistance Dog Education; and Associate of Science in Business and Companion Dog Studies. 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. 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.

MASTER OF SCIENCE in Canine Life Sciences

The Master of Science in Canine Life Sciences degree program and class schedule are specifically designed to allow students to participate in classes with minimal disruption to their employment and home life.

PROGRAM DESCRIPTION

The mission of the Master of Science in Canine Life Science 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 canine business and assistance dog roles, enjoy expanded job opportunities, and mentor the relationship between humans and canines.

The program is designed to fuel students' thirst for more development in the theoretical and applied studies of human-canine relationships, expand their awareness of issues and concepts, enhance problem-solving abilities, and promote appreciation for the subject matter from a more knowledgeable context. The program focuses on the dog's usage and abilities to assist humans in differing capacities, with the expectation that graduates will further evolve and develop this field. Students also study the human-dog relationship from legal, historical, and developmental points of view.

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. 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 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 in canine-related endeavors are available in a multitude of arenas: major corporate store management like PETCO or PetSmart; canine publishing like the AKC Gazette; authoring of canine books or short stories; development of new dog products; expansion of the use of dogs in canine recreation (agility, flyball); development of a canine scent detection program (diabetic alert dogs, agricultural pest detection);
- 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

Graduates of the University's Master of Science in Canine Life Sciences degree program will have acquired the following learning, skills, and competencies:

1. Theoretical basis and practical application of human and canine learning theories, development, and behavior at a post-graduate level as applied to human-canine recreational, work, and assistance dog activities;
2. Theoretical basis and practical application of human-canine relationships at a post-graduate level as applied to human-canine work, recreational, and assistance dog activities;
3. Ability to compare and contrast human-canine behavior, development, learning, and physiology;
4. Use, design, and implementation of research into canine subjects;
5. Awareness of the dog's economic, psycho-social, physiological, therapeutic, and educational viability in society;
6. Current and emerging theories and practice 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 base and contemporary issues surrounding the canine's role in human society.

POSSIBLE CAREER PATHS

Numerous career paths are available to graduates earning a Master of Science in Canine Life Sciences, including:

- Management roles in any canine-related business, humane society, or human service organization;
- Training and managing dogs for marketing and advertising campaigns or the entertainment industry;
- Development of innovative dog products;
- Enhancing representation of dogs in art, literature, and movies;
- Integrating better knowledge of dogs into vet practices, medical practices, counseling, assistance dog programs, and other human services;
- Increasing the inclusion of dogs into family recreation activities and life; and
- Increasing and expanding the humane treatment of dogs.

PROGRAM DESIGN, SCHEDULE, AND REQUIREMENTS

The Master of Science in Canine Life Science degree program is designed to accommodate the time constraints of the working professional while simultaneously providing an in-depth comprehensive graduate program.

The master's program is comprised of ten (10) three-credit courses, for a total program consisting of 30 credits scheduled over three trimesters, which is equivalent to one year. Each trimester is sixteen weeks in length.

Students are not required to be on campus during the entire trimester; instead they attend a two-week Master's Session held onsite at Bergin University during the Fall, Spring, and Summer trimesters and then continue their studies at home for fourteen weeks. The master's program requires students to complete a thesis or culminating project, which may necessitate an additional year to complete. The emphasis throughout the master's program is on being original and innovative, which is particularly applicable to the thesis or culminating project.

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. At the conclusion of each two-week session, students 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 by phone, email, and social media.

Master students train Bergin University dogs during each two-week onsite Session, which may include taking the dog home at night. Therefore, students do not bring their own dogs to the on-site Master's Sessions. When a student returns home after the Session, a student must have access to a dog in order to continue dog training for the remaining fourteen weeks of the trimester. 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 during the fourteen-week off-campus portion of the trimester.

PROGRAM CURRICULUM

The master's degree requires 30 credits at the LIF 500 level.

LIF 505	The Emotional Lives of Dogs and Other Animals (3 credits)
LIF 510A, B, C	Introduction to Scholarly Inquiry and Research Methodology (1 credit per trimester = total 3 credits)
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, B, C	Theories of Canine and Human Learning (1 credit per trimester = total 3 credits)
LIF 567	Genetic Fundamentals (3 credits)
LIF 570A, B, C	Advances in Canine Health and Well-Being (1 credit per trimester = total 3 credits)
LIF 580	Canine Behavioral Problems: Symptoms and Treatments (3 credits)
LIF 590	Thesis/Culminating Project (self-directed research) (3 credits)

Note: The LIF 510, LIF 540, and LIF 570 course curricula are sequenced over the three trimesters in one-credit increments.

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 dogs and their wild relatives, especially coyotes and wolves. The focus will show that the emotional lives of dogs and other animals are public affairs and that it's misleading to talk about the hidden or private lives of animals as if humans can't learn a lot about what they're feeling and thinking. Students will read a good deal of general material about animal emotions and will learn about evolutionary biology and ethology. The course will also teach how scientific data (or what is called "science sense") meshes with common sense and intuition. Current and historical views will be explored and discussed in depth.

LIF 510A, B, C Introduction to Scholarly Inquiry and Research Methodology (1 credit per trimester = 3 credits)

This course focuses on the construction of a research instrument or culminating project and 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: 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; a review of issues and research in statistical methodologies, qualitative methodologies, dogs and assistance dogs (service, hearing, guide, social/therapy), and other ways dogs help or are involved with people.

LIF 515 Human-Canine Cognition and Communication Compared (3 credits)

A functional comparison of the thinking and communication of humans and canines will be studied in light of evolution, genetics, brain systems, and neurobiology as well as through behavioral data. Cognitive topics will include aspects of sensation and perception, intelligence, problem solving, and consciousness as well as learning and memory. Topics in communication will include social and emotional signaling in addition to information transmission.

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 students' 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,B,C *Theories of Canine and Human Learning* (1 credit per trimester = total 3 credits)

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. Taught by individuals foremost in their fields, this dynamic course will challenge students to look beyond their current beliefs to explore and test old and new theories. A dog will be required for the laboratory coursework.

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 *Genetic Fundamentals* (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,B,C *Advances in Canine Health and Well-Being* (1 credit per trimester = total 3 credits)

This course focuses on the newest theories and practices in canine health, including what is on the horizon. Group environments and physical and psychological issues and solutions will be discussed, together with the most advanced medical procedures and practices encouraging canine health and longevity.

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. This course will address the most common of these 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. The course will include instruction on how to assess these difficulties and offer approaches to correcting them. 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.

Samplings: Master's Program Culminating Projects

The culminating project is a piece of work which the student completes as part of his or her own process of developing a practical idea; this might be the development of working practices, inventing a program or project, or formulating and setting up a business. Here is a sampling that underscores the variety and uniqueness of projects undertaken by our Master's graduates:

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. The project has grown and has offered its intensive training programs throughout the United States: Palo Alto/Menlo Park VA Hospital Center (California); Walter Reed National Military Medical Center (Bethesda, Maryland); National Intrepid Center of Excellence (Bethesda, Maryland); and Fort Belvoir (Virginia).

Creating a Sign Language System for Nonverbal Service Dog Teams

This research project translated the eighty-plus Service Dog Commands into sign language so that someone without speech could communicate with a service dog.

Project Fidelity

This project set out to bring the service dog concept, as well as an actual working service dog, to Cuba in hopes of bettering relations between the Cuban and American people (and possibly governments) through firsthand people-to-dog contact. Post-graduate work on the project includes bringing Cubans to the United States to learn how to train service dogs, then return to Cuba to set up service dog training centers and place service dogs with disabled Cubans.

ProBoneO Program

The project's focus is on the creation of a private advocacy program whose mission is devoted solely to Assistance Dog issues and questions, including becoming a clearinghouse for the laws governing Assistance Dog Teams access in the U.S. The ProBoneO Program is devoted to public education, business education, and conflict mediation with the ability to take cases to binding arbitration and litigation.

The Dingo as Threatened Species

This project is a fictional novel based on the historical scientific evidence that captures the epic journey of the first dog to inhabit the Australian continent. The purpose of the novel is to rekindle human energy toward working out ways to live alongside this amazing canine, as Aboriginal nations did for 500 years.

Service Animals Welcome in Berkeley

The project proposed to establish an ordinance and program in the City of Berkeley, California to increase awareness, recognition, and understanding of assistance dogs; promote full public access to people with disabilities with their dogs; and help assure that people with disabilities accompanied by their service dog are treated in a manner that allows the assistance dog to fulfill its role without inappropriate or undue distractions. The project resulted in the Berkeley City Council enacting a "Service Animals Welcome in Berkeley" ordinance.

GRADUATION DEGREE REQUIREMENTS

To graduate, students in the Master of Science Canine Life Sciences program must successfully complete 30 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.

A thesis or culminating project must be completed.

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
 - Describing the applicant's experience with dogs
- Two letters of reference — one professional, one personal

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 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)

Note: Bachelor degree students are assigned dogs to train and are required to complete homework hours by training the dog and being its primary caregiver (feeding, exercising, etc). This may include taking the dog home evenings and weekends. See University General Policies Regarding Dogs for details.

PROGRAM DESCRIPTION

The mission of the Bachelor of Science in Canine Studies (Cynology) degree program 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 also providing an opportunity for the students to explore their own species as it evolved through its relationship with the canine and in so doing, provide job opportunities for both.

Upper-degree courses 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.

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 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 and theoretical 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 about 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 canine business and corporate management roles, due to their strengthened critical thinking and research abilities: Petco, PetSmart, and a multitude of smaller canine businesses, including running a dog training business or managing a boarding kennel, an animal shelter, a Humane Society program, assistance dog programs, recreational dog programs and leadership in search and rescue programs, disaster search program, scent detection program, or other canine-focused program;
- To prepare students to be more effective communicators in the world of business by incorporating the use of verbal, 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: dog food manufacturing, puppy trainer, boarding, canine dance instructor, canine cancer detection trainer, canine diabetes detection trainer, epilepsy alerting trainer, agility instructor, dog walker, drug sniffing dog trainer, dog groomer, show dog trainer, canine masseuse, search and rescue dog trainer, pointer trainer, clicker trainer, trainer of dogs for autism, tracking trainer, traveling groomer, clothing manufacturer, pet store operator and flyball trainer, to name a few.

PROGRAM LEARNING OUTCOMES

Students completing the bachelor's degree will demonstrate:

1. Theoretical and applied knowledge of the canine's unique mind and physical capabilities;
2. An ability to advance the significance of the dog in society;
3. An awareness of the human-dog relationship from legal and historical perspectives;
4. A historical, scientific, psychological, and developmental perspective about the dog and the roots of the synergistic human-dog relationship;
5. 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
6. Knowledge of and exposure to the canine in human art and literature.

PROGRAM CURRICULUM

The program curriculum for the Bachelor of Science in Canine Studies is 120 credits in length, and is composed of twenty (20) three-credit courses offered by Bergin University for a total of sixty (60) upper-division courses consisting of fifty-four (54) credits in the area of concentration and 6 credits in upper-division general education; and sixty (60) credits of general education and elective transfer coursework. Program courses are selected from the curriculum offerings listed below and others in the catalog's *Course Descriptions* section. There are no required prerequisites for a course. (See *Course Descriptions* for more course details.)

- LIF 305 Study of Modern Dog Breeds (3 credits)
- LIF 310 Selection and Breeding Strategies for Success (3 credits)
- LIF 320 The Business World of Dogs (3 credits)
- LIF 330 Canine Nutrition (3 credits)
- LIF 335 Career Considerations (.5 credits) (GE)
- LIF 345 History of the Development of Dog Laws (3 credits)
- LIF 350 Canines in Art (3 credits)
- LIF 355 Comparison of Human-Canine Personalities, Emotionality, & Socialization (3 credits)
- LIF 360 Canine Anatomy & Health (3 credits)
- LIF 375 History of Modern Recreational and Working Dogs (3 credits)
- LIF 430 Human/Dog Language Compared (3 credits)
- LIF 440 Research & the Dog (3 credits)
- LIF 445 The Dog in Modern Literature (3 credits)
- LIF 450 Genetic vs. Environmental Causes and Solutions (3 credits)
- LIF 460 Cynomorphic Perspective (3 credits)
- LIF 390/490A Motor Skill Learning (3 credits: 1 lec, 2.0 lab -- Service Dogs)
- LIF 390/490B Motor Skill Learning (3 credits: 1 lec, 2.0 lab -- Dog Sports & Shelter Dogs)
- LIF 390/490C Motor Skill Learning (3 credits: 1 lec, 2.0 lab -- Obedience & Working Dogs)
- LIF 390/490D Motor Skill Learning (3 credits: 1 lec, 2.0 lab -- Scent Detection & Shelter Dogs)
- ADE 310 Social Psychology (3 credits) *GE
- ADE 315 Health Psychology (3 credits) *GE

Alternate courses:

- LIF 415 Advanced Environmental Management (3 credits)
- LIF 420 Advanced Breeding, Whelping & Care (3 credits)
- LIF 455 Theoretical, Practical & Ethical Issues of Dog-Human Recreational and Work Activities (3 credits)
- ADE 300 History of Assistance Dogs (3 credits)
- ADE 405 Ethics of Assistance Dog Programs (3 credits)

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 36 semester credits of general education course work, of which 6 credits can be taken at Bergin University and 30 or more credits are 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.

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 may also qualify as general education credits. All transfer elective credits must be completed prior to enrollment and meet Bergin University's transfer requirements.

BACHELOR'S DEGREE REQUIREMENTS

To graduate, students in the Bachelor of Science in Canine Studies (Cynology) degree program must successfully complete a minimum of one hundred twenty (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)

ASSOCIATE OF SCIENCE PROGRAMS

OVERVIEW OF PROGRAMS

Bergin University offers two Associate of Science degree programs:

- 1) The Associate of Science in Business and Companion Dog Studies
- 2) The Associate of Science in Assistance Dog Education.

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

Descriptions of each program follow. Admission and credit transfer requirements are identical for each program and are found later in this section.

Note: Associate degree students are assigned dogs to train and are required to complete homework hours by training the dog and being its primary caregiver (feeding, exercising, etc). This may include taking the dog home evenings and weekends. See University General Policies Regarding Dogs for details.

ASSOCIATE OF SCIENCE DEGREE IN BUSINESS AND COMPANION DOG STUDIES

PROGRAM DESCRIPTION

The mission of the Associate of Science in Business and Companion Dog Studies program is to educate students in the considerable and varied human-canine activities that contribute to the enjoyment or employment each provides the other. The degree program focuses on the psychology of learning, motor skill development, genetics and environmental factors, canine developmental stages, and dog health care. The program provides students with a background in assistance dog education during the first semester. During the second semester, the program branches into a multitude of human-canine recreation and work roles that become the basis for self- or business employment upon graduation. The second semester emphases include: preparing dogs for various roles, such as scent detection, agility, etc.; operating obedience classes and dog training programs; managing dog daycare, dog walking, or other dog-focused businesses.

Entry-level job placement opportunities include careers as professional dog trainers, kennel managers, groomers, board-and-care operators, dog sitters, vet assistants and dog product salespersons.

PROGRAM EDUCATIONAL OBJECTIVES

- To develop a depth of knowledge in canine history, breeds, developmental stages, psychology, physiology, health care, and learning methodologies appropriate to the initial study of the canine;
- To stimulate a willingness to question, explore, and expand current thinking;
- To develop the student's ability to think strategically about how marketing can be used to assess a competitive situation and create desired outcomes. Through this learning, the student is poised to become a desirable entry-level employee and/or successful business owner in areas such as boarding kennel, dog daycare facility, dog training business, dog walking service, pet sitting service, retail business specializing in animal-related products, veterinary clinics, animal shelters, and many others;
- To learn meaningful ways to relate to all types of people, to identify appropriate target audiences for the most productive and efficient responses. Skills gained include reading body language, recognizing different personality types, and "reading" an audience to maintain its interest and ensure the message is correctly received;
- To prepare students to address health issues in their dogs, both on an individual and group basis in a training program, kennel, animal shelter, or other group living situation. Students receive basic training in first aid, recognition of clinical signs of disease, emergency situations, and knowledge as to when animals need to be attended by a veterinarian.

PROGRAM LEARNING OUTCOMES

Students completing the Associate of Science in Business and Companion Dog Studies program will demonstrate:

- A depth of knowledge in canine history, breeds, 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;
- An ability to utilize research from the scientific community related to the dog;
- Knowledge about specific breeds of dogs and the varying working and recreation roles that they serve;
- A broad understanding of the complex relationship between humans and dogs and the similarities and differences between the two, which encourage or impede the advancement of the dog's role in modern society; and
- An ability to prepare dogs to partner with people for work and play.

PROGRAM CURRICULUM

The program curriculum for the Associate of Science in Business and Companion Dog Studies is sixty (60) credits in length and is composed of thirty-six (36) credits in the area of concentration offered by at Bergen University and twenty-four (24) general education and elective transfer credits. Program courses are selected from the curriculum offerings listed below and others in the catalog's *Course Descriptions* section. There are no required prerequisites for a course. (See *Course Descriptions* for more course details.).

Business and Companion Dog Studies

- LIF 110 Introduction to Human-Dog Psychology and Development (1.5 credits)
- LIF 150 Canine Health & Aging (3 credits)
- LIF 151 Canine Health Lab (.5 lab)
- LIF 155 Human Benefits of Dog Ownership (1.5 credits)
- LIF 165 Human Aging & Grieving (.5 credits-GE)
- LIF170A&B Breeding, Birthing & Whelping (1.5 credits: .5 lecture, .5 lab first sem; .5 lab second sem)
- LIF 172 Pup Parent Mgmt (.5 credit)
- LIF 175 Canine Selection Methods (1 credit)
- LIF 220 History of Dog Training (1.5 credits)
- LIF 230 Modern Human-Canine Partnerships (2 credits: 1 lec, 1 lab full-time last 2 wks of class)
- LIF 235 Career Considerations (.5 credits)(GE)
- LIF 240 Obedient Dog (2.5 credits:.5 lec, 2 lab – dog obedience training & teaching people)
- LIF 241 Client Processing (1 credit)
- LIF 242 Scent Detection Dogs (1.5 credits: 1 lec, .5 lab -- working scenting dogs)
- LIF 243 Dog Sports (1.5 credits: 1 lec, .5 lab -- agility, dancing, etc)
- LIF 244 Working Dogs (1.5 credits: 1 lec, .5 lab -- hunting, sledding, etc.)
- LIF 250A Business and Professional Development: Bus Preparation (1 credits)
- LIF 250B Business & Professional Development: Bus Marketing (1.5 credit)
- LIF 250C Business & Professional Development: Sales/Fundraising (1.5 credit)
- LIF 260 Dog Law (1.5 credits)
- LIF 290A Motor Skill Learning (2.5 credits: .5 lec, 2 lab – Service Dogs)
- LIF 290B Motor Skill Learning (2.5 credits: .5 lec, 2 lab – Service Dogs)
- LIF 292A&B Environmental Mgmt (1.5 credits: .5 lecture, .5 lab first semester; .5 lab second semester)
- ADE 210A Service Dogs (2 credits per semester: 1 lecture, 1 lab; 2 wks at semester end)
- ADE 240A Disability Studies (1.5 credits per semester)
- ADE 245 The Disability Experience (1 credit)

ASSOCIATE OF SCIENCE DEGREE IN ASSISTANCE DOG EDUCATION

PROGRAM DESCRIPTION

The mission of the Associate of Science in Assistance Dog Education program is to provide 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.

Graduates have opportunities for entry-level employment in community and private programs serving individuals with disabilities and in various positions in assistance dog programs, including guide, hearing, service, social/therapy dog trainer, client placement manager, puppy breeding coordinator, puppy foster home manager, fundraising, marketing or public relations, assuming a program assistant directorship, or starting their own program.

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 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;
- An ability to utilize research from the scientific community related to the dog;
- A depth of knowledge of the ways dogs have served and currently serve humanity;
- An awareness of the specific disabilities and varying needs that are and can be served by dogs;
- An ability to breed, train, and place assistance dogs with clients with disabilities and to train clients with disabilities in appropriate dog handling skills; and
- An ability to explore and expand the dog's role in professional and pre-professional human health care and human service fields.

PROGRAM CURRICULUM

The program curriculum for the Associate of Science in Business and Companion Dog Studies is sixty (60) credits in length and is composed of thirty-six (36) credits in the area of concentration offered by at Bergin University and twenty-four (24) general education and elective transfer credits. Program courses are selected from the curriculum offerings listed below. There are no required prerequisites for a course. (See Course Descriptions for more information.)

Assistance Dog Education

- LIF 110 Introduction to Human-Dog Psychology and Development (1.5 credits)
- LIF 150 Canine Health & Aging (3 credits)
- LIF 151 Canine Health Lab (.5 lab)
- LIF 165 Human Aging & Grieving (.5 credits-GE)
- LIF 170A&B Breeding, Birthing & Whelping (1.5 credits: .5 lecture, .5 lab first sem; .5 lab second sem)
- LIF 172 Pup Parent Mgmt (.5 credit)
- LIF 175 Canine Selection Methods (1 credit)
- LIF 220 History of Dog Training (1.5 credits)
- LIF 235 Career Considerations (.5 credits) (GE)
- LIF 241 Client Processing (1 credit)
- LIF 250A Business and Professional Development: Preparation (1 credit)
- LIF 250B Business & Professional Development: Marketing (1.5 credit)
- LIF 250C Business & Professional Development: Sales/Fundraising (1.5 credit)
- LIF 260 Dog Law (1.5 credits)
- LIF 290A&B Motor Skill Learning (2.5 credits per semester: .5 lec, 2 lab each time)
- LIF 292 A&B Environmental Mgmt (1.5 credits: .5 lecture, .5 lab first semester; .5 lab second semester)
- ADE 210A&B Service Dogs (2 credits per semester: 1 lecture, 1 lab; 2 wks at sem end)
- ADE 212 Canine Interventions (1.5 credits: 1 lecture, .5 lab)
- ADE 214 Advances in Assistance Dogs (1.5 credits: 1 lec, .5 lab)
- ADE 216 Scent Detecting Alert Dogs (1.5 credits: 1 lec, .5 lab)
- ADE 240A&B Disability Studies (1.5 credits per semester)
- ADE 245 The Disability Experience (1 credit)

OVERVIEW: ASSOCIATE DEGREE ADMISSION PROCEDURES

Refer to the ADMISSIONS section of this catalog for information relating to admission policies and enrollment procedures. The admissions procedures are identical for both the Associate of Science in Business and Companion Dog Studies program and the Associate of Science in Assistance Dog Education program.

TRANSFER CREDIT REQUIREMENTS

As part of the associate degree programs 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 programs requires 18 semester credits of general education course work to be completed prior to enrollment. These 18 credits include coursework covering five academic areas: Communication Arts (3 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.

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 6 credits of elective coursework. The elective credits are in addition to the 18 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 Business and Companion Dog Studies and the Associate of Science in Assistance Dog Education degree program must successfully complete a minimum of sixty (60) credits of coursework with a cumulative grade point average (CGPA) of 2.0 (C) or better, as stipulated below:

Transfer Credits

18 credits of General Education coursework

6 credits of Elective coursework

(24 total transfer credits)

Required Credits taken at Bergin University

36 total credits required "area of concentration" coursework

Total transfer and Bergin University credits required for graduation

24 transfer credits

36 Bergin University credits

(60 credits required for graduation)

CERTIFICATE PROGRAMS

In addition to the degree programs, Bergin University offers certificate programs. The certificate programs are 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

The Service Dog Training Seminar is designed to introduce and orient students to the theory and methods involved in the training of service dogs and the placement of service dogs with individuals with mobility limitations. Using the most up-to-date methodologies, the seminar expands upon the knowledge of existing service dog programs, helps other assistance dog programs begin service dog training, and provides training for employees of existing programs. The Seminar is not designed to prepare graduates for a specific job or occupation. Instead, the knowledge and skills obtained through the seminar, combined with other training, skills and experience that a graduate has obtained elsewhere, may be beneficial for starting one's own business, and/or entry-level canine and client oriented employment.

The seven-week Seminar provides hands-on training and an opportunity to student-teach clients.

PROGRAM EDUCATIONAL OBJECTIVES

- To introduce and orient students to the theory and 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 limitations; and
- To provide students with an overview of jobs related to service dogs, including: assistance dog trainers; starting assistance dog programs; entry-level client placement specialists, fundraisers; or managers of assistance dog programs.

PROGRAM LEARNING OUTCOMES

Students completing the course will demonstrate:

- Skills related to the training of service dogs;
- Procedures related to placement of service dogs with individuals with mobility limitations; and
- Knowledge of employment opportunities related to service dog training and placement.

CANINE INTERVENTION TRAINING

This six-week course educates a handler/dog team in the techniques, essential dog skills, health, and interaction protocols required to visit various health care facilities, schools, courthouse dogs, disaster stress-relief dogs, reading dogs, and other institutions, the purpose for which is to share some much-needed cheer and love. The program is not designed to prepare graduates for a specific job or occupation.

PROGRAM EDUCATIONAL OBJECTIVES

Participants learn the skills to partner with a dog in a health care or other institutional setting, utilizing the unique nature of the dog to reach out to the individuals whom they are serving.

PROGRAM LEARNING OUTCOMES

Students completing the course will demonstrate:

- The skills to teach people to use dogs as social conduits with less able, hospitalized or convalescing individuals; and
- The knowledge to start a Social/Therapy program.

CERTIFICATE PROGRAMS FOR STUDENTS ENROLLED IN DEGREE PROGRAMS

PROGRAM: HIGH SCHOOLED ASSISTANCE DOG INSTRUCTOR (discontinued until further notice)

The focus of this course is to provide individuals interested in working with at-risk teens with the skills and experience to teach these teens how to train assistance dogs. The course instructor covers the use of the HS A-Dog curriculum while providing student-teaching experience with at-risk teens. The first third of the course is lecture; the rest of the course focuses on observation and student teaching of the teens themselves. The program is not designed to prepare graduates for a specific job or occupation. However, graduates will have gained the skills to start or work in similar programs.

The course is offered as an optional, fee-based part of the Associate of Science degree program and the Service Dog Training seminar.

PROGRAM EDUCATIONAL OBJECTIVES

- To provide the knowledge and develop the enthusiasm in the students to set up needed programs whereby teens in juvenile hall or special programs are given the opportunity to train service dogs for people with disabilities in that community; and
- To provide a learning environment whereby individuals interested in working with teens at-risk learn management skills related to teaching teens at-risk.

PROGRAM LEARNING OUTCOMES

Students completing the course will demonstrate the fundamental assistance dog training skills necessary for entry-level teaching assistant roles in middle schools and high schools and in teen programs and centers, including special schools, camps, and other sites to which at-risk teens are remanded.

CERTIFICATION REQUIREMENTS

Requirements for HS A-Dog Instructor certification include:

- A high school diploma or equivalent; and
- Successful completion of 60 hours of instruction in HS A-Dog curriculum and methodologies including a minimum of 20 hours of student-teaching experience.

Students taking concurrent assistance dog coursework receive certification upon completion of 30 hours of HS A-Dog instruction and student-teaching experience.

PROGRAM: DOGS HELPING VETERANS

The Dogs Helping Veterans program focuses is on the beneficial use of service dogs in helping veterans with PTSD. The program is open to enrolled Bergin University students and alumni and is designed to enhance a student's understanding of PTSD and how service dogs can be of benefit to veterans who experience PTSD. The course includes both lectures and practical experience.

CERTIFICATE PROGRAM FOR CLIENTS RECEIVING AN ASSISTANCE DOG

PROGRAM: ASSISTANCE DOG CLIENT TRAINING

At the conclusion of each assistance dog's training, its soon-to-be human partner is required to attend a two-week training camp to learn the necessary handling techniques to get the best out of his/her canine helpmate.

Assistance Dog Client Training is a two-week program in which individuals with disabilities are paired with an assistance dog to be their partner and helpmate, or professionals teaching or working with individuals with disabilities are paired with a dog that will help the client population with whom they work. The course concentrates on teaching dog management skills to those seeking pre-trained service, hearing, facility, home helpmate, and social/therapy dogs.

PROGRAM EDUCATIONAL OBJECTIVES

- To provide an environment whereby students in the Assistance Dog Education degree program can, as student-teachers, place the service dogs they or others have trained with individuals with disabilities;
- To provide assistance dogs to individuals with disabilities, allowing them more physical independence, thus expanding the scope of their lives, including offering them more potential for employment; and
- To provide professionals teaching or working with individuals with disabilities a dog that will help the client population with whom they work.

PROGRAM LEARNING OUTCOMES

Students completing the course will demonstrate:

- A familiarity with ninety commands along with their “how to” application;
- Dog management skills; and
- An understanding of basic canine health care.

ADMISSION REQUIREMENTS

Refer to the ADMISSIONS section of this catalog for information relating to admission requirements and steps to enroll.

CERTIFICATE OF COMPLETION

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

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 master's 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.

ASSISTANCE DOG EDUCATION COURSES

Lower-Division Courses

ADE 210 A Service Dogs (2 credits per semester: 1 lec, 1 lab) [Prerequisite or taken concurrently with LIF 110 & ADE 240]
During the fall semester, the coursework initially includes personal experience as a “mock” client, so that students obtain a firsthand experiential understanding of the client/service dog relationship. Students then receive in-depth training regarding the different components of assistance dog education by means of the various courses they take throughout the semester. These components include learning to identify the needs of people with disabilities to better select, train, and place service dogs with a population in need of mobility assistance; working with dogs of different ages, breeds, personalities, and aptitudes, experiencing those with varying potential to become service dogs and learning to distinguish between them; conducting client interviews and assessments; and understanding the dynamics involved in the assistance dogs business. The first semester concludes with students as student-teachers conduct the two-week client training camp, whereby dogs they have trained are placed with individuals with disabilities. With instructor oversight and feedback, the students gain knowledge required to manage their own client trainings.

ADE 210 B Service Dogs (2 credits: 1 lecture, 1 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.

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 (1.5 credits: 1 lecture, .5 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 216 Scent Detecting Alert Dogs (1.5: 1 lec, .5 lab)

A dog's keen sense of smell can be utilized in several assistance dog roles. For example, dogs can be trained to alert diabetics to changes in blood sugar, and to alert a person with a life-threatening allergy to the presence of the allergen. Students will learn about the dog's sense of smell and how to train dogs for various forms of assistance dog scent detection work.

ADE 240 A&B Disability Studies (1.5 credits per semester)

The course provides a basic 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.

ADE 241 Client Processing (1 credit)

This course prepares students to create and manage service dog clients from the initial application and interview process through acceptance into client training, matching, and post-placement follow ups.

ADE 245 The Disability Experience (1 credit)

The course provides an overview of the experience of physical disability. It is designed to weave together strands from psychological, sociological, somatic, and political perspectives, including an exploration of subjective experiences with disabilities. 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. Part of the course involves dialogue with people with disabilities as well as experiential learning through role-playing exercises.

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 focuses on 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 Introduction to Human and Dog Psychology and Development (1.5 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 115 Artistic Representation of the Dog (3 credits)

This course reviews masterpieces of dog art in many forms such as photographs, oils, sculptures, and films. But the primary focus of this course is to encourage the student to explore his or her own ability to create an artistic rendering of the dog utilizing various artistic materials from sketches to video.

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* (0.5 credit)

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* (0.5 credit)

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 & Aging (3 credits)

Taught by a canine medical practitioner, this course is an introduction to basic canine health care. Techniques for examining eyes, ears, mouth, teeth, heart, respiratory systems, skin, and neuromuscular systems are stressed, as is preventive medicine. Treatments for minor injuries and other minor medical conditions are discussed. Students take part in dog exams, diagnosis, and treatment. These applied exercises help develop the students' observational

and analytical skills. Students completing this course should be more able to determine when a vet visit is required and have appropriate skills in communicating with the vet regarding the condition of the animal.

LIF 151 Canine Health Lab (.5 lab credit)

This course gives students hands-on practice with skills introduced in the Canine Health Course, including giving vaccinations and medications, bandaging and caring for wounds, taking vital signs, and other procedures that lay people can perform to support 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 credit)

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 170 A&B Breeding, Birthing and Whelping (1 credit fall sem/.5 credits spring sem)

This course focuses on actual breeding techniques and breeding issues of dogs, and expands into human birthing and dog whelping similarities and differences. The course also includes information on the similarities and differences related to the care of the newborn child and pups and the new mom. Whenever possible, students assist in a breeding and a whelping.

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 190 A&B Motor Skill Learning (2.5 credits per semester: .5 lecture, 2 lab each time)

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 192 A&B Environmental Management I (1 credit fall semester: .5 lecture, .5 lab; .5 lab credits spring semester)

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 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 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 230 Modern Human-Canine Partnerships (2 credits: 1 lec, 1 lab)

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) G.E.

Students will explore a range of careers available in dog and disability-related businesses and engage in an assessment of their own personal strengths and skills related to employment.

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, follow-ups.

LIF 242 Scent Detection Dogs (1.5 credits: 1 lec, .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, including bed bug, sewage, truffle, drug, bomb, and vine mealy bug detection. Students will learn the fundamentals of scent detection training and will get hands-on experience training a dog to do scent detection.

LIF 243 Dog Sports (1.5 credits: 1 lec, .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, Dog Rally, treibball, and doggie dancing.

LIF 244 Working Dogs (1.5 credits: 1 lec, .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 250 A, B&C Professional and Business Development (4 credits: 1 credit fall/1.5 per segment spring)

This course helps prepare students for the business side of any dog-related endeavor and is designed to develop practical job search and applicant presentation skills to increase the student's options and opportunities for locating immediate and appropriate jobs related to the desired career goal. Activities focus on helping students locate and apply for jobs, network, 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. Also discussed and explored relative to each student's goals: accounting, filing, office management, insurance, business plans, legal issues, corporate status, and boards of directors. In addition, the course focuses on the techniques necessary to create, maintain, and expand on a positive public image of an organization. Methods of working with various media, such as newspaper, magazines, television, radio, and public appearances, are explored in detail. The students develop a media relations plan and research contacts and opportunities to network with the gatekeepers of public relations venues. Emphasis is put on "branding" with a definitive, exemplary, and memorable image. Students learn and practice techniques to focus public attention on their programs, build constituencies, raise funds, set appropriate prices, and sell products and services.

LIF 260 Dog Law (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 285 Finding Your Income Niche (1 credit)

Seeking a business niche that is both enjoyable and lucrative requires insight into oneself as well as careful analysis of the business climate. The dog industry has grown from a million- to a billion-dollar industry in the last 30 years. Dog day-care centers are springing up everywhere, as are dog walking businesses. Pet and hunting dog training remains the backbone of the industry, but recreational uses of the dog are taking front and center stage. This course incorporates a cost/benefit analysis while taking individual personalities into consideration with the goal of helping the student define a business direction for him/herself.

LIF 290 A&B Motor Skill Learning (2.5 credits per semester: .5 lec, 2 lab each time)

Through these sophomore-year courses, students build on a knowledge of theoretical sports psychology and physiology foundation as it relates to the acquisition of human and canine motor skills. The laboratory component similarly builds on acquired student motor skill competencies gained the previous year. Instruction at this level is based on ongoing 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 motor skills.

LIF 292 A&B Environmental Management II (1 credit fall semester: .5 lecture, .5 lab; spring semester: 5 lab credits)

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 in more depth. Boarding kennel vs. dog day care and other care-giving approaches are researched.

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 305 Study of Modern Dog Breeds (3 credits)

This course studies the history, diversity, instincts, purpose, and problems associated with individual and groups of modern dog breeds.

LIF 310 Selection & Breeding Strategies for Success (3 credits)

Breeding is fundamental to many dog programs. Less known is how to create a sound, long-range breeding strategy that will meet the present and future needs of the program. DNA analysis has changed some of the approaches to breeding. This course explores theories in breeding approaches that have proven track records in their respective arenas.

LIF 320 The Business World of Dogs (3 credits)

The business sector related to dogs is an expanding one, which has demonstrated significant resilience in the current poor economic climate. 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. 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 every 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 studied, along with a review of commercial dog foods. Designs for feeding programs for dogs of various ages and in various working or pet roles are discussed.

LIF 335 Career Considerations* (.5 credits) G.E.

Students will expand their exploration of a range of careers available in dog- and disability-related businesses and engage in an assessment of their own personal strengths and skills.

LIF 345 History of the Development of Dog Laws (3 credits)

Students study the development of laws related to dogs, including the rationale behind the laws.

LIF 350 Canines in Art (3 credits)

Students examine the representation of dogs in all forms of art, from early cave drawings and classical sculpture to modern illustrations, including the dog in modern media, such as movies and television.

LIF 355 *Comparison of Human-Canine Personalities, Emotionality, and 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 and Health* (3 credits)

The canine's anatomy, kinesiology, physiology, and immunology are presented in conjunction with body mechanics. Techniques for examining eyes, ears, mouth, teeth, heart, respiratory systems, skin, and neuromuscular systems are stressed, as is preventive medicine. Treatments for minor injuries and other minor medical conditions are discussed. Students take part in dog exams, diagnosis and treatment.

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 390 A&B *Motor Skill Learning* (3 credits per semester: 1 lec, 2 lab)

Upper-level students utilize their understanding of canine learning and motor skill acquisition to advance their knowledge. Information from a variety of academic disciplines, such as biology, ethology, and psychology helps create a more complete and integrated level of student understanding. The laboratory portion of this course provides students with new opportunities to reinforce their abilities to teach canine motor skills as well as to facilitate skill development of less-advanced students. Emphasis is placed on student self-assessment of appropriate physical movements, voice, and body postures relating to observed dog behavior.

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* (3 credits)

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 and Canine Language Compared* (3 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 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 *The Dog in Modern Literature* (3 credits)

Students study the portrayal and influence of dogs in modern literature, including books, magazines, plays, and films. The literature studied represents several countries and is targeted to audiences of all ages.

LIF 450 *Genetic vs. Environmental Causes and Solutions* (3 credits)

The influences of genetic and environmental causes of physical and behavioral issues and their solutions are contrasted and compared. The course includes the study of genetic markers and 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 the 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 490 *A&B Motor Skill Learning* (3 credits per semester: 1 lec, 2 lab)

Designed for upper-level students, this course facilitates an advanced integration of motor skill knowledge and practical application. A thorough understanding of how motor skills in both humans and dogs are acquired and maintained leads to greater student skills. In the laboratory component, previous knowledge and experience provides students with the confidence and capability to handle a wide variety of dogs and teach them advanced motor skills. Opportunities to progress to even higher levels of motor skill competency are provided.

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.

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 the Bergin University of Canine Studies.

ADMISSION REQUIREMENTS

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

DEGREE PROGRAM REQUIREMENTS

Master of Science (MS) Degree Program (see page 13)

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
- Personal Essay:
 - One-to-two page essay explaining the student's interest and future goals related to the program of study
 - The essay will also include a description of the applicants experience with dogs
- Two letters of reference: one professional, one personal

Bachelor of Science (BS) Degree Program

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
- 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 Programs

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 eighteen (18) general education and six (6) 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

CERTIFICATE PROGRAMS 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

Assistance Dog Client Training Certificate

Completion and submission of all application materials:

- Completed application form
- Required application fee of \$50.00
- Proof of identity
- Two letters of reference
- Medical history form
- Two letters of reference: one professional, one personal
- A one-page “Interest and Intent” essay
- Informational interview [in person or by phone w/video provided] with client coordinator

All Other Certificate Programs

Completion and submission of all application materials:

- Completed application form
- Required application fee of \$50.00
- Proof of identity
- One letter of reference
- A one-page “Interest and Intent” essay

APPLICATION STEPS FOR DEGREE PROGRAMS

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 “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 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, if transferring from a foreign institution, accredited by the equivalent of the country’s Department of Education.
- 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 $\frac{2}{3} \times$ quarter credits = semester credits.
- All transferable coursework is required to have a grade-point value of 2.0 (“C”) or better.
- 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.

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. No transfer credits will be awarded for prior experiential learning, challenge exams or achievement tests. Transfer requirements for ability-to-benefit students are the same as for all admissions.

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)

Associate degree transfer credits requirement:

- 18 credits of General Education coursework
- 6 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.
- *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* = 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 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.
- *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.
- *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.

ASSOCIATE DEGREE PROGRAMS

Students seeking the Associate of Science in Business and Companion Dog Studies, or the Associate of Science in Assistance Dog Education degree, are required to complete 18 credits of general education coursework in five academic areas of study.

- *Communication Arts* = 3 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.
- *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 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.

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 may also qualify as general education credits.

Associate degree students are required to transfer six (6) credits of elective coursework in addition to the required 18 transfer credits of general education.

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) taken in the previous 12 months.
 - Recommended score for successful education in our college is 500 (paper-based), 173 (computer-based), and 61 (Internet-based).
- 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 M-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.

- 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 (Test of English as a Foreign Language) test results.
- Step 2: Seminar (6 weeks) certificate, Associate (8 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.
- Step 4: When you receive the I-20, you can apply to the U.S. Department of State for a to M-1 visa (Student Status for Vocational Student) to. 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 M-1 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.

FINANCIAL POLICIES & PROCEDURES

TUITION and FEES for 2015-16

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

Program	Tuition	Application Fee	Registration Fee	Support & Supplies	Total Program Costs
A.S. Business and Companion Dog Studies	\$4,925 semester	\$50 ¹	\$250 ¹	\$250 ² semester	\$10,650
A.S. Assistance Dog Education	\$4,925 semester	\$50 ¹	\$250 ¹	\$250 ² semester	\$10,650
B.S. Canine Studies (Cynology)	\$4,375 semester	\$50 ¹	\$250 ¹	\$250 ² semester	\$18,800
M.S. Canine Life Sciences	\$6,125 trimester	\$50 ¹	\$250 ¹	\$100 trimester	\$18,975
Assistance Dog Client Training	\$458	\$50 ¹	\$100 ¹	\$2,200 ^{2,4}	\$2,808
Dogs Helping Veterans Program <small>(open only to students enrolled in a University A.S. or B.S. degree program)</small>	\$500	n/a ³	n/a	n/a	\$500
Service Dog Training Seminar	\$4,100	\$50	\$100	\$150 ²	\$4,400
Social/Therapy Team Training	\$230	\$25	n/a	\$20	\$275

- 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 \$150 – \$325.
- ³. Dogs Helping Veterans runs concurrently with degree programs, thus it requires no application fee.
- ⁴. Cost of the dog.

Application Fee: The application fee is nonrefundable, due with receipt of a formal application. Applications will not be processed without payment of this fee.

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.

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.

Support & Supplies: These charges are fixed, up-front, nonrefundable costs related to the procurement and maintenance of the Bergin University dog supplied to each degree student for training, the EBSCO online library, on-campus Internet access, graduation, and other expenses not covered by tuition.

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/academics/financial-aid.html> (See Catalog section entitled "Federal Financial Aid")

In rare instances, Bergin University may, at its discretion, provide partial tuition waivers, identifying its recipients through informal channels. At this time, Bergin University has no formal scholarship or tuition waiver application process.

VETERANS BENEFITS

Bergin University is approved for the training of veterans and eligible persons using GI benefits. 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.

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. The 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

You will make all of the payments and perform all of the other acts required of you in this agreement, subject to your rights to cancel the agreement (Section E) and withdraw from the course (Section F), 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 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 may cancel your enrollment in the Bergin University of Canine Studies, without any penalty or obligation during the first seven (7) days of the first semester of enrollment.

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 30 days of the date you signed your notice of withdrawal. If you do not return the equipment within this 30-day period, the 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, and you may keep the equipment.

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

Chief Academic Officer
Bergin University of Canine Studies
5860 Labath Avenue
Rohnert Park, CA 94928
Phone Number: (707) 545-3647

REMEMBER THAT YOU MUST CANCEL IN WRITING. You do not have the right to cancel by just telephoning the school or by not coming to class.

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 a full refund of all charges less the nonrefundable fees if he or she cancels the enrollment agreement within the first 7 (seven) days of the semester and has made 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 their paid tuition. Tuition and fees (including student service 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 the 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 your obligation for the time attended, you will be considered to have withdrawn from the program when any of the following occurs:

- When you notified the school of the withdrawal or the actual date of withdrawal, whichever is later.
- If you fail to return from your approved Leave of Absence (LOA), the date of withdrawal shall be the first date of the leave of absence.
- If the school terminates your 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 = \$4,925 Daily tuition charge = $\$4,925/80 = \61.562 per class day Tuition charge for 40 days = $40 \times \$61.562 = \$2,462.50$
If the student has paid \$4,925 in tuition, she or he will receive a tuition refund of \$2,462.50.	Tuition paid = \$4,925.00 Tuition charge = - <u>\$2,462.50</u> Refund = <u>\$2,462.50</u>

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 moneys 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.

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 inter-actions 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's learning modalities: auditorily, visually, and kinesthetically.

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

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 that they are approved to instruct.

Faculty are entrusted with specific responsibilities to assure 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 the 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.

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.

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.

LEARNING EXCHANGE

An important part of the 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.

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 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 programs and services that support classroom and career goals, including the "Dogs Helping Veterans" program.

STUDENT ORIENTATION

New students are required to attend Student Orientation, which consists of presentations that introduce students to the Bergin University, Enrollment Agreement, Program Expectations, Compliance, and the Facility & Safety issues.

CAREER SERVICES, PLACEMENT, AND REFERRAL

Career Services assists 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 skills
- Providing job counseling
- Providing letters of reference as appropriate
- Providing access to employment leads with organizations seeking your skills by:
 - Posting leads and job offers on our website
 - 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"
 - Email marketing to potential employers to introduce graduates' interests and capabilities
- Networking with employers at industry gatherings and encourage our students to do so.
- Retaining students' résumés on file for prospective employers

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

No employment information or career service provided by the 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 provides students with opportunities to develop and enhance their study methods and academic development.

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.

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 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 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.

Libraries at two major state educational institutions, Sonoma State University and Santa Rosa Junior College, both within 10 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.

HOUSING INFORMATION

NON-UNIVERSITY HOUSING

Bergin University does not provide housing for students. Sources for apartment and housing rentals or shared accommodations in Santa Rosa, Rohnert Park, Sebastopol, Windsor, or Petaluma can be found through the local county newspaper, The Press Democrat, at <https://www.pressdemocrat.com>; as well as craigslist at <https://www.craigslist.org>. Note that the commute traffic is difficult outside the cities listed.

There are two Extended Stay Hotels and several inexpensive motels in the area that have been utilized by out-of-town students while attending university seminars.

Please remember that students may be 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. 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. 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 the 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 brought before the AOC for their review and 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

Personal accountability is inherent in any academic community with integrity. Therefore this institution will not tolerate or ignore any form of academic dishonesty.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICY

The 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.

PROCESS OVERVIEW AND RESPONSIBILITIES

All Bergin University students, including those who are eligible for Title IV aid, must maintain Satisfactory Academic Progress as per section 668.16(e) of HEA 1965. Bergin University has developed policies to determine the academic standards that students are expected to meet those standards and a means and schedule of measuring the achievement of those qualitative and quantitative standards. If the student has made acceptable qualitative and quantitative progress for that particular increment, then Bergin University reviews the 150 percent of the maximum allowable time frame criterion to measure student's SAP.

The Chief Academic Officer is responsible for the oversight and monitoring of the Satisfactory Academic Progress policy and procedures. All students must maintain Satisfactory Academic Progress according to the following standards in order to continue enrollment. Satisfactory Academic Progress is measured at the beginning of each semester and will be checked prior to the disbursement of aid.

STANDARDS

Bergin University's Satisfactory Academic Progress 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. The Title IV Satisfactory Academic Progress policy is the same as the school's academic policy. The Onsite Financial Aid Officer reviews the Title IV Satisfactory Academic Progress policy to ensure it meets all federal requirements. The Chief Academic Officer notifies the Financial Aid Office if the University changes its academic policies.

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. Tardiness (arriving after class begins) is disruptive to the class and affects the learning process. Tardiness must be kept to a minimum.

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.

MAXIMUM PROGRAM LENGTH

The maximum time allowed for a student to finish their chosen field of study is the period of time during which the student attempts 1.5 times the number of credit hours required in order to complete the program. For purposes of this standard, credit hours attempted shall mean any such hours for which a student has incurred a financial obligation. Failure to complete the program during the allotted time may result in the dismissal of the student from the University.

Degree programs at Bergin University are unique in their timing and delivery. Undergraduate degree programs are delivered as terms of enrollment. However, not all courses are offered each term, which can result in students being encouraged to take a Leave of Absence for an intervening period. The graduate degree program is delivered in "sessions," rather than terms. "Sessions" may extend for a period of one through three weeks in length. For reasons of this uniqueness, the maximum program length is explained and monitored relative to both academic credit and the length of time applicable to the degree.

The Associate of Science Programs, while meeting the expectation of two-years of student learning outcomes with 60 semester credits required for graduation, are actually completed in two full semesters' terms of enrollment. This is possible because the student completes 36 semester credits at the University with 24 semester credits of the program applied through outside sources. Maximum program length for the A.S. degree is 54 semester credit hours (36x1.5) rounded off to four (4) semesters (terms) of enrollment.

The Bachelor of Science program requires completion of 120 semester credits, with a minimum of 30 credits in general education and 30 elective credits transferred in from outside appropriate sources. This allows the bachelor's program to be completed with four semesters (terms) of enrollment. Maximum program length for the B.S. degree is 90 semester credit hours (60 x1.5) or six (6) semesters (terms) of enrollment. Additional semesters will be permitted when allowance is required for scheduling of courses that are offered every other year.

The Master of Science program requires completion of 30 semester credits over a period of 6 tri-semester (sessions). The maximum program length for the M.S. degree is nine (9) semesters (6 x1.5). Additional semesters are permitted when allowance is required for scheduling of courses that are offered every other year.

EVALUATION POINTS

The student's progress will be evaluated at the end of the following points of the program. If a student faces academic jeopardy, in terms of either CGPA or time toward degree, notification will be sent advising of the deficiency, with a proposed plan of action for correction. Documentation of this action will be maintained in the student file.

Undergraduate Degree

Students in the A.S. program will initially be evaluated at the end of the first term of enrollment, and at the end of each subsequent term of enrollment. The maximum program length is 54 semester credit hours (or four terms).

Students in the B.S. program will initially be evaluated at the end of the first term of enrollment, and at the end of each subsequent term of enrollment. The maximum program length is 90 semester credit hours (or 6 terms), making allowance for scheduling of courses that are offered every other year.

Graduate Degree

Graduate Degree students will initially be evaluated at the end of the first session of enrollment and at the end of each subsequent session of enrollment. The maximum program length is 45 semester credit hours (9 academic sessions), making allowance for scheduling of courses that are offered every other year.

Minimum Academic Achievement

Students must achieve a minimum of the following cumulative grade point averages (CGPA) at the specified evaluation points, the end of each term or session of enrollment, in order to remain enrolled as a regular student. Note that cumulative grade point average applies only to coursework completed at Bergin University, does not include any work accepted in transfer credit, and is unique to each new program of enrollment.

The undergraduate grading scale is as follows:

Numerical Scale	Letter Grades	Points
90 - 100	A	4.0
80 - 89	B	3.0
70 - 79	C	2.0
60 - 69	D	1.0

A plus (+) notation adds .3 grade points to a "B" grade; a minus (-) notation subtracts .3 grade points from an "A" or "B" grade.

Undergraduate Degree

At 25 percent of the maximum time frame of the term, students must achieve a CGPA of 1.5 for the term and successfully complete 55 percent of all credits attempted.

At 50 percent of the maximum time frame of the term, students must achieve a CGPA of 2.0 for the term and successfully complete 60 percent of all credits attempted or be dismissed or placed in an extended enrollment status.

At 75 percent of the maximum time frame of the term, students must have a CGPA of 2.0 for the term and successfully complete 70 percent of all credits attempted.

At 100 percent of the maximum time frame of the term or graduation, whichever comes first, students must have completed all of the program requirements with a CGPA of 2.0 or higher.

Graduate Degree

At the conclusion of each session students must have completed the coursework (with the exception of the graduate project) and with a CGPA of 3.0.

Any student who falls below the minimum CGPA for each term is not considered to be maintaining satisfactory progress unless there are mitigating circumstances. If a student fails to maintain the cumulative grade point average minimums or complete all program requirements, he/she cannot receive a diploma.

The graduate grading scale is as follows:

Numerical Scale	Letter Grades	Points
93 - 100	A	4.0
85 - 92	B	3.0

A plus (+) notation adds .3 grade points to a “B” grade; a minus (-) notation subtracts .3 grade points from an “A” or “B” grade.

ACADEMIC PROBATION

At each evaluation point, if a student does not meet the minimum standards for academic achievement, the student will be placed on probation until the next evaluation point. At the next evaluation point, if a student meets the minimum standards for academic achievement, the student will no longer be on probation. A student who is on academic probation can receive Federal Title IV financial aid. The Financial Aid Officer in coordination with the office of the Chief Academic Officer monitors quantitative Satisfactory Academic Progress. The Satisfactory Academic Progress is reviewed and a copy of the transcript is kept in each student’s file.

While on probation, if a student does not meet the minimum standards for academic achievement at the next evaluation point, the student will be dismissed unless there are mitigating circumstances. If there are mitigating circumstances which can be demonstrated affected the student’s academic achievement, the student may continue on probation for the next term, during which it must be demonstrated that the mitigating circumstances have been resolved and did, in fact, affect the student’s academic achievement and significant improvement has been achieved.

LEAVES OF ABSENCE, EXTENDED ENROLLMENT, AND MITIGATING CIRCUMSTANCES

The Chief Academic Officer (CAO) may grant a leave of absence, extended enrollment and/or waive interim satisfactory standards.

A leave of absence may be granted for mitigating circumstances of poor health, family crisis, 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 will not receive credit while on a leave of absence. No waivers will be granted for graduation requirements. If it is determined by the CAO that University will not approve of the mitigating circumstances, 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.

Extended enrollment may be offered to a student at the discretion of the CAO if the student is in jeopardy of being academically disqualified. Extended enrollment is a formal period during which the student cannot take new program coursework until a recognized academic deficiency has been corrected. A student granted extended enrollment has the opportunity to correct academic deficiencies by taking remedial courses, retaking failed classes, or practicing previously learned skills to reestablish satisfactory academic progress. Once a student has corrected the deficiency in the CGPA and is meeting expectations of the Minimum Academic Achievement, the student can be reinstated to the University as a regular student, but returns on academic probation for the next subsequent term of enrollment. The period of extended enrollment will be calculated as part of the maximum program length. A student will not receive Federal Title IV financial aid while on extended enrollment.

COURSE REPETITIONS AND INCOMPLETES

Students have the option to retake academic classes and substitute the second grade in the calculation of the student’s GPA and resultant CGPA and successful course completion rate. However, in no case may the student extend as a regular student beyond one and one-half times the normal program length in order to complete the program.

“Incomplete” or “I” will be given to any student who does not completely fulfill the requirements of a course. A grade may be substituted for the “I” if the student successfully completes the unfinished work within one

academic term or session. Failure to complete the work required for a course in the period required above will result in the letter grade of “F.” The grade of “I” will be calculated as credit attempted in the calculation of successful course completion percentage.

If a student takes a failed course more than once, both the original credit hours and subsequent repetitions will be calculated as credits attempted in the successful course completion percentage. In calculating the GPA and subsequent CGPA, only the higher grade for the repeated course will be used.

Grades of Incomplete, leaves of absence, and withdrawals will also be counted in the calculation of successful course completion percentage if the student was charged for any portion of the class.

TRANSFER CREDITS

Transfer credits will not be used in the calculations for cumulative grade point average (CGPA). Transfer credits will be included in calculating total credits attempted for Satisfactory Academic Progress and student completion rates.

WITHDRAWAL

Should circumstances arise making it necessary for a student to leave the university prior to graduation, the student will need to adhere to the following procedures:

- (1) Set an appointment for an exit interview with the Chief Academic Officer;
- (2) Review refund policy; (both school refund policy and R2T4 policy for Title IV aid)
- (3) Sign a formal notice of withdrawal.

WITHDRAWAL TUITION CREDIT

Students who withdraw may be granted a one-time tuition credit if (1) the course was paid in full and (2) the tuition credit is used for the same course within one year.

DROPPING A COURSE WITHOUT A “W” DESIGNATION

Students dropping a course must file prior to 20 percent of course completion to avoid a “Withdrawal” designation. Official drop forms must be submitted for a refund.

CHANGING PROGRAMS

Students who wish to change from one degree program to another start the process by consulting with the Chief Academic Officer. A Change of Program document is created and placed in the student’s file. A student who changes his/her program will be considered as a transfer student into a new program.

CONTINUING TO UPPER-LEVEL OR GRADUATE PROGRAMS

To advance to upper-level or graduate programs following the completion of a lower-degree program, a student must meet cumulative GPA and credits requirements for the requested degree; have paid in full all outstanding financial balances; submit an application for Continuation to Upper Division or Graduate Program two weeks prior to the start of each term or session’s registration period; submit a one page Interest & Intent essay; and complete or sign requisite forms as described in the Policy for Continuation of Studies in upper- or graduate-degree program that accompanies the continuation application.

DISMISSAL AND REINSTATEMENT

A student that has been dismissed because of unsuccessful academic progress will not be allowed to return for at least one term or session. Before a student will be reinstated, the student must demonstrate his/her desire and ability to satisfactorily complete the program. Upon return, the student will be on probation for that term or session and must meet all satisfactory academic progress requirements.

APPEALS

Should a student disagree with the application of these satisfactory academic progress standards, he/she must first discuss the problem with the appropriate faculty member or CAO. If still unsatisfied, the student may then proceed through the University's grievance procedure set forth elsewhere in the catalog.

TERMINATION

Bergin University reserves the right to require withdrawal at any time of any student whose attitude or conduct is not in accordance with the ideals and standards of the University.

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

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 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.

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

At this time, Bergin University offers no distance or online learning opportunities.

COURSE AUDIT POLICY

Courses that have been audited and show a grade of "AU" will not earn the student any credit. Students 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. Students are required to pay the same course tuition as required for non-audited courses.

COURSE CREDITS

All credits issued for successful completion of Bergin University of Canine Studies coursework are semester credits. A 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.

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.

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

Plus/Minus: A 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

GPA's 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.

Professional certificate programs, seminars and trainings are offered as credit/no-credit programs.

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 six 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

A student may make up coursework missed due to absences. Absences may be made up for the purpose of removing absences on an hour of make-up per hour of absence basis. Absences must be made up within two weeks of the first day of the absence. Theory classes may be made up by the student successfully completing a written assignment related to the coursework topic missed.

ACADEMIC CALENDAR

Bergin University's calendars can be found at the back of this catalog.

Associate degree programs generally start at 7:15 AM and run through mid-afternoon and occasionally later. The Bachelor degree program generally start at 8:00 am and run through mid-afternoon and occasionally later. Master Sessions are scheduled from Monday-Saturday and generally start at 8:00 am and end at 8:00 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 trimester system (three sixteen week semesters over one year). Each trimester students attend two-week intensive Sessions onsite at Bergin University and continue their course related studies at home for the remainder of the trimester. The onsite Sessions are scheduled in September, January, and May/June.

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

The other professional certificate programs are generally held on afternoons, evenings and weekends during the semester. However, the Assistance Dog Client Training program and the High Schooled Assistance Dog Instructor program run concurrently with portions of the Associate of Science degree program and Service Dog Seminar.

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 the 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

To graduate, 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.

GRADUATION CEREMONY

Graduation ceremonies are held in May, July and December of each year. Students who have completed all the credits required for their Master, Bachelor or Associate degree or professional certificate are encouraged to participate in the graduation ceremony.

UNIVERSITY GENERAL POLICIES

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 obtain a basic list of rights;
- 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 fifty 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 the 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.

The following instructions apply to Group Projects:

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 college 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, 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

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 and/or employee 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 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

The Bergin University of Canine Studies is fully committed to achieving a drug- 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 the 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, college 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, those records will be preserved as a computer backup at the University and on a secure off-campus server for a period of fifty years.

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 Manager 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.

Handling Policies and Requirements for Bergin Dogs

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. 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.

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 shall be reported immediately.
- 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 Manager’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
- 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 Mis-handling 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 appealing behavior, seems scared, or has stopped undesirable behavior

Bergin University recognizes that correction is situational — the Dog Program Manager 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 member **other than** the Dog Program Manager witnesses this behavior, it should be reported to the Dog Program Manager.

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

5. Explain to the student what is wrong and why / how we do things differently (first infraction)
6. 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 Manager will remove the dog from the student and tell the student to pick him/her up after the next class
7. 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
8. If student still mistreats the dog on campus, the student will **only** have access to the dog during supervised training sessions
9. The Dog Program Manager may defer to the CAO if assistance is required for the student to comply
10. Students who report witnessing the mishandling of other students’ dogs off campus
 - a. Must provide specific details
 - b. The Dog Program Manager will then decide what steps to take, based on:
 - i. Whether the problems were seen on campus
 - ii. Whether other staff report problems
 - iii. Whether the dog’s behavior has changed
11. Students are **not** to instruct other students on dog handling or comment to each other about what they are doing wrong
12. The Dog Program Manager sets these policies and **all** students are subject to the same rules
13. 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

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. The curricular requirements of Bergin University’s dog training/handling portions of the degree programs necessitate 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 general requirements for the dog training curricula:

1. To ensure each student has the opportunity to train dogs of varying ages, personalities and instincts, University dogs must be utilized for the dog-training portion of the program curricula:
 - a. University dogs are still 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. A student’s personal, by definition “fully-trained,” service dog would not provide these learning opportunities.
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 in any class in which activities involving dogs-in-training are occurring.
 - c. Whenever a student is handling or training a Bergin University dog, the student’s personal service dog must be safely restrained elsewhere.

3. The student's attention may not be divided between the university dog he or she is training and the student's personal service dog:
 - a. It would interfere with the training of the University dog and therefore the student's learning
 - b. It may put the personal service dog at risk as (s)he would be in a room full of University dogs-in-training being handled by students of varying skill levels.

4. 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.
 - Our dog population includes dogs with a variety of dispositions and behavior problems because our students need to learn how to resolve these issues.
 - 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.
 - 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.
 - b. Rules for personal service dogs on campus must be strictly followed.

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.
 - While the student has his/her Bergin University dog in a class session, the student's personal service dog must be safely restrained elsewhere.
 - b. Program curricula generally requires students to take their assigned University dog-in-training on fieldtrips into the local community.
 - 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 must be safely restrained elsewhere.

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 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, Bergen 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

2. A student who is unable or unwilling to participate in training sessions without his/her personal service dog **will not** be able to complete these requirements.
 - a. A student who is unable or unwilling to be separated from his/her personal service dog may be allowed to audit the dog training classes with his/her personal service dog present provided that this accommodation does not require a fundamental alteration of the class curriculum.
 - i. Auditing a dog-training course, however, does not fulfill the course curriculum requirements.
 - ii. Therefore, the student would not receive academic credit for the course, which consequently would mean that the student would not fulfill all program requirements and could not graduate from a program.

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

Students' Personal Service Dogs

- Must be appropriately introduced to the campus
- May not participate in any course dog training session 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 (see possible exceptions related to auditing)
 - 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
 - Bordatella
 - 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.

STUDENT GRIEVANCES

In accordance with its nondiscrimination policy and desire to protect the rights of students, the 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. The CAO's decision shall be in writing, and it shall be final.

APPEAL PROCESS

- Step 5: Individuals who are or 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
P.O. Box 980818
West Sacramento, California 95798-0818

Accrediting Council for Independent Colleges and Schools-ACICS
750 First Street NE, Suite 980
Washington, DC 20002-4241
Phone: 202.336.6780
Fax: 202.842.2593
Website: <http://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 POLICY

Smoking including e-cigarettes 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.

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.

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, counseling and 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 request. 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 Student 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)

What is FERPA? The Family Rights and Privacy Act of 1974, as amended (commonly known as the Buckley Amendment), is a federal law, which provides that schools will maintain the confidentiality of student education records. The 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?

In compliance with FERPA, the following statement reflects Bergin University's policy:

The following directory information may be released by telephone: a) student's dates of attendance; b) date of graduation and degree or certificate earned. Other kinds of directory information, such as a student's address, telephone listing, program of study, awards received, 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.

However, the Act states that each student has the right to inform Bergin University that any or all of the information is not to be released. No information will be released without the written consent of the student. This status is binding until such time that Bergin University 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 education. 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 the Bergin University to make available its completion and transfer rates to all current and prospective students.

QUESTIONS REGARDING THIS CATALOG

As a prospective student, you 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. 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).

BPPE mailing address:
Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, California 95798-0818

Telephone: (888) 370-7589; (916) 431-6959
Fax: (916) 263-1897
E-mail: bppe@dca.ca.gov
Web site: www.bppe.ca.gov

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 or by completing a complaint form, which can be obtained on the bureau's 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 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 or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the credits, or degree, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at the 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, degree, or certificate will transfer.

STUDENT TUITION RECOVERY FUND

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered students who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education. You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following: 1) The school closed before the course of instruction was completed. 2) The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school. 3) The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs. 4) There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau. 5) An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you: 1) You are a student, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans; and 2) Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies: 1) You are not a California resident, or are not enrolled in a residency program; or 2) Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

To qualify for STRF reimbursement you must file a STRF application within one year of receiving notice from the Bureau that the school is closed. If you do not receive notice from the Bureau, you have four years from the date of closure to file a STRF application. If a judgment is obtained you must file a STRF application within two years of the final judgment.

It is important that you keep copies of the enrollment agreement, financial aid papers, receipts or any other information that documents the monies paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education

P.O. Box 980818

West Sacramento, CA 95798-0818

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 scholarships, grants, 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 Canine Life Sciences
- Bachelor of Science Degree in Canine Studies (Cynology)
- Associate of Science Degree in Business and Companion Dog Studies
- Associate of Science Degree in Assistance Dog Education

TITLE IV — INELIGIBLE PROGRAMS

BUCS professional certificate programs are not eligible for Title IV aid.

- Service Dog Training
- High Schooled Assistance Dog (HS A-Dog) Instruction
- Dogs Helping Veterans Training
- Assistance Dog Client Training
- Social/Therapy Team Training.

TITLE IV — REFUND

The return of Title IV funds requirement is a complex process involving Bergin University Of Canine Studies and ECM, 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 calculates the return of Title IV funds using federal formulas, notifies ECM in writing 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 1/1/2010 and 12/31/2013 (four most completed calendar years).

Report Distribution Date: Occurrences Within the 2010, 2011, 2012, 2013 Calendar Years

Crimes Reported	2010	2011	2012	2013
Murder (Includes non-negligent manslaughter)	0	0	0	0
Negligent manslaughter	0	0	0	0
Sex offenses (forcible & non-forcible)	0	0	0	0
Robberies	0	0	0	0
Aggravated assaults	0	0	0	0
Burglaries	0	0	0	0
Motor Vehicle Thefts (on Campus)	0	0	0	0
Arson	0	0	0	0

Number of arrest made for the following crimes	2010	2011	2012	2013
Liquor Laws	0	0	0	0
Drug Laws	0	0	0	0
Weapons Possession	0	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 obtain by the institution's secretary 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. Staff, faculty, students, and prospective students or any person entering the premises must have and display at all times a security identification badge. Those without an identification badge 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. The visitor must also wear a visitor's badge while on campus. 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 floor to see that it is empty and then set the alarms on each floor 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 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, and disposition of incident and the name of the person who took the report. The report must be entered in the log with 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 on to report to the school's officer but rather contact the appropriate agency by calling (911).

Chief Academic 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.

BERGIN UNIVERSITY of CANINE STUDIES
Student Achievement -- Performance Fact Sheet

Program Completion Rate

Master of Science in Canine Sciences

Completion Rate (3 years = published completion rate)

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	Graduates ³	Completion Rate ⁴
2010-13	2	0	0	N/A
2011-13	8	4	3	75%
2012-14	6	N/A	0	N/A

Students Completing after Published Program Length – 150% Completion Rate

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2010-13	2	0	0	N/A
2011-13	8	4	1	25%
2012-14	6	N/A	0	N/A

Combined Completion Totals for (on time + 150%) Master of Science in Canine Sciences

2010-13	N/A
2011-13	100%
2012-14	N/A

Bachelor of Science in Cynology

Completion Rate (4 semesters / 2 years)

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	Graduates ³	Completion Rate ⁴
2010-12	0	0	0	N/A
2011-13	4	2	2	100%
2012-14	4	3	3	100%

Students Completing after Published Program Length – 150% Completion Rate

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2010-12	0	0	0	N/A
2011-13	4	2	0	N/A
2012-14	4	3	0	N/A

Combined Completion Totals for (on time + 150%) for Bachelor of Science in Cynology

2010-11	N/A
2011-12	100%
2012-13	100%

Associate of Science in Assistance Dog Education

Completion Rate (2 semesters / 1 year)

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	Graduates ³	Completion Rate ⁴
2010-11	10	10	9	90%
2011-12	16	14	14	94%
2012-13	11	9	9	100%

Students Completing after Published Program Length – 150% Completion Rate

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2010-11	10	10	0	N/A
2011-12	16	14	0	N/A
2012-13	11	9	0	N/A

Combined Completion Totals for (on time + 150%) for AS - Assistance Dog Education

2010-11	90%
2011-12	94%
2012-13	100%

Business and Companion Dogs Studies

Completion Rate (2 semesters / 1 year)

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2011-12	1	1	1	100%
2012-13	5	5	5	100%

Students Completing after Published Program Length – 150% Completion Rate

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2012-13	1	1	0	N/A
2012-13	5	5	0	N/A

Combined Completion Totals for (on time + 150%) for AS – Bus. & Comp. Dog Studies

2011-12	100%
2012-13	100%

Service Dog Training Seminar

Completion Rate (6 Weeks)

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	Graduates ³	Completion Rate ⁴
2010-11	14	14	14	100%
2011-12	12	12	12	100%
2012-13	16	16	16	100%

Students Completing after Published Program Length – 150% Completion Rate

Year	Number of Students who Began Program ¹	Students Available for Graduation ²	150% Graduates ⁵	150% Completion Rate ⁶
2010-11	14	14	0	N/A
2011-12	12	12	0	N/A
2012-13	16	16	0	N/A

Combined Completion Totals for (on time + 150%) for AS - Assistance Dog Education

2010-11	100%
2011-12	100%
2012-13	100%

Program Placement Rate = Graduates Employed in Field

Master of Science in Canine Sciences

Year	Number of Students who Began Program ¹	Number of Graduates ²	Graduates Available for Employment ³	Graduates Employed in Field ⁴	Placement Rate % Employed in Field ⁵	Graduates Employed in Field an Average of Less than 32 Hours per Week	Graduates Employed in Field an Average of More than 32 Hours per Week
2010-13	2	2	0	0	N/A	N/A	N/A
2011-13	8	8	4	2	50%	N/A	N/A
2012-14	6	0	N/A	N/A	N/A	N/A	N/A

Bachelor of Science in Cynology

Year	Number of Students who Began Program ¹	Number of Graduates ²	Graduates Available for Employment ³	Graduates Employed in Field ⁴	Placement Rate % Employed in Field ⁵	Graduates Employed in Field an Average of Less than 32 Hours per Week	Graduates Employed in Field an Average of More than 32 Hours per Week
2009-11	0	0	0	0	N/A	N/A	N/A
2010-12	4	2	2	2	100%	N/A	N/A
2011-13	4	3	3	2	67%	N/A	N/A

Associate of Science in Assistance Dog Education

Year	Number of Students who Began Program ¹	Number of Graduates ²	Graduates Available for Employment ³	Graduates Employed in Field ⁴	Placement Rate % Employed in Field ⁵	Graduates Employed in Field an Average of Less than 32 Hours per Week	Graduates Employed in Field an Average of More than 32 Hours per Week
2010-11	10	9	7	6	86%	N/A	N/A
2011-12	16	14	13	12	92%	N/A	N/A
2012-13	11	9	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13

Associate of Science in Business and Companion Dogs Studies

Year	Number of Students who Began Program ¹	Number of Graduates ²	Graduates Available for Employment ³	Graduates Employed in Field ⁴	Placement Rate % Employed in Field ⁵	Graduates Employed in Field an Average of Less than 32 Hours per Week	Graduates Employed in Field an Average of More than 32 Hours per Week
2011-12	1	1	1	Unknown	N/A	N/A	N/A
2012-13	5	5	4	4	100%	N/A	N/A

Service Dog Training Seminar

Year	Number of Students who Began Program ¹	Number of Graduates ²	Graduates Available for Employment ³	Graduates Employed in Field ⁴	Placement Rate % Employed in Field ⁵	Graduates Employed in Field an Average of Less than 32 Hours per Week	Graduates Employed in Field an Average of More than 32 Hours per Week
2010-11	14	14	7	7	100%	N/A	N/A
2011-12	12	12	10	10	100%	N/A	N/A
2012-13	16	16	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13	Data available 11/1/13

Footnotes

Program Completion Rate

1. “Number of Students Who Began Program” is the number of students who began the program who are scheduled to complete the program within the reporting calendar year.
2. “Students available for graduation” is the number of students who began program minus the number of “Students unavailable for graduation,” which means those students who have died, been incarcerated, or called to active military duty.
3. “Graduates” is the number of students who completed the program within 100% of the published program length.
4. “Completion Rate” is the number of Graduates divided by the Number of Students Available for Graduation.
5. “150% Graduates” is the number of students who completed the program within 101- 150% of the published program length.
6. “150% Completion Rate” is the number of students who completed the program in the reported calendar year within 101-150% of the published program length divided by the Number of Students Available for Graduation in the published program length period.

Placement Rate

1. “Number of Students Who Began Program” means the number of students who began the program who are scheduled to complete the program within the reporting calendar year. “Number of Graduates” is the number of students who have completed the program within 100% of the published program length.
2. “Graduates available for employment” means the number of graduates minus the number of graduates unavailable for employment. “Graduates unavailable for employment” means graduates who, after graduation, die, become incarcerated, are called to active military duty, are international students that leave the United States or do not have a visa allowing employment in the United States, or are continuing their education in an accredited or bureau-approved postsecondary institution.
3. “Graduates employed in the field” means graduates who report that they are gainfully employed within six months of graduation in a position for which the skills obtained through the education and training provided by the institution are required or provided a significant advantage to the graduate in obtaining the position. These employment positions include: community and private programs serving individuals with disabilities; in various positions in assistance dog programs: guide, hearing, service, social/therapy dog trainer, client placement manager, puppy breeding coordinator, puppy foster home manager, dog writing, fundraising, marketing or public relations, assuming a program assistant directorship, starting a dog-related program or business.
4. Placement Rate is calculated by dividing the number of graduates gainfully employed in the field by the number of graduates available for employment.

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.

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 college, including a non-refundable maximum registration fee of \$250.00.

This institute 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 will definitely result in withdrawal from the program.

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 college catalog and 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

FACULTY AND ADMINISTRATION

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, most of whom have attended the Service Dog Seminar, 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, Ed.D. — President/CAO

Ed.D., Nova Southeastern University – Education

M.A., Sonoma State University (SSU) – Special Education, Early Childhood Education

B.A., SSU – English, Psychology, Social Science

Denise Getz — Registrar/Chief Operating Officer (COO)

A.A., Santa Ana College – Business Management

Dennis Kohke, MBA –Financial/HR Officer (FO)

M.B.A., Arizona State University

B.S., California State Hayward – Business Administration

Becca Richardson — Director of Student Services and Admissions

B.A., Simpson University – Liberal Studies

Laurel Scarioni – Dog Program Manager

B.S., Humboldt State University – Natural Resources Planning

Lauren Tyler – Breeding and Wellness Manager

B.A., Oregon State University – Animal Science

Sherri Rieck – University Programs Assistant

A.S., Bergin University of Canine Studies – Assistance Dog Education

Marcia Rogers -- Disability Officer

M.A., NYU – Rehabilitation, Psychology & Education

R.N. and B.S., University of Arizona – Nursing

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, Ed.D.

Ed.D., Nova Southeastern University – Education

M.A., Sonoma State University – Special Education, Early Childhood Education

Sarah Brown, Ph.D.

Ph.D., University of California, Davis – Genetics

M.S., California Polytechnic State University, San Luis Obispo, CA -- Biology

Susan J. Caputo, D.V.M.

D.V.M., University of Florida

B.S., Cornell University, Animal Science

Amy Cook, PhD

Ph.D., University of California, Berkeley – Psychology

B.S., Mills College, Oakland, California – Psychology

Stanley Coren, Ph.D.

Ph.D., Stanford University – Psychology

Deni Elliott, Ed.D.

Ed.D., Harvard University – Philosophy of Education

M.A., Wayne State University – Philosophy

Emma Grigg, Ph.D.

Ph.D., University of California, Davis – Ecology

M.A., San Francisco State University – Biology

Monika Lipinski, Ph.D.

Ph.D., University of California, Davis – Genetics

B.S., University of California, Berkeley – Integrated Biology

Felicia Palsson, MLIS

M.L.I.S., San Jose State University – Library and Information Science

B.A., University of California, Berkeley – Philosophy

UNDERGRADUATE PROGRAMS FACULTY

Richard Adler, J.D.

J.D., Cleveland State University – Law Degree

B.S., Ohio University – Business Administration

Claire Arnesen

M.A., Sonoma State University – Psychological Counseling

B.A., University of California, Santa Cruz – Interdisciplinary Studies

Bonita M. Bergin

Ed.D., Nova Southeastern University – Education

M.A., Sonoma State University (SSU) – Special Education, Early Childhood Education

Jim Bergin

M.S., Bergin University of Canine Studies – Canine Life Sciences

B.A., Humboldt State University – English

Susan J. Caputo

D.V.M., University of Florida

B.S., Cornell University, Animal Science

Pamela Hogle

M.S., Bergin University of Canine Studies – Canine Life Sciences

M.A., University of South Florida – Journalism and Media Studies

Martha Kowalick

B.S., Hayward State University

A.A., Merritt College - Registered Nurse

Monika Lipinski, Ph.D.

Ph.D., University of California, Davis – Genetics

B.S., University of California, Berkeley – Integrated Biology

D. Glenn Martyn

B.A., University of Montana - Psychology

Marcia Rogers

M.A., NYU – Rehabilitation, Psychology & Education

R.N. and B.S., University of Arizona – Nursing

Lauren Tyler – Breeding and Wellness Manager

B.S., Oregon State University – Animal Science

Laurel Scarioni – Dog Program Manager

B.S., Humboldt State University – Natural Resources Planning

BERGIN UNIVERSITY | 2015-2016 CALENDAR

AUGUST 2015						
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					

8/17-12/12: Fall Semester
 8/17-8/28: AS, BS Fall classes start Mock client training
 8/17: MS Fall assignments begin
 8/31: Normal classes

FEBRUARY 2016						
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					

2/15: Presidents' Day
 2/15-2/27: MS Program Spring 2-week On Campus Session
 2/29-3/4: Spring Break

SEPTEMBER 2015						
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			

9/2: Bergin Univ-Day picnic lunch
 9/7: Labor Day

MARCH 2016						
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		

2/29-3/4: Spring Break (cont'd)

OCTOBER 2015						
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

10/12-10/24: MS Program Fall 2-week On Campus Session

APRIL 2016						
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

4/11- 4/12: AS Makeup for Monday holidays
 4/13-4/14: AS Finals
 4/15: AS ADE/BCDS Client Training & Graduation Prep
 4/18-4/30: Client Training (ADE) BCDS - events
 4/27-4/28: BS Finals
 4/29: BS Graduation Prep
 4/30: End of Spring Semester Graduation

NOVEMBER 2015						
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					

11/11: Veterans Day
 11/16-11/17: AS Makeup for Monday/Wednesday holidays
 11/23-11/24: BS Makeup for Monday/Wednesday holidays
 11/18-11/23: AS Finals
 11/24: AS - Client Training & Graduation Preparations
 11/25-11/27: Thanksgiving Break

MAY 2016						
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				

5/30: Memorial Day

DECEMBER 2015						
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		

11/30-12/12: Client Training (AS ADE & BCDS)
 12/7-12/10: BS Finals
 12/12: End of Fall Semester Client Graduation
 12/13-1/3: Winter Break

JUNE 2016						
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		

6/6-7/23: Service Dog Seminar (* 7wks)
 6/6-6/17: Mock client training
 6/13-6/25: MS Program Summer 2-week On Campus Session

JANUARY 2016						
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						

1/4-4/30: Spring Semester
 1/4: AS, BS Spring classes begin MS Spring assignments begin
 1/18: Martin Luther King Day

JULY 2016						
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
 7/11-7/23: Client Training (Summer Seminar)
 7/23: Graduation