



College of Applied
Science & Technology

**Graduate Certificate in Military Families
Program Handbook
2021**

Table of Contents

***Please note: This handbook is subject to change to maintain compliance with the Graduate College policies and procedures at the University of Arizona.**

Welcome	3
Graduate Certificate Faculty & Staff	3
Certificate Program Objectives	4
Certificate Program Admission Requirements	5
Application Review Timeline	6
Admission and Denial Criteria	6
Application Outcomes	6
Appeal Process	6
Additional Requirements/Considerations	7
Certificate Program Policies	7
Timelines & Coursework	8
Online Student Resources	9
Certificate Program Course Schedule	10

Welcome

Welcome to the College of Applied Science and Technology (CAST) Graduate Certificate in Military Families. We are committed to providing you with a powerful, professional experience. The graduate certificate in Military Families provides specific, disciplinary knowledge and experience of issues facing modern military families, and in providing tangible skills for those either working in, or intending to work in careers that support military members and their families. Military members and their families face unique demands and stresses including repeated, prolonged family separations, frequent family relocation, dislocation from informal support systems, physical and psychological risk, and challenges related to reintegration, post service. Whether working in a military-specific care setting, or in community-based agencies, those who serve veterans, and their families must be attuned to the way military culture affects all family members, before, during, and after deployment.

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CAST Homepage:

<https://azcast.arizona.edu/>

Graduate Certificate Homepage:

<https://human-services.azcast.arizona.edu/content/graduate>

Graduate College On-Line Application:

<https://apply.grad.arizona.edu/users/login>



Certificate Program Objectives

In this Graduate Certificate, our aim is to educate current and future professionals regarding military cultural and leadership factors, and to understand normative family processes, stress and coping strategies. Students will learn to appreciate the unique experiences and stressors of military members and their families, and the resultant implications for helping professionals serving this population. Students who complete the certificate program will be conversant with familial relationships and family dynamics in the context of military culture and will enhance their own leadership (or advocacy or mentoring) skills, in order to serve this population effectively.

This 12-credit hour program will prepare students to:

1. Understand the emotional and lifestyle impact of the deployment cycle on service members (active, reserve and retired), and their children and families (HUSV 511)
2. Explore and critique support services available to active military service members, returning veterans and their families (HUSV 511)
3. Define trauma and understand its impact on the brain and behavior, with the recognition that many behaviors and responses expressed by survivors are directly related to traumatic experiences (HUSV 560)
4. Understand concepts and procedures of trauma-informed approaches, in a variety of community contexts (HUSV 560)
5. Develop and enhance leadership capacity, through mastery of core leadership competencies, personal transformation, and cultural competency (AED 520)
6. Apply theories of leadership in an applied community setting, via hands-on experience (in leadership, mentoring and/or advocacy) to bridge academic and career settings (HUSV 593A)

Certificate Program Admission Requirements

Submit Graduate College Application

The first step in applying to a graduate program at the College of Applied Science & Technology is completing the online application to the Graduate College and submitting all application materials cited in the Graduate Catalog. To apply: <https://apply.grad.arizona.edu/users/login>

Assemble the following materials.

Supplemental materials are submitted electronically: letters of recommendation, resume, and professional statement.

- a. **Resume** – Current Resume. Please include educational history, academic honors, awards/scholarships/fellowships, publications, membership in professional organizations, volunteer activities, and employment history.
- b. **Letters of Recommendation.** Two letters of recommendation, including at least one from a past instructor. Letters from employers, supervisors or other professional mentors are also acceptable, but letters from friends or family are not. In extenuating circumstances when an applicant has been out of school for a number of years and is unable to contact a former instructor for a letter, three professional letters are acceptable.
- c. **Professional Statement.** In one page address the following:
 - i. What has led to your decision to apply to this Certificate Program?
 - ii. What are your professional goals and aspirations?
 - iii. What are the strengths you have that will help you succeed in this graduate program?
 - iv. What, if any, experiences do you have (either paid or volunteer) related to military families?
 - v. Include any additional information that will help the committee evaluate your application.

Foreign Language Requirements. None, except when English is not the student's primary language, in which case TOEFL scores must be submitted to demonstrate proficiency in English.

Thesis Requirements. None.

GRE Scores. GRE scores are waived for this program and are not taken into consideration as an admission criterion.



Application Review Timeline.

The Graduate Committee will begin reviewing applications after the application deadline has passed. This process generally takes several weeks. Some applicants will be selected to proceed to the next phase of the application process, which is an interview with the Graduate Committee. Admission and denial recommendations are made to the Graduate College. The Graduate Committee will not disclose admission/denial recommendations via phone calls, email or in person – only through the Graduate College via [GradPath](#).

Admission and Denial Criteria.

No single criterion will serve as the sole basis for admission or denial to the Program.

Admission is a competitive process. Criteria for admission will include:

- a. Admission to the Graduate College.
- b. A completed bachelor's degree (last 60 credit hours) with an overall Grade Point Average GPA of 3.00 based on a 4.00 scale.
Note: A cumulative undergraduate GPA of 3.00 or higher does not by itself guarantee admission to the Certificate Program.
- c. Evidence of outstanding academic potential from previous academic record, and previous experiences as addressed in the applicant's professional statement and letters of recommendation.
- d. Professional goals which are compatible with the Certificate Program.
- e. Two letters of recommendation.
- f. For selected applicants, the successful completion of an interview with the Certificate Program committee.

Application Outcomes will be one of the following:

1. **Regular Admission** is granted when the applicant meets the criteria of satisfactory grade point average, adequate field-related work and/or volunteer experience, favorable letters of recommendation and a successful interview when enrollment limits have not been met.
2. **Admission is denied** when either the student does not meet the requirements for admission, the student does not rank sufficiently high to be selected for available slots and/or it is deemed that the graduate program fails to match the applicant's needs, goals and interests.
3. **Deferred admissions** are not available for this program. If an admitted student decides not to attend the program the year they were accepted, they will need to reapply if they wish to be considered for admission in the future.

Appeal Process. If a student wishes to appeal any of the aforementioned requirements the appeal should be made in writing to the Director of the Graduate Certificate in Military Families (Dr. Sheena Brown), and within 10 business days of receiving a dismissal/withdrawal notice. The appeal must include the student's name, student ID number, reasons for the



appeal and any correspondence or documentation relating to the appeal. Graduate College policies will determine whether the student will be withdrawn from the program. Students should refer to the official UA Graduate Policies and Procedures for details: <https://grad.arizona.edu/new-and-current-students>. Students who wish to appeal the decision of the program faculty must submit an appeal in writing to the Associate Dean of the College of Applied Science and Technology.

Additional Requirements/Considerations

- a. **Financial Information**, including tuition, program fees, and residency status. Students pay graduate tuition (in-state or out-of-state), fees. Residency status is determined by the Graduate College. Students are encouraged to pursue scholarships or other forms of financial aid independently.
- b. All questions about tuition, financial aid, tuition payment schedules and residency status should be directed to the CAST Graduate Coordinator: Ms. Carol Lehman calehman@arizona.edu
- c. All questions about military-affiliated financial aid should be directed to: Ms. Clara Gonzalez clarag@arizona.edu
- d. Review general scholarships available: [Get Funded](#)

Certificate Program Policies

It is the responsibility of students to familiarize themselves with the general campus-wide requirements and information on transfer of graduate credit from other institutions, off-campus graduate study, scholastic standards, forms that the student must submit to the Graduate College, and the time limit for the completion of requirements for graduate degrees.

Academic Policies & Procedures

1. Maintaining Satisfactory Progress. Satisfactory academic progress is indicated by course grades as well as by competence and professional conduct in the internship requirement: <https://grad.arizona.edu/policies/academic-policies/satisfactory-academic-progress>
2. Minimum Academic Requirements: <https://grad.arizona.edu/policies/academic-policies/minimum-academic-requirements>
3. Academic Probation: <https://grad.arizona.edu/policies/academic-policies/academic-probation>
4. Withdrawal from the University: <https://grad.arizona.edu/policies/academic-policies/withdrawal-university>
5. Retroactive Withdrawal: <https://grad.arizona.edu/policies/academic-policies/retroactive-withdrawal>
6. Extension of time to complete degree: <https://grad.arizona.edu/policies/academic-policies/extension-time-degree>



7. Grievance Policy: <https://grad.arizona.edu/policies/academic-policies/grievance-policy>
8. Code of Academic Integrity: <https://grad.arizona.edu/policies/academic-policies/code-academic-integrity>
9. Discrimination and Sexual Harassment: <https://grad.arizona.edu/policies/academic-policies/discrimination-and-sexual-harassment>
10. Graduate College (access Graduate College policies, contacts, information about resources, deadlines, and other useful information): <http://grad.arizona.edu/>

Other Resources

11. General catalog <http://catalog.arizona.edu/>(link is external)
12. Academic integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity>(link is external)
13. Responsible Conduct of Research: <http://www.orcr.arizona.edu/>

Timelines and Coursework

- a. **Timelines.** Students who have been admitted to the program and who have accepted admission will [usually] begin the program in the fall semester of the year they are admitted.
- b. **Coursework.** A Graduate Certificate in Military families is a program that requires the successful completion of 12 credit hours, across two semesters. The program is self-contained, which means that only the students admitted to this Certificate will be permitted to register. Classes outside this certificate cannot be used to meet the requirements, meaning that there are no elective courses, and that courses taken elsewhere, either within UArizona or at another institution, cannot be transferred or substituted for any of the courses required for this certification. Courses must be taken in the established course sequence.
- c. **Course Grades.** Graduate students are required to maintain a minimum of 3.0 GPA in all coursework taken for graduate credit.
- d. **Maintaining Continuous Enrollment.** According to the Graduate College, a graduate student who does not enroll at any point during one calendar year (Fall/Spring semesters) is automatically withdrawn from their program. Because this program is cohort-based, students are expected to register for the prescribed number of courses each semester. Any deviation from this schedule requires an approved medical withdrawal or compassionate leave withdrawal (see section (e) below).
- e. **Registering for classes.** It is up to each student to stay informed of registration dates. Graduate students register through UAccess according to their enrollment appointments or through the graduate program coordinator (Carol Lehman). Details regarding registration are provided in the Registration and Tuition Payment Guide. For additional information,



please see the university's academic calendar at: <https://www.arizona.edu/calendars-events>

- f. **Program Completion.** Students who do not successfully complete all of the program requirements within these timelines and for whom an exception has not been granted will be recommended for withdrawal from the certificate program. A student may appeal actions concerning withdrawal.
- g. **Petitions.** In rare circumstances when a student is unable to complete program requirements in the expected timeline, a student may petition for a special exception. Petitions are reviewed by the Graduate College for a final determination.
- h. Additional information about requesting an Incomplete is available at: <http://catalog.arizona.edu/policy/grade-replacement-opportunity-gro>

Online Student Resources

1. **U of A Libraries:** <http://new.library.arizona.edu> - locate all your research resources and speak with specialized librarians to help you find what you need to succeed in your program.
2. **U of A Bursar Office** <https://bursar.arizona.edu> Account services such as tuition and billing, student refunds (including financial aid), receipt and payment processing, support for past due accounts and more.
3. **Disability Resource Center** <https://drc.arizona.edu/> - provides services to qualified students with disabilities on all U of A campuses.
4. **Career and Professional Development Services** <http://www.career.arizona.edu/student> - U of A own career services department can help you with your resume, cover letters, and even provide a portal to find potential future job placements.
5. **Tutoring Services.** The University of Arizona students can access free tutoring in-person at our Cochise and Yuma County locations, at the University of Arizona Think Tank in Tucson, as well as fully online from the UA Think Tank visit: <https://uas.arizona.edu/tutoring-services>
6. **Health & Wellness:** <https://health.arizona.edu/arizona-online-azcast-distance-learner-students>
7. **Student Support Services:** <https://studentsuccess.arizona.edu/resources>



Certificate Course Schedule

Semester 1

HUSV 511: Understanding the Modern United States Military Family

This course provides an understanding of the basic structure and formation of each service branch of the U.S. Military from a family systems perspective, focusing on both Active and Reserve components. Insights into the complex experiences of today's U.S. Military families will be explored, with a focus on unique issues and challenges that impact military families.

Student Learning Outcomes

By the end of this course students will:

1. Appreciate the role military culture has on service provision for military family members.
2. Recognize and review the emotional and lifestyle impact of the deployment cycle on service members, children and families
3. Apply your understanding of the unique issues and challenges that impact military families, in a professional career setting.

AED 520: Leadership, Mentoring and Advocacy: Principles & Practices

This course will provide advanced knowledge of the behavior, social influence, ethical challenges and decision-making processes related to strategic leadership. The interrelationships of leadership, mentoring and advocacy will be explored, and their roles discussed in relation to addressing challenges, effective problem solving, critical thinking, and in developing strategic foresight and systems thinking. Self-knowledge and self-awareness will be the basis of understanding some of the more common theories of leadership and leadership development, and the skills, values, abilities, and ethical considerations that the leader of the future will need to possess.

Student Learning Outcomes

By the end of this course students will:

1. Interpret and objectively critique their personal and professional leadership style
2. Demonstrate professional report writing and oral presentation skills
3. Synthesize published leadership literature, and incorporate key strategies into the application and implementation of leadership skills

Semester 2**HUSV 560: Trauma Informed Care**

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Trauma Informed Care emphasizes physical, psychological and emotional safety, and helps survivors rebuild a sense of control and empowerment, while actively resisting re-traumatization. Addressing trauma is now the expectation, not the exception, in behavioral health systems. This course focuses on the workings of the autonomic nervous system (psychoeducation) and on learning how to self-regulate this system via capacity building skills and enhancing resilience. Examples of a trauma-informed approach and trauma-specific interventions will be discussed within a community context.

Student Learning Outcomes

By the end of this course students will:

1. Define trauma and understand its impact on the brain and behavior
2. Compare and contrast evidence-based-interventions, common factors, and emerging trends for effective treatment of traumatic stress
3. Identify the common factors for healing traumatic stress
4. Comprehend the importance of therapeutic relationship and positive expectancy (relational factors) for positive outcomes in treatment
5. Articulate the role of reciprocal inhibition, relaxation, self-regulation, exposure and narrative in the treatment of traumatic stress
6. Understand concept and procedure for enhancing therapeutic relationship as method for increasing positive outcomes
7. Appreciate the potential deleterious personal effects associated with treating traumatic stress

HUSV 593A: Internship in Application of Leadership Practices

Specialized field experience on an individual basis, consisting of training and practice in service with a technical, business, or governmental establishment. The field experience must focus on leadership, or advocacy, or mentoring. Pre-requisites: HUSV 511, AED 520, Concurrent completion of HUSV 560

Course Description

The internship is a practical hands-on experience intended to create a bridge between academic and career settings. Students will complete the project, as detailed in the project proposal prepared in the course AED 520 Leadership, Advocacy and Mentoring: Principles & Practices. The project will be



conducted in a community setting, with an approved community mentor, and a supervising faculty mentor. Students required to attend a weekly online seminar to discuss their experiences and observations, successes and challenges. A final formal report and oral presentation is required at the end of the semester.

Student Learning Outcomes

By the end of this course students will:

1. Assess current knowledge and skill in essential leadership practices: vision/planning, decision-making, communication, interpersonal/group leadership, conflict/issue resolution, motivation/developing others, power/ethics, culture/climate, change, and evaluation.
2. Explore the application of leadership theories (scientific, moral, transactional, transformational, situational) and describe specific examples of the merits and use of each.
3. Reassess current leadership attributes, temperament, task versus people perspective, ethical orientation, conflict style, motivation practices (intrinsic and extrinsic), and stress and coping skills.
4. Reassess personal leadership principles, values, and ethical boundaries, your response under pressure when challenged, and the self-awareness required to avoid derailment in positions of leadership
5. Reassess their Personal Leadership Development Plan and intended practices of leadership with supportive evidence from the literature.