



University for Integrative Learning

Learner's Handbook

Welcome, Philosophy and Educational Features

University for Integrative Learning of AIWP

U I L

This Handbook is a “working document” to guide you through your degree program process. In each phase, references are made to the Forms and Examples section, which contains forms and samples UIL uses. Blank forms are in the pocket of this Handbook, and can be photocopied as needed.

The Handbook is to be used by you as a resource, and in regular consultations with your provost. You and your provost may discuss variations and options to the processes presented, as it is important that your journey remain individual and unique. The Handbook is merely a guide, with the exception of forms, which remain standard.

PART I, “Welcome, Philosophy and Educational Features” presents in fuller detail UIL’s philosophy, values and history, as well as important areas of discussion regarding the learner-centered model of education.

PART II, “Procedures, Degrees, and Policies” describes the program and explains how you, working with your provost, will assess your own life learning that you wish to be recorded on your degree transcript. A Learner Checklist is included to help you keep track of the various stages of your learning process, and “Integration of Practice, Theory and Critical Assessment” gives you a wider overview of the UIL philosophy of learning. Some final notes are included to present a procedural overview and, finally, a section is included on the University for Integrative Learning’s nonsectarian parent religious organization.

PART III, “Major Study Guides” includes more in-depth discussions of the significance of the various academic materials you will be composing and includes samples that demonstrate how other learners have described their programs

University for Integrative Learning

Learner's Handbook

PART I

Welcome, Philosophy and Educational Features

Welcome to UIL

Welcome to an exploration of an exciting and unique educational opportunity. This Handbook serves as an introductory guide to the University for Integrative Learning of AIWP (UIL). As provosts of UIL, we are pleased that you have chosen this university to assess your lifelong learning and pursue studies leading to your degree. This guide, as well as regular contact with your appointed provost, will assist you in making your ongoing learning journey challenging and fulfilling.

UIL is community based, where your own community is the “campus”, with no other residency requirements at any UIL campus. Learners design their entire program. UIL is an assessment university that assesses an individual’s lifelong learning. UIL honors the community, its resources, and existing educational institutions as viable learning environments. Approving documented learning, confirming the design and scope of the degree, determining how credits are to be evaluated, and approving a major study are the role of the provost. UIL enrolls learners for one academic year (two semesters or longer) for bachelor’s and master’s degrees, and two academic years (four semesters or longer) for doctoral degrees. UIL also assesses a range of spiritual/religious degree programs that adult learners have designed with personally-contracted consultants, tutors, and other learning institutions approved by their provosts.

UIL’s educational philosophy is at least as old as the philosophy of Socrates, and would agree with him that the “unexamined life is not worth living”. Socrates would recognize the scene if he came upon a UIL learner in dialogue with her provost or one of her community resource persons.

A more recent model for UIL would be Oxford and Cambridge universities, founded in Medieval England, where each learner meets with a “don”, and independent learning is carried out. The tutorial system employed by learners enrolled with UIL has a long and rich history and is, in fact, more traditional than the classroom-oriented systems employed by most universities today.

A contemporary foundation for UIL was laid in 1964, when the elementary and secondary departments in Harvard’s School of Education and the Union for Research and Experimentation in Higher Education decided to initiate alternative and innovative programs. Alternative education expanded along diverse paths during the next quarter of a century. Since we began in 1968, our spiritual organization has sponsored a consortium of universities, ensuring that all learners would have access, if needed, to a sister university in order to complete their degrees under the conditions for which they had contracted. The name of a sister university in the consortium may change as it evolves, but its origin and history are rooted in the foundation of its parent organization, the Association for the Integration of the Whole Person (AIWP).

Throughout its history, AIWP and its sponsored universities have developed through the leadership of pioneers in the alternative education movement. We are grateful for the contributions of William Baker, Warren Dohemann, Bob Belenky, Charles Kuell, Bobbi Liberton, Hugh Redmond, David Schwartz, Frank Johnson, Jeanne Hayes, Art Warmoth, Mac McCreary, Ray Chasse and Kate Markham. Without their support, the current programs would not exist. Mel Suhd, current president of UIL, is the continuing link between the past and the present.

History alone does not convey the richness of the alternative educational journey. An artist’s canvas of this journey would show thousands of strokes, shades, and colors, each contributing to the effect. Our efforts to develop a truly alternative learning system have created a dynamic, evolving institution. We have carved our own trails, found many surprises, and pursued our joyful exploration. Helen Keller could have been talking about our journey when she said, “Life is either a daring adventure or nothing.”

Philosophy and Educational Features

Keys to understanding why a learner chooses UIL to complete degrees; features that make UIL a unique school for serious learners and scholars; procedures used to achieve its mission of self-initiated learning and self-design of degrees and studies are found in the following six pages. The provosts of UIL urge you to study this section thoroughly before proceeding. The rewards will stand out.

In the following pages, the authors present an overview of the philosophy, organizational system and some of the unique features that make UIL an internationally respected institute. Through our 26 years of existence, we have attracted lifelong learners whose religious mission is to seek knowledge and wisdom in order to serve themselves and others at the highest levels attainable. The cornerstone of UIL is TRUST — to trust each individual to use his or her full potential in defining higher consciousness from within, rather than imposed externally, to trust the Self in determining the design, pace and style of his or her learning journey, to trust personal assessment and what each person chooses to assimilate into his or her “wholeness,” to trust that lifelong learning is richer when we honor community in a cooperative spirit — and continue to learn to “Love Thyself as Thy Neighbor.”

The language used at UIL does not always follow conventional form. In our lifelong learning process, the authors explore in depth words and terms that need reclaiming or expanding. Some need a brief explanation and an invitation to further discourse or expanding our vocabulary. The following glossary is a beginning. We invite you to bring a fresh clarity to the values and principles found herein.

- ***Assimilation:***

In the learning process, the integration of new knowledge or information with what is already known.

- ***Integration:***

To join together separate elements of knowledge and experience into a balanced whole.

- ***Learner***

A person who takes responsibility for designing his or her own learning, pursuing his or her goals actively, rather than passively through prescribed instruction.

- ***Mentor/Tutor***

A person contracted by the learner (not the university) to offer special expertise the learner wishes to acquire.

- ***Philosopher:***

A person who offers views or theories of profound questions in ethics; metaphysics, logic and other related fields; a person who establishes the central ideas of some movement, cult, etc.; a person who regulates his or her life by the right of philosophy or reason; a person who is sensibly calm or rational, especially under trying circumstances.

- ***Philosophy:***

The rational investigation of the truths and principles of being, knowledge or the critical study of the basic principles and concepts of a particular branch of knowledge; a system of principles for guidance in practical affairs; a calm or philosophical attitude.

- ***President***

The chief officer of a college within a university system, with administrative responsibilities monitored by the university president. College presidents of UIL also serve as provosts for learners in their college.

- ***Provost***

An officer of the college who serves as the primary facilitator for learners, who meets regularly with each learner, suggests resources, critiques work in progress, approves admission and graduation, etc. A provost does not have administrative responsibilities at the college or university other than committee functions.

- ***Relevant***

Bearing upon or connected to the matter at hand.

- ***Relevant Life Learning***

AIWP believes that relevant learning is a life long affair. The learning of a particular subject usually begins years before UIL enrollment, and if seen by the learner as significant, continues to be enriched and more maturely integrated into the learners extensive storehouse of knowledge.

- ***Renaissance:***

The activity spirit or time of the great revival of art, literature and learning in Europe beginning in the 14th century; any similar revival in the world of art and learning; renewal: rebirth: a *moral renaissance*.

- ***Renaissance woman:***

A woman knowledgeable or proficient in more than one field.

- ***Renaissance man.***

A man knowledgeable or proficient in more than one field.

- ***“She” or “He.”***

From the beginning of civilization, the world has acknowledged *WOMAN* and *MAN*. Since 1975 we have used the female pronoun as equal to that of the male. The female pronoun does not need to be attached to the male pronoun (s/he or he/she) The female pronoun can stand alone as has the male pronoun. This philosophy is reflected in a variety of quotations contained in our publications, wherein the female pronoun is sometimes substituted for the past use of the male pronoun to reflect balance of the two genders.

We do not try to hide the personal pronoun with an impersonal neuter in order to avoid the use of a relatively new three letter word (she) because some find it difficult to add new words to their vocabulary or find it difficult to elevate women to equal status in written material.

We are careful not to use the female pronoun in subordinate roles any more than we do with the male pronoun.

- ***Six Levels of Learning***

Basic Knowledge: To recall, identify and memorize facts.

Comprehension: To translate and interpret material.

Application: To apply knowledge to a new situation.

Analysis: To examine and recognize a concept and break it into its parts. Analyze a new situation and describe the appropriate action or solution to the problem.

Synthesis: To put information together in a unique or novel way.

Evaluation: To make quantitative or qualitative judgments of a problem and solution, critiquing the judgment.

• ***Spiritual / Religious***

“Spiritual” and “religious” are used synonymously in literature. Many persons have removed “religious” from their vocabulary, replacing it with the word “spiritual”. We believe that spiritual (religious) persons avoid the word “religious” because of its association with fundamental or orthodox sects that don’t allow personal definitions of higher consciousness and contain dogma not in keeping with the persons’ basic beliefs. AIWP is a religious organization committed to reclaiming the word “religion” for those of us who believe in the personalizing of religion, and that our spiritual belief system is religious, deserving equal recognition in the hearts and minds of all people. If we confine ourselves to only the use of “spiritual,” we deny its synchronicity with “religious” and leave the word to a limited and limiting society.

• ***The Integration of Theory, Practice and Critical Assimilation***

THIS IS A MAJOR CONTRIBUTION THAT THE “UNIVERSITIES WITHOUT WALLS” AND UIL, (a UWW charter school dating its development back to 1968), HAVE MADE TO LIFE-LONG LEARNING AND SELF-EMPOWERMENT. Most schools and universities confine their teaching to the first three levels of learning. In most universities there is no formal system to bring together elements or parts of learning in one field that would work well with learning in another field. UIL utilizes the three highest levels of learning in asking learners to assess relevant life learning by recognizing key concepts in a subject; how they were used in personal experiences; how they are germane in another subject; and to make judgments about concepts studied as to their value as an effective part of their life process.

“...and if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of a person’s future... and so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

-Maria Montessori (1870-1952).

The philosophy of UIL incorporates concepts and principles that revive renaissance learning. To advance professionally in today’s world requires specialization in particular fields and UIL guides learners to resources that provide the core of the major they wish to achieve. Learners who enroll design their own major, using UIL to advise and facilitate their goal. UIL also encourages learners to document studies in interdisciplinary fields that have enriched their lives and made them renaissance persons. UIL believes that a well-rounded person (one who is knowledgeable in liberal arts and other specialized fields) brings to any profession a richness that enhances their performance. Including a résumé of learning, (relevant life studies they document in other disciplines on their transcript), verifies the richness the graduate brings to any chosen work.

A person admitted to the UIL program is called a learner rather than a student. The distinction is important; our objective is to support a person in being active rather than passive in the pursuit of learning. Most matriculants enter as students; that is, they expect to receive instruction from university faculty rather than designing their own studies. During the process of a successful program, a learner gains confidence in self-determining both the kind of learning he desires and the methods for acquiring it. This latter aspect — learners defining for themselves the ways in which they learn most effectively — is an important expression of UIL’s educational philosophy. Interdependent study, directed reading, internships, on-the-job education, classroom instruction taught elsewhere, tutorials, and other learning modalities are all considered valid methods for gaining knowledge and skill. Learners come to understand and appreciate that learning is a lifelong affair and that relevant learning is integrative.

“...The valuable intellectual development is self development”

– Alfred North Whitehead

The chief expression of the self-initiative that UIL fosters in all learners is the degree planning process. This is a process in which the learner and the provost review learner goals, identify community resources, learning style and personal commitments, and design a program that will lead to a degree. The “nuts and bolts” of the degree planning are outlined in this Handbook, which is issued to all enrolled learners. It is important to emphasize that the “Relevant Life Learning Proposed Courses” (degree plan) is a *working document*, dynamic not static, and is designed to serve the needs of the learner. The degree plan becomes the learner’s individually designed “university catalog,” and since it has been created by the learner, it may be changed as experience dictates.

One tenet of the philosophy of UIL is that learning is a lifelong process. The renaissance of recognizing learning as a lifelong activity is growing throughout the world.

“Education must pass beyond the passive reception of the ideas of others. Powers of initiative must be strengthened. “

(The Aims of Education by Alfred North Whitehead)

According to research scientist K. Patricia Gross, it is becoming more and more apparent that adults are decreasing the separation between education, work and leisure activities. Adults employ different types of learning methods, illustrating that learning is an active process of inquiry, and not merely a passive accumulation of information.

UIL recognizes relevant learning that began prior to enrollment as valid, even if that learning has not been verified by a transcript from another university. If it is relevant learning, it is integrated with your wisdom today even though major components were learned yesterday. In other words, UIL knows that important learning occurs in a variety of ways, within and outside the classroom, and that all learning can be recognized as part of an overall degree program. Care is given to describe the experiences where learning has taken place, and to relate them to the total program represented by the learner's degree plan.

“Education is the acquisition of the art of the utilization of knowledge.”

Alfred North Whitehead

One of the features of UIL that identifies it with alternative education is its emphasis on the community as the center for learning. We believe the learner's own community — work, home, training institutes, travel, experience in the arts, 12-step programs, classroom education, volunteer activities, and many others — is a rich laboratory for learning. It is a laboratory often untapped, and if tapped, often unrecognized as a source of “earned” learning. UIL believes that this learning should be encouraged and recognized, and validates community learning as an important part of its assessment process.

“Real education should educate us out of self into something far finer, into a selflessness which links us with all humanity.”

Nancy Astor (1879-1964)

Another tenet of the educational philosophy of UIL is that *all learning is interconnected*. The educational experience is enhanced if connections are made, and the learner can realize that there is a wholeness to the educational experience. In the degree planning process and throughout the program, the learner is encouraged to ask the “so what?” question, so that he can see how the pieces fit together, and what explorations they might lead to next.

UIL MISSION STATEMENT

The University for Integrative Learning of AIWP serves a spiritual learning community in ways consistent with humanistic educational philosophy and psychology that place learners at the center of their own life learning processes in relationship to all life processes.

PRINCIPLES AND VALUES THAT GUIDE OUR MISSION

- *Empowers learners by encouraging them to validate their own relevant life learning*
- *Identifies and honors the community as a learning resource*
- *Participates with learners in seeking appropriate community resources for continued learning*
- *Is responsive to those seeking dynamic, individualized learning*
- *Values co-participation between learner and resources*
- *Promotes cooperation in learning*
- *Fosters interdisciplinary learning*
- *Supports active rather than passive learning*
- *Believes each learner is a unique and complete integrated organism: spiritual, mental, emotional and physical*
- *Provosts and board members function cooperatively in an atmosphere of trust, respect and dialogue, offering learners a safe place to explore learning*
- *Operates with a code of ethics rooted in humanistic philosophy and psychology*
- *Continues to extend itself into the community as a respectable, legitimate learning institute*
- *Actively promotes through its language and activities equality regarding race, sex, class, age, ethnic orientation, sexual orientation, and different abledness*
- *Encourages learners to integrate practice, theory, and critical assimilation in assessing learning*
- *Defines life and learning as a religious experience for each person*
- *Adheres to the belief that lifelong learning is both a right and a responsibility that cannot be ignored. To do so would be to deny life at its root*
- *Maintains that all learning and degrees are spiritual in nature, in harmony with our religion*
- *Is committed to the credo of its parent church, the Association for the Integration of the Whole Person, which values human diversity and pluralism, honoring all non-violent belief systems*
- *Provides an environment of respect for each individual's expression of his or her unique, inherent intellectual and spiritual birthright*
- *Provides evaluation and assessment services to learners seeking bachelor's degrees, master's degrees, and doctoral degrees*
- *Provides pastoral counseling by qualified ordained members of the Association for the Integration of the Whole Person*
- *Provides access to advanced education to persons traditionally denied that opportunity*
- *Lifelong learning justifies shorter enrollment periods for each degree level*

PART II

PROCEDURES, DEGREES, AND POLICIES

ADMISSIONS

UIL welcomes those applicants who desire the unique self-designed education which it offers.

- Candidates must complete an application form, together with a non-refundable \$50.00 fee.
- Admission to bachelor's studies will be determined by a combination of college transcripts and a dialogue with your provost.
- Admission to master's studies requires the completion of an acceptable bachelor's degree plus an interview.
- Ph.D. studies requires the completion of an acceptable master's degree plus an interview.

APPLICATION AND ENROLLMENT PROCESS

Following is a review of the application process which you most likely have already completed after meeting with your assigned provost.

You have sent in:

- a) An application form and fee (SEE SAMPLE IN APPENDIX)
- b) A brief autobiography
- c) An introductory statement of degree goals describing what you would like to do in your UIL program
- d) A signed Enrollment Agreement and the payment agreed upon (SEE SAMPLE IN APPENDIX)

You have requested (to be sent to UIL):

- a) Official transcripts of all university/college work — a high school transcript or GED is only needed for BA enrollees if university credits have not been earned (Enrollment is not delayed awaiting receipt of transcripts) (SEE SAMPLE TRANSCRIPT REQUEST IN APPENDIX)

You have received a letter of welcome.

SCHEDULE OF FEES

APPLICATION FEE: (Non-Refundable)		\$ 50.00
ENROLLMENT FEES:	Academic Year (2 semesters)	\$ 6,000.00
	Semester (4 months)	\$ 3,000.00
	Graduation Fee	\$ 100.00
	Transcript Fee, per copy	\$ 25.00

Learners must enroll for two semesters of classroom, seminar or training courses at each degree level. They will pay a tuition of \$3,000.00 per semester. Semester tuition is the same at all degree levels. Learners must be enrolled for a minimum of 12 semester units per semester. Enrollment is planned on the basis of two semesters in an academic year. Enrollment is year-round, beginning the first of any month. UIL has a **REFUND POLICY** to assist those who determine early in the semester that they must withdraw from the program. Fee refunds on a semester basis will be paid in the following manner:

Before or during the first week of the semester	100%
During the second week of the semester	80%
During the third week of the semester	60%
During the fourth week of the semester	40%
During the fifth week of the semester	20%
From the sixth week through the end of the semester	None

ENROLLMENT PERIOD AND FEES

The UIL agreement with learners is for the enrollment period and fees at each degree level. If the learner pays for the agreed period, he can continue to be enrolled for an additional period equal to the contract period with no further fees. Agreements range from two academic years (four 4-month semesters) plus Master's at the doctoral level, to one academic year (two 4-month semesters) at the Bachelor's and Master's levels. The contracted period is determined by the learner and provost. In special cases, where the provost and learner mutually agree that the learner has completed a degree level through relevant life learning experience, without receiving a transcript reflecting completion, the provost may petition for a combined degree, where the lower degree is documented in one semester. The lower degree will not be issued or transcribed until the first two semesters of fees have been paid in full.

The **Learner's Checklist** (in Part II of this Handbook) reviews the steps that lead you through your program. Use it as an aid when proceeding through your program.

YOU ARE NOW READY TO BEGIN DEVELOPING YOUR LEARNING INVENTORY AND DEGREE PLAN.

PROVOST, RESOURCES & ADMINISTRATION

UIL assigns a provost as soon as the Central Administration office has received an inquiry from a prospective learner. The provost is the primary representative of UIL's assessing and degree-granting process. The provost is entrusted by the university with the task of assisting the learner in establishing the learning environment so that the outcome is a degree comparable in both content and value to education that reaches the highest levels of learning. The provost and learner meet once a month during the contracted period. The primary responsibility of the provost is to assess life learning and current learning, and to facilitate contact with community resources. The provost may also be an experienced mentor or tutor.

ROLE OF LEARNER-CONTRACTED COMMUNITY RESOURCES

A provost is like the president of her college, within the university system. For information regarding everything from application materials to graduation, your contact person will be your provost.

UIL's model for degree completion is designed to enable learners to fulfill and assess their educational needs from within the geographical areas in which they live.

UIL encourages learners to make use of a variety of resources in the community. These could include: seminar leaders; individuals who teach at other universities or colleges; training institutes; professionals in many fields, including business, social and psychological services, health services and creative arts; adult education programs; other universities, etc. In addition, libraries in your locale will be important resource centers. As mentioned above, during your regular monthly meetings, your provost will assist in facilitating your contact with community resources.



UIL LEARNER CHECKLIST

This is the initiation of your empowerment process at UIL. Our philosophy places you in charge of your own program and educational process. This checklist has been provided in order to enable you to manage your program more effectively. Remember that this is a guide and is intended to be flexible. Please review this list with your provost in order to adapt it to your individual needs.

NAME _____

DATE APPLICATION

- _____ Application sent to your provost at her address
- _____ Application fee paid
- _____ Brief autobiography and statement of degree goals sent to provost
- _____ Official transcripts ordered to be sent to central office
- _____ Enrollment Agreement and first payment sent to your provost
- _____ Inventory of proposed degree credits

ACCEPTANCE

- _____ Welcome letter and I.D. card received (enrollment date established)

Periods of Enrollment:

- _____ to _____ to _____
- _____ to _____ to _____
- _____ to _____ to _____

DEGREE PLAN

- _____ Relevant Life Learning Proposed Courses
- _____ Major Study initial proposal

ONGOING PROGRAM (DOCUMENTATION OF LEARNING)

- _____ Regular advisement and assessment with provost
- _____ Learner-contracted community resource dialogue
- _____ Learning journal
- _____ Relevant Life Learning Course Essays
- _____ All Course Essays completed

MAJOR STUDY

- _____ Major Study design submitted to provost
- _____ Complete portfolio: All required documents and Major Study

GRADUATION

- _____ Graduation Information Form turned in to provost
- _____ Proposed Transcript of Academic Record (approved by provost)
- _____ Learner's Final Evaluation (explained in Learner's Handbook)
- _____ All fees paid in full
- _____ Portfolio (two copies, as explained in Learner's Handbook)
 - a) Major Study (including 300+ word abstract)
 - b) Course Assessment Essays
- _____ Transcript and diploma received from UIL

YOUR DEGREE PLAN

What Does the Degree Plan Include?

It is the cornerstone of your university curriculum. It is a map that reflects your individual program goals, which were submitted when you applied for admission. It becomes the guide to assure that your study includes everything necessary for the pursuit and attainment of your anticipated degree. The process starts with the Inventory of Proposed Degree Credits. Your Degree Plan becomes a formal but *flexible* agreement between you as learner and UIL. It includes a list of Relevant Life Learning, proposed new learning while enrolled, and a brief statement of your ideas about your major study.

Revisions are encouraged and will most likely be a part of the Degree Plan's ongoing process, reflecting new opportunities, growth and learning, as well as possible difficulties in your learning journey. UIL provosts acknowledge creative alterations as positive parts of the learning process and of UIL's philosophy of learner empowerment.

- 1) List of Relevant Life Learning you intend to document, which determines the units planned for your degree. (SEE SAMPLE IN APPENDIX)
- 2) Degree Plan Proposed Courses, with single-sentence descriptions and possible course titles for courses proposed for assessment. (SEE SAMPLE IN APPENDIX)
- 3) Initial proposal for your final Major Study (Senior Study at bachelor's level; Creative Thesis at master's level; Creative Dissertation at doctoral level).

MAJOR STUDY PRELIMINARY PROPOSAL

As a final step in your degree planning, you will indicate (in a paragraph or more) what you propose to write about in your major study. Even though your proposal may not be firm in your mind at this point, and may change by the time you are ready to begin the final major study design, it has proven valuable for learners to state a preliminary idea, in order to begin to plan and be open to gathering information that may apply as they go along. When you begin to compose your major study, you may find that your original plan has not changed, and that the original study design was thorough and explicit enough.

You may realize during the learning process that your current learning relates in a significant way to your major study ideas. In consultation with your provost, you have the option of writing up to five course documentation essays that come from the major study.

Further instructions and discussion of the major study will be found in the **Major Study Guide**.

MEASURING UNITS OF CREDIT FOR RELEVANT LIFE LEARNING

UIL uses, as a guide, the Carnegie Unit of measurement used in most universities to determine the number of semester units earned. A Carnegie unit is defined as 15 contact hours, plus an additional 30 hours of preparation and study, which equals one semester-unit of credit. A regular, 3 semester-unit course would be approximately 45 contact hours (similar to classroom hours) and 90 study hours. Some learning experiences can consist of hundreds of contact hours and still be judged by the learner to be worth only 3 semester units of credit, primarily because the learner has other learning experiences she wishes to document for her transcript. For example: a chef who has been cooking for years, and has become conscious of nutritional values, may conclude that the *study* of nutrition has been the equivalent of a single 3 unit course. Another example would be a computer programmer who, after working for a number of years, and becoming conscious of the mathematics involved in computer science, arrives at the conclusion that his documentation of binary number systems is worth 3 semester units, equivalent to a single university college course. In both examples it is possible that additional courses, related to different *levels* of learning, on the same subject or other subject matter could also be identified and documented. In measuring units, it is very helpful to seek advisement from your provost.

Remember, any relevant life learning can be used on the transcript as part of any enrolled learning semester,(except the two dissertation registration semesters on the PhD transcript), so long as no semester has more than 15 units. All other relevant life learning is listed in the relevant life learning heading before the enrolled learning heading.

You will need to have regular and consistent communication with your assigned provost (at least once a month, for a minimum of one hour.) These learner initiated contacts can occur either in person, by phone, fax, email, or any other agreed-upon means of communication. Submit to your provost at the end of your program:

- *A final evaluation* of your UIL program, including the assessment of your provost and all other learner-contracted faculty
- *A completed portfolio* consisting of two copies of essays, your Major Study, a Learner Drafted Transcript of Academic Record, and all required forms
- *An abstract* (300 words or more) of your major study
- *A \$100.00 graduation fee*

All fees must be paid in full. When contracted for combined degrees (i.e., BA/MA - 3 semesters; MA/PhD - 5 semesters), a full academic year's fees must be paid before the diploma and transcript are issued for the first of the combined degrees.

BACHELOR'S DEGREE

Required Minimum: 120+ semester units

1. Supply UIL with official transcripts from other institutions for all courses to be evaluated for credit and/or a high school diploma, transcript, GED or equivalent, or any special learning credits or certificates.
2. UIL encourages the learner to document general education courses. A learner would have at least 9 units in English/Language studies; 9 units in Natural Sciences and Mathematics; 9 units in the Arts and Humanities; 9 units in the Social Sciences/Lifelong learning. Including these dimensions in your designed degree program makes your degree comparable to Liberal Arts degrees, but is not mandatory in UIL's program.
3. Learners will transfer all general education courses from other universities, design interdependent studies with a resource tutor or receive credit for relevant life experiences and training programs by provost/learner dialogue and thorough essay.
4. Complete a major study.

MASTER'S DEGREE

Required Minimum: 30+ semester units

1. Supply UIL with official transcripts from other institutions for all graduate courses and any special learning credit, plus bachelor's degree transcript.
2. Complete 30+ semester units of graduate course work (inclusive of relevant life learning —most master's transcripts reflect at least a two-year, 60+ unit degree).
3. Many of the courses, or their equivalents, described in university catalogs at the bachelor's level are also offered at graduate level. Degree levels are arbitrary and can only be distinguished by learners and faculty making institutional determinations of levels of development and depth of study. UIL considers its learning environment to be unusually sophisticated at all degree levels because so much emphasis is placed on the integration of the three highest levels of learning — analysis, synthesis and critical assessment. Further, the learners UIL attracts are generally mature persons with a great deal of life and practical experience. Each learner works with a provost and/or tutor to develop an individualized curriculum.

DOCTOR OF PHILOSOPHY

Required Minimum: 90+ semester units including master's

1. Supply UIL with official transcripts from other institutions for all graduate courses and any special learning or certificates to be evaluated for course credit.
2. Submit a master's degree transcript from another college or indicate that a master's has been completed at UIL.
3. Provide evidence of completion of at least three academic years of graduate study (including the MA) beyond the bachelor level.
4. Complete 90+ semester units of graduate course credit, inclusive of master's degree. Most transcripts reflect far in excess of 90 graduate units of learning.
5. Complete a Major Study (Creative Dissertation). UIL requires that the last two semesters of enrollment be devoted to completing the major study. No credit for learning is assessed during this period. Include a 300+ word abstract of your major study.

Inclusion of Courses. Although we do not award semester units for the major study itself, you may select up to five courses whose content in the major study can be identified as distinct courses. Credit will be awarded when courses are submitted with relevant course essays. These courses are recorded on the transcript before the last two semesters of enrollment.

LIFE LEARNING EXPERIENCES

UIL honors and assesses community (beyond university) experiential, ongoing learning experiences in a person's life. The renaissance of recognizing learning as a lifelong activity is growing throughout the world. Educational research verifies that adults are decreasing the separation between education, work and leisure activities, and are realizing that **learning is an active process of inquiry**, not merely a passive acceptance of information. Your provost will help you identify a maximum of 15 course units of learning for each semester of enrollment, and will help placement of Relevant Life Studies not used in semester of enrollment in the heading before enrollment, as well as life learning that began before enrollment. You are still studying, adding more knowledge and practice to studies begun earlier that deserve recognition on your transcript.

RELEVANT LIFE LEARNING

Learning is a lifelong process. Documented relevant learning is accepted as equivalent to university studies at all degree levels. Until recently, higher education has given credit for formal learning only, presuming education to be the province of the college or university classroom. UIL's credo is that if learning is to be perceived as a lifelong affair, the mystique of a formal classroom and prescriptive study must be replaced by respect for learning that occurs in **all** life pursuits. You now have an opportunity to make an inventory of your relevant life learning, derived not only from conventional education experiences, but also from all phases of your living, working, and professional environment. In this step of degree planning, you will be putting together learning from these general areas:

- Transcribed courses from other colleges or universities.
- Workshops, seminars, training programs and courses verified by the American Council on Education (ACE) and equivalencies through course essays and verified by your provost.
- Learning experiences arising from non-traditional means in your living, working, and professional environment.

Transcribed Courses

All course work completed and all credit earned at other UIL university-approved schools will be accepted and transferred to the UIL program. Courses offered by extension studies/continuing education programs require a Relevant Life Learning Course Essay. Forms are provided by UIL for ordering transcripts from other colleges and universities.

Workshops, Seminars, Training Programs

The American Council on Education (ACE) publications offer a valuable resource for verifying course work equivalencies. In addition, provosts will identify course work from sources that are equivalent to ACE. Documentation may include certificates, diplomas, letters, syllabi, catalogues and other verifications of learning accomplished along with Relevant Life Learning Essays. You and your provost will determine what is needed.

GUIDELINES FOR IDENTIFYING RELEVANT LIFE LEARNING EXPERIENCES

Identifying and writing relevant life learning experiences during your enrollment is an important task. In this and the next section, you will have an opportunity to recall, organize and express knowledge and competencies gained during your life. This may also prove to be one of the most rewarding endeavors you have ever undertaken . . . one that will reveal you, perhaps to your surprise, to be a highly knowledgeable person possessing a wide variety of subjects. It is your time to pause and reflect as you credit and validate your significant stores of knowledge!

Step One

Examine your life experience and learning. Determine if the learning is worth credit. Perhaps you could categorize your learning into broad areas such as: Psychology, Business, Travel, Social Studies, Music, Arts, Religion, Spirituality, etc.

Step Two

Mentally examine these categories for possible course equivalents. At this point it may be helpful to peruse college/university catalogues and review course offerings to confirm the relevance to your own learning experiences, and to confirm categories you have identified in Step One.

Step Three

Select a course name (you may use college catalogues) in which the description corresponds as closely as possible with the content of your experiential learning. In some cases, your learning may not parallel a course description completely. Keep in mind that your provost is familiar with a diversity of academic subjects and can assist you in selecting an appropriate course name. When selecting topics and courses to document, be honest with yourself. If you did not acquire *continuing* learning, relevant today in a particular experience, you will not be able to present or discuss it clearly.

If you have extensive knowledge in one area, it may be possible to divide that knowledge into several relevant learning experiences and document each. For example, if you have had extensive experience in many phases of accounting and no formal academic exposure reflected on transcripts, you may want to use several Relevant Life Learning Essays to document subjects such as Principles of Accounting, Tax Accounting, and Managerial Finance. **IMPORTANT: In choosing courses to document, do not restrict yourself to a catalogue and its courses. Feel free to use your creativity and design your own legitimate course titles.**

Step Four

Write the course name and a one-line description on the Proposed List of Relevant Life Learning form. (See appendix for further details on using this form.)

Step Five

The final step is to complete a Relevant Life Learning Essay of at least 1000 words (three typed pages) for every course you wish reflected on your transcript.

PROPOSED ENROLLED LEARNING

The *enrolled* learning you propose will be designed to expand the focus of your Degree Plan, as well as add to the number of unit requirements for your specific degree. In selecting credits for semesters enrolled, you will want to give consideration to the following:

- career entry requirements
- area of concentration (major)
- deficiencies in general education requirements (undergraduate only)
- how you plan to validate your learning/academic experience
- the number of semesters of enrollment before your degree is complete; you may have as many as 15 units of enrolled learning per semester (except for the last two semesters of the PhD, which is for dissertation time only).

SOME RESOURCES TO CONSIDER IN ACHIEVING ENROLLED LEARNING:

- Scheduled counseling sessions with your provost, by phone, mail, fax or in person, which include dialogue, questions, progress being made, and resources of which the provost may have knowledge. These learner initiated sessions must take place at least once each month, for approximately one hour.
- Independently contracted resource persons and tutors experienced in the area you are studying.
- Library searches and reading. It is understood that as you study you will deepen your focus of study and develop your list of resources pertinent to advanced work.
- Attendance at professional meetings, workshops, and organization-sponsored events. List topics, dates, places, and speakers or workshop leaders.
- Auditing classes at other institutions and/or attendance at selected lectures or seminars by professionals. List these by date and place, and verify any course credit gained.
- Laboratory or other experimental activities.
- Field trips, fieldwork, visits, travel, observations that are pertinent to structured study. They provide practical application and add depth to your studies.
- Work experiences. If these contribute to your learning effectiveness and greater understanding, document the manner in which they are relevant. Will your studies make a change in your job duties, relationships or sense of satisfaction?
- Special interests/avocations such as photography, art, music, dance, theater, building projects, metaphysics, ecology, scientific projects, agriculture. Transcribing interdisciplinary studies gives breadth to your degree plan and shows diversity in your relevant life learning.
- Significant relationships (with spouses, children, relatives, and others). Personal growth, transitions.
- Religious/spiritual training, studies, readings and experiences.

DOCUMENTING RELEVANT LEARNING EXPERIENCES

How do you receive credit for life learning? You may complete:

- A Relevant Life Learning Essay only (SEE SAMPLE IN APPENDIX).
- A Relevant Life Learning Essay and a narrative of several pages that describes a particular course equivalent learning.

You and your provost (or learner-contracted community resource or training institute representative) will decide which of the above options best fits each course equivalent.

The life learning you document will show comparability to a course offered by any other approved college or university. Please be sure to focus on what you've *learned*, not simply what you've *experienced*. Discuss *how* learning was acquired. Then consider the “so what” question. Why was this learning worth your time and effort? Did any of your ideas or values change? Which ones? How have these changes affected your life?

Now your learning is a documented course equivalent ready to be evaluated and assessed for credit. **Allow yourself to be creative and . . . have fun!**

INTEGRATION OF PRACTICE, THEORY AND CRITICAL ASSESSMENT

“Beware of what I will call ‘inert ideas’ — that is to say, ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combinations...” (Whitehead)

Empowerment of the learner is fundamental to the philosophy of UIL in terms of defining the role of the learner. The integration/assimilation of practice, theory and critical assessment is fundamental to UIL's philosophy of learning, and gives meaning to the concept of empowerment. The following paragraphs explain what is meant by integration.

All too often in our lives, we have been left out of our own education. We have been taught to be “objective” when dealing with the subject matter of learning — denying our beliefs, questions, thoughts, imaginings and emotions, and the daily realities of our actual lives. Through its emphasis on integration, UIL encourages the learner to put himself back into his learning. By combining theory with practice and integrating it with previous learning across disciplines, the learner can assess theoretical knowledge in the world of action, and assimilate the results of the process.

UIL recognizes the view that there are six levels of learning: recalling, defining, applying, analyzing, synthesizing and evaluating (assessing), and adds a seventh level of learning, “integration.” UIL holds that personalizing critical assessment ensures that rigor, creativity and ongoing development are the responsibility of each learner, not the state or educational institute. It also ensures that if external “ratings” are desired or required, accurate statistical significance can only be achieved by rating the development of each learner as his/her learning progresses, not by measuring one individual against others. This does not prevent the educational institute from having high qualitative expectations for learning when the institute takes responsibility for giving credit. It simply holds the institute to its stated beliefs: that all learners are potentially self-motivated, capable of initiating their own learnings and competing with themselves to improve and grow as lifelong learners. While recognizing the importance of competition, its primary value is in the area of self-assessment. Cooperation is a greater value in maintaining and improving harmony in the world. Each succeeding level of learning calls for greater participation on the part of the learner. Many institutions of higher education, while acknowledging the six levels in the learning process, exclude real life experience, personal values, and attitudes. In such institutions, learners learn to recognize only *others* as authorities in their process of analysis, synthesis, and evaluation (assessment). They learn to exclude their own values, attitudes, and assessments from the integration process.

In contrast, UIL encourages learners to analyze, synthesize and evaluate (assess) information and knowledge derived from others, but also from their own experiences, values, attitudes and beliefs. This requires the learner to be consistently engaged in the process of integration (the seventh level), which is the process of “making it his own,” or, as Whitehead

puts it, “[throwing the ideas] into fresh combinations.” Integration (assimilation) compels the learner to journey into the unknown to determine where new learning sits in relation to other values the learner holds. It leads the learner to change and grow, as new learning is integrated into the totality of his previous learnings, giving meaning to UIL’s assertions that learning is a lifelong process and that all learning is related.

“The importance of learning lies in its use, in our active mastery of it...” (Whitehead)

Each learning experience involves four components: theory, practice, critical assessment, and integration. It is important that each is fully developed within the body of the course assessment essay.

Theory is a term that covers concepts, principles, assumptions and hypotheses studied. For every course that you wish to have reflected on your transcript, it is important to show that you have understood the theory involved. In other words, you can describe the key concepts, principles, techniques, and assumptions found in each area of study. It’s also important to give thought to how these concepts relate to other areas of study (integration/assimilation).

Practice incorporates observations, personal experiences and descriptions of skills and techniques observed or used. As Whitehead says, the importance of learning lies in its use. It is one thing for a Learner to read about and understand a theory. It is better for her to observe someone who put the theory into practice, and it is better yet for her to put that theory to use herself.

“Education involves the intimate union of practice and theory.” (Whitehead)

Integration is the union of practice, theory and critical assessment that Whitehead is talking about. It is the process of perusing the work of others (theory) and how it relates to your own experience (practice), your personal judgment (assessment) of what fits or does not fit for you, so that it becomes incorporated (integrated) into your own life. Your studies are an interweaving of knowledge, experience, and “pausing and reflecting (critical assessment).” You show for each subject the theory and practice you have adapted to your own being, or have rejected, where they originated, and why they fit or do not fit into your system of beliefs and behaviors. Furthermore, integration is the process of relating your new learning to learning that has taken place previously, and to learning in other disciplines.

An example of the above process (the integration of theory, practice and assessment) follows:

A learner watches a John Bradshaw videotape on shame, dysfunctional families and addictive behavior. Bradshaw advances the following components: defines shame, dysfunctional families, boundaries and addiction (concepts). He declares that dysfunctional families produce people with addictive behavior and that such people lack boundaries and find it difficult to say no (principles, hypotheses). Now for practice: The learner listens to the tape, and hears Bradshaw say, “I wasn’t a human being; I was a human doing,” and the learner relates that to experiences in his own life. Further, acting on what Bradshaw said about lack of boundaries and the difficulty in saying no, the learner begins to define his needs and wants and to articulate them with those close to him, and to say no when he feels it is the right response. In his case, then, he engaged in practice by applying the theory to his own life and in trying out new behavior. By assessing, he begins the process of integration, as he applies the theory to his own life, weaving the new insights into his thoughts and behavior. The process of integration continues as he formulates a growing self-image: “I can say no when I need to.” He confirms this statement with behavior consistent with his new self-image. It continues further as he relates this piece of learning with his experience in 12-step programs and with his study of child abuse and the work of Alice Miller. He then begins to make connections with his study of the history of World War II, with an emphasis on Holocaust studies, following Miller’s work on the abusive behavior experienced by Hitler as a child.

Such integration, often a major challenge for a learner, encourages a clarity and a strength that are vital parts of the self-empowerment process that the UIL community — learners, graduates, friends and community resource people — have come to cherish.

NOTES AND DEGREE SUMMARY

Relevant Learning Inventory Changes

While most learning may have been recognized during the Degree Plan phase, you may recall significant life learning experiences initiated before enrollment, not included in your Degree Plan, that you eventually want reflected on your transcript. You may also wish to delete some experiences that no longer seem as relevant. The University invites such changes. Again, please re-read the section on Documenting Learning Experiences.

Major Study Preliminary Proposal

As a final step in your Degree Planning you will indicate, in a paragraph or two, what you propose to write about in your Major Study. Even though your plan may not be firm in your mind and may change by the time you are ready to begin the final Major Study Design, it has proven valuable to state a preliminary idea, in order to begin to plan and be open to gathering information that may apply as you move along. You may realize during the learning process that your current learning relates in a significant way to your Major Study ideas. In consultation with your provost, you have the option of writing up to five Relevant Life Learning Course Essays (totaling 15 units) that came out of your major study.

Learning During the Enrollment Period

Your petition to UIL for enrollment learning credit is based on a completed Relevant Life Learning Course Essay (see Appendix for example). The essay must be a minimum of 1000 words or three typewritten pages.

An important aspect of enrolled learning is the use of community resources. Many learners independently contract with seminar leaders, personally chosen tutors, training institutes or other universities to enrich their learning process and to fulfill degree goals. Your provost will facilitate your connection with community resources.

Enrolled Learning: Learning Journal

Although the learning journal is not required, we urge you to experience the value of keeping one. A journal is a way to help you, on an informal and academic basis, become more sophisticated in your writing related to the integration of “theory, practice and assessment.” You may incorporate a journal into your learning as a way of critiquing and assimilating training, reading and experiences. You need have no concern for organizing your entries unless you wish to group them under appropriate course headings.

Your learning journal will become a filing system for studies. Your advisor will assist you in translating your journal into appropriate courses for credit, if you wish to do that. (See “Integration of Practice, Theory and Critical Assessment.”)

Regular Advisement and Assessment with Provost

Your UIL provost’s input is vital to your learning process. The provost assists you in making the best use of your efforts by designing and planning experiences that are relevant to your life learning and aspirations. It is necessary to communicate regularly with your provost, so that advisement and assessment can be an ongoing process, reaffirming *you* as the learner throughout your experience.

All Course Work Completed

This is the culmination of the course work phase of your program. You may already have begun your Major Study.

The Major Study

UIL expects the learner to submit a Major Study in a form that can be communicated to others and that adds to human knowledge. The provost’s advisement and assistance in locating proper resources for completion of this final work is comparable in value to an orchestra conductor’s role in the performance of a successful symphony.

GRADUATION

For you to be eligible for graduation, your provost must receive the following:

1. Graduation Information Form
2. Proposed Transcript of Academic Record (SEE SAMPLE IN APPENDIX)
3. Learner's Final Evaluation (SEE SAMPLE IN APPENDIX)
4. Major Study Abstract (300+ words) (SEE SAMPLE IN APPENDIX)
5. Portfolio: Two copies of:
 - a) Major Study
 - b) All Life Learning Course Essays that will appear for credit on your transcript

Transcripts and Fees

A learner copy of your UIL transcript and your diploma will be sent, along with a letter of announcement of your graduation, within 60 days after final assessment, *providing all fees have been paid in full*.

Transcripts from previous colleges/universities where you received credit or degrees must be on file at UIL's central office in order for the university to graduate you, and to include this data on your UIL official transcript.

Learner-Drafted Transcript of Academic Record: (SEE SAMPLE IN APPENDIX)

The transcript is the most important document that graduates receive from UIL. It is a complete resume or vitae of the levels of learning they have achieved. UIL tries to make this resume a learner-initiated piece, not something drafted by an impersonal records department without primary input from the learner and the provost. We expect a near-perfect draft to be submitted, accompanied by the Graduate Information Form, to ensure accuracy so that the Records Office makes as few changes as possible. All proposed transcripts must be approved by the learner's provost before submission. Even so, it must be clear to the entire community that the Records Office and office of the president reserve the right to edit or modify a transcript if deemed necessary to uphold the image or prestige of the university.

The jobs of the learner and provost can be made easier if they study the Graduation Information form, and the "Transcript Headings" provided in the forms section of the Learner's Handbook. Remember, the Records Office is charged with returning a proposed transcript to the provost if it is not accompanied by a completed Graduation Information Form, and/or does not follow the approved Headings used in our format. You are the best person to determine accuracy and appropriateness.

UIL's transcripts include all titles, units earned, and the title of the Major Study (refer to Forms and Examples section). Transcripts are prepared by you, the learner, in consort with your provost and with review and final approval by the University's Central Administration. An official transcript of community-based learning while enrolled at UIL will be sent to your designee upon written instruction from you, and receipt of a **transcript fee of \$25.00**. All official transcripts are issued by UIL's Records office, signed by the Registrar, and bear the embossed seal of the UIL. A learner copy of the transcript is sent to you without charge upon graduation.

COMPLETING THE UIL TRANSCRIPT

The UIL transcript serves a number of purposes. It equates community learning with academic credits, acknowledges provost assessment of course equivalents and the major study, and provides a thorough record of the components of the degree earned.

Key points to keep in mind while composing the Learner-Drafted Transcript: the data section at the top of the first page must be complete, including:

Name:	As it will appear on the diploma
SSN:	Social Security number, national ID# for non-US citizens
ID#:	Assigned by UIL admissions office
Address:	Mailing address
Provost:	Provost's name
Admitted:	From acceptance letter (first day of month of admission)
Degree:	BA, BS, MA, MS, PhD
Conferred:	Date degree is expected to be confirmed (last day of month)
Major:	Discipline
Specialization:	Academic emphasis

Diploma, Transcript and Graduation Announcement

Upon recommendation of the University's board and your provost, the issuance of an official diploma will be ordered. The degree title will be stated as you requested on your graduation information form. The diploma will be mailed to you within 60 days after your graduation.

UIL does not discriminate on the basis of race, color, national or ethnic origin, age, gender, sexual orientation, physical ability, or prior military service in the administration of its educational policies, admissions, employment, educational programs or activities, or scholarship and loan programs.

NON-DISCRIMINATION STATEMENT

The University Equal Opportunity Officer is responsible for the coordination of nondiscrimination efforts and the investigation of employee and learner complaints of alleged discrimination. The Equal Opportunity Department is located in Cheyenne, Wyoming. Fair and comprehensive grievance procedures have been established and complainants are encouraged to exhaust those procedures before seeking relief outside the University.

CANCELLATION OF CONTRACT OR ENROLLMENT

A learner may cancel his enrollment agreement by notifying the Office of Records of that intention **in writing**. Such notice is effective as of date of notification in determining any refund. A copy must also be sent to the learner's provost.

ACCREDITATION AND RECOGNITION

Accreditation is a form of certification found only in the United States. Accrediting agencies are private corporations that assume responsibility for determining the acceptance of secondary and higher education programs. All other nations charge the government, the university and the public with determining the quality and acceptance of universities and colleges.

Since its inception, AIWP has supported the Constitution of the United States in its stated mission of maintaining a separation of church and state. The religious freedom we enjoy allows us to be true to our spiritual values in honoring lifelong learning and individual degree design, as long as the rigor, quality and level of learning reflects an equivalency with other internationally respected universities. UIL is exempt from regional accreditation. UIL, a nonprofit religious institution, was established to serve a world population in the same spirit as predecessors: Oxford, Cambridge, the Sorbonne, and various University Without Walls programs. Lord Eric Ashby, the first Master of Clare College, Cambridge University, in 1326 considered placing the responsibility for learning squarely on the shoulders of the Learner and his mentor to be the “secret of excellence.” AIWP has faith that a motivated learner, with the help of reflective, disciplined and learned mentors, can design her degree program, satisfying career goals and producing excellence.

Empowerment of the learner is fundamental to the philosophy of UIL. From the initial entry into the process, to the writing of the autobiography and first written statement of goals, to the development of the degree plan, to the selection of resources, to the completion of the major study, the learner is the central figure in determining what is to be done and how it gets accomplished. Enrollment at the University for Integrative Learning involves activities designed for self-initiated learners who have two things in common:

- *the desire for additional learning that builds upon previous learning*
- *sufficient initiative to become self-empowered learners who make effective use of innumerable learning opportunities*

FAMILY AND LEARNER EDUCATIONAL RIGHTS AND PRIVACY ACT

UIL conforms with the provisions of learner rights under the Family and Learner Educational Rights and Privacy Act of 1964 as amended. Files are maintained and released under the provisions of the Act which include: (a) a learner is guaranteed access to her files; (b) each learner has the right to appeal the contents of a file; (c) educational institutions shall not release educational records to non-school employees without the consent of the learner.

BULLETINS, GUIDES, FEES AND INFORMATIONAL CHANGES

UIL reserves the right to amend, modify, or revise the policies and procedures stated herein from time to time as it deems necessary and appropriate. When and if university enrollment fees are changed, UIL honors existing enrollment agreements through an academic year and every effort is made to notify applicants and learners as far in advance as possible of these impending changes. Programs offered and other matters herein may be subject to change without notice by the administration of the University, and the University may add, amend, or repeal any of its rules, regulations, policies, or procedures.

ENROLLMENT AND REIMBURSEMENT

It is important for all enrolled learners to keep a copy of any enrollment agreement or other documents which pertain to enrollment, such as fee receipts or canceled checks. These document the total amount of fees paid.

LENGTH OF TIME LEARNER RECORDS ARE HELD

UIL maintains learner files for a minimum period of five years after activity.

UIL retains all graduate transcripts. One copy is placed in university archives and a second copy is placed in the learner’s academic file. A third copy of the transcript is kept outside of the University offices with the provost. All transcripts must be retained for perpetuity.

PLACEMENT ASSISTANCE

UIL, as a private nonprofit, nonsectarian educational institution, does not maintain a Placement Office, nor does it provide placement assistance. However, your provost may be able to help direct you to such services.

THE UIL/AIWP CONNECTION

Since its inception in 1975, UIL and its predecessors have been integrated auxiliaries of the parent religious organization, the Association for the Integration of the Whole Person (AIWP), and adhere to AIWP's credo. AIWP is recognized by the federal government as a 501(c)(3) nonprofit religious entity. It is a nonsectarian, non-restrictive spiritual university that values human diversity and honors person-centered belief systems. AIWP holds the belief that lifelong learning is a spiritual experience that is both a right and a responsibility that cannot be ignored without denying life at its root. AIWP maintains that all learning and degrees are spiritual in nature, in harmony with our religious beliefs.

The Association for the Integration of the Whole Person (AIWP) is a religious organization that ordains qualified people who can perform the functions sought by individuals in the pursuit of self-wholeness, including all religious ceremonies.

AIWP was established because there is a need for people to join together in reaffirming their right to use their knowledge and skills for serving self and others. While our goal of integrating the whole person is in itself a religious commitment, the way must be free from dictates of church orthodoxy or state regulations, as stated within the tenets of the Association.

In a world where people question the reason for living and fear the capacity for universal destruction, an association of trained persons committed to maintaining the unity of all people of good will is a primary responsibility. We must realize that we are integrally joined, or we will waste our energies bringing together what was never apart.

We need to protect the tremendous variety and diversity of peaceful societies that afford the richness of human living and the dynamics in human change and improvement. Both UIL and AIWP help individuals to achieve self-awareness and integration of the Self with the outer world of people and nature.

The Association for the Integration of the Whole Person and UIL are religious in that religion is experience and reflection with a code of ethics and a conscientious pursuit. Every act is a sacrament between life and oneself, bridged by the ministry of one's being. Prayer is the expansion of self into the world. Your daily life is your temple, and every person is his own minister.

AIWP is, however, more than a random gathering. It is a group of highly trained people. The Association is open to persons trained to help individuals realize self-wholeness, through music, transcendentalism, group interaction, etc. Those who graduate from UIL qualify for ordination in AIWP. If a graduate is interested in ordination, a request for an information packet should be directed to the central office of AIWP.

Service is based on principles emerging from such persons as: Alfred North Whitehead, Maria Montessori, Paulo Friere, Helen Heffernan, Mohandas Gandhi, Hilda Taba, J. Krishnamurti, Virginia Satir, W.E.B. Dubois, Herb Kohl, Sylvia Ashton-Warner, Wilhelm Reich, John Holt, Frances Hawkins, John Dewey, Jean Jacques Rousseau, Alice Kelleher, Johann Heinrich Pestilozzi, and Clark Moustakas.

PART III

MAJOR STUDY GUIDES

MAJOR STUDY GUIDE

This guide has been prepared to assist you, a degree candidate at UIL, in the writing of your Major Study (bachelor's senior study; master's thesis; doctoral dissertation). This Handbook should also be a useful guide to assist you in developing the proposal for the Major Study.

SOME COMMENTS ON DISTINCTIONS

It would appear to be a simple task to define the difference between a senior study, a thesis and a dissertation. But it isn't. No matter how eloquently institutional catalogues and department/school communiqués describe expectations for each, the truth of the matter is that the differences are relative:

- What is rigorous for one learner is ease of effort for another
- What is originality for one learner is clarification for another
- What is creativity for one learner is mediocrity for another

What is important is the **relative** increase in complexity and sophistication you demonstrate in moving from one Major Study to the next. That is, what development is evident, what imaginative associations/descriptions are used, what attempts are made to penetrate deeper or more integratively than the literature, and what acknowledgments of individual fulfillment and societal needs are suggested by the writing.

We accept, but minimize, the use of "traditional" criteria and methodologies because we are committed to pluralism, the quality or condition of existing in more than one part or form. The most significant studies in our 30-year-old library of major studies are those that are personalized, integrated, and autobiographical in nature. They tend to show greater rigor since they are not confined to single variables, small samplings or narrow time frames. We also value your empowerment above traditionalism. Therefore, we encourage you to give special attention to the guidelines. All learner-contracted faculty, with learners and provosts (and, we hope, peers) need to participate in that process of definition. Length, mode of presenting data, format and acceptable use of media are issues best handled on an individual, learner-by-learner basis. To this end, this manual is dedicated. **Nothing contained herein is to be considered mandatory policy.** The learner, in consort with her provost, may modify most elements in the Handbook. It is best seen as a guideline to assist you in determining developmental criteria that relate to you.

LENGTH OF MAJOR STUDY

The senior study, thesis or dissertation must be of sufficient length to present to your provost the conclusions generated by the topic in an understandable and thorough manner. The number of pages or words required for the senior study, thesis, or dissertation is governed by your commitment to thoroughness and excellence. The primary and most significant criterion is always: *WHAT WILL IT TAKE TO DISCUSS THE EXPERIENCES, THEORETICAL MATERIAL, AND THE LEARNINGS RELATED TO THE MAJOR STUDY TOPIC?* This means that regardless of the approach taken for the presentation of the topic (research, project, artistic rendition, historical inquiries, personal history of life learning affecting the degree sought, theoretical constructs, etc.), written documentation that presents an integrated discussion of experiences, theoretical constructs, and learning is required. If you have a play performed as the major presentation for the thesis, it is essential that the critiquing by reviewers and the response of the public are included in the written thesis. The evaluation of the work must be described and related historically to other similar pieces, and/or to alternative systems, etc. A thoroughly written presentation assures you and the university that anyone can study your research for understanding of your effort, independent of your presence or personal interpretation. No matter how succinct you may be, it is highly unlikely that you could cover the integration of practice, theory and critical assessment in less than twenty-plus pages. Because of the freedom UIL offers in terms of comprehensiveness, rigor, writing style, format, design and personalization, many major studies are 100+ pages in length. Personal development is critical. Your study should demonstrate the relationship between your personal growth and your contribution to the larger community of learners.

BACHELOR'S SENIOR STUDY RATIONALE

Like the Major Study descriptions that are indicated for the master's degree (thesis), and the doctoral degree (dissertation), the senior study for the BA degree is usually the final work that completes a degree plan program. As such, it serves a culminating, "pause and reflect" function. Many learners, at the end of the undergraduate level, are confirming a commitment to a narrower area of concentration (major) than the general education survey experiences during the beginning of the baccalaureate program. The senior study should be a synthesis of the "journey" so far: what interests you explored and reflected upon in academic, career and personal studies; a spiritual/religious topic explored that demonstrates this reflection; and a statement that leads you toward the next level of sophistication/complexity for an additional degree goal and/or personal/career objectives.

MASTER'S THESIS RATIONALE

It is traditional and expected throughout academia and related career situations that a master's degree program includes a specific minimum number of units (generally 30 semester units, although with Relevant Life Learning credit, UIL graduates often show a 60+ unit master's), a combination of course requirements and a thesis. The course requirements include a core of studies related to aspects of a specialization or dimension of learning. Other courses serve to relate the discipline to current issues and problems. The thesis topic relies on all learning, as it relates to the topic under investigation. Some UIL learners may find this format suitable to their needs. It is not the style of thesis usually designed and submitted. Many of our learners use a heuristic (subjective discovery) approach when developing their major study, choosing first-person or personalized language to convey their messages. Studies are usually hermeneutic (subjective interpretation), dealing with a whole field rather than an isolated part. The results show evidence of intensive effort and great depth.

DOCTORAL DISSERTATION RATIONALE

The focal point for a doctoral degree program is generally the dissertation, though courses to prepare for the dissertation may be determined by the learner to be necessary also. Another is the requirement that the doctoral program must reflect a minimum of three years of graduate study. During the first two years, a core of courses related to the dissertation theme and the learner's career are designed by the learner in conjunction with his provost and independently contracted faculty. The learner will also receive advisement and support from the UIL provost. Decisions concerning courses are arrived at in several ways: first, the desire and need for the learner to develop areas of competency related to the dissertation topic; second, the learner's career requirements; and third, concern for presenting a more comprehensive profile through Relevant Life Learning Course Essays not directly related to the "major," but integrated in ways that show the Renaissance nature of the person and their multi-faceted "wholeness."

A LEARNER'S COURSES ARE NEVER DESIGNED OR PRESCRIBED BY UIL OR ITS PROVOSTS.

PROPOSAL DEVELOPMENT

A paragraph description may suffice. At the time your degree plan was accepted, you indicated what you proposed to write about; it may still be a valid statement. If so, no further proposal statement is necessary. If not, present your new proposal to your provost for approval. You may have developed a proposal statement at the time you enrolled. If so, no further statement is necessary. If your proposal was not fully developed when your degree plan was accepted, and was not approved or never written because you hadn't selected a topic/project, write a proposal and ask your provost to approve it.

There is often a distinction between thesis and dissertation when considering breadth or depth of topic development. Relative lengths of the two documents tend to reflect the difference. But, again, it is inappropriate for you to gauge your efforts to minimum-length requirements. Instead, the question to be asked is: What will it take to discuss the experiences and the learnings related to the thesis or dissertation topic? If you thoroughly cover the major aspects you planned, integrating theory, practice and critical assessment, the length will satisfy you.

The writing of a thesis or dissertation is an opportunity for you to develop a plan of study to be executed, present the results, draw some viable conclusions, and possibly make some recommendations. A dissertation topic should be chosen that demonstrates considerable mastery or knowledge and sophistication above and beyond your effort with a Master's thesis. Remember, your dissertation is the final piece of work in the world of academia. It confirms the quality of your learning process.

EXAMPLE OF SENIOR PROPOSAL (BA)

Environmental Design is an interdisciplinary/inter-dimensional major by nature because one cannot divorce it from any of the following aspects:

- how people are affected by the environment
- how people in turn affect the environment
- how good or bad design (or lack of it) affects the environment
- how the physical environment affects any human design for it

In order to focus on any one aspect of Environmental Design, it is desirable, if not necessary, to have at least a basic understanding of the field as an integral, interrelating whole.

For a senior study, I would like to focus on “Environmental Design as a Social Necessity.” I would research this through readings, field observations, and public survey. My paper would explore the need for environmental design in urban and suburban areas where putting the space around us to good use and in good design becomes crucial because of greater human density and lack of “natural” environment. I would choose a local (probably lower socio-economic) area for direct study, do on-the-street surveys, and develop design(s) for public spaces that, in my opinion, would improve the quality of life for the people who live in that area.

References: The Transformative Vision, Jose Arguelles
 Form, Function and Design, Paul Jacque Grillo
 The Nature of Landscape Design, Nan Fairbrother
 Small Urban Places, Whitney North Seymour
 Frederick Law Olmstead and the American Environmental Tradition, Albert Fein
 Matrix of Man, Sibyl Moholy-Nagy
 Room Outside, John Brookes
 Design on the Land, Norman T. Newton

ABSTRACT EXMAPLES (Applies to BA, MA, or PhD)

*“The Economics of Environmental Quality:
Costs, Benefits and Tradeoffs”*
Omani Jackson

My thesis contends that the problems of pollution and inefficient resource use provide economists and non-conformists with a unique opportunity to observe the diversity of social and private benefits from social and private sectors, or what economists refer to as Aexternal diseconomies. Misuse of natural resources occurs because of the difficulties associated with attempts to impose sanctions on those individuals or organizations responsible for the misuse. Through a review of the current body of knowledge, I bring to bear my opinion and the opinions of other writers on several aspects of the pollution/resource problem mentioned above. Three areas covered include, in part: (1) an examination of the market mechanism and the price system; (2) a review of the side effects associated with the production process - social costs; (3) a review of the decision-making process surrounding the expenditure of some of the more popular misconceptions surrounding the question of economic growth and its relation to pollution.

In conclusion, in recognizing pollution and resource misuse as economic problems, a “frame of reference” has been established, which can lead to practical solutions. The chief solution is utilizing the price system to incorporate all the costs of production, including those currently outside the system.

*“The Integration of Paradox, Gestalt and Humor
as a Therapeutic Approach”*
(Hector Hernandez)

The purpose of this dissertation was to examine the theory underlying three concepts that I have integrated in a no-nonsense approach to psychotherapy: paradox, gestalt, and humor. The theoretical base from which this therapeutic approach is derived was first delineated by reviewing the humanistic tradition, and in an examination of the determinism, free will models of humanity. I conclude that, paradoxically, both models are valid concepts in psychology.

Throughout the dissertation, I have portrayed the paradoxical nature of human existence and psychotherapy through a review of personal philosophy.

The paradoxical nature of Gestalt therapy is explained by presenting evidence that Perls delineated a paradoxical theory of change; that underlying healthy contact is the paradox of involvement-detachment; that the Gestalt therapy situation is a paradoxical “safe emergency”; that the position of the Gestalt therapist in providing both frustration and support to his client is a paradox; and that the gestalt therapist assumes the paradoxical role of not being a changer.

I show the use of paradoxical interventions that join, rather than oppose symptomatic behavior and resistances to be an effective therapeutic approach, when the qualities of humor, support and frustration are included. Humor has many uses as a therapeutic tool: recognition of absurdity; putting things in perspective, including the therapist-client relationship; bringing to awareness resistances; and the safe expression of aggression. I also address limitations and cautions regarding the use of paradox and humor.

I have illustrated my therapeutic style, and present a case for my belief that the interaction and contract between therapist and client is the most important vehicle in therapy. The essence of the therapeutic encounter is lost when the therapist is neutral, detached and without humor. The intent of the study was to challenge myself and to examine and acknowledge the personal biases and assumptions I bring to the psychotherapeutic relationship, and to become confident in being myself as a therapist rather than hiding behind a pre-defined role.