University Catalog

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UNION INSTITUTE & UNIVERSITY MISSION AND VALUES

Mission

Union Institute & University educates highly motivated adults who seek academic programs to engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.

Approved by the Board of Trustees
June 2015

Values

Academic Excellence: Union Institute & University is committed to academic excellence and ensures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

Creative and Critical Thinking: Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry that examine underlying assumptions, explore issues from multiple perspectives, and develop new ways of thinking.

Theory and Practice: Union Institute & University provides an educational experience whereby scholarship and theory are connected and applied to real-world action and practice.

Social Justice: Union Institute & University recognizes that with knowledge comes the responsibility to serve in advancing a culturally pluralistic, equitable, and interdependent world.

Diversity: Union Institute & University is committed to promoting diversity among its academic community and in the world at large.

Integrity: Union Institute & University is committed to the highest ethical and professional standards of performance and conducts its affairs with transparency, integrity, and respect.

Developed by Faculty Council and Approved by the Board of Trustees
October 2015

UNION INSTITUTE & UNIVERSITY – ACADEMIC CENTERS

Cincinnati Academic Center
Phone: 800.861.6400
Local: 513.861.6400
513.487.1167
Fax: 513.861.9026
Address: 440 E. McMillan Street
Cincinnati, OH 45206-1925

New England Academic Center
Phone: 800.871.8165
Local: 802.257.9411
Fax: 802.257.0682
Address: 28 Vernon St., Suite 210
Brattleboro, VT 05301-3669

Los Angeles Academic Center
Phone: 800.486.8328
Local: 310.417.3500
Fax: 310.417.3555
Address: 6701 Center Drive West, 1200
Los Angeles, CA 90045

Sacramento Academic Center
Phone: 800.486.7049
Local: 916.564.3100
Fax: 916.564.3131
Address: 160 Promenade Circle, Suite 115
Sacramento, CA 95834

Florida Academic Center
Address: 4601 Sheridan Street, Suite 400
Hollywood, FL 33021
Phone: 800.486.7141
Local: 305.653.7141
Fax: 305.653.2109

This university catalog provides basic information for students enrolling in Union Institute & University's academic programs. Read it carefully to become familiar with its content, and discuss any questions with a faculty advisor, program director, program advisor, program chair, or regional dean. Consult the university catalog and each program's student handbook (where applicable) regularly, particularly for policy and procedural matters and/or program requirements.

Union Institute & University (UI&U) reserves the right to change, when warranted, any of the provisions, policies, procedures, programs, fees, or other information contained in this catalog, as required, and without prior notice. Students are encouraged to check the UI&U website regularly for program addenda and change notices.

Union Institute & University is accredited by The Higher Learning Commission. Union Institute & University is authorized as a degree-granting institution by the Ohio Department of Higher Education (formerly known as the Ohio Board of Regents), the Florida Commission for Independent Education, and the Vermont Board of Education. UI&U is approved by the State of California Department of Consumer Affairs Bureau for Private Postsecondary Education to operate an Accredited Institution (IC#: 39222871) through a biennial review process. *UI&U is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA)—as such, the university may enroll residents of other NC-SARA member states without specific state authorization. See catalog section "Institutional Accreditation, Authorizations, and Memberships" or visit https://myunion.edu/about-union/accreditation/ / for information about the meaning of accreditation as well as contact information for the various agencies that authorize UI&U.*

Union Institute & University does not discriminate in admission, employment, or policy on the basis of age, race, color, sex, sexual orientation, gender identity or expression, pregnancy, marital status, covered veteran's status, religion, national origin, physical impairment or any other basis as prohibited by law. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms to the provisions of student rights under the Family Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.

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WELCOME TO UNION INSTITUTE & UNIVERSITY
A MESSAGE FROM THE PRESIDENT

Union Institute & University educates highly motivated adults who seek academic programs to engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.

As the university's mission, these powerful and inspirational words reflect Union's deep commitment to our students.

One-on-one advising, close mentoring relationships, and a community of engaged and committed students and faculty characterize our approach to adult higher education. Our goal is to assist you as you ENGAGE your passions, share both theoretical and practical knowledge to ENLIGHTEN you, and EMPOWER you as you transform lives and communities. We hope that throughout your academic experience with us and through your continued involvement with our alumni association, you will discover the many ways in which Union Institute & University challenges minds, touches hearts, and transforms the lives of adults who view learning as a lifetime adventure to be shared with the world around them.

Union has a vibrant and influential history, and since the university's founding in 1964, we have strived to breathe life into the founders' vision to provide adults with alternative approaches to education. We honor your life's experiences, your commitment to community, career, and family, your thirst for lifelong learning, and your desire to improve and serve your community. The university's focus on social responsibility, interdisciplinary study, and real-world application of theory and knowledge has provided a distinct and relevant educational experience for more than 15,000 alumni worldwide. We work hard to ensure our commitment to individualized attention and our network of services, from financial aid and registration to instructional technology. In turn, we ask – after you graduate – that you join the ranks of our accomplished alumni who every day transform their own lives, their communities, and the world around them.

This catalog is intended as your primary resource for information about your Union experience. It provides detailed and important information about our programs and the services we provide to help you succeed in your academic journey. Our staff has worked diligently to make sure this document is comprehensive and includes descriptions of institutional policies and procedures. Information for your specific programs can be found in the supplemental program handbooks. It is critical that you become familiar with both institutional and program requirements and that you keep abreast of any changes to policies and procedures that may be made while you are enrolled. You should refer to this catalog regularly to ensure that you are aware of any new or revised institutional policies or procedures.

Union scholars have and will continue to change the world through their innovative work and scholarship, motivating all of us to do our very best each day regardless of where or how we serve Union. All of us who have the privilege to serve you at this unique institution appreciate your commitment to your education and to Union. We pledge to you that your educational journey, whether at the undergraduate, master's, or doctoral level, will engage, enlighten, and empower you as you fulfill your goals, dreams, and aspirations.

I thank you for choosing Union Institute & University to be a part of your academic journey.

Warm regards,

Roger H. Sublett, Ph.D.
President

ABOUT UNION INSTITUTE & UNIVERSITY

Union Institute & University is a private, not-for-profit university, governed by a board of trustees and incorporated in the state of Ohio. The university serves adult students across the United States and around the world who seek to advance or complete their education. The university operates academic centers in Ohio, California, Florida, and Vermont.

The Original University for Adults

Union Institute & University was formed in 1964 as a consortium (The Union for Research and Experimentation in Higher Education) that included 10 liberal arts colleges, including Hofstra University, Bard College, Antioch College, and Sarah Lawrence College. In 1969, the consortium incorporated in the state of Ohio under the name of The Union for Experimenting Colleges and Universities (UECU). Over the 18 years that the consortium remained active, members worked collaboratively to identify ways to broaden and expand American higher education, and, guided by a commitment to student-centered education, also designed and implemented innovative, alternative educational programs, primarily focused on models that met the educational needs of working adults. While the programs developed by the UECU consortium were often described as "non-traditional," they were actually adapted from tutorial-based models of British and German research universities.

The History of Union Institute & University

As the UECU consortium turned to designing and implementing educational programs, it was granted authorization as a degree-granting institution in 1971 by the Ohio Board of Regents, and was granted candidate for accreditation status by the Commission on Institutions of Higher Education of the North Central Association (NCA) in 1972. By 1976, this unique educational institution had developed beyond an experiment in American higher education. In 1982, the consortium dissolved, with UECU remaining as a freestanding, not-for-profit institution of higher education.

The 1980s saw a remarkable period of stabilization, growth, and maturation for the university. The North Central Association, one of six regional accrediting agencies across the country, accredited the university in 1985. In 1989, a new name, The Union Institute, was adopted. Over the next decade, the university continued to develop innovative ways of delivering educational opportunities to working adults, focusing on two programs: an individualized Ph.D. program and an undergraduate program that offered classroom, on-site, and distance educational models. Undergraduate centers were established in Florida and California in the early 1980s.

In 2001, the university expanded its academic program offerings through the purchase of Vermont College, adding masters programs to its offerings. The acquisition also resulted in a physical presence for the university in New England. Shortly thereafter, the university changed its name to Union Institute & University to better reflect the depth of degree program offerings. In 2008, UI&U sold the Montpelier, Vermont campus and the Master of Fine Arts programs. In 2013, New England operations were consolidated at a single academic center in Brattleboro, Vermont.

Currently, UI&U offers the B.S. degree in a variety of majors both online and from the academic centers in Cincinnati, Ohio; Hollywood, Florida; Los Angeles and Sacramento, California; and

Brattleboro, Vermont. The B.S. program also offers on-site course delivery in certain majors. A B.A. major in Psychology is also offered as a fully-online model available to students across the country. Master's degree offerings include three fully online programs: the Master of Arts, the Master of Science in Healthcare Leadership, and the Master of Science in Organizational Leadership, as well as a low residency Master of Arts with a major in Clinical Mental Health Counseling (with residencies held at the Ohio center). Union's Ph.D. in Interdisciplinary Studies offers majors in Educational Studies, Ethical & Creative Leadership, Public Policy & Social Change, and Humanities & Culture (with brief residencies in Cincinnati).

Working as an educational innovator in higher education since 1964, Union Institute & University is among a small group of private, not-for-profit colleges and universities that carry on the tradition of the original UECU consortium – serving adult students in non-traditional ways. Union Institute & University's academic programs and services are the result of more than five decades of identifying and refining ways to structure and deliver education for adults. Guided by the university's purpose, six core values form the foundations for learning: academic excellence; theory and practice; creative and critical thinking; social justice; diversity; and integrity. The university celebrated its 50th anniversary in 2014, renewing its commitment to its mission to educate highly motivated adults who seek academic programs that engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.

ACADEMIC PROGRAMS AT UI&U

Depending on the regulations of their state of residence, Union Institute & University's fully online programs are available to students in all but a few states. Additional states may prohibit enrollment in programs that include a requirement of field learning (such as a practicum or internship). On-the-ground classes are offered only for some programs and only in Ohio, California, Florida, and Vermont.

Students who are residents of Union Institute & University's "home" states of Ohio, California, Florida, and Vermont have access to nearly all university programs, with the following exceptions:

- The B.S. major in Child and Adolescent Development is available only to students in California. Although students from all states may enroll in CHAD courses.
- While the B.S. teacher education majors (Elementary Education, Exceptional Student Education, and Secondary Education) are available to all enrolled students, students living outside the state of Florida should understand that their home states may not accept graduates of these programs as eligible for teacher licensure.
- Some state laws place limitations on practica and internships. Students who choose programs that have a practicum and/or internship requirement or option should check with the admissions office to determine if they will be permitted to meet these requirements in their state. Programs that have internship requirements are: B.S. with a major in Maternal Child Health: Human Lactation, B.S with a major in Social Work, and the M.A. with a major in Clinical Mental Health Counseling. The M.A. Health and Wellness major has an internship option, as does the Ph.D. program.
- The B.A. with a Liberal Studies major, Ed.D. and Psy.D. programs are not accepting new students from any state.

Bachelor of Arts with Majors in

- Liberal Studies (not accepting new students)
- Psychology with optional concentrations in Addictions Studies, Holistic Studies, or Forensic Psychology

The online B.A. programs are available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the B.A. program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Bachelor of Science with Majors in

- Business Administration (not accepting new students to this major)
- Business Management (with optional concentrations in Business Administration, Marketing, Hospitality Management, Human Resource Management, Management Information Systems, or Sport Management)
- Child and Adolescent Development
- Criminal Justice Management
- Early Childhood Studies (with optional concentrations in Early Childhood Administrator or Teacher as Practitioner)
- Elementary Education

- Emergency Services Management (with optional concentrations in Criminal Justice Management or Organizational Leadership)
- Exceptional Student Education (K-12)
- Leadership (this major is not accepting new students)
- Organizational Leadership
- Maternal Child Health: Human Lactation
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

The B.S. major in Child and Adolescent development is available only to residents of California.

Master of Arts with a Major in Clinical Mental Health Counseling

- Clinical Mental Health Counseling

Master of Arts with Majors in

- Creativity Studies
- Health and Wellness
- History and Culture
- Leadership, Public Policy, and Social Issues
- Literature and Writing

This program is available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the M.A. program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Master of Science in Healthcare Leadership

- Healthcare Leadership

The online MS-HCL program is available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the MS-HCL program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Master of Science in Organizational Leadership

- Organizational Leadership

The online MSOL program is available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the MSOL program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Doctor of Education with Majors in

- Educational Leadership (Pre K-12)
- Higher Education
  (The Ed.D. program is not accepting new students.)

Doctor of Philosophy in Interdisciplinary Studies with Majors in

- Educational Studies
- Ethical and Creative Leadership
- Humanities and Culture
- Public Policy and Social Change

Doctor of Psychology with a Major in Clinical Psychology

- Clinical Psychology
  (The Psy.D. program is not accepting new students.)

Certificate Programs

- Alcohol and Drug Abuse Counseling (offered through the M.A. with a major in Clinical Mental Health Counseling Program and as a stand-alone certificate)
- Creative Writing (offered through the Ph.D. Program)
- Design Thinking (offered through the Ph.D. Program)
- Design Thinking and Education (offered through the Ed.D. Program)
- Educational Leadership (offered through the Ph.D. Program)
- Executive Leadership (offered through the Ph.D. Program)
- Forensic Science Management (offered through the Criminal Justice Management major and as a stand-alone certificate)
- Health Education Certificate (offered through the Professional Studies & Continuing Education Program)
- Homeland Security Certificate (offered through the Criminal Justice Management or Emergency Services Management B.S. majors and as a stand-alone certificate)
- MLK Studies and Social Change (offered through the Ph.D. Program)
- Women and Gender Studies (offered through the Ph.D. Program)
- Teacher Leadership (offered through the Ed.D. Program)

Professional Studies and Continuing Education

- Center for Workplace Advancement
- Sponsor Designed Learning: Services for Professional Development Organizations (location-specific to the sponsoring organizations)
- Certificates offered for non-degree students
- Alcohol and Drug Abuse Counseling (graduate level)
- Forensic Science Management (undergraduate level)
- Health Education Certificate (graduate level)
- Homeland Security (undergraduate level)
- Professional Teacher Preparation Program (through the Florida Academic Center, Education Undergraduate Program; available to Florida residents only)

INSTITUTIONAL ACCREDITATION, AUTHORIZATIONS, AND MEMBERSHIPS

Accreditation
Union Institute & University (UI&U) is accredited by the Higher Learning Commission.

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
Phone: 800.621.7440
http://www.ncahlc.org/
Most recent institutional reauthorization: May 1, 2017

SPECIALIZED ACCREDITATION

Council on Social Work Education (CSWE) Accreditation.
CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet these standards. At its November 2014 meeting, the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) reviewed the UI&U social work program and awarded *initial accreditation* through October 2018. Because accreditation is retroactive to fall 2011, social work students who matriculated in the fall of the 2011-2012 academic year and beyond will have graduated from an accredited social work program.

STATE AUTHORIZATIONS

Most states do not require schools such as UI&U to obtain authorization in order to enroll residents of the state in online programs. Union Institute & University is currently authorized by the following state education agencies to offer degree programs to state residents.

States Where UI&U is Authorized to Operate Physical Locations
- Four states have authorized UI&U to operate as a degree granting institution with programs delivered through physical locations: these include the university's main location and headquarters in Cincinnati, Ohio, plus academic centers in Brattleboro, Vermont; Hollywood, Florida; and Los Angeles and Sacramento, California. The university may also offer courses at off-campus locations in these states.
- *Ohio Department of Higher Education.* Union Institute & University is authorized in its home state by the Ohio Department of Higher Education. Authorization extends through December 31, 2017. Additional information about UI&U can be obtained by contacting the Ohio Department of Higher Education, 30 E. Broad Street, 36th floor, Columbus, OH 43215-3414. Phone: 614.466.6000. https://www.ohiohighered.org/
- *Vermont Board of Education.* The university's authorization in Vermont is by reason of accreditation; authorization is renewable biennially. The Vermont Board of Education can be contacted at 120 State Street, Montpelier, VT 05620. Phone: 802.828.5139. http://education.vermont.gov/
- *Florida Commission for Independent Education.* UI&U is licensed in Florida by the Commission for Independent Education through an annual review process. Additional information may be obtained by contacting the Commission at 325 W. Gaines Street,

Suite 1414, Tallahassee, FL 32399-0400. Toll free phone number 888.224.6684. http://www.fldoe.org/cie/
- *California Bureau for Private Postsecondary.* UI&U is approved by the State of California Department of Consumer Affairs Bureau for Private Postsecondary Education to operate an Accredited Institution (IC#: 39222871) through a biennial review process. Authorization extends through February 18, 2018. Additional information may be obtained by contacting California-BPPE at 2535 Capitol Oaks Drive, Suite 400, Sacramento, California, 95833. Phone: 916.431.6959. http://www.bppe.ca.gov/

National Council for State Authorization Reciprocity Agreements (NC-SARA)
Union Institute & University is a member of the National Council for State Authorization Reciprocity Agreements, known also as NC-SARA. As a NC-SARA member state, UI&U is no longer restricted from offering its online programs to residents of other NC-SARA member states; students may also carry out internships in NC-SARA states. For information about NC-SARA, and its member states, go to http://nc-sara.org/.

UI&U complies with individual state regulations of non-SARA member states, which means that the university may not be able to admit students from a very small number of states, and may have some restrictions with regard to recruitment and student internships in others.

States Where UI&U Has Limited Authorization
The following states have extended limited authorizations to Union Institute & University, as noted.
- *Massachusetts Board of Higher Education.* Authorization for the B.A. major in Liberal Studies, the M.A. with a major in Clinical Mental Health Counseling, and the Psy.D. (Authorization is not required for fully online programs.) One Ashburton Place, Boston, MA 02108. Phone: 617.994.6950. http://www.mass.edu/forinstitutions/academic/independentnewdegrees.asp

Institutional Memberships
Union Institute & University holds institutional membership in a number of higher education consortia and professional associations. Consortium and association memberships are not intended to be guarantors of institutional quality. Instead, these organizations provide member institutions with a variety of services and resources.

Consortia
- Association of Independent Colleges and Universities of Ohio (AICUO)
- Association of Vermont Independent Colleges (AVIC)
- Consortium of Southern California Colleges and Universities (CSCCU)
- Greater Cincinnati Collegiate Connection (GC3)
- Higher Education Partnership of Southeast Florida (HEPSEF)
- Southwestern Ohio Council for Higher Education (SOCHE)
- Vermont Consortium of Academic Libraries (VCAL)
- Windham Higher Education Cooperative (WHECOOP)

Professional Associations
Union Institute & University maintains institutional or individual memberships with the following educational and professional associations:
- Accreditation Council for Business Schools and Programs (ACBSP)
- American Association of Collegiate Registrars and Admissions Officers

- American Association of Community Colleges
- American Association of Presidents of Independent Colleges and Universities
- American Council on Education
- American Library Association
- American Psychological Association (Greater Cincinnati/Northern Kentucky Chapter)
- Association of Fundraising Professionals
- Association for Governing Boards
- Association of Independent Colleges and Universities of Ohio
- Association of Vermont Independent Colleges
- California Child Development
- Coalition for Hispanic Issues
- Coalition of Higher Education Assistance Organizations
- College and University Professional Association for Human Resources
- College Board
- Council for Adult and Experiential Learning (founding member)
- Council for Higher Education Accreditation
- Council on Social Work Education
- Florida Fire Chief Association
- Florida Police Chiefs Association
- Haitian American Chamber
- Higher Learning Commission
- International Leadership Association
- Leadership Council of Human Services Executives
- LYRASIS
- Midwest Association of Student Financial Aid Administrators
- NACDA
- National Association for the Education of Young Children
- National Association of Graduate Admissions Professionals
- National Association of Independent Colleges and Universities
- National Head Start Association
- Northern California International Arbitration Club
- Ohio Academic Advising Association
- Ohio Association of Collegiate Registrars and Admissions Officers
- Ohio Association of Student Financial Aid Administrators
- Ohio Bursar's Association
- Partnership for Philanthropic Planning
- President's Forum
- Regional Association for Adult Higher Education
- Society for College and University Planning
- Society for Human Resource Management
- Southern Ohio Council for Higher Education
- Southwest Ohio and Neighboring Libraries
- Vermont Consortium of Libraries
- West Chester Liberty Chamber Alliance
- WICHE/NC-SARA

Chambers of Commerce
UI&U is a member of the following Chambers of Commerce: Brattleboro, Vermont; Central Vermont; Cincinnati Regional; Northern Kentucky; Sacramento, California; North Miami, Greater Hollywood, and Miami Florida.

Meaning of Accreditation,

State Licensing, Institutional Memberships, and Affiliations

The following description of the meaning of accreditation to institutions of higher education is adapted from a 2010 Higher Learning Commission's publication, "Institutional Accreditation: An Overview." In the United States, schools and colleges voluntarily seek accreditation from non-governmental bodies. There are two types of educational accreditation: institutional and specialized.

Institutional Accreditation: Regional and National
Institutional accreditation is provided by six regional associations and a number of national associations. Institutional accrediting agencies evaluate an entire educational organization in terms of its mission and the agency's standards or criteria. Accredited status indicates that the entire institution meets those standards. Institutional accreditation is not specific to programs, i.e., the programs themselves are not accredited. Union Institute & University is regionally accredited as an institution.

The six regional accrediting associations in the U.S. were originally named after the regions in which they operate: Middle States, New England, Southern, North Central (now known as The Higher Learning Commission), Northwest, and Western. Union Institute & University is accredited by The Higher Learning Commission. The regional associations operate independently of one another but acknowledge each other's accreditation. Schools such as Union that operate in more than one region are accredited by the association in their home region; schools do not affiliate with more than one regional association, regardless of how many areas of the country in which they operate.

The national associations focus on particular kinds of institutions (schools offering online programs, trade and technical colleges, religious colleges, etc.). Although a school could have both regional and national accreditation, such situations are rare.

Specialized Accreditation
Specialized accrediting bodies evaluate particular units, schools, or programs within an educational organization. Specialized accreditation is also called *program accreditation*. Specialized accrediting bodies are frequently affiliated with national professional associations (e.g., the American Bar Association) or with specific disciplines such as teacher training, psychology, and social work. Many regionally accredited institutions seek both specialized program accreditation and institutional accreditation. Some professional licensing boards will not consider graduates of non-accredited programs for licensure, even when the individual has graduated from a regionally or nationally accredited institution. Graduation from a program with specialized accreditation does not guarantee licensure, but it may expedite the process. Conversely, achieving licensure after graduating from a program that does not have specialized accreditation may be possible; this possibility varies by profession and by state. At this time, Union Institute & University has one program that holds specialized accreditation: the Bachelor of Science degree with a major in Social Work, which is accredited by the National Council on Social Work Education (CSWE).

Value of Accreditation: What It Is and What It Isn't
Accreditation provides public certification of acceptable institutional quality. It is not a guarantee that credits or a degree will be accepted at another institution or by a future employer. Acceptance of degrees and credits is at the discretion of each school and organization.

Accreditation and Transfer of Credits/Recognition of Degrees
Accreditation does not guarantee acceptance/recognition of a degree or acceptance of credits in transfer. Each college or university determines which degrees and credits it will accept. Transferability depends on the institution at which the credits or degree were earned and how well they mesh with the curriculum/program at the school where an individual seeks admittance (and how well the student did in his/her courses). Many organizations choose to consider the accredited status as one factor; some schools have collaborative agreements or consortia arrangements that guarantee transferability of credit among participating institutions.

Institutional/Program Authorizations
Schools can operate without accreditation, since accreditation is voluntary, but a school cannot legally operate without necessary approvals of the state(s) in which it is located. In fact, accreditors will not consider a school or program unless it has been authorized by the applicable state agency, typically a branch or commission of a state's department of education. Criteria for state approvals are established by state law, and each state has a different set of criteria. State approvals are sometimes specific to certain activities or programs. (See above for information about NC-SARA, the National Council for State Authorization Reciprocity Agreements.)

State Approvals
Just as there are two types of accreditation, there are often two levels of state approvals: institutional and program specific. (States may use different terminology for these categories of authorization. Some states "authorize," some "license," and some "accredit.") In addition to their institutional authorization processes (not required by many states for out-of-state institutions offering online programs to state residents), most states have specialized (program-specific) processes that result in certification that a specific program meets that state's standards for professional licensure. States may certify educational programs that focus on professional preparation, such as teaching, social work, etc., where a state-issued license is required for an individual to practice. Graduation from a state-certified program does not always guarantee that an individual will be licensed, but it may expedite the process. At the same time, graduation from a program that is not state certified does not necessarily mean that an individual cannot be licensed in that state, but it may be more difficult to obtain the license.

The U.S. Department of Education
The U.S. Department of Education recognizes numerous institutional and specialized accrediting associations. The department does not accredit institutions of higher education, nor does it authorize them to operate as degree-granting institutions. Eligibility for federal financial aid is determined by an institution's accreditation and state authorizations, by detailed written agreements between the school and the department, and by the school's compliance with applicable federal regulations.

UNIVERSITY LEARNING OUTCOMES AND DEGREE LEVEL COMPETENCIES

1. Communication: Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.

Undergraduate Competencies (B.A. and B.S.)
- Construct coherent, organized expression appropriate to a variety of disciplines and audiences.
- Apply the basic mechanics of language (syntax, grammar, punctuation, and spelling) effectively.

Master's Competencies (M.A. and M.S.)
- Construct coherent and organized written documentation using standard English.
- Analyze, critique, and synthesize scholarly literature in the field.
- Reflect critically on experience related to acquired knowledge.
- Document sources consistently using appropriate academic citation style.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
- Display clarity, precision, and sophistication in written and oral presentations characterized by logical coherence and consistency, by the proper use of evidence and citations.
- Exercise rigor in the scholarly research.
- Persuade others of the credibility and viability of innovative results of the doctoral dissertation.

2. Critical and Creative Thinking: Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

Undergraduate Competencies (B.A. and B.S.)
- Assess ideas, research, and/or theories presented by others.
- Synthesize multiple perspectives into a coherent understanding of a problem, issue, or question.
- Generate alternative questions, interpretations, or approaches within an established discipline or field of inquiry.

Master's Competencies (M.A. and M.S.)
- Analyze a variety of scholarly perspectives, ideas, and/or theories.
- Connect an understanding of theory with practice.
- Initiate new practice or draw new conclusions based in a field-related theoretical understanding.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
- Assess established interpretations.
- Explore implications of theories, ideas, conditions, and/or practice.
- Formulate relevant questions.
- Construct alternative interpretations, applications, and/or theoretical frameworks.

3. Ethical and Social Responsibility: Express ethical and social implications in one's social, professional, artistic, and/or scholarly practice.

Undergraduate Competencies (B.A. and B.S.)
- Articulate one's own values and situate them with respect to the larger society.
- Identify the ethical and social implications of one's own values.
- Exhibit ethical scholarly practice.

Master's Competencies (M.A. and M.S.)

- Examine the ethical values and social and cultural practices related to the student's focus of study.
- Relate ethical or social and cultural implications to a broader context.
- Act on or envision a plan for acting on a theoretical understanding of ethics in the field of interest and recognize one's own social responsibility to individuals, groups, and communities.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
- Analyze ethical theories in the context of professional and/or scholarly practice and one's own ethical/moral code.
- Critique the social implications of theory and/or practice within the context of the field and one's own ethical/moral point of view.
- Express a sense of responsibility to act on behalf of individuals, groups, and communities.

4. Social and Global Perspectives: Articulate a perspective on power in the world and one's own place in the global community.
Undergraduate Competencies (B.A. and B.S.)
- Compare and contrast the perspectives of diverse peoples.
- Analyze systems of power among individuals, communities, and/or institutions in different cultures.

Master's Competencies (M.A. and M.S.)
- Demonstrate knowledge about the ways oppression and social inequities can be presented at individual, cultural, and societal levels.
- Exhibit ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in one's own life.
- Maintain ongoing awareness of how one's own position of power or privilege may unintentionally repeat experience of injustice and oppression in interacting with others.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
- Examine competing theories of power and their implications on individual, cultural, and/or societal levels.
- Weigh the benefits and shortcomings of practical and/or theoretical approaches to engaging difference.
- Assess one's own position in existing hierarchies of local and global power relations and the implications of his/her scholarly and/or professional practice.

5. Major/Area of Concentration: Explain and apply major terms, methods, concepts, and/or theories relevant to the major and/or area of concentration.
Undergraduate Competencies (B.A. and B.S.)
- Defined by majors.

Master's Competencies (M.A. and M.S.)
- Defined by majors and specialization.

Doctoral Competencies (Ph.D., Psy.D., and Ed.D.)
- Defined by majors and specialization.

Note: Psy.D. and Ed.D. are in teach-*out and are no longer part of the assessment cycle.*

The UI&U Culture of Assessment

Union Institute & University values academic excellence, as stated in its mission and values.

UI&U is committed to academic excellence and ensures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

To ensure the highest level of academic excellence, faculty and administrators work together at all levels to promote a culture of assessment that identifies learning outcomes and assesses student success in achieving those outcomes. An important part of the culture of assessment is the collective review of student artifacts. A random sample of students' work is made available to faculty who use faculty-developed rubrics to ensure curriculum improvement. All student work remains anonymous and has no impact whatsoever on students' evaluation, grade, GPA, or transcript. Under no circumstance is the student work used for any other purpose nor is it made available in any form to anyone other than faculty assessors.

ADMISSION

Each academic program has specified its own admission criteria. Refer to the admission criteria and reinstatement/readmission requirements for each degree program listed below.

DEGREE PROGRAMS

Undergraduate Degree Programs

Bachelor of Arts and Bachelor of Science (B.A./B.S.)

Admission Criteria, Requirements, and Procedures

The university seeks qualified applicants to the Bachelor of Science and Bachelor of Arts programs. Pre-admission counseling is available for all prospective students. Prospective students are connected with enrollment counselors who can discuss goals, evaluate past academic backgrounds and future needs, and help the applicant determine which Union Institute & University program provides the best approach for the applicant's needs. The pre-admission counseling process also helps the enrollment counselors determine whether the applicant has the appropriate skills, motivation, and interest to successfully complete the program. Undergraduate students enroll through one of the five academic centers or through the program's online option. Inquiries about admission should be directed to the nearest center's admission office.

Primary criteria for admission to the B.S. and B.A. programs include evidence of:
- High school diploma, GED, completion of an approved home-school program, credit from regionally accredited undergraduate college or university, or a California High School Proficiency Examination (CHSPE). College credit alone without evidence of high school completion is adequate for admissions but may not meet financial aid requirements.
- Ability to do college-level course work as demonstrated by prior transcripted course work from previously attended colleges or universities, or related experience.
- Ability to become a self-directed student.
- Computer capabilities and skills to access the required electronic communications services on a regular basis.
- Motivation to work toward the baccalaureate degree.

A complete application for admission includes:
- Application for Admission.
- Application essay (two to three pages).
- Official transcripts from all previously attended colleges and universities (if applicable) **OR**
- Unofficial transcripts from all previously attended colleges and/or universities for which there is no official transcript (if applicable). Official transcripts from all previously attended colleges and/or universities, as indicated on a student's admission application, must be received by the university no later than the end of the first 16-week term of enrollment. If a student is admitted in the second 8-week session of a term, the student will have until the end of the first 8-week session of the next term.

- **A Memorandum of Understanding regarding unofficial transcripts.**
- Other supporting documents: Basic POST certificate and training profile, FDLE certificates, etc. for CJM majors; CLEP, ACE, DSST, etc. results for all majors.

Admission Status

An undergraduate student may be officially accepted to the university when all the admission criteria are met. A student who has been admitted based on official transcripts from all previously attended colleges and/or universities will have transfer credits from a regionally accredited college and/or university officially evaluated and applied to the academic record in the Registrar's Office, and a degree audit will be prepared for advising.

An applicant who provides unofficial transcripts rather than official transcripts from previously attended colleges and/or universities also will be eligible for admission. However, such an admitted student only receives unofficial assessment of possible placement of transfer credit in a major program and an official degree audit is not produced. A student who is admitted based in part on unofficial transcripts, and is eligible for financial aid, will be awarded financial aid based only on the official transcripts provided, not any unofficial transcripts. A student admitted based in part on unofficial transcripts is expected to have all official transcripts from previously attended colleges and/or universities, as indicated on his or her admission application, sent to the UI&U Admission Office from the former post-secondary institutions by the end of the first 16-week term of enrollment (or if admitted in the second 8-week session of a term, by the end of the next term's first 8-week session). If any remaining official transcripts are not received by UI&U within two 8-week sessions, **the student will no longer be eligible to transfer in credits based on those transcripts.**

Students accept all responsibility for any duplication of credit that may occur because official transcripts were not provided at the time of admission.

Courses taken at other institutions after admission to UI&U are eligible for consideration for transfer to UI&U beyond the 16 weeks described above.

Application Procedures

When to Apply: Individuals are encouraged to submit the online application at least one term prior to the desired start date.

How to Apply: Contact the admission department or consult the admission webpage at http://www.myunion.edu/admissions/ for specific information on majors that meet your academic and career interests. Enrollment counselors are available to answer questions regarding the admission process.
- Complete all items on the Application for Admission.
- Send written requests to obtain official, sealed transcripts from the registrar's office of each college or university previously attended and listed on the Application for Admission Form. (Because many schools charge a small fee to process a transcript request, it is recommended, in order to avoid processing delays, that applicants contact the school to determine the fee schedule before requesting the transcripts.) Prior to admission, the applicant should attempt to have sent to the university all official, sealed transcripts from each post-secondary institution listed on the application. If the applicant does not submit all official transcripts, unofficial transcripts may be used for admission; however, the Memorandum of Understanding regarding unofficial transcripts, which all applicants must sign to be eligible for admission, will indicate the implications of

admission without all official transcripts. In addition, any official score reports of standardized college testing, such as CLEP or DSST, must be submitted if not listed on an official transcript.
OR

- High school diploma or GED for evidence of high school completion, as indicated on the student's admissions application, must be received by the university no later than the end of the first 16-week term of enrollment. If a student is admitted in the second 8-week session of a term, the student will have until the end of the first 8-week session of the next term.

Application Essay: Each application must include a two to three-page essay that includes:
- Brief personal history.
- Examples that show evidence of self-direction.
- Description of college readiness.
- Explanation of applicant's belief that Union Institute & University is appropriate.

Applications may be submitted online (preferred option), delivered in person, or sent by mail, email, or fax. An Enrollment Counselor will review application materials and make an admission decision. Applicants will receive a letter advising them of the admission decision.

Reinstatement / Readmission

Effective July 1, 2014, as Revised

Previously enrolled students may be required to seek reinstatement or readmission before they are permitted to register. Students returning from an approved leave of absence (LOA) are not required to seek reinstatement, provided they return on or before the last day of their approved leave.

Students who are reinstated or readmitted are governed by the catalog and/or handbook in effect at the time of their re-entry including tuition and fees; program curricula, policies, and procedures; and institutional policies and procedures. The returning student is responsible for getting the information for and adhering to all applicable policies.

Reinstatement
Reinstatement applies to students seeking to register who:
- Have not been registered for 12 months or less;
- Were not on an approved leave of absence during the inactive period; *and*
- Were not dismissed for academic or disciplinary reasons.

Readmission
Students must seek readmission if they have not registered for more than 12 months, unless the student was on an approved leave of absence for the entire period of non-registration.

Military Service Members
Reinstatement/readmission exceptions exist for military service members whose service related commitments prevent being actively registered. In such circumstances, the military service member may be reinstated if absent from enrollment for greater than 12 months. Military service members re-enrolling at UI&U will maintain their class standing/hours earned when last attending.

Reinstatement Procedure

Individuals who have not been actively registered for less than 12 months may apply for reinstatement by submitting a letter of request to their program chair (undergraduate level) or program dean or director (graduate level). Reinstatement will be approved under two conditions: (1) the applicant was not dismissed for academic or ethical reasons (i.e., was in good academic standing as of the last term enrolled); and (2) the applicant has no outstanding financial obligations to the university. Individuals seeking reinstatement must first resolve all outstanding financial obligations; individuals who were dismissed must apply for readmission.

The applicant will be notified in writing regarding the reinstatement decision. If the request for reinstatement is approved, the notification letter will provide the date and term of reinstatement, which will usually be at the start of the next term. If the request for reinstatement is not approved, the letter will indicate the reasons for that decision. Reinstatement decisions may not be appealed, but individuals who are denied reinstatement may submit a new request if they have resolved the reasons given for the initial denial.

Readmission Procedure

The readmission process applies to the following:
- Individuals who have not been actively engaged for more than 12 months prior to the request and were not on an approved LOA.
- Students who were dismissed for academic and/or disciplinary reasons.

The applicant should notify the appropriate program admission office of the intent to apply for readmission. The applicant will be notified of any outstanding financial and/or administrative obligations, all of which must be met before the application may be submitted. The procedure for readmission varies by program, as described in individual program student handbooks.

Master's Degree Programs

For master's degree programs, the admission deadline dates are:
- Fall term start: 8/29 - Admissions deadline: 8/5
- Winter term start: 1/2 - Admissions deadline: 12/8
- Spring/Summer term start: 4/30 - Admissions deadline: 4/6

Master of Arts (M.A. fully online)

Admission Criteria, Requirements, and Procedures

Admission Requirements

Admission to the Master of Arts Program is open to applicants who hold a baccalaureate degree from a regionally accredited institution or a recognized international institution of higher education. Admission decisions are made on an individual basis. Before admission is granted, each application is reviewed by the Admissions Committee to determine if the applicant's academic history and preparation is satisfactory. Students may be admitted into the M.A. on a full or provisional status.

To apply for admission in the M.A. Program, applicants should submit a UI&U application accompanied by:
- Official transcripts from previous universities and colleges attended.

- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study and in all subsequent graduate work. An official transcript with the baccalaureate degree noted from the school(s) attended must be sent directly from the undergraduate school to the admission office. Candidates who do not have a 3.0 GPA may be considered for admittance to the program. Such exceptions are considered on a case-by-case basis and may require additional coursework.
- Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.
- A statement of purpose that describes the applicant's reasons for applying and the type of research she/he would like to do in the M.A. The statement of purpose should also demonstrate graduate-level writing skills and command of the English language.
- Three letters of recommendation from people who know the applicant academically or professionally and who can speak to his/her potential to succeed in graduate study.
- An updated resume.
- English proficiency is required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both the graduate and undergraduate levels, our TOEFL requirement is 79 on the Internet-based test. See http://www.ets.org/toefl and https://www.myunion.edu/academics/academic-services/international-student-services/english-proficiency-requirement/.

Admission Procedures

Once all application documents have been received and the application file is complete, the documents are reviewed by a faculty admissions committee. A representative of the committee will conduct a phone interview with the applicant to discuss the application and provide an opportunity for the applicant to ask questions about the M.A. Program. The committee may accept or reject the applicant or request further information about the applicant's preparation for graduate study.

Provisional admission may be granted when the committee determines the student has not met the requirements for full admission, as evidenced in the student's academic work, such as:
- less than 3.0 but greater than 2.5 cumulative GPA in undergraduate work;
- overall performance in relevant undergraduate coursework has been below the B level;
- the student has made a major change in his/her area of specialization but has demonstrated potential for graduate study;
- other academic weaknesses that may adversely impact the student's graduate career.

When a student is granted provisional admission, she/he will take six (6) credits of graduate coursework in his/her first enrolled term. The following will apply:
- The first term coursework will be listed in writing on the official acceptance letter from the M.A. Program. The acceptance letter will also state when the M.A. requires the completion of the specified coursework.
- The student must achieve a B or better grade in all enrolled courses in order to be granted full matriculation status in the program. If a student does not successfully achieve a grade of B or better in any course taken, the student will not be allowed to continue in the program.
- Financial aid is not available after the first term under provisional admission.
- Following successful completion of first term coursework, the student will be granted full admission status and will be allowed to continue enrollment for courses beginning in the next scheduled session of that term.

Students may be denied full admission based on poor academic performance in their first term coursework. The M.A. or university may then recommend completion of additional undergraduate or graduate coursework at an accredited institution to improve the student's GPA standing and conceptual foundation and provide evidence of the student's ability to do well in the M.A. Program. At such time, the student may formally re-apply for admission to the program.

Readmission
Students who have left the program in good standing and meet all criteria of the SAP policy are eligible for consideration for readmission. Students may be readmitted by formal re-admission. The re-admittance process includes:
- A new application form (No admission fee will be charged).
- A letter including the following:
    - An explanation for the request for readmission.
    - A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
    - A description of any remediation steps that were taken, if relevant.
    - An explanation of how circumstances differ now from those that existed at the time of withdrawal.
- Transcripts originally submitted for admission, as well as official transcripts for any academic work completed since withdrawal. (Original transcripts should be on file in the Registrar's Office if the date of withdrawal was less than five years prior.)

Master of Arts – Clinical Mental Health Counseling (MA-CMHC)

Admission Criteria, Requirements, and Procedures

There are three entrance points to the MA-CMHC program annually: August/September (Fall), January (Winter), and April/May (Spring). Applications are reviewed upon completion and admissions decisions are made on a rolling basis. Admission is open to applicants who hold a bachelor's degree from a regionally accredited institution or a recognized international institution of higher education. The admission decision is based upon the following:
- A grade point average of 3.0 or better (on a 4.0 scale) in the major field of study and in all subsequent graduate work. An official transcript with the baccalaureate degree noted from the school(s) attended must be sent directly from the undergraduate school to the admission office. Candidates who do not have a 3.0 GPA may be considered for admittance to the program. Such exceptions are considered on a case-by-case basis and may require additional coursework.
- Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.
- A completed application detailing personal and professional goals and reasons for pursuing graduate study.
- Resume or curriculum vitae documenting relevant work experience and professional accomplishments.
- Three professional recommendations, one of which must be from a person qualified to evaluate clinical potential or appropriateness for advanced study.
- English proficiency is required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both the graduate and undergraduate levels, our TOEFL requirement is 79 on the Internet-based test. See http://www.ets.org/toefl and

https://www.myunion.edu/academics/academic-services/international-student-services/english-proficiency-requirement/.

- A 40-minute individual interview to discuss the core components of the application and to provide the applicant with an opportunity to ask questions regarding the program.

Application materials, including recommendation forms and other supporting information about the MA-CMHC program, are available online or by contacting the Office of Admissions at admisions.cmhc@myunion.edu. Application deadlines are typically one month (on a Friday) prior to the start of the upcoming term. Applications completed after the deadline will be placed in the queue for consideration for the next scheduled term. All application materials will be held for one year only. If an applicant's file is not completed and forwarded to the admissions committee within that time period, all materials will be destroyed.

The admissions committee, consisting of a representative from the Admission's office, the director or designee, and one or more faculty members, reviews and acts upon completed application materials on a monthly basis. Deliberations of the admissions committee can yield one of the following outcomes:

1. Full acceptance. Full acceptance is granted when the applicant has met all admissions criteria and is accepted for admission into the program without reservation.

2. Provisional acceptance. Provisional acceptance may be granted when the applicant has not met the requirements for full acceptance, as evidenced in the applicant's academic history or other identified area(s) of academic weakness, but has demonstrated potential for success in the program. When a student is granted provisional acceptance, she/he will take a minimum of nine credits of foundational (first-year) course work in his/her first enrolled term. Following successful completion of first term course work, with grades of B or better in each course, the student's progress will be reviewed by the faculty prior to being granted full matriculated status and allowed to enroll for courses beginning in the next scheduled term. Financial aid is only available for the first term of provisional acceptance status.

3. Denial. Denial of admission is granted when the applicant has neither met the requirements for acceptance nor demonstrated potential for success in the program. The program follows the practice of not discussing with applicants the reason(s) for denial of admission.

Program members of the admissions committee hold the authority and make the final determination on all matters pertaining to admission.

All incoming students are required to take a minimum of nine credits in their first term. Program options of less than nine credits may be considered in the student's second term and beyond. See "Registration and Tuition Policies" for more information.

New students (matriculating Fall Term 2017 or after) will be assessed a one-time LiveText e-portfolio fee in their first term of enrollment. LiveText provides the student with a mechanism for organizing and tracking their learning experiences and supports the program's efforts to plan goals, assess student progress, and strengthen program quality. The one-time LiveText fee, charged upon registration, is a 5-year license to uses the program's e-portfolio system.

Reinstatement/Readmission
Students who have left the program in good standing and meet all criteria of the Satisfactory Academic Progress policy are eligible for consideration of reinstatement/readmission. Students who were asked to withdraw or who left the program no longer in good standing are not eligible for reinstatement/readmission.

Students who have been withdrawn for 12 months or less may apply for reinstatement by letter to the director. The letter should be submitted at least 45 days before the beginning of the term in which reinstatement is being requested and must include the following:
- An explanation for the request for reinstatement.
- A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
- A description of any remediation steps that were taken, if relevant.
- An explanation of how circumstances differ now from those that existed at the time of withdrawal.

Upon receipt of the above documentation, the director will appoint a committee of at least two faculty members to consider reinstatement. Reinstatement is not automatic and the decision of the faculty committee is final. Upon recommendation for readmission by the committee, a Readmission Application Form will be sent by the program office to Financial Aid and the Business Office. Both of these offices must indicate clearance before reinstatement can be processed for approval. A final approval letter from the director will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post the date of re-entry. The date of re-entry is most commonly the first day of the new registration period.

A student who has been withdrawn from the MA-CMHC program for a period greater than 12 months must re-apply for admission to the program following the Admissions procedures outlined previously. (Please note: The maximum program length is 60 months from the original date of admission, regardless of extended periods of withdrawal.)

Master of Science in Healthcare Leadership (MS-HCL)

Admission Criteria, Requirements, and Procedures

Program Candidate Profile

Masters of Science in Healthcare Leadership (MS-HCL) candidates are expected to be emerging professionals or current leaders at all levels of management in for-profit, nonprofit, and public health care sectors, with a minimum of 3-5 years of work experience in healthcare. The university seeks individuals whose goal is to advance their careers in a manner that contributes to their profession, enhances the civic communities in which they live and work, and addresses larger global issues. Appropriate candidates:
- Have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0.
- Have a minimum of three to five years of healthcare work experience with an interest in expanding their leadership abilities and skill set with the possibility of taking on greater management or organizational responsibilities.
- Are capable of work at a graduate level and are willing to stretch beyond their current abilities and mental models, being able to critically reflect upon scholarship and their

practical experience in order to devise their own perspectives and applications so innovative solutions to complex organizational and social issues can be envisioned, developed and implemented.
- Intentionally chose to learn in a collaborative educational community setting, a network where members engage with each other to reach their academic and professional goals.
- Are committed to their academic studies and dedicated to their professional development, including taking ownership of their learning process, being proactive in managing their educational, work and personal responsibilities, and developing the needed support network to complete their graduate programs.
- Are open to intercultural, alternative, and challenging perspectives, including critically examining their own viewpoints and practices in dialogue with individuals possessing diverse professional backgrounds.

Admission Requirements

The successful applicant to the MS-HCL program will:
- Have an undergraduate degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0.
- Have a minimum of three to five years of healthcare experience with an interest in expanding one's leadership abilities and skill set with the possibility of taking on greater management or organizational responsibilities.
- Have the ability to:
  o study, research, analyze, write, and orally present at a graduate level;
  o problem solve, make reasoned arguments, and practically apply learning;
  o work in a distance learning setting that utilizes technology to research, dialogue, and collaborate;
  o take ownership of and manage one's graduate course of study; and
  o commit to actively participating in a diverse and challenging professional learning community.

Candidates who have the potential to work at the graduate level, but need to further develop their writing and critical thinking skills, or do not have a 3.0 GPA and/or three to five years of healthcare experience can potentially be considered for admittance to the program. Such exceptions are considered on a case-by-case basis and may require additional course work beyond the twelve core courses. These students may be offered provisional acceptance (see below: Provisional Admission).

Application Procedure

The following are required elements for consideration of admission to the MS-HCL Program:

- *Completed Application*

- *Statement of Purpose:* A three-four page (double-spaced) statement of purpose in which the applicant:
  o Describes leadership qualities, skills, and professional experiences that qualify the applicant to be accepted into the MS-HCL program.

- o Explains how the MS-HCL degree will support the applicant's growth as a professional leader and engaged citizen, including how the degree will advance her or his career and active role in the community.
- o Outlines the socially responsive professional project rooted in a work issue and social concern that the applicant will develop and complete during the MS-HCL program's course of study.
- o Discusses the challenges of participating in a graduate program and how he or she will balance academic work and personal responsibilities.
- o Provides a descriptive summary outlining civic activities, social concerns, etc.

- *Transcripts:* official transcripts verifying an undergraduate degree from a regionally accredited institution with a cumulative grade point average (GPA) of at least a 3.0 Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.

- *Letters of Recommendation:* Must have two (2) letters of recommendation that indicate the applicant's:
  - o Leadership qualities and professional healthcare experience, and
  - o Ability to think critically, problem solve innovatively and work at a graduate level.

- *English Proficiency:* English proficiency is required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both the graduate and undergraduate levels, the university's TOEFL requirement is 79 on the Internet-based test. See http://www.ets.org/toefl and https://www.myunion.edu/academics/academic-services/international-student-services/english-proficiency-requirement/.

- *Professional Resume:* A resume outlining the applicant's work experience (including a minimum of 3-5 years of healthcare experience), professional accomplishments, and career aspirations.

- *Admission Interview:* If the applicant is considered potentially suited to the program, he/she is invited to a 40-60 minute phone interview with the Program Director that discusses the core components of one's statement of purpose and provides the applicant an opportunity to ask questions regarding the program.

Provisional Admission

Admission decisions are made on an individual basis. Before admission is granted, each application is reviewed to determine if the applicant's academic history and preparation is satisfactory. Applicants may be admitted into full or provisional status. When an applicant is granted provisional admission, she/he will be required to satisfactorily complete six (6) credits of graduate coursework in the first enrolled session. In addition, the following will apply:
- The first session coursework will be listed in writing on the official acceptance letter from the program. The acceptance letter will also state when the department requires the completion of the specified coursework.
- The student must achieve a B or better grade in all first session enrolled courses in order to be granted full matriculated status in the program. If a student does not successfully achieve a grade of B or better in any course taken, the student will not be permitted to continue in the program.

- Financial aid is only available for the first session of provisional admission.
- Following successful completion of first session coursework, the student will be granted full matriculated status and allowed to continue enrollment for courses beginning in the next scheduled session of that term.

Students may be denied full admission based on poor academic performance in any aspect of their first term coursework, including interpersonal/professional behavior. The department or university may recommend completion of additional undergraduate or graduate coursework at an accredited institution to improve the student's GPA standing and conceptual foundation and provide evidence of the student's ability to do well in graduate school. Undergraduate credits earned may not be applied toward Master's matriculation and progression. At such time, the student may formally re-apply for admission to the program.

Transfer Credit

The MS - HCL Program does not accept transfer credits toward the degree requirements except for some applicable Union Institute & University courses and with the approval of the Program Director.

New students (matriculating Fall Term 2017 or after) will be assessed a one-time LiveText e-portfolio fee in their first term of enrollment. LiveText provides the student with a mechanism for organizing and tracking their learning experiences and supports the program's efforts to plan goals, assess student progress, and strengthen program quality. The one-time LiveText fee, charged upon registration, is a 5-year license to uses the program's e-portfolio system.

Admissions Calendar

The MS-HCL program operates on a 16-week term schedule, with two 8 week sessions per term. Students are admitted for terms which begin in early January, early May, or late August/early September. Registration is required prior to the start of each enrollment term. A student should inform the Admissions Office of a decision to postpone admission. Students are referred to the Attendance and Engagement Policy in the University Catalog to determine the requirements for engagement with and responsibility for course enrollment.

Reinstatement

Students who have left the program in good standing and meet all criteria of the SAP policy are eligible for consideration of reinstatement. Students who were asked to withdraw or who left the program no longer in good standing are not eligible for reinstatement.

Students who have been withdrawn for 12 months or less may apply for reinstatement by letter to the Program Director. The letter should be submitted at least 45 days before the beginning of the term in which reinstatement is being requested and must include the following:
- An explanation for the request for reinstatement.
- A narrative that details the student's professional accomplishments while withdrawn from the program.
- A description of any remediation steps that were taken, if relevant.
- An explanation of how circumstances differ now from those that existed at the time of withdrawal.

Upon receipt of the above documentation, the MS-HCL Program Director will consider reinstatement. Reinstatement is not automatic and the decision of the Program Director is final. Upon recommendation for readmission, a readmission clearance form will be sent by the MS-HCL office to Financial Aid and the Business Office. Both of these offices must indicate clearance before reinstatement can be processed for approval. A final approval letter from the Program Director will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post the date of reentry. The date of re-entry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the re-entry date.

Readmission

A student who has been withdrawn from the MS-HCL program at Union Institute & University for a period greater than 12 months is only readmitted by formal consideration and action of the MS-HCL Program Director. The re-admittance process includes:

- A new application (no admission fee will be charged).
- A letter including the following:
    - An explanation for the request for readmission.
    - A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
    - A description of any remediation steps that were taken, if relevant.
    - An explanation of how circumstances differ now from those that existed at the time of withdrawal.

Transcripts originally submitted for admission, as well as official transcripts for any academic work completed since withdrawal (original transcripts should be on file in the Registrar's Office if the date of withdrawal was less than five years prior).

Note the following:

- All readmitted students will enter under the current academic and administrative policies at the time of readmission (see current registration and tuition policies). Students are responsible for learning about and adhering to all current policies.
- Students must follow the reinstatement procedures after withdrawal.
- Students may not receive any academic credit or university services during periods of withdrawal.
- Periods of withdrawal do not count toward minimum time-in-program.

Master of Science in Organizational Leadership (MSOL)

Admission Criteria, Requirements, and Procedures

Program Candidate Profile

MSOL program candidates are emerging professionals or current leaders at all levels of management in the for-profit, nonprofit, and public sectors. They are individuals who seek to advance their careers in a manner that contributes to their professions, enhances the civic

communities in which they live and work, and addresses larger global issues. Appropriate candidates:

- Have successfully completed a bachelor's degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0.
- Have three to five years of work experience with an interest in expanding their leadership abilities and skill set with the possibility of taking on greater management or organizational responsibilities.
- Can work at a graduate level and are willing to stretch beyond their current abilities and mental models, being able to critically reflect upon scholarship and their practical experience in order to devise their own perspectives and applications so innovative solutions to complex organizational and social issues can be envisioned, developed and implemented.
- Intentionally chose to learn in a collaborative educational community setting, a network where members engage with each other to reach their academic and professional goals.
- Are committed to their academic studies and dedicated to their professional development, including taking ownership of their learning process, being proactive in managing their educational, work, and personal responsibilities, and developing the needed support network to complete their graduate programs.
- Are open to intercultural, alternative, and challenging perspectives, including critically examining their own viewpoints and practices in dialogue with individuals possessing diverse professional backgrounds.

Admission Requirements

- Have an undergraduate degree from a regionally accredited college or university with a cumulative grade point average (GPA) of at least 3.0.
- Have three to five years of work experience with an interest in expanding one's leadership abilities and skill set with the possibility of taking on greater management or organizational responsibilities.
- Have the ability to:
  - study, research, analyze, write, and orally present at a graduate level;
  - problem solve, make reasoned arguments, and practically apply learning;
  - work in a distance learning setting that utilizes technology to research, dialogue, and collaborate;
  - take ownership of and manage one's graduate course of study; and
  - commit to actively participating in a diverse and challenging professional learning community.

Candidates who have the potential to work at the graduate level, but need to further develop their writing and critical thinking skills, or do not have a 3.0 GPA and/or three to five years of work experience, can be considered for admittance to the program. Such exceptions are considered on a case-by-case basis and may require additional course work beyond the twelve core courses. These students may be offered provisional acceptance (see below: Provisional Admission).

Admission Process

Interested students are not required to take the Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT). Those seeking admittance to the MSOL program are to submit a UI&U application form accompanied by:

- Official transcripts from universities and/or colleges attended.
  - Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.
- English proficiency is required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both the graduate and undergraduate levels, our TOEFL requirement is 79 on the Internet-based test. See http://www.ets.org/toefl and https://www.myunion.edu/academics/academic-services/international-student-services/english-proficiency-requirement/.
- A three to four page (double-spaced) statement of purpose in which the applicant:
  - Describes one's leadership qualities, skills, and professional experiences that qualify one to be accepted into the MSOL program.
  - Explains how the MSOL degree will enable one to grow as a professional leader and engaged citizen, including how the degree will advance one's career and active role in the community.
  - Discusses the challenges of participating in a graduate program and how one will balance academic work and personal responsibilities.
  - Provides a descriptive summary outlining one's civic activities, social concerns, etc.
- Three letters of recommendation that indicate the applicant's:
  - Leadership qualities and professional experience.
  - Ability to think critically, problem solve innovatively, and work at a graduate level. (A recommendation form is provided online.)
- A resume outlining one's work experience, professional accomplishments, and career aspirations.

Admission Interview: If the applicant is considered potentially suited to the program, she/he is invited to a 30 to 60-minute phone interview that discusses the core components of one's statement of purpose and provides the applicant an opportunity to ask questions regarding the program.

Provisional Admission

Admission decisions are made on an individual basis. Before admission is granted, each application is reviewed by the Admissions Committee to determine if the applicant's academic history and preparation is satisfactory. Students may be admitted into full or provisional status. When a student is granted provisional admission, she/he will take six (6) credits of graduate coursework (LDR 501 and 502) in their first enrolled session. The following will apply:
- The first session coursework will be listed in writing on the official acceptance letter from the department. The acceptance letter will also state when the department requires the completion of the specified coursework.
- The student must achieve a B or better grade in all enrolled courses in order to be granted full matriculation status in the program. If a student does not successfully achieve a grade of B or better in any course taken, the student will not be permitted to continue in the program.
- Financial aid is only available for the first session of provisional admission.
- Following successful completion of first session coursework, the student will be granted full matriculated status and allowed to continue enrollment for courses beginning in the next scheduled session of that term.

Students may be denied full admission based on poor academic performance in any aspect of their first session's coursework, including interpersonal/professional behavior. The department or university may recommend completion of additional undergraduate or graduate coursework at an accredited institution to improve the student's GPA standing and conceptual foundation and provide evidence of the student's ability to do well in graduate school. Undergraduate credits earned may not be applied toward master's matriculation and progression. At such time, the student may formally re-apply for admission to the program.

Reinstatement / Readmission

Students who have left the program in good standing and meet all criteria of the SAP policy are eligible for consideration of reinstatement/readmission. Students who were asked to withdraw or who left the program no longer in good standing are not eligible for reinstatement/readmission.

Students who have been withdrawn for 12 months or less may apply for reinstatement by letter to the program chair. The letter should be submitted at least 45 days before the beginning of the session in which reinstatement is being requested and must include the following:
- An explanation for the request for readmission.
- A narrative that details the student's professional accomplishments while withdrawn from the program.
- A description of any remediation steps that were taken, if relevant.
- An explanation of how circumstances differ now from those that existed at the time of withdrawal.

Upon receipt of the above documentation, the MSOL program chair will consider reinstatement. Reinstatement is not automatic and the decision of the program chair is final. Upon recommendation for readmission, a readmission clearance form will be sent by the MSOL office to Financial Aid and the Business Office. Both of these offices must indicate clearance before reinstatement can be processed for approval. A final approval letter from the program chair will be sent to the student indicating the date and session of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post the date of re-entry. The date of re-entry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the re-entry date.

A student who has been withdrawn from the MSOL program at Union Institute & University for a period greater than 12 months is only readmitted by formal consideration and action of the MSOL program chair and the program's dean. The re-admittance process includes:
- A new application form (No admission fee will be charged).
- A letter including the following:
  - An explanation for the request for readmission.
  - A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
  - A description of any remediation steps that were taken, if relevant.
  - An explanation of how circumstances differ now from those that existed at the time of withdrawal.
  - Transcripts originally submitted for admission, as well as official transcripts for any academic work completed since withdrawal. (Original transcripts should be

on file in the Registrar's Office if the date of withdrawal was less than five years prior.)

Note the following:
- Students are responsible for learning about and adhering to all current policies and requirements, including those published on the university website, faculty or course published requirements, and/or those contained in this catalog or revised documents.
- All readmitted students will enter under the current academic and administrative policies at the time of readmission (see current registration and tuition policies). Students must follow the reinstatement procedures after withdrawal.
- Students may not receive any academic credit or university services during periods of withdrawal.
- Periods of withdrawal do not count toward minimum time-in-program.

Withdrawn students are reported to the National Student Clearinghouse as not registered. This notification may impact loan deferrals.

Doctoral Degree Program

Doctor of Philosophy in Interdisciplinary Studies (Ph.D.)

Admission Criteria, Requirements, and Procedures

The Ph.D. program seeks diverse students from a variety of personal and professional backgrounds who share a commitment to the values of the program. The program welcomes students who are committed to interdisciplinary, socially engaged, and relevant scholarship and praxis. Applicants are assessed in regard to academic achievement, professional background and experience, writing abilities via a statement of purpose, interpersonal skills, and references. A GRE is not required for admission into the Ph.D. program.

Individuals interested in applying to the Ph.D. program must complete an online application including three letters of recommendation (professional and/or academic with at least one from a person with a Ph.D.), an official transcript with the master's degree noted from a postsecondary, regionally accredited educational institution, and a statement of purpose. Applications are accepted on a rolling admissions basis. The deadline for completed applications is May 1 for terms beginning on July 1, and November 1 for terms beginning on January 1. Initial admission offers are made after the admissions committee has interviewed a candidate and approved admission to the program. Once approved for admission, a candidate for the program must reply to the admissions committee accepting the offer and submit an application and deposit for the initial academic residency.

Reinstatement for Ph.D. Students
Students who have been administratively withdrawn for financial reasons for a period of 12 months or less may apply for reinstatement by letter to the dean. A clearance form will be sent by the graduate college to the Business Office. Both offices must indicate clearance before reinstatement can be processed for approval. A letter from the dean will be sent to the student indicating the date and term of reinstatement. A copy will be forwarded to the faculty advisor and to the Registrar's Office. The Registrar's Office will post date of reentry. The date of reentry is most commonly the first day of the new registration period. The reinstated student will be assigned to the appropriate year/term registration group based on the reentry date.

Reinstatement by the graduate college within 12 months may require reconstitution of the dissertation committee depending on whether the dissertation committee members are able and choose to continue serving on the student's committee. Students who have been administratively withdrawn for a period greater than 12 months should follow the readmission procedures.

Readmission for Ph.D. Students
A student who has been administratively withdrawn from the Ph.D. program at Union Institute & University for a period greater than 12 months is only readmitted by formal consideration and action of the Ph.D. program admissions committee and the dean. Students considered for readmission to the Ph.D. program in Interdisciplinary Studies must follow the most current program degree requirements. All readmitted students will enter under the current academic and administrative policies at the time of readmission. It is the student's responsibility to be informed and to adhere to all current policies. Before applying for readmission, students must resolve all prior financial and administrative obligations. Students must also contact the dean's office as soon as they intend to apply for readmission. They will begin processing the Readmission Clearance Form, which determines whether the student has met all prior financial and administrative obligations and is eligible to apply for readmission. The dean's office will contact the students as soon as they are cleared to apply for readmission. Students may then prepare the application for readmission. Students who are approved for readmission will enter the program during the term (January or July) when the seminars they need are offered. Therefore, they will join a new cohort.

The application for readmission includes the following items:
- A new Application for Admission (no admission fee will be charged).
- A letter explaining the request for readmission.
- A narrative that details the student's professional and educational accomplishments while withdrawn from the program.
- Transcripts originally submitted for admission, as well as transcripts from a regionally accredited university for any academic work completed since withdrawal (original transcripts should be on file in the Registrar's Office if the date of withdrawal was less than five years prior).
- A recommendation from the student's faculty advisor if currently active on the graduate college faculty. (If no faculty advisor was ever assigned, one reference letter is required.)

Professional Studies and Continuing Education

Certificate Programs

Admission Criteria, Requirements, and Procedures

Alcohol and Drug Abuse Counseling Certificate

(as a stand-alone certificate)

Admission/Application
Admission occurs on a rolling basis. In order to be considered for admission, the applicant must demonstrate:

- Completion of a regionally accredited baccalaureate degree.
- Readiness to participate in online instruction and become a member of an online community of inquiry.
- Access to the Internet and email.
- Competence in written communications skills.

To apply, the applicant must submit:
- An Application for Admission (online at www.myunion.edu).
- Goal statement.
- Official transcript with the baccalaureate degree noted.
- One letter of reference from a person who can comment on the applicant either academically or professionally.

Health Education Certificate

Admission/Application
Admission occurs on a rolling basis. In order to be considered for admission, the applicant must demonstrate:
- Completion of a regionally accredited baccalaureate degree.
- Readiness to participate in online instruction and become a member of an online community of inquiry.
- Access to the Internet and email.
- Competence in written communications skills.

To apply, the applicant must submit:
- An Application for Admission (online at www.myunion.edu).
- Goal statement.
- Official transcript with the baccalaureate degree noted.
- One letter of reference from a person who can comment on the applicant either academically or professionally.

Forensic Science Management Certificate

(as a stand-alone certificate)

Admissions/Application
Admission occurs on a rolling basis. In order to be considered for admission, the applicant must:
- Meet university requirements for admission as an undergraduate.
- Demonstrate readiness to participate in online instruction.
- Have access to the Internet and email.
- Have ability to become a self-directed student.

To apply, the applicant must submit:
- An Application for Admission (online at www.myunion.edu).
- Application essay to include statement of purpose (two to three pages).
- Official high school transcript and any undergraduate transcripts.

Homeland Security Certificate

(as a stand-alone certificate)

Admissions/Application

Admission occurs on a rolling basis. In order to be considered for admission, the applicant must:

- Meet university requirements for admission as an undergraduate.
- Demonstrate readiness to participate in online instruction.
- Have access to the Internet and email.
- Have ability to become a self-directed student.

To apply, the applicant must submit:

- An Application for Admission (online at www.myunion.edu).
- Application essay to include statement of purpose (two to three pages).
- Official high school transcript and any undergraduate transcripts.

Transfer Credit Policies

Union Institute & University's academic programs have each determined transfer credit policies applicable to the program's curriculum and degree requirements. Refer to the specific transfer credit policies within each academic program presented in this catalog.

Transient (Visiting) Students

A transient or visiting student is defined as a student who is registered for a limited number of courses but is not pursuing a degree at Union Institute & University. UI&U provides the opportunity, on a limited basis, for students enrolled in degree programs at other institutions to complete undergraduate or graduate courses for the purpose of transferring them to their home institution. This enrollment opportunity is available during any term/session throughout the year from any of the UI&U academic centers/programs. Non-degree students wishing to enroll in M.A. courses have a M.A. Program Application to submit to the M.A. Program before enrollment is approved.

International Students

Effective June 10, 2016, as Revised

Union Institute & University accepts qualified F-1 international students into its degree programs offered through the Cincinnati, Ohio academic center and the New England academic center in Brattleboro, Vermont. Designated school officials in Cincinnati and Brattleboro advise and assist international students with their F-1 immigration status requirements and responsibilities. UI&U degree programs certified for issuing I-20s to F-1 international students include the Ph.D., and the M.A. with a Major in Clinical Mental Health Counseling. UI&U is a distance institution. International students will enter the U.S. to attend required on-ground program residencies only; they will not reside in the U.S. for the duration of their degree programs. International applicants whose native language is not English are required to provide proof of English proficiency.

See program specific requirements for admission and continued enrollment of international students on the International Applicants webpage: https://myunion.edu/future-students/international-students/

Information about obtaining student visas, providing financial certification, maintaining F-1 immigration status, required forms, and other related information are available through the following links:

- International Student Services website: https://myunion.edu/future-students/international-students/
- Required forms and other documents: International Student Services website and the forms directory: http://www.myunion.edu/forms-directory/international-students/.
- Contact: international.students@myunion.edu.

UI&U's fully online programs, and programs that offer fully online options – the Bachelor of Arts, most Bachelor of Science majors, Master of Science in Healthcare Leadership, Master of Science in Organizational Leadership, and the Master of Arts program – have no on-campus requirements, which means that travel to the U.S. is not required. Students residing in countries other than the United States may be admitted to these online programs, but UI&U will not facilitate travel to or residency in the United States while they are enrolled in Union Institute & University's online degree programs. Students are not required to be residing in the U.S. to be enrolled in and attending online classes.

Foreign Transcript / Credentials Evaluation

Students with international transcripts are responsible for obtaining an evaluation of their transcripts. For admission purposes, *please request a course-by-course evaluation.* Union Institute & University requires that evaluations of international credits be performed by organizations belonging to the Association of International Credential Evaluators, Inc. (AICE), or the National Association of Credential Evaluation Services (NACES). Fees vary by the type of evaluation requested (high school, bachelor's, master's, etc.) from approximately $150 to $280. Turnaround time for the evaluation is generally two to four weeks. Additional fees apply for expedited service and multiple copies of the evaluation. See individual service websites for details about specific services and costs.

A complete list of approved member organizations may be found on the individual association's website.

- AICE: http://aice-eval.org/members/
- NACES: http://www.naces.org/members.html

VETERANS EDUCATION & MILITARY EDUCATION

Union Institute & University is approved for the education and training of Active Duty, Guard, Reserves, Veterans, and their eligible spouses and dependents under all existing public laws. Requests for information should be sent to Geri Maples, Veterans Coordinator, geri.maples@myunion.edu.

For information about educational benefits we recommend that you call the toll-free number for the Department of Veterans Affairs at 888.442.4551, or visit their website at

http://www.gibill.va.gov/. Consult the Department of Veterans Affairs website at http://www.vba.va.gov/VBA/ for general VA benefits information.

Veterans and Military Personnel

Union Institute & University is proud to welcome America's Veterans, Active Duty military, Guard, Reserves, and their dependents into our academic programs. As a military friendly school, UI&U's programs are designed to allow veterans and military personnel to maintain busy schedules and commitments while completing a degree. UI&U was named by G.I. Jobs magazine as a Military Friendly School for 2017. This recognition ranks UI&U in the top 20 percent of all colleges, universities, and trade schools nationwide. Refer to the UI&U Veterans Affairs webpage at http://www.myunion.edu/military/ for contact and educational benefits information.

GI Bill®

UI&U assists its student service members with educational opportunities available from all VA chapters offering education benefits. The university is pleased to be a participating school in the Post 9/11 GI Bill® - Chapter 33/Yellow Ribbon Program since 2011. Effective October 1, 2011, the university began providing tuition assistance for veterans who qualify for education assistance under the Yellow Ribbon Program of the Post 9/11 GI Bill® and Public Law 377-111.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.gibill.va.gov/benefits/index.html for up-to-date information.

Yellow Ribbon Program

As a participant in the Yellow Ribbon Program, Union Institute & University will work with the U.S. Department of Veterans Affairs to fund tuition costs above the annual cap mandated by Congress for the 2016-2017academic year. The partnership will allow Union Institute & University's program tuition and fees to be matched by the VA and will result in no financial obligation for tuition and fees for eligible Chapter 33/Post 9/11 military and veterans. It also allows in many cases for the benefit to be transferable to a spouse or dependent.

Veterans in Union

UI&U announces a $7,500 living allowance stipend (a total of three stipends at $2,500 per term) for honorably discharged Pell Grant eligible veterans. Applicants must have Post 9/11 GI Bill® Chapter 33, or Chapter 31VA educational entitlement. This is open to qualified veterans who reside in in any U.S. state. For all other requirements and to apply please refer to the UI&U webpage http://military.myunion.edu/home/scholarships-and-stipend/

Veterans in Union Requirements

1. Reside in the U.S.
2. Have Chapter 33 or Chapter 31 entitlements for VA educational benefits. When applying, must provide a copy of the Certificate of Eligibility for Ch. 33 VA educational benefits, or have a signed Chapter 31 Authorization and Certification form from a Vocational Rehabilitation Counselor.
3. Provide a copy of VA form DD 214 - Certificate of Release of Discharge from Active Duty culminating in honorable discharge.

4. Provide a copy of VA form 22-1995 Change of Program or Place of Training if VA educational benefits were used at a prior college or university.
5. Show proof of Expected Family Contribution (EFC range of 0 – 51988).
6. Be admitted and enrolled full-time, based on degree program's curriculum, in a Union Institute & University degree program, with continuous enrollment leading to degree completion.
7. Maintain a cumulative grade point average of 2.00 for undergraduate programs and 3.00 for masters and doctoral programs.
8. Communicate weekly with the Veterans Coordinator, and participate in all components of the academic program.

UI&U Military Scholarships

UI&U offers three scholarships for Active Duty, Guard, Reserves, Veterans, their spouses, or dependents. Details about the three scholarships are found on the UI&U webpage for Veterans & Military Personnel, http://military.myunion.edu/home/scholarships-and-stipend/ Scholarships are limited to one university-funded scholarship per student per degree program. If the student's eligibility for one UI&U military scholarship changes while enrolled in one degree program, the student may change to a different UI&U military scholarship option. Students that qualify for the POST 9/11 GI Bill® benefits at 100 percent are not eligible for a UI&U scholarship.

OFFICE OF STUDENT SUCCESS

Associate Dean of Student Success: Jay Keehn, Ph.D.

The Office of Student Success utilizes a holistic approach focusing on knowledge, skills, leadership enhancement, and career-oriented development to provide comprehensive services addressing the academic, professional, and emotional needs of all UI&U students. The Office of Student Success provides support in the following areas:

- Academic
- Career Counseling
- Counseling Referrals
- Orientation
- Probation
- Form & Style Dissertation Review
- Disability Services

Academic Services

Writing & Academic Tutoring Center

Coordinator: Eric Mast, Ed.D.

- Academic services for students, faculty, and staff are provided through the Union Institute & University Writing & Academic Tutoring Center. Online resources are available for all undergraduate and graduate students to help identify specific writing challenges and the best practices to address them. Students can request telephone appointments with professional writing tutors during the day, evening, or weekends. All services are free. Call 513.487.1156 (toll free: 1.800.861.6400 extension 1156) or email: writing-center@myunion.edu. Visit https://myunion.edu/current-students/student-services/academic-services/ and join the Writing Center's CampusWeb group for more information.
- Math Tutoring - Union Institute & University offers free one-on-one math tutoring sessions for all students using Citrix GoToMeeting. One-hour sessions are available by appointment. Appointments can be scheduled through the Math Center's CampusWeb group. Call 513.487.1275 (toll free: 1.800.861.6400 extension 1275) or email: math-tutoring@myunion.edu. Visit the Math Center's CampusWeb group for more information.

Career Services

UI&U offers career development for all students and alumni that is aligned with an academic philosophy and educational process that focuses on life planning and career preparation and advancement. The Office of Student Success works with each student to be forward thinking regarding career aspirations and to develop his/her:

- Self-awareness related to career choice by identifying, assessing, and understanding their competencies, interests, values, and personal characteristics.
- Qualities, such as image, confidence, and integrity.

- Relationship building and networking skills development.
- Capabilities, qualities, skills, and style in tune with his/her personality and career interests.
- Perspectives, ingenuity, and courage for the 21st century global organizational manager and workplace member.
- Thinking about and building a skill set that enables him/her to work across professional fields with diverse professionals to innovatively address complex issues, make strategic and sustainable decisions, and build visionary solutions and implement them.
- Ability to be a "value-add" to organizations.
- Ability to be adaptable and develop one's professional qualities and skill set over the life of one's career.

Career Services provides resources to assist students in all phases of the career planning process to include but not limited to:
- Informational webinars
- Interview techniques
- Resume writing
- Career day
- Strength/weakness inventories
- Occupation information
- Corporate partnerships
- Internship placement
- Postings on Job Board
- Job connections
- Job search skills
- Self-promotion techniques
- Professional image building
- Diversity resources
- Graduate school planning and advising
- Networking

Union Institute & University does not guarantee job placement, nor does the university promise the availability of specific jobs or jobs in specific markets. UI&U will provide information relating to market and job availability only if verified through statistical research.

For further information, please contact: Ms. Stefanie Macias, Career Counselor, career.services@myunion.edu, toll-free 800.294.8884, or the Florida Academic Center 305.653.6713 X2170.

Counseling Referrals

UI&U is sensitive to the emotional needs of adult students. Returning to pursue a rigorous academic degree can be overwhelming and stressful. The UI&U Office of Student Success can provide appropriate counseling referrals to regional agencies, when necessary. Students may contact the Office of Student Success to inquire. For further information, please contact Dr. Jay Keehn, Associate Dean of Student Success, jay.keehn@myunion.edu, toll-free 800.294.8884, or the Florida Academic Center 305.653.6713 X2140.

Orientation

UI&U's orientation program is for all incoming students. It is an online resource center located on CampusWeb. The orientation resource center is an introduction to UI&U services and relevant departments. Program advisors will ensure students are participating in this part of the orientation program. All students will have access to their respective degree program orientation through CampusWeb, upon acceptance.

Topics may include:
- Financial Aid
- Registrar policies & procedures
- IT services
- Business Office
- CampusWeb/online courses
- Policies (review of catalog)
- Writing and Academic Tutoring Center
- Library
- ADA services
- Career services

Disability Services

Accessibility Coordinator: Robert M. Cotter, M.Ed.

Union Institute & University is committed to providing equal educational opportunities to qualified persons with disabilities. The Americans with Disabilities Act of 1990 (ADA) requires the university to make reasonable accommodations to students with a disability only if the individual requests such accommodations. It is the mission of the Accessibility Office of Union Institute & University to offer students with disabilities the opportunity for success in their college experience, with access to all programs, services, and activities. The Accessibility Office ensures that reasonable accommodations are determined and implemented appropriately for students with disabilities.

For further information, please contact: Mr. Robert Cotter, Accessibility Coordinator, bob.cotter@myunion.edu, toll-free 800.461.6400 ext. 1144.

Americans with Disabilities Act (ADA) Policy

Effective July 1, 2014, as Revised

Union Institute & University is committed to providing equal education opportunity and support to qualified persons with disabilities. The Americans with Disabilities Act of 1990 requires the university to make reasonable accommodations to students with a disability only if the individual requests such accommodations.

Accommodations and Related Services
Union Institute & University, under the requirements mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, will make accommodations in the

learning and instructional environment to meet the documented needs of students with disabilities. The general academic regulations and graduation requirements of university programs are identical for all Union Institute & University students.

To Request Accommodations and Related Services
Accommodations cannot be made for a student unless she/he requests services directly from the accessibility office. To request accommodations and related services students must complete the Disability Disclosure Form, available on CampusWeb, Union Institute & University's academic and administrative portal.

The completed disability disclosure form is automatically sent to the accessibility coordinator. The accessibility coordinator will then contact the student to request documentation from their health provider and to discuss an appropriate accommodation plan, called an education plan. The accessibility coordinator will prepare the education plan, email it to the student for review and approval, and, once approved by the student, will distribute it to the appropriate staff and faculty. Education plans do not renew automatically: it is the student's responsibility to notify the accessibility office at the beginning of each term to reactivate their education plan. (Note: Union Institute & University's faculty and staff may not accommodate a student who claims a disability unless there is an education plan on record for the student. If a student requests an accommodation and does not have an education plan on file, the employee who receives the request shall advise the student of this policy and procedure, referring the student to the accessibility coordinator.)

Confidentiality
All documentation associated with the student's disability is kept confidential and separate from their official academic record.

Applicable Federal Statutes and Definitions
Two federal statutes govern the provision of disability services in higher education: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Unlike the Individuals with Disabilities Act (IDEA), which provides a free and appropriate education to individuals with disabilities in the K-12 school system, these statutes are civil rights laws that provide access and prevent discrimination for individuals with disabilities. They ensure that a student's access to college admission, and to specific academic programs and courses, is not hindered due to a disability and that reasonable accommodations are provided.

Definitions:
A **disability** is defined as a physical or mental impairment that substantially limits one or more major life activities.

An **accommodation** is a modification to a program, task, or event that allows an individual with a disability to participate fully. Accommodations must be effective to ensure equal access but may not reduce program standards or present an undue financial or administrative burden to the institution.

Documentation is the report produced by the health provider who has evaluated an individual's disability. This information provides the official basis of a student's claim that he or she is a person with a disabling condition and guides the development of the student's accommodation plan.

ADA COMPLAINT & GRIEVANCE PROCEDURE FOR STUDENTS

Effective October 15, 2014, as Revised

This procedure applies to all students and other individuals accessing Union Institute & University (UI&U), other than employees of UI&U. Employees of UI&U with Section 504/ADA concerns must follow UI&U's "Workplace Accommodations" policy and "Appeal of Disciplinary or Other Adverse Action" policy.

The grievance procedures that follow apply to individuals (other than UI&U employees) who feel their rights have been violated under Section 504 of the Rehabilitation Act of 1973 (Section 504) and/or the Americans with Disabilities Act of 1990 (ADA). Union Institute & University supports an individual's right to file a grievance under this procedure when they believe they have been denied equal access in the form of appropriate accommodations, modifications, auxiliary aids, effective communication, or suffered discrimination or harassment on the basis of disability by employees, other students, or third parties. Any such grievance must be submitted to the University within 180 days after the alleged discrimination or harassment occurred. There are two grievance procedures described below. The first procedure is for complaints and grievances against the University as a whole, or a University employee, academic or non-academic department, academic program, and/or University organization; and for complaints against other students or third parties. The second procedure applies to grievances against the accessibility coordinator.

Informal ADA Complaints and Resolutions

It is hoped that resolution of any complaint will begin with a sincere attempt at informal resolution. Individuals are encouraged to discuss their concerns with the Accessibility Coordinator, 800.461.6400 ext.1144.

The accessibility coordinator (AC) will attempt to resolve the issue(s) by assisting the individual in discussing the issue with the other involved individual(s), either participating in the discussions or contacting the involved parties in an effort to clarify and resolve issues. It is expected that most concerns will be positively resolved through this process of support and mediation. The individual and involved parties will be notified in writing by the AC of progress, findings, and a proposed resolution within 10 business days. Due to the urgency of many issues, it is likely that many problems will be resolved sooner. The individual may end the informal resolution process at any stage and begin the formal stage of the complaint process.

ADA Grievance Procedure

If the individual or the accessibility coordinator does not believe that a satisfactory resolution has been reached at the informal resolution stage, or if an individual prefers to skip the informal resolution process, the individual must submit a complaint, in writing, to the AC, and the AC will make an appointment (within 10 business days) with the ADA compliance officer to allow the individual to present his/her concern. According to the individual's desires, the AC may or may not be at this appointment. At this meeting, the individual may present evidence and/or witnesses. The accused will also have the opportunity to present evidence and/or witnesses during the investigation. The ADA compliance officer, with the assistance of the AC, will conduct a thorough and impartial investigation of the complaint and deliver a written decision to all concerned within 10 business days. Because UI&U is an at-distance university, most meetings will be by teleconference.

If there is a finding of discrimination or harassment on the basis of disability, UI&U will take steps to prevent recurrence of any such harassment and to correct discriminatory effects on the complainant and others, if appropriate.

If the individual does not concur with the resolution proposed by the ADA compliance officer, she/he may choose to bring his/her issue(s) to the vice president for academic affairs (VPAA) by filing a formal appeal with the VPAA and the ADA compliance officer within 10 business days of receiving the ADA compliance officer's decision. Within 10 business days of receiving this notification, the ADA compliance officer will make an appointment for the student with the VPAA. The ADA compliance officer will also attend the meeting. The VPAA will have 10 business days to respond in writing with a resolution after the meeting.

Should the student not concur with the VPAA's decision, she/he may file a complaint with The Ohio Civil Rights Commission. UI&U is legally registered in Ohio and concerns should be addressed in Ohio. Individuals who do not live in Ohio may choose to contact their state civil rights commission office. These entities will take complaints and will investigate when appropriate.

Resolving Conflicts with the Accessibility Coordinator
If an individual has a complaint against the accessibility coordinator (AC), the individual has the option of discussing the complaint with the ADA compliance officer or going directly to the VPAA. However, it is expected that individuals will first make a sincere attempt to resolve the conflict informally, either directly with the AC or with the ADA compliance officer.

If the complaint cannot be resolved informally with the AC or ADA compliance officer to the individual's satisfaction, the individual must submit a complaint, in writing, to the ADA compliance officer and the ADA compliance officer will make an appointment within 10 business days of receiving the complaint for the individual to meet with the VPAA to discuss the issues and explore resolution. The individual may also choose to bypass the ADA compliance officer and submit a complaint in writing to the VPAA directly. At the meeting with the VPAA, the individual may present evidence and/or witnesses. After investigating the situation, the VPAA will inform the individual and other involved parties, in writing, of progress, findings, and/or resolutions within 10 business days. Because UI&U is an at-distance university, this meeting may be by telephone.

If the individual is not satisfied with the solution, she/he may choose to file a complaint with The Ohio Civil Rights Commission. These entities will take complaints and will investigate when appropriate. Individuals may choose to contact the office of their state civil rights commission if they do not live in Ohio.

No Retaliation
Retaliation against individuals who file grievances under this procedure or who otherwise participate in the grievance process is prohibited.

Key Contacts

Accessibility Coordinator
Robert Cotter
ADA.coordinator@myunion.edu
800.461.6400 ext. 1144

Union Institute & University Compliance Officer
Dr. Jay Keehn
jay.keehn@myunion.edu
305.653.6713 ext. 2140

Ohio Civil Rights Commission
888.278.710, 614.466.2785 | TTY: 614.752.2391| Fax: 614.644.8776

Federal Office for Civil Rights
800.421.3481 | TTY: 800.877.8339 | FAX: 202.453.6012

Frequently Asked Questions

Answers to commonly asked questions regarding accommodating students with disabilities.

Why Should I Register?
You should register with accessibility office to ensure that required accommodations are determined and implemented in an appropriate manner. Registering with the office ensures equal access to your courses, textbooks and assignments.

I am a prospective student with a disability. Do I have to tell admissions about my disability? Will my disability influence my admission to the Union Institute & University?
No. You are not obligated to inform Union Institute & University of your disability during the admissions process.

What accommodations are offered at Union Institute & University?
Accommodations are determined on a case-by-case basis. There is no standing list of accommodations from which to choose. If you have a disability, you should determine what modifications would best accommodate your disability and share that information with the accessibility coordinator in order to develop an effective accommodation plan, called an educational plan (EP).

Do I have to pay extra for accommodations?
No. Appropriate accommodations as defined by the university's ADA Policy are provided by UI&U at no cost to the student.

Do I have to request accommodations if I have a disability?
No. You only have to request accommodations if you want to use them in your studies. Accommodations will not be suggested or offered unless you officially request them through the accessibility coordinator. In fact, no accommodations may be made by faculty or staff

unless you have officially requested them through the accessibility coordinator and have an official educational profile.

What is the difference between asking faculty or staff about accommodations and talking with the accessibility coordinator about my accommodation?
Requesting accommodations through the university's accessibility coordinator officially notifies the university that you are a student with a disability and invokes the protection of applicable state and federal disability laws. Talking with any other faculty or staff about needed modifications in your course of study does not.

Once I have an approved EP on file with the accessibility coordinator, do I need to do anything else?
Yes. You must contact the accessibility coordinator at the start of each term so that she/he can notify your new instructors of the accommodations that have been approved in your EP. In addition, if previously agreed upon accommodations need to be changed for any reason, it is your responsibility to contact the accessibility coordinator so that changes can be made to your education profile.

Can I get a waiver of academic/program requirements as an accommodation for my disability?
Waivers for academic/program requirements are not considered to be accommodations: under ADA, schools are not required to waive program requirements or modify learning criteria for students with disabilities. Such requests must be handled separately from the disability accommodation process. The accessibility coordinator can help you to determine whether your request for accommodations actually requires an academic decision. You may request a waiver of an academic requirement to the dean of your program; however, it is important to remember that students with disabilities are expected to meet the same academic standards as are students without disabilities.

FINANCIAL AID RESOURCES AND SERVICES

Office of Financial Aid & Federal Compliance
Email: finaid@myunion.edu
Local: 513.861.6400 ext. 2005
Toll-free: 800.861.6400 ext. 2005
Fax: 513.487.1078

Union Institute & University understands that many students need financial assistance to fund their college education. Financial aid is available in the form of grants, scholarships, student loans, and part-time work study programs. Parent PLUS and Graduate PLUS loans as well as payment plans are available. Please borrow the lowest amount in student loans possible so you are not burdened with excess debt upon graduation.

Students applying for financial assistance at UI&U must complete the Free Application for Federal Student Aid (FAFSA). Many states offer financial assistance to undergraduate students based on the FAFSA application. The FAFSA is used to determine the family's ability to pay for the student's education. The family's ability to pay, or expected family contribution (EFC), is calculated using federal formulas that consider income, assets, and other family information. Students receive a Student Aid Report electronically after the FAFSA is processed with the same data sent to the colleges listed in a form called the Institutional Student Information Report (ISIR). The ISIR contains the federally calculated EFC.

Eligibility for need-based federal, state, and university-sponsored aid is determined by comparing the cost of attendance at Union Institute & University with a family's ability to pay for college expenses. The U.S. Department of Education (USDE) considers financial aid supplemental to the family's efforts to meet the cost of attendance. The EFC may not seem reasonable for your financial status, but UI&U must use the EFC to determine student eligibility for Federal Title IV aid programs. Federal regulations effective July 01, 2013, required testing and verification of unusual enrollment history (UEH) as identified on the ISIR. The U.S. Department of Education is concerned that some students are enrolling at colleges, obtaining refunds of excess aid, and then withdrawing multiple times. This is an abuse of federal Title IV aid funding. ISIRs showing unusual enrollment patterns will be flagged. Financial Aid is required to verify successful completion of academic credits at previous colleges using official transcripts before certifying UEH students as eligible for aid at UI&U. This verification process is separate from other FAFSA/ISIR verification procedures and will include a separate appeal process. Students determined as ineligible because of unusual enrollment history may reestablish eligibility by completing a semester of credit without federal aid.

The FAFSA should be submitted via the Internet at http://www.fafsa.ed.gov/ to ensure the quickest processing time. The FAFSA form will be available for each new year by October 1st of the previous year. For example, the FAFSA for the 2017-2018 school year was available for completion on October 1, 2016. It is recommended that students submit the FAFSA to the federal processor by February 15 of each calendar year. Students must reapply for financial aid each year and list Union Institute & University's school code (010923) on each application. In order to sign the FAFSA online, all students and one parent of dependent students have to apply for a FSA ID consisting of a username and password. Apply for the FSA ID at https://fsaid.ed.gov. Students are encouraged to call the financial aid office if they have questions regarding financial aid or completing aid applications.

Financial aid is one means to pay student tuition and fees, but it is neither automatic nor guaranteed with registration in UI&U programs. The university must establish aid eligibility on facts and circumstances every term for every student.

Eligibility Requirements for Federal Financial Aid

- Be accepted for enrollment for an eligible degree or certificate program.
- Be a U.S. citizen or an eligible non-citizen.
- Have a valid Social Security Number and/or A-Number for non-citizens.
- Sign the FAFSA certifying federal aid will be used only for education expenses.
- Not be in default status with any federal student loan.
- Register with the Selective Service, if required.
- Make Satisfactory Academic Progress (SAP). See the SAP section in this financial aid chapter as well as the academic SAP policies within the academic programs for a more detailed description.
- Not have been convicted for any illegal drug offense while receiving federal financial aid.
- Federal aid cannot be certified for any course repeated more than one time after a passing grade has been achieved.
- Other requirements as promulgated by USDE.

Types of Federal Student Aid Programs

The federal government provides various student financial aid programs to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Federal Pell Grant
The Pell Grant Program makes funds available to eligible undergraduate students who have not yet earned a bachelor's degree and who demonstrate high financial need. Apply by completing the Free Application for Federal Student Aid (FAFSA). Pell Grants are subject to a lifetime limit equal to twelve full-time semesters. Student ISIRs may also be flagged for Pell testing of unusual enrollment history which requires the university to verify successful completion of credit hours at previous colleges where Pell Grants were awarded.

Supplemental Educational Opportunity Grant (SEOG)
These federally supported, university-administered grants are provided to undergraduate students who have high financial need.

Federal Work-Study
The Federal Work-Study Program provides work opportunities for students attending at least half-time who demonstrate financial need. While most work opportunities are available through UI&U academic centers, employment is also available in local non-profit agencies.

Federal Direct Loan Program
Federal Direct Loans are low-interest loans made available to students attending school on at least a half-time basis. In order to qualify, students must complete and sign the Free Application for Federal Student Aid (FAFSA). Based on the FAFSA, the student may qualify for a Subsidized Direct Loan (undergraduates only), an Unsubsidized Direct Loan (undergraduate &

graduate students), or a combination of both. For independent students, the maximum combined subsidized and unsubsidized loan eligibility amount is $9,500 for freshman level for the academic year, $10,500 for sophomore level, and $12,500 per year for the junior and senior levels each year thereafter. Graduate level students can borrow up to $20,500 per academic year. Interest rates for all new Direct Loans are fixed and can be deferred while you are in school. You may choose to pay the interest every month or you can defer it until you graduate. For the 2016-2017 school year, the Subsidized Direct Loan has a fixed interest rate of 3.76 percent for undergraduate students. The Unsubsidized Direct Loan has a fixed interest rate of 3.76 percent for undergraduate students and 5.31 percent for graduate students. The interest rates and loan origination fees may change each July 1 or October 1 depending on congressional actions. If you choose to defer your interest it will be capitalized and added to your loan balance. Repayment begins six (6) months after the student graduates, leaves school, or drops below half-time enrollment status. Repayment can be spread over a 10-year period. Loan limits for dependent students are lower than for independent students.

Federal PLUS Direct Loan Program
These loans are for parents of dependent undergraduate students and graduate student borrowers. Grad Plus Loans have an interest rate of 6.31 percent for 2016-2017. The interest rates may change every July 1. Parents and graduate student borrowers will be obligated to a 3 percent origination fee and a default fee of 1 percent on each PLUS loan they receive. This loan is limited to parents of dependent undergraduates and graduate students with a favorable credit history. A new credit check is required each time you apply for a new loan. The credit check is good for 6 months. In the event a parent is unable to borrow via a Parent PLUS Loan, undergraduate students may qualify for additional unsubsidized loan funds.

Student Rights to Cancel Full or Partial Loan Disbursement
Students may contact the financial aid office in writing to cancel a loan disbursement or request a smaller disbursement. Notification must be within the academic term and before the student accepts a refund of excess Title IV aid based on the loan disbursement. Financial Aid will return loan proceeds to the federal lender thus lowering the amount the student borrowed. The Business Office has a procedure for notification by returning a voided refund check with written notice.

Private Alternative Educational Loans
Private Alternative Educational Loans are also available to help meet college expenses. These private loan programs offer competitive interest rates, flexible repayment schedules, and various cosigner requirements. Students interested in a private alternative educational loan, please contact Financial Aid. The university does not have a recommended or preferred list of banks for private loans.

Individual State Financial Assistance Programs

Ohio
- **Ohio College Opportunity Grant** is a need-based aid program for Ohio resident undergraduates. The award is based on each applicant's estimated family contribution and income level, which is derived from the FAFSA. In order to determine eligibility for this grant, a student must apply by October 1 each year.

Florida
- **Student Assistance Grant Program** is available to Florida residents who are full-time undergraduate students, who demonstrate substantial need and are enrolled in participating postsecondary institutions. To determine eligibility for the grant, complete the FAFSA.
- **Access to Better Learning and Education Grant (ABLE)** provides tuition assistance to full-time Florida undergraduate students enrolled in degree programs at eligible private Florida colleges or universities. The amount of the ABLE award is determined annually by Financial Aid, depending upon available funding. To determine eligibility for the grant, complete the FAFSA.

Vermont
- **Incentive Grant** is a need-based grant awarded to full-time undergraduate Vermont residents enrolled or accepted for enrollment in eligible degree programs who have not already received bachelor's degrees. To determine eligibility for the grant, complete the FAFSA and then complete the Vermont grant application at http://www.vsac.org/myVSAClogin.
- Vermont residents may qualify for the **Vermont Part-Time Grant** if they are enrolled or accepted for enrollment in eligible undergraduate degree programs and have not already received a bachelor's degree. Students must be taking fewer than 12 credit hours. To determine eligibility for the grant, complete the FAFSA and then complete the Vermont grant application at http://www.vsac.org/myVSAClogin.
- Vermont residents who are not enrolled in high school and are enrolled in non-degree courses that will improve their employability may apply for the **Vermont Non-Degree Grant.** To determine eligibility for the grant, complete the Vermont grant application at http://www.vsac.org/myVSAClogin.

Changes to Enrollment and Funding
- A financial aid award may be modified if there is a change in a student's enrollment due to dropped or added classes. Students should contact the financial aid office for questions about how dropping/adding credits may affect their aid awards.
- To maintain federal student loan eligibility, a student must be enrolled at least half-time at the time of loan disbursement.
- If a student withdraws or is terminated from his/her program of study, depending on when his/her withdrawal or termination occurs during the term, the student may be ineligible to use a portion of the federal financial aid awarded to him/her for that term. A federal return of funds calculation must be completed by Financial Aid which may require reversal of a portion of aid and subsequent return of funds to USDE.

Union Institute & University Provided Scholarships and Fellowships

The university provides numerous scholarships to help students meet their tuition costs. These include articulation/group scholarships in the undergraduate programs, program specific awards in graduate programs, endowed scholarships, and scholarships and fellowships provided by restricted gifts and grants received by Union Institute & University. Please see the myunion.edu website for details of scholarships provided by UI&U. Scholarship information can be found at http://myunion.edu/future-students/funding-your-future/. The majority of UI&U scholarships are provided by the current budget so there are some restrictions as described below.

Financial Aid Scholarship Limit

What if I am eligible for more than one Union Institute & University scholarship or have external grants or scholarships that pay the total costs of tuition, books and fees?
Students may only receive benefits from one Union Institute & University (articulation agreement, group, or military service) scholarship. If a student is eligible for more than one scholarship, she/he may select the one which provides the highest benefit. This policy does not preclude receiving any endowed scholarships or externally funded scholarships like the Women in Union Scholarship along with an articulation/group/military scholarship. Federal Work Study and Graduate Assistantships are not considered scholarships.

Note: Students being readmitted to Union Institute & University will need to have made SAP (Satisfactory Academic Progress) during their most recent term at Union Institute & University in order to be eligible for scholarship.

UI&U scholarships may not raise total financial aid (grants and scholarships) above 100 percent of the costs of tuition, books, and fees. Any federal, state, or private grant/scholarship will reduce the amount of UI&U scholarship so the combined total equals 100 percent of tuition, books, and fees. Examples: A veteran with Post 911 GI Bill® benefits that pays 100 percent of tuition, books, and fees would be ineligible for a UI&U scholarship. A similar student with partial Post 911 benefits would be eligible for UI&U scholarships as long as she/he does not exceed the total cost of tuition, books, and fees.

Student loans do not affect scholarships, but scholarships may affect loan eligibility.

Student Financial Aid Satisfactory Academic Progress (SAP) Policy

- Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Students must satisfy both measures of SAP on a term and cumulative basis. In any case where the Academic SAP policy of a program is stricter than the general Financial Aid SAP policy in this chapter, the Academic SAP policy will be used for Financial Aid in addition to the Financial Aid Policy. Examples would be where the Academic policy requires term GPA instead of cumulative GPA or where two C grades in a graduate program lead to academic dismissal.

SAP Components

Qualitative: Cumulative Grade Point Average (GPA) Requirement
In accordance with federal regulations, a student's cumulative GPA must be reviewed at the end of each term of attendance.
1. An undergraduate student must have earned at least a cumulative 2.0 or S GPA when grades are reviewed at the end of each term. An exception exists for Social Work majors. B.S. Social Work majors must maintain a GPA of 2.5 to meet CSWE accrediting standards. Graduate-level students must maintain a 3.0 GPA.
2. Students who do not earn at least the minimum required cumulative GPA will be placed on financial aid warning for their next term of attendance.
3. While on financial aid warning, the student remains eligible for financial aid:
   a. If the student earns at least the minimum cumulative GPA by the end of the financial aid warning term, the warning will be lifted (provided the student meets all other SAP guidelines).
   b. If the student does **not** earn at least the minimum cumulative GPA by the end of the financial aid warning term, the student will be placed on termination status and financial aid eligibility will be terminated. The student will not qualify for financial aid effective the next term of attendance until such time as the student again meets all SAP guidelines. The student may appeal a termination decision. If the appeal is approved by the director of financial aid, then aid may be reinstated for that term. See the appeal section for additional information.

Quantitative: Completion Rate Requirement
In accordance with federal regulations, students must successfully complete at least 67 percent of cumulative credits attempted in order to meet the requirements for financial aid. For example, if a student has attempted 60 credit hours during enrollment, she/he must successfully complete 40 or more of those hours. Student completion rates are reviewed at the end of each term of attendance. Some grades, e.g., Vanished or Repeated courses, may not affect GPA but still impact the quantitative completion rate.
1. Students must earn a cumulative 67 percent completion rate. W grades count as attempted hours.
2. Students who do not earn a cumulative 67 percent completion rate will be placed on financial aid warning for their next term of attendance.
3. While on financial aid warning, the student remains eligible for financial aid:
   a. If the student completes sufficient credits to earn a cumulative 67 percent completion rate by the end of the financial aid warning term, the warning will be lifted (provided the student meets all other SAP guidelines).
   b. If the student does **not** complete sufficient credits to earn a cumulative 67 percent completion rate by the end of the financial aid warning term, the student will be placed on termination status and financial aid eligibility will be terminated. The student will not qualify for financial aid effective for the next term of attendance until such time as the student again meets all SAP guidelines. The student may appeal a termination decision. If the appeal is approved by the director of financial aid, then aid may be reinstated for that term. See the appeal section for additional information.

Maximum Time Frame
The maximum time frame within which to complete a degree is 150 percent of the published length of the program. For example, if the published length of a program of study is 120 credit hours, a student may attempt up to 180 credit hours (120 x 150 percent = 180). To determine the published length of a program, please refer to the program of study sections of the Union

Institute & University Catalog. This does not mean a student may continue receiving aid if the degree requirements are met. Aid for extra credit hours may only be allowed if the degree plan is officially extended with a dean's approval. Students are eligible for federal aid only up to the number of passed credit hours required by the student's learning agreement hours.

Appeals
Students may appeal the termination of their financial aid eligibility in the event of documented extenuating circumstances, such as a natural disaster, illness or injury of the student, or the death of an immediate family member. The appeal must address why the student failed to make satisfactory progress and what has changed in the student's life situation that will allow the student to demonstrate satisfactory academic progress in the future. Supporting documents should be included with the appeal. Appeals must be submitted in writing to the director of financial aid. The satisfactory academic progress appeals committee will review the appeal and notify the student in writing regarding the status of the appeal. Students are **limited to two probation appeal requests** while attending Union Institute & University. All requests for appeals must be submitted no later than 10 business days after receiving the financial aid termination notice.

Students whose appeals have been approved will be placed on financial aid probation, and their aid will be reestablished to continue with their studies. The student should develop an individualized academic plan that should be followed in order to continue enrollment. The plan may include requirements for academic performance, meetings with a program advisor, etc. Students who meet these requirements will continue to be on probation for the next term, and a new academic plan will be developed. Continued eligibility for financial aid is contingent on meeting the requirements of each term's academic plan. Financial aid probation status will not end until the student successfully establishes his/her program's minimum cumulative GPA and 67 percent cumulative completion rate. Failure to meet SAP during any approved financial aid probation term will result in final financial aid termination.

A student who exceeds the maximum allowable time frame for completing a program of study will have financial aid eligibility terminated for SAP failure. A student may appeal the time frame by providing a graduation plan signed by his/her program advisor, but maximum time frame appeals are seldom approved. If the plan is deemed reasonable, the student will receive financial aid on a probationary basis for one or more terms until the degree is completed.

Treatment of Selected Grades

Withdrawal: Credit hours in which a student receives a grade of W are included in the number of hours attempted but do not count toward successfully completed hours; consequently, students who withdraw may have difficulty meeting the satisfactory progress requirements.
Withdrawal Override: Credit hours in which a student receives a WX will override a W grade if it is determined that a student who officially withdrew actually never attended/engaged in the registered course. The WX grade will not affect the grade point average.
Withdrawal U: Credit hours in which a student receives a WU may be assigned if the withdrawal occurs late in a term and faculty attests that the student has not met academic standards according to the course syllabus. The WU grade counts toward attempted credit hours.
Unsatisfactory: Credit hours in which a student receives a grade of U are included in the number of hours attempted but do not count toward successfully completed hours; consequently, students who withdraw may have difficulty meeting the satisfactory progress requirements.

Incomplete: Credit hours in which a student receives a grade of I are included in the number of hours attempted but do not count toward successfully completed hours; consequently, students who withdraw may have difficulty meeting the satisfactory progress requirements.

No Grade: Credit hours in which a student receives a grade of N are included in the number of hours attempted but do not count toward successfully completed hours; consequently, students who withdraw may have difficulty meeting the satisfactory progress requirements.

Never Engaged: A NE grade will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered course. The NE attendance grade will not affect the grade point average.

Vanished: A V grade will be assigned during end-of-term grading for a student who attends/engages in a registered course but subsequently ceases to attend/engage in the course and does not officially withdraw from the course. A designation of V will not impact the grade point average. However, V grades do count as hours attempted.

Transfer credit: Students transferring from another institution will be considered making satisfactory progress at the time of enrollment. A student's maximum time frame for receiving financial aid will be reduced by the number of transfer credit hours applied toward his/her program of study at Union Institute & University.

Repeated course: For Financial Aid purposes, a student is permitted to *repeat any course once if the initial attempt resulted in a passing grade*. The highest grade earned is calculated in the GPA. For financial aid purposes, the previous hours attempted and earned will continue to be counted in the student's cumulative hours attempted and earned. For financial aid purposes, W, WU, and V grades count as attempted courses.

Successful completion: A grade of A, B, C, D, or S is considered successful course completion. However, depending on the combination of grades, this may affect satisfactory academic progress. Please refer to each program's grading policies within the catalog.

SAP Statuses

Satisfactory: Students who have met the criteria explained above, respective cumulative GPA, and cumulative completion rate of 67 percent have satisfactory status.

Financial Aid Warning: Students who have not earned their program's required minimum cumulative GPA or completion rate at the end of a term will be placed on financial aid warning for the next enrolled term. Satisfactory academic progress will be monitored at the end of each term to determine if the student meets the standards of progress and is eligible to continue to receive financial aid.

Financial Aid Termination: Students on financial aid warning status who have not successfully earned the minimum cumulative GPA and cumulative completion rate of 67 percent at the conclusion of the warning term will have their financial aid terminated. Financial aid will also be terminated for students who have attempted the maximum allowable credit hours for their program of study.

Financial Aid Probation: Students whose appeals have been approved by the satisfactory academic progress appeals committee are placed on financial aid probation which has the same effect as warning and must be reevaluated every semester.

Notification of Financial Aid Warning, Probation, or Termination: Financial Aid will send an email to a student who is placed on financial aid warning or probation or is terminated; however, failure to receive correspondence does not negate a termination of warning status.

Returning Students: Students returning are evaluated on a continuing basis from the last enrollment, unless an extenuating circumstance is considered. Returning students who enrolled under an earlier academic progress policy will be required to meet the standards of the current policy upon returning.

Complete Academic Record: To measure a student's satisfactory progress toward degree requirements, the student's complete academic record at Union Institute & University must be evaluated, whether or not the student received aid for the entire time of enrollment.
SAP by Term: If the Academic SAP requires SAP testing and completion by term, then Financial Aid SAP must mirror the stricter Academic SAP.

Please note that satisfactory academic progress warning, probation, or termination status can be changed only by successfully completing classes – it is not enough to sit out a term. The SAP status remains until you earn both a minimum cumulative GPA and a cumulative completion rate of 67 percent. You must meet both criteria to be considered in good standing for financial aid.

California Student Tuition Recovery Fund

Union Institute & University is required by California law to pay into the state's Student Tuition Recovery Fund (STRF) a small portion of each tuition dollar paid by California residents enrolled at one of the university's California locations.

Rather than pass this fee on to students as an additional cost, UI&U has elected to cover the STRF from existing tuition revenues. The university's STRF contribution is calculated based on tuition (not including fees) paid by Bachelor of Science students enrolled at the Los Angeles and Sacramento, California centers on or after February 1, 2010.

The purpose of the STRF is to provide a fund from which California residents enrolled in California schools may draw should their school or program close and fail to refund prepaid tuition. In order to qualify for the fund, the student will be required to document that monies were paid into the fund on his/her behalf. UI&U recommends that California students enrolled in the B.S. program maintain a record of tuition dollars paid since February 1, 2010, from which the amount of STRF contributions paid by the university can be calculated, based on the following formula:

Tuition Paid by Student	STRF Contribution by UI&U
Less than $500	None
$500 to $1,499	$.50
$1,500 to $2,449	$1.00
$2,500 to $3,449	$1.50
$3,500 to $4,449	$2.00
$4,500 or more	$.50 for each additional $1,000 ($2.50 for $4,500; $3.00 for $5,500; $3.50 for $6,500, etc.)

THE BUSINESS OFFICE

Business Office
Email: businessofficerepresentative@myunion.edu
Local: 513.861.6400 ext. 1095
Toll-free: 800.861.6400 ext. 1095
Fax: 513.861.9958

Services Provided

The Business Office may be reached by calling 800.861.6400 ext. 1095 and is available Monday - Thursday 8 a.m. – 6 p.m. and Friday 8 a.m. – 5 p.m. EST. The Business Office is responsible for maintaining account information for each student. This includes posting tuition and fees, recording payments, adjustments, book vouchers and refunds, preparing 1098Ts, authorizing financial clearance for graduation, and disbursing financial aid. While the Business Office is responsible for processing refunds of excess aid, inquiries regarding aid should be directed to Financial Aid by calling 800.861.6400 ext. 2005.

Other services provided upon request via CampusWeb include third party billing and student account statements. Students can access and print student account information by accessing CampusWeb at: https://campusweb.myunion.edu/.

The Business Office handles all general financial, accounting and treasury functions for the university in addition to maintaining student accounts receivable. Business Office staff strives to provide excellent service to all students at all times.

Tuition and Fees

Payment of tuition and fees is due the first day of each term. The amount due is determined by reviewing the Registration and Tuition Policy specific to each program; please refer to https://myunion.edu/future-students/funding-your-future/
Payments options include:

- financial aid

- paper check (mail to Union Institute & University 440 E McMillan St Cincinnati, OH 45206-1925) please include your student ID number on your check

- debit or credit card:

    by phone - call 800.861.6400 ext. 1095
    via CampusWeb. Access the How to Make a Payment link on CampusWeb: https://campusweb.myunion.edu/
- selecting the Deferred Payment option (see explanation below)

Students may choose a deferred payment option that requires equal monthly payments over the duration of the term. Balances due for self-payers or balances due after financial aid has been applied may be divided into equal monthly payments. The monthly payment option is the only deferred payment option available and is processed using the Automatic Recurring Billing (ARB) system. Contact the Business Office at 800.861.6400 ext. 1095 to set up ARB payments.

Refund Policy

Union Institute & University's Refund Policy addresses:

- Refunds of Excess Title IV Funds (tuition and fees less Title IV federal and state financial aid)

- Credit balances resulting from:

    1. adjustments of Tuition and Fee charges due to dropped courses or withdrawals

    2. scholarships

    3. overpayments

    4. Third Party payments

Refunds of Excess Title IV Funds

Title IV funds include Direct, Perkins and PLUS Loans and Pell, SEOG, and state grants. Refunds of excess Title IV funds are processed the second week of the term and on a weekly basis thereafter. Refunds of Excess Title IV funds are automatic and do not need to be requested. Credit balances resulting from Excess Title IV funds may not be held by the University and maintained on a student's account.

Refunds of Credit Balances

Adjustments of tuition and fee charges

Adjustments of tuition and fees for dropped courses or withdrawals are processed daily (Monday-Friday). The amount of adjustment for dropped courses or withdrawals is based on the effective date specific to a term or a session (see schedule).

Dropped courses

Credit balances resulting from dropped courses are refunded upon request by contacting the Business Office at 800.861.6400 ext. 1095 or may be maintained on a student's account at the student's request.

Withdrawals

Credit balances resulting from withdrawals are refunded either upon request by contacting the Business Office at 800.861.6400 ext. 1095 or within 30 days of the withdrawal date - whichever is sooner. Credit balances resulting from withdrawals will not be held by the University.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term or session. Termination Date: In calculating the refund due to a student, the last date of actual attendance by the student and verified by the Registrar's Office (and approved by the National Dean) is used in the calculation unless earlier written notice is received.

Scholarships

Credit balances created by scholarship postings are refunded upon request by contacting the Business Office at 800.861.6400 ext. 1095. Credit balances remaining (e.g. credit balance maintained for future tuition) on a student's account are refunded as part of the financial clearance process for graduation.

Overpayments

Credit balances created by overpayments are refunded upon request by contacting the Business Office at 800.861.6400 ext. 1095. Payment method determines method of refund - either crediting a student's credit card or by issuing a check. Credit balances remaining (e.g. credit balance maintained for future tuition) on a student's account are refunded as part of the financial clearance process for graduation.

Third Party Payments

Credit balances created by an overpayment from a Third Party are refunded to either the student or the Third Party based on agreement with Third Party.

Return of Title IV Funds (R2T4):

The requirements for returning federal financial aid when a student withdraws are separate from the University's Refund Policy. As such, a student may owe a balance to the University for tuition charges after the financial aid recalculation is performed. Students who receive Title IV student aid funds and who withdraw, drop out, are dismissed or take a leave of absence prior to completing 60 percent of the term or session are subject to Federal Return of Funds requirements. For those students, the Financial Aid Department recalculates federal financial aid eligibility based upon the following formula:

Percent of Federal financial aid earned $=$ $\dfrac{\text{Number of days completed up to withdrawal date}}{\text{Total number of days in the term or session}}$

Adjustment of Tuition Schedule for Dropped Courses or Withdrawals:
Term (16 weeks)

- Prior to and during the first two (2) weeks of a term – 100% reversal of tuition and fee charges
- During the third week of a term – 75% reversal of tuition and fee charges
- During the fourth week of a term – 50% reversal of tuition and fee charges
- During the fifth week of a term – 25% reversal of tuition and fee charges
- No reversal after the fifth week of a term

Session (8 weeks)

- Prior to and during the first week of a session – 100% reversal of tuition and fee charges

- During the second week of a session – 50% reversal of tuition and fee charges
- During the third week of a session – 25% reversal of tuition and fee charges
- No reversal after the third week of a session

Refund Information

The Business Office issues weekly refunds via paper check or ACH transfer (direct deposit). Not yet enrolled in our *Refund by ACH!* program?

Click here to enroll and go paperless: https://campusweb.myunion.edu/

Our *Refund by ACH*! program reduces paper waste and eliminates bank charges for students and the university. Students with Excess Title IV funds (Direct, Perkins and PLUS Loans and Pell, SEOG, and state grants) are refunded automatically. All other credit balances, such as those created by scholarship postings and tuition adjustments, are refunded only upon request by contacting the Business Office at 800.861.6400 ext. 1095.

If you are a financial aid recipient, you will need to call Financial Aid at 800.861.6400 ext. 2005 before making changes to your registration by dropping courses. A decrease in credit hours may trigger a recalculation of your financial aid.

When tuition and fees are adjusted due to drops or withdrawals, a credit balance may result. The amount to be refunded is based on a schedule unique to each program. Credit balances created by tuition adjustments are not refunded automatically. The Schedule of Adjustments can be found in each program's tuition and registration policy posted on the university's website. This information is also available in each program's section within the UI&U University Catalog.

Returning Excess Title IV Loan Money to Your Lender

If you choose not to enroll in our *Refund by ACH!* program, you will receive your Excess Title IV refund in a paper check. If you want the funds returned to the Department of Education to lower your loan principal:
- Write the word "VOID" on your check.

- Complete the statement at the bottom of the letter accompanying your check.

- Mail the voided check and accompanying letter to the Business Office address indicated.

The Business Office will send a copy of your returned check marked "VOID" and signed statement to Financial Aid to adjust your federal loan. THIS OPTION IS ONLY AVAILABLE FOR CHECKS LESS THAN 90 DAYS OLD AND FOR THE CURRENT AWARD YEAR.

Past Due Accounts

A financial hold is placed on a student's account when a past due balance is owed to the university. This hold stops a student from registering for the next term or receiving a transcript. Any balance due on a student's account must be paid in full in order to receive a diploma and transcripts. The best defense against a financial hold is communication. Each student must access his/her account often, talk to a financial aid counselor, and meet with the program director and/or advisor. These simple steps will help students take financial responsibility for

their educational expenses. Failure to pay past due balances will result in a final demand letter and dismissal from the university. If satisfactory payment arrangements are not made with the Business Office within 30 days of a final demand letter the account is placed with a collection agency. Collection fees of 33 1/3 percent or more may be assessed. Questions regarding financial holds, past due accounts, and payment plan options should be directed to the Business Office by calling 800.861.6400 ext. 1291

REGISTRATION INFORMATION

Registrar's Office   Email: registrar@myunion.edu
Union Institute & University   Local: 513.861.6400 ext. 1266
440 E. McMillan Street   Toll-free: 800.861.6400 ext. 1266
Cincinnati, Ohio 45206-1925   Fax: 513.487.1075

Students register each term through Web registration in CampusWeb or through their academic center and/or program office. Registration procedures for each academic program are described within the specific program's information presented in this catalog.

UI&U Academic Calendars

Union Institute & University operates its academic programs each year with two calendars: a 16-week term calendar and a six-month term calendar. For financial aid purposes, the academic year is defined as two terms and 24 credit hours. UI&U offers three terms every 12 months for adult students to progress at a faster pace, if desired. The term is 16 weeks long, with two eight-week sessions. For the purposes of this document, a 16-week term with two eight-week sessions is referred to as *term*.

The B.A., B.S., MA-CMHC, M.A., MS-HCL, MSOL, and Psy.D. programs follow the 16-week term calendar with two embedded eight-week sessions; however, MA-CMHC, M.A., and Psy.D. do not offer eight-week session courses.

Year/Term Code	Term/Session	Begins	Ends
2017-2018			
17-18 F	17-18 F Fall Term	08/28/2017	12/17/2017
17-18 F1	17-18 F1 Fall Session I	08/28/2017	10/22/2017
17-18 F2	17-18 F2 Fall Session II	10/23/2017	12/17/2017
17-18 W	17-18 W Winter Term	01/02/2018	04/22/2018
17-18 W1	17-18 W1 Winter Session I	01/02/2018	02/25/2018
17-18 W2	17-18 W2 Winter Session II	02/26/2018	04/22/2018
17-18 S	17-18 S Spring/Summer Term	04/30/2018	08/19/2018
17-18 S1	17-18 S1 Spring/Summer Session I	04/30/2018	06/24/2018
17-18 S2	17-18 S2 Spring/Summer Session II	06/25/2018	08/19/2018

Year/Term Code	Term/Session	Begins	Ends
2018-2019			
18-19 F	18-19 F Fall Term	08/27/2018	12/16/2018

18-19 F1	18-19 F1 Fall Session I	08/27/2018	10/21/2018
18-19 F2	18-19 F2 Fall Session II	10/22/2018	12/16/2018
18-19 W	18-19 W Winter Term	01/07/2019	04/28/2019
18-19 W1	18-19 W1 Winter Session I	01/07/2019	03/03/2019
18-19 W2	18-19 W2 Winter Session II	03/04/2019	04/28/2019
18-19 S	18-19 S Spring/Summer Term	05/06/2019	08/25/2019
18-19 S1	18-19 S1 Spring/Summer Session I	05/06/2019	06/30/2019
18-19 S2	18-19 S2 Spring/Summer Session II	07/01/2019	08/25/2019

The Ph.D. and Ed.D. programs follow a six-month term calendar as shown below.

Six-month Term Calendar for 2017-2018 and 2018-2019				
Year	Term	Description	Term Begin Date	Term End Date
2017	8A	July – December	07/01/2017	12/31/2017
2018	7A	January – June	01/01/2018	06/30/2018
2018	8A	July – December	07/01/2018	12/31/2018
2019	7A	January – June	01/01/2019	06/30/2019

Course Credit Hours

UI&U awards credits based on a semester hour system.

Course Numbering System

Courses #001-099
- Are remedial/developmental courses offered through UI&U. These courses do not apply toward a degree.

Courses #100-199
- Are introductory courses or sequences of courses.
- Have "ordinary" expectations with regard to mid-terms and final exams and papers and do not require long research projects.
- Have no departmental prerequisites other than previous course in a sequence.
- Introduces basic skills, techniques, concepts, or questions of the field.
- Predominately textbook instruction.

Courses #200-299
- Attract student to an area of study or to higher level courses.
- Are dependent upon completion of the introductory level course as a prerequisite.
- Provide the foundation for skills and knowledge in concentration area.

- Serve as a bridge between 100- and 300-level courses in disciplines that depend on steps and sequences such as in the sciences or foreign languages.
- Encourage students to consult additional sources of knowledge and experience outside the textbook.
- Designed for students with some prior college experience.
- Are unlikely to have prerequisites other than a 100-level introductory course or other 200-level courses.

Courses #300-399
- Contain the baccalaureate-level core of a discipline.
- Make higher level learning demands upon students in the areas of reading, writing, and critical thinking.
- Expose students to some of the most current knowledge and skills practiced in the discipline.
- Ordinarily these courses have prerequisites.

Courses #400-499
- Require students, through independent work involving the creation or synthesis of knowledge, to present what they have previously learned.
- Normally upper-level learning in the area of concentration.
- Provide the opportunity for further exploration of the discipline.
- Have prerequisites.

Courses #500-699
- Are master's graduate-level credit courses and are not open to undergraduate students.
- Courses #600-699 are reserved for post master's certificate programs.

Courses #700 and above
- Are doctoral level/credit courses but can be used in the master's degree programs and master's certificate programs. #700 level courses are not open to undergraduate program students.

Student Registration Agreement

Effective December, 2014, as Revised

A student's registration for courses/credits with UI&U is contingent upon a registration agreement as follows:

"I am registering for the current academic term/session. I certify that I have read the current registration and tuition policies and that I understand the terms under which I am enrolled. I assume financial responsibility for all tuition and fees assessed and agree to pay them. I understand that transferability of credit to another institution is at the discretion of the accepting institution. I further understand that it is the responsibility of the student to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution. I understand that my assignments will be checked for plagiarism and may be scanned with plagiarism detection software.

All outstanding tuition account balances are considered qualified educational loans under I.R.C. 221 and are extended with the express understanding that future repayment shall

be made to the university. I further understand my acceptance of these terms represents my acknowledgment and acceptance of my tuition account balance qualifying as a qualified education loan under I.R.C. 221, and as such, its exemption from discharge under the federal bankruptcy code, 11 U.S.C. 523 (a)(8).

In the event I default on this agreement and it becomes necessary to place this account for collection, I also agree to pay collection agency fees, which may be based on a percentage at a maximum of 33.33 percent, and all costs and expenses, including reasonable attorney's fees, possibly incurred by UI&U in such collection efforts.

I authorize Union Institute & University and/or its agents, including attorneys and/or collection agencies, to contact me via cellular telephone and/or all forms of electronic technology (including text messaging and email), unless I notify such party in writing to cease such communications."

UI&U students must approve this registration agreement electronically before gaining access to register in Web registration through CampusWeb or by signing a hard copy or electronic registration form, with or without an email acknowledgment.

Registration

Students are required to meet with their program advisors and register prior to the start of each new term or session for courses listed in their program's degree audit or degree completion plan. UI&U students register for classes/credit each term in CampusWeb via Web registration. (Exceptions are B.A. with a Liberal Studies major with their registrations processed in the program office.) Changes in registration and administrative oversight of registration processes and procedures are handled in the Registrar's Office. Registration should take place as soon as possible prior to the start of a term to ensure timely receipt of the syllabus, books, and other course materials. Registration also indicates an acceptance of financial liability for tuition obligation and consent that submitted course work may be periodically checked by plagiarism detection software and included in university assessment of learning outcomes. Specific registration processes for the individual degree programs are stated with the degree program information in this catalog. Students must actually commence attendance and engagement in course work in order to establish eligibility for financial aid. Students with a prior student account balance must receive financial clearance from the Business Office prior to registration.

Once registered, enrollment is presumed to be continuous until one of the following occurs:
- **Graduation** The student has been academically and financially certified for graduation. Tuition is charged through the final term of registration.
- **Withdrawal** The student has informed UI&U of intent to withdraw from the program. (See Withdrawal Policy.) Withdrawal also includes short-term absences from the program in cases where students do not immediately register in the next academic year/term.
- **Administrative Withdrawal/Dismissal** The student has been notified of termination for cause. The causes of dismissal are: academic administrative withdrawal for failure to meet academic standards, not being officially registered for more than 12 months, or financial administrative withdrawal for failure to fulfill financial obligations. In the case of administrative withdrawal for financial reasons, a registration form accepting financial liability for the tuition obligation and detailing payment arrangements must be filed by the deadline in order to be reinstated.

Registration Status Codes

All students carry one of the following registration status codes to describe their current relationship with the university:

- **AD** Admitted, awaiting acceptance
- **CC** Certificate Completion
- **DA** Dismissed Academically
- **EI** Registered in CEX course extension or PCX program completion extension
- **G** Graduated
- **GA** Graduation pending an academic hold
- **GF** Student is academically clear for graduation, but there is a financial hold on the release of transcripts and the diploma
- **GI** Graduation final audit is in process: graduation materials being audited for degree posting
- **NE** Never Enrolled/Never Attended
- **NR (Not Registered)** Student has not had a registration processed for the active or future term. Maintains active connections to university passwords and technology accounts. Students with NR status for more than 12 months will be administratively withdrawn.
- **RR** Registration form received from student in the program office but waiting to be processed
- **PR** Preregistered: registration has been processed in the computerized registration system, but the new term has not officially started
- **RA** Registered Active: registered for course work in an active term
- **RN** Registered as a non-degree student
- **W** Student initiated withdrawal from program. Discontinues connection to university passwords and accounts.
- **WA** Student is administratively withdrawn. See administrative withdrawal policy for such withdrawal reasons.
- **WT** Student is approved for an academic leave of absence (refer to Student Leave of Absence Policy)

Course drop/add and withdrawal policies and tuition refund schedules are listed with the individual degree program information in this catalog.

Student Leave of Absence Policy

Effective July 1, 2014, as Revised

It is the policy of Union Institute & University (UI&U) to grant an official leave of absence (LOA) for the following purposes:

- To assist students in two categories: those who have an emergency during a term and need to exit the program on a temporary basis and those who wish to take an elective leave for travel, work, personal, family, or financial reasons.
- To supplement the existing withdrawal policy.

- To permit students who are issued a grade of I (Incomplete) due to emergency exit from the program the opportunity to complete that work at the end of the next-registered term, even if a period of non-registration intervenes.
- To support enrollment management and retention by making UI&U policies student friendly.

Reasons for requesting a leave of absence may include but are not limited to the following:
- Health/injury
- Family emergency
- Job emergency
- Natural disaster
- Long-term jury duty
- Unique study/travel/enrichment opportunity
- Financial emergency
- Military service commitments

Implications for Students

This leave of absence policy is an academic policy only. Failure to maintain registered active (RA) status, even with university approval, will affect a student's financial aid eligibility. UI&U is required by federal guidelines to report non-registered students as "not enrolled/withdrawn." Financial aid is not available to students during a LOA, and students on a LOA do not qualify for an in-school financial aid deferment. Students contemplating taking a leave of absence should speak to a financial aid counselor to ensure that they understand how the leave would affect their financial aid situation.

Policy Specifics
1. *Maximum Length of Leave:* The maximum length of leave for non-military students is 12 months. Students on military leave may have an unlimited leave period, depending on their military service related commitments.
2. *Student Status While on Leave:* While on leave, students will be classified as temporary withdrawal status (WT). They will have access to UI&U email but not CampusWeb or the UI&U library. Students will not have access to other university services except as needed for re-entry to the university.
3. *Number of Leaves Allowed:* Students are permitted to take one LOA while enrolled at Union Institute & University. Exceptions can be made under extenuating circumstances at the discretion of the program chair (undergraduate level) or program director/dean (graduate level).
4. *Academic Standing:* Student academic standing should not be a criterion for approval of an emergency LOA; however, academic standing may be considered in granting requests for an elective LOA.
5. *Oversight of Leave of Absence:* The program chair (undergraduate level) or program director/dean (graduate level) makes the decision to approve or deny the LOA. The program chair or a program advisor (undergraduate level) or program director/dean, or the director/dean's designee (graduate level) is also responsible for ensuring adherence to the terms of the LOA. The program chair or program director/dean can authorize a status change from temporary withdrawal to permanent withdrawal for a student's failure to return to an active status or receive approval to extend leave by the end date of the LOA.
6. *Deadline for Completion of Course Work:* Course work, started but not completed, prior to the LOA must be completed and submitted to the appropriate faculty by the end of the

first full term after return. The program chair (undergraduate level) or program director/dean (graduate level) will monitor the timetable to ensure compliance.

7. *Adherence to New Program Requirements:* Unless an exception is made by the program chair (undergraduate level) or program director/dean (graduate level), students must abide by program policies and procedures that are in effect at the time of return.

Withdrawal Policy

Effective July 1, 2014, as Revised

Withdrawal Policy

It is the policy of Union Institute & University that students who withdraw or are administratively withdrawn or dismissed from the university are excluded from all university educational activities, functions, facilities, and services. Withdrawn students may obtain a transcript of credits earned (for a fee) or verification of their previous enrollment, but they are not entitled to any other services. Withdrawn students who wish to be reinstated or readmitted after withdrawal must follow published reinstatement/readmission procedures.

Leave of Absence

Under the provisions of the university policy on leave of absence, students may apply for a leave of absence (LOA) of up to 12 months. Because a LOA is actually a temporary withdrawal, students on approved leaves do not have access to educational activities, functions, facilities, or services during the leave, with the exception of their university email account, which will remain active during the leave. (See Leave of Absence Policy.)

Student-Initiated Withdrawal

A withdrawal is considered to be a complete withdrawal from the university. The date of withdrawal is the earlier of:
- The date the student notifies the university; or
- The ending date of the previous term if the student fails to register for a new term; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification.

A student withdrawal can be written, oral, or submitted by email. It may be delivered to the student's academic center or program office or communicated to the Registrar's Office. When a student withdraws from the university prior to the end of a semester, all courses for which the student is currently registered at the time of withdrawal will be recorded as withdrawn (W) on the student's grade record. If the withdrawal is effective at the end of the semester, the grade as supplied by the evaluating faculty for each course will be posted to the student's grade record, becoming part of the former student's transcript.

If a student withdraws during a term, she/he may be entitled to a total or partial tuition refund depending on the withdrawal date. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office. Students planning to withdraw should refer to their program's registration and tuition refund policy.

Administrative Withdrawal

The university may initiate an administrative withdrawal for cause. Administrative withdrawals are the same as student-initiated withdrawals for purposes of tuition refunds. Actions that may lead to an administrative withdrawal include but are not limited to:

- Failure to meet financial obligations.
- Failure to register for more than 12 months.
- Failure to maintain satisfactory academic progress (SAP).
- Failure to meet program academic criteria.
- Violation of university conduct policies.

Students who have been administratively withdrawn will receive a letter confirming the administrative withdrawal and the grounds for this determination. An exception is that a letter is not sent to students who are administratively withdrawn due to a failure to register for more than 12 months.

ACADEMIC POLICIES, PROCEDURES, AND SERVICES

Academic Integrity Policy

Effective August 15, 2015, as Revised

Institutional Policy and Procedural Guidelines
The academic integrity policy statement applies to all Union Institute & University students and employees. The procedural guidelines that follow the policy statement are specific to students; procedures for employees who violate the Academic Integrity Policy are separate and can be found on the university's employee intranet, under human resources policies.

Policy Statement
Union Institute & University is committed to ensuring the highest level of academic integrity. Violations of academic integrity of any kind are strictly prohibited. Violations of academic integrity include, but are not limited to, plagiarism, cheating, and dishonesty.

Definitions

Academic Integrity: Characterized by honesty and responsibility in scholarship, based on the following assumptions about academic work at Union Institute & University:
- Students attend UI&U in order to learn, and academic assignments exist for the sake of this goal.
- All academic work must be met through a student's own efforts. Academic work completed any other way is unacceptable, and any grades and credits awarded as a result are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic dishonesty is not just "against the rules" but violates the assumptions that are at the heart of all learning. Violations of academic integrity destroy the mutual trust and respect that should exist among students and faculty, as well as being unfair to students who operate with integrity and honesty.[1]

Plagiarism: The practice of claiming or implying authorship of another person's written or creative work, ideas, and/or words through incorporation, in whole or in part, into one's own without adequately acknowledging or crediting the source. Plagiarism usually takes the form of submitting the work or ideas of another (written, artistic, technical, etc.) as one's own. Commonly plagiarized sources include books and articles (published and unpublished), Internet sites, and other students' work. Plagiarism may be unintentional or intentional; this policy and related procedures apply regardless of intentionality.

Cheating: The use of deception or other means in an effort to obtain credit for a learning activity.

There are other forms of academic dishonesty, which include but are not limited to: entering into a consensual relationship with an instructor, mentor, advisor, or other employee responsible for

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[1] Adapted from "A Student's Guide to Academic Integrity," University of Oklahoma, https://integrity.ou.edu/students.html

evaluating the student's work (which creates an immediate conflict of interest for both the student and the instructor); providing false or inaccurate information about one's academic and/or professional background, such as claiming a degree one has not earned or submitting false letters of recommendation; submitting the same work for credit more than one time; or violating any protocols and/or procedures specified in a course syllabus.

Identification of Student Plagiarism
Assignments submitted by students as part of any undergraduate or graduate course or as a component of any student's academic program are regularly reviewed for plagiarism, which may include use of plagiarism identification software. Each enrolled student agrees that, by registering for learning activities, she/he consents to the submission of his/her work for textual similarity review to identify possible plagiarism.

Personal Relationships and Academic Integrity
A close personal relationship (sexual, familial, or personal) with an instructor, mentor, advisor, or other employee responsible for evaluating a student's work creates an immediate conflict of interest for both the student and the instructor. Students should be aware that having a close personal relationship with an individual who has responsibility/authority to evaluate/approve the student's work may be construed to be a violation of the Academic Integrity Policy – a form of cheating.

While such consensual relationships are not forbidden by the university, a student involved in a consensual relationship with an instructor may not register for coursework with that individual. If there are no other sections of the course available, the student is required to disclose the relationship to the program chair (undergraduate level), or director/dean (graduate level), so that the student's work and the instructor's evaluation of that work can be monitored.

If a consensual relationship comes to light after the conclusion of a course, the program chair (undergraduate level), or director/dean (graduate level) will immediately forward the case to the VPAA for review by the academic integrity committee. All of the student's coursework will be closely reviewed by the committee – a review that may include comparison of the quality of the work in the subject course to the student's work in other courses. If the review leads to a conclusion of favoritism (grade inflation, evidence of inappropriate assistance from the instructor, or other similar violations of academic integrity), the committee will make a recommendation to the VPAA for disciplinary action. Disciplinary action could range from changing the course grade to reflect the actual quality of the student's work, to academic probation, or even dismissal from the program.

Because the university's employee Conduct and Ethics Policy states that sexual relationships between employees and students are "usually deemed inappropriate or unethical," disciplinary action will also be taken against the instructor, in accordance with the university's human resources policies and procedures.

Procedural Guidelines: Student Violations of Academic Integrity
The procedural guidelines detailed herein are to be followed in all cases where a Union Institute & University student is suspected of violating the university's policy on academic integrity.

Concerns about violations of academic integrity are typically raised by faculty, but they may also be raised by another student, a graduate, or a non-instructional employee. If a student, graduate, or non-instructional employee has concern about a student's violation of academic integrity, the concerns should be reported to the program chair (undergraduate students), or

director/dean (graduate students) responsible for the program in which the student is enrolled. The program chair, or the director/dean (not the person raising the concern) is then responsible for ensuring that all applicable steps of this procedure are followed.

Consequences for violations of the policy on academic integrity will vary depending on the severity of the infraction and the extent to which the student was aware of university and external standards. Graduate students are expected to be better informed regarding what constitutes plagiarism, cheating, and other forms of academic dishonesty than are undergraduate students, especially those undergraduate students who have had little or no previous postsecondary education.

The scope of the violation will be considered in determining consequences, including:
- The consequences for student work that is substantially or entirely the work of another will have more serious consequences than will a case where there is either a single or small number of non-accredited citations.
- Academic dishonesty related to an entire course, a dissertation, thesis, culminating study, capstone project, or other substantive work will have more severe consequences than will plagiarism or cheating on a single paper or test that constitutes one learning activity within a course or seminar.
- The consequences for student dissemination/use of exam questions and/or answers will be more severe if payment is involved.

Regardless of the student's degree level and the extent/scope of the action, Union Institute & University takes all alleged violations of academic integrity seriously. Accordingly, all initial warnings and informal resolutions and all formal incidents and resolutions <u>must</u> be reported to the program chair (undergraduate level), or director/dean (graduate level). Reports may be submitted to the executive director, or program director, or other staff member, but that individual is required to relay them to the program chair, or director/dean responsible for the student's program.

Procedures[2]
Stage 1: Informal review and resolution (faculty and student or director or dean and student)
If a violation of the policy on academic integrity is suspected, the faculty member (or the program chair (undergraduate level), or director/dean (graduate level), if the concern was raised by someone other than a member of the faculty) will contact the student, explain the university's policy on academic integrity, and discuss the alleged infraction. In this process, the faculty member, program chair, or director or dean will orally warn the student and instruct him/her in the appropriate conventions of citation or academic practice. As part of that conversation, the student must be given a copy of this policy and procedural guidelines. The faculty member has the right to consult with another faculty member and/or the program chair (undergraduate level), or director/dean (graduate level) at any point during this stage. There are three potential outcomes of stage 1. The first two outcomes result in the conclusion of the incident review process; the third moves the incident review to stage 2.
- If the student is able to prove (through explanation or exculpatory evidence) to the satisfaction of the faculty member, program chair, or director/dean that no violation occurred, either intentional or unintentional, the matter will be considered to be resolved. Such a case would not count as a first incident, and no record need be made in the

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[2] In all procedural stages, the director or dean may assign another faculty member or administrator as her/his designee.

student's academic record. The faculty member must report the incident to their program chair (undergraduate level), or director/dean (graduate level).

- If the student acknowledges a violation, and the student and faculty member and/or program chair, or director/dean come to a mutually satisfactory resolution, then the process ends at this stage. A satisfactory resolution must include: (1) student recognition of the issues regarding his/her actions; (2) evidence that she/he has learned from the experience; (3) student cooperation in the resolution of the concern; and (4) satisfactory assurances that the practice will not happen again. A report of the incident and its resolution must be provided to the program chair (undergraduate level), or director/dean (graduate level), and a record of the occurrence will be placed in the student's permanent academic record. A consequence may be determined by the faculty, considering the appropriate action for the seriousness of the incident and the academic level of the student (i.e., undergraduate or graduate level). Possible consequences include: requiring the student to revise the work and resubmit it (least serious); reduction of the grade awarded for the work; or assignment of a failing grade for a course or learning activity (most serious).
- If there is no satisfactory conclusion to the informal resolution stage, such as if the student denies the allegation, is not able to prove to the satisfaction of the faculty member, program chair (undergraduate level), or director/dean (graduate level) that plagiarism has not occurred, or is noncompliant with the informal process, the case moves to the formal program-level review process (stage 2).

If an initial incident review concludes stage 1 (i.e., no violation occurred or a mutually satisfactory resolution is achieved) but there is later evidence that the behavior continues or has recurred, the faculty member, program chair (undergraduate level), or director/ dean (graduate level) will prepare a formal incident report, providing all relevant evidence related to the occurrence. The report is submitted to the program chair (undergraduate programs), or director/dean (graduate programs), who will move the case to the formal program-level incident review process (stage 2). The program chair (undergraduate level), or director/dean (graduate level) will also initiate stage 2 for cases where there has been more than one report of concern about an individual student's violations of the policy on academic integrity.

When a case is moved to stage 2, all documentation will be placed and retained in the student's permanent academic record; the student must be given a copy of the report and advised that it is part of his/her permanent record.

Stage 2: Formal program-level review and resolution (student, faculty, and/or director or dean)
Whenever an incident reaches stage 2, a formal written report of the incident, including a complete description of the allegation, must be prepared by the faculty member or the program chair (undergraduate level), or director/dean (graduate level) involved in the stage 1 process. The report should include: attempts at informal resolution and any and all interactions and responses among the faculty member, program chair (undergraduate level), or director/dean (graduate level), and the student. The program chair (undergraduate level), or director/dean (graduate level) must provide this report to the student and place a copy of the report in the student's permanent record.

The program chair (undergraduate level), or director/dean (graduate level) will invite the student to respond to the allegations and to supply any relevant evidence she/he wishes to make part of the discussion. That invitation will include a 30-day deadline for the student to submit his/her

response. (The student may request an extension.) The student's response must be in writing, signed by the student, and dated; an email response is not appropriate.

The program chair (undergraduate level), or director/dean (graduate level) will review the formal report and any response from the student in consultation with the faculty member. The program chair (undergraduate level), or director/dean (graduate level) will make a determination regarding an appropriate consequence based on the seriousness of the incident and the academic level of the student (i.e., undergraduate or graduate level). Possible consequences include: requiring the student to revise the work and resubmit it (least serious); reduction of the grade awarded for the work; or assignment of a failing grade for a course or learning activity (most serious). There must be some consequence at the conclusion of the stage 2 process; one consequence might be moving the incident to stage 3. There are two possible outcomes of stage 2: resolution or non-resolution.

- Stage 2 resolution results in the student's acceptance of the report, the resolution, and the consequences.
- Non-resolution occurs if the faculty member, program chair (undergraduate level), or director/dean (graduate level) are not satisfied that the student recognizes the issues regarding violation of the policy on academic integrity, if the student refuses to cooperate in their resolution, and/or fails to provide appropriate assurances that the practice will not happen again. If resolution cannot be reached, the faculty member, program chair (undergraduate level), or director/ dean (graduate level) prepares a formal incident report to be retained in the student's permanent academic record. The case automatically moves to the formal institutional-level review and resolution process (stage 3).

If a resolution is reached at stage 2 but there is later evidence that the behavior continues or has reoccurred, the faculty member, program chair (undergraduate level), or director/dean (graduate level) will prepare a formal incident report, providing all relevant evidence related to the first occurrence and the immediate situation. This report is submitted to the program chair (undergraduate level), or director/dean (graduate level) and is placed and retained in the student's permanent academic record. The case moves automatically to stage 3.

Stage 3: Formal institutional-level review and resolution (student, vice president for academic affairs (VPAA), and academic integrity committee)
Once a formal incident report of student violation of the Academic Integrity Policy has been filed with or written by the program chair (undergraduate level), or director/dean (graduate level), the incident moves to a formal institutional-level review and resolution. When the formal incident report is received, the program chair or director/dean will immediately notify the VPAA, forwarding the report and all related documentation to the VPAA. All formal institutional level reviews are conducted by an ad hoc UI&U Academic Integrity Committee (AIC) constituted specifically by the VPAA for each case. Each AIC will have five members: one academic administrator (program chair, director/dean or associate director/ dean), three faculty, and one student. No AIC member may have any prior or current relationship with the student alleged to have violated the Academic Integrity Policy. The AIC is recommendatory to the VPAA, whose decision is final.

Upon receipt of the formal incident report, the VPAA will inform the student, in writing, that the case is to be considered by the AIC.

- To ensure due process, the VPAA will send a letter to the student, inviting the student to respond to the allegations and to supply any relevant evidence she/he wishes to make part of the discussion. The letter will include a 30-day deadline for submission of the

response. (The student may request an extension.) The student's response must be in writing, signed by the student and dated; an email response is not appropriate.
- The VPAA will forward the formal incident report and the student's written response to the AIC for consideration. (If the student does not respond, the AIC will receive only the formal incident report.) The VPAA will advise the AIC of the expected deadline for completion of the process. In most cases this will be 60 days; in some cases, however, the VPAA will require an expedited review.
- None of the parties involved in the incident are entitled to participate in the AIC's deliberation. If questions arise during committee deliberations, the committee may request the VPAA to contact any involved party for additional information or clarification; the committee shall not make such contact directly.
- The AIC will evaluate the contents of the formal incident report and the student's response (if applicable), submitting a written response and recommendation for resolution to the VPAA. The recommended resolution will be either for exoneration of the student or for a consequence appropriate to the situation. The recommended consequence can range from denial of academic credit (i.e., assignment of a failing grade) for the learning activity (assignment or course), to academic probation, to suspension (i.e., dismissal for a short, fixed period of time), to complete dismissal from the university, to rescission of the degree. (Rescission of a degree will occur only in cases where academic dishonesty is discovered after a degree has been awarded; degrees may be rescinded only under the authority of the UI&U Board of Trustees.)
- The VPAA will consider the AIC's recommendation and make a final determination. If the VPAA should decide on a penalty other than that recommended by the AIC, she/he will inform the committee of that decision and the rationale for it.
- The VPAA will inform the student in writing of the formal resolution. The resolution decided by the VPAA may not be appealed.

Institutional Student Complaint Log
Under the provisions of the federal Higher Education Opportunity Act, colleges and universities are required to maintain a log of student complaints and grievances. If a violation of academic integrity reaches the level requiring review by the academic integrity committee, the VPAA will enter a summary of the case into the log, including the following information:
- Initial date received as a formal complaint (i.e., the date submitted to the VPAA)
- Student name
- Brief description of the incident
- Description of the resolution
- Date of the final resolution

Attendance and Engagement Policy

In order to participate in the federal Title IV student aid programs, UI&U must determine (1) whether a student actually begins attendance in a registered course on or after the term start date; and (2) whether a student who initially attends a course, subsequently ceases to attend and thus has withdrawn unofficially from the course.
- *On-ground courses and course residency events*: A student who attends at least one class, a course residency, or an initial academic residency meets the requirement of attendance.
- *Directed studies and online courses*: A student who makes at least one contact with the instructor on or after the term start date regarding the registered course content or

requirements meets the requirement of attendance. This contact is encouraged to be a required student login to submit an assignment in the learning management system in CampusWeb, but it may be accepted through email, telephone, fax, mail, or text message. The undergraduate degree programs have an established "never engaged" reporting system. Refer to the Undergraduate Degree Programs section of this catalog.

Unofficial Withdrawals

- A NE indicator for never engaged/no show will be assigned during the first 21 days of a term for a student who neither attends nor engages in a registered course. The NE attendance indicator will not affect the student's grade point average (GPA).
- A V indicator for vanished will be assigned during end-of-term grading for a student who attends/engages in a registered course but subsequently ceases to attend/engage in the course and does not officially withdraw from the course. A designation of V will not impact the student's GPA. However, faculty may determine instead to issue a U for unsatisfactory grade if a student fails to achieve acceptable academic performance as defined in the course learning competencies as stated in the course syllabus.

Official Withdrawals

- W is assigned if a student attends/engages in a course and subsequently officially withdraws from that course.
- WX will override a W if it is determined that a student who officially withdrew actually never attended/engaged in the registered course.
- WU may be assigned if the withdrawal occurs late in a term and then faculty attests that the student has not met academic standards according to the course syllabus.

Attendance indicators of WX or WU will override a W withdrawal status. W, WX, and WU do not impact a student's GPA.

Family Educational Rights and Privacy Act (FERPA)

Effective July 1, 2014, as Revised

Union Institute & University has a long-standing commitment to the concern for and protection of students' rights and privacy of information. Union Institute & University complies with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. The law governs access to records maintained by educational institutions and the release of information from those records. Students have the right to inspect, review, and challenge the accuracy of their education records.

Release of Information

Directory information may be released for any purpose at the discretion of the institution. UI&U has designated the following items to be directory information: name; address(es); email(s); telephone number(s); dates of attendance; academic program(s); class standing/hours earned; major, concentration, and/or area of specialization; program advisor(s); enrollment status; previous institution(s) attended; and awards, honors, and/or degree(s) conferred (including dates).

If the student does not wish to have this information released for any purpose, including, for example, the student directory and press releases, the student must inform the Registrar's Office in writing by submitting a FERPA Release Form. A FERPA Release form is available on CampusWeb under e-forms/Registrar's Office Forms.

Right to Review Student Records

Once enrolled, students have the right to review their educational records except those excluded by the law (e.g., medical and counseling records, law enforcement records). Requests to the Registrar's Office must be made in writing with the required student signature. The university has up to 45 days to comply with a student's request to review his/her records. Copies of any portion of the record will be provided at cost, except transcripts of the permanent academic record, for which the university's transcript policy will apply.

Right to Request the Amendment to Education Records

A student has the right to request the amendment of his/her education records if the student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the university to amend a record should write the university official responsible for the specific education record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Disclosure of Education Records

With the exception of directory information, student records will be treated confidentially. University faculty and staff have access to student records on an educational need-to-know basis. The office responsible for any particular student record is responsible for ensuring that such confidentiality is maintained. Exceptions exist for FERPA authorized disclosures without consent. Student education records may not be released without the student's written request and signature. (Exceptions do exist for approved nonconsensual disclosures to FERPA authorized representatives.) Contact the registrar for a complete list of these exceptions.

Refer to the UI&U webpage, http://www.myunion.edu/offices/registrar/ferpaprivacy/, for a complete description of students' rights and obligations under FERPA. Students have the right to file with the U.S. Department of Education a complaint concerning alleged failures by UI&U to comply with the requirements of FERPA. Written complaints should be directed to The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

The Solomon Amendment

Under the provisions of the Solomon Amendment (32 C.F.R. 216), Union Institute & University is required to provide "student recruitment information" upon request to representatives of the Department of Defense for military recruiting purposes. This information includes student name, address, telephone number, date of birth, level of education or degrees received, major and the most recent previous educational institution in which the student was enrolled.

For questions regarding the University's compliance with FERPA, the complete FERPA policy and the Solomon Amendment, please contact:

Lew Rita Moore, Registrar
513-487-1105
Email: lewrita.moore@myunion.edu

Research with Human Subjects: Institutional Review Board (IRB)

Effective July 1, 2014, as Revised

The policy of Union Institute & University is that all planned research with human subjects be approved by the UI&U Institutional Review Board (IRB) before such research can commence. This policy applies to students at all degree levels as well as any faculty or staff who plan studies involving interactions with human subjects.

The IRB is an institution-wide committee responsible for reviewing and approving (or denying) research projects involving interaction with human subjects through interviews, surveys, questionnaires, and other forms of interaction, including studies conducted online. The purpose of the IRB is to ensure that all such research projects are conducted in accordance with ethical and procedural guidelines established by the IRB. These guidelines apply to studies conducted as part of a course, seminar, internship, thesis, culminating study, final document, or dissertation.

Program-level academic approval and human subject research training are prerequisites for IRB approval. Guidelines for conducting research with human subjects, requirements for submitting an IRB application and research proposal, and directions for preparing related study documents are available through the following links:
- IRB website: www.myunion.edu/irb
- IRB forms, templates & samples: IRB website and the forms directory: https://www.myunion.edu/offices/institutional-review-board/forms-templates/
- Contact the IRB: irb@myunion.edu.

Grade Policy

Effective August 31, 2009, as Revised

Policy Statement
It is the policy of UI&U that each academic program will have a grading system, detailed within each specific academic program in this catalog and in program handbooks. Effective Fall 2014 term, all UI&U programs follow a letter grade system (which calculates into a student's grade point average). Some specific classes within a program's curriculum may be graded using a satisfactory/unsatisfactory grade (which does not calculate into a grade point average).

Student Access to Grades/Grade Reports
Students can view and print a copy of their grades through CampusWeb by using an assigned UI&U ID number and secure pin or password. UI&U does not mail grade reports to students. If students need an official grade report (for tuition reimbursement from employers, etc.) the official Transcript Request Form should be used for this purpose.

Academic Probation and Dismissal

Effective July 1, 2014, as Revised

Each Union Institute & University program's description in this catalog and/or in student handbooks specifies the program's policies and procedures regarding what constitutes good academic standing and the circumstances under which a student will be placed on academic probation or dismissed from the program for academic reasons. These policies are integrated into each program's Satisfactory Academic Progress Review. Note that program-based standards for maintaining good academic standing are separate from the university's standards for satisfactory academic progress necessary for retaining eligibility for financial aid.

Academic Transcripts

Effective July 1, 2014, as Revised

Transcript Requests
Students have 24/7 access to their unofficial transcript and grades via CampusWeb. An official Union Institute & University academic transcript is, however, the only valid confirmation of the degree or certificate earned, major and/or concentration, and/or certificate, grades, and degree awarded date. Official transcripts are not released unless the individual has met all financial obligations to the university.

One sealed official transcript and one student copy of the transcript are provided to the student at no charge upon graduation. Students or graduates who need an official transcript for application for admission to another college or university should be aware that most schools require that official transcripts be mailed directly from the awarding institution. Current students, former students, and graduates of UI&U programs may request official transcripts at any time.

Transcript Ordering Options
All financial obligations to Union Institute & University must be paid in full before a transcript can be released, regardless of how the request is submitted to the Registrar's Office.

Union Institute & University provides an online transcript ordering service to students and alumni. In partnership with Transcripts on Demand™ by Credentials eScrip-Safe, members of UI&U's community of students have the ability to safely and securely request a copy of their transcript. Please visit https://myunion.edu/current-students/request-transcript/ to access ordering instructions. Official transcripts requested via Transcripts on Demand™ will be mailed within five to seven business days, and emailed official transcripts will be sent within three to five business days. Credit card payment for billing authorization is required for the transcript fee payment.

There are two additional ways to obtain transcripts:
- CampusWeb/eForms/Regisrar Forms/Transcript Request Form has an online Transcript Request form that may be completed and electronically submitted to the Registrar's Office. Credit card payment for billing authorization is required for the transcript fee payment.
- Transcripts may be requested by printing, completing, and submitting the Transcript Request form available on the CampusWeb/e-Forms/Registrar Forms/Transcript Request Form. The form must be signed by the student and accompanied by payment of the transcript fee posted on the Registrar's Office webpage. The Transcript Request

Form can be mailed, scanned and emailed, or faxed to the Registrar's Office. Faxed, scanned, or emailed requests must include credit card billing authorization for the transcript fee payment. Mailed requests should include a check payable to Union Institute & University to cover the transcript fee.

Official transcripts requested via the Transcript Request form will be sent within seven to ten business days from the date the request is received by the Registrar's Office. The UI&U webpage for transcript policies and procedures may be found at https://myunion.edu/current-students/request-transcript/

Diplomas & Certificates

Effective July 1, 2014, as Revised

UI&U automatically issues one diploma and/or certificate at no charge to each graduate. Diplomas or certificates are released only after all academic degree or certificate completion requirements have been certified by the program advisor (undergraduate) or program director or dean and the university registrar, and all financial obligations to the university have been paid in full.

The Union Institute & University official diploma text includes the graduate's name, degree title earned, degree grant date (month/day/year) along with signatures of the UI&U President and Chairperson of the Board of Trustees. The graduate's major and/or concentration and/or, certificate, and/or specialization titles are not printed on the diploma or certificate but are printed on the official academic transcript. UI&U does not award graduation honors (eg: cum laude, magna cum laude, etc.). The name printed on the diploma or certificate is the graduate's name as it is officially listed in the UI&U student information system. If there has been a name change, please refer to the name change policy and procedures. The degree or completion grant date is the last day of the month of the student's final term of registration.

The diploma and/or certificate will be mailed to the graduate's permanent mailing address as listed in the UI&U student information system. After the degree or certificate completion date is noted on the graduate's transcript, each graduate receives an email from the Registrar's Office to confirm the graduate's name and diploma mailing address. The diploma and/or certificate is mailed within five to seven business days.

Graduates may request replacement diplomas and/or certificates by submitting the Union Institute & University Diploma Order Form. There is a charge for replacement or additional diplomas and/or certificates.

Graduation

Each degree program provides information about graduation policies and procedures for their program's graduates. UI&U does not award graduation honors.

Commencement

Effective July 1, 2014, as Revised

UI&U holds commencement ceremonies each summer at the California and Florida academic centers and a national commencement ceremony in Cincinnati, Ohio each fall. Graduates from the New England Academic Center are invited to attend the national commencement ceremony. Graduates of UI&U programs are eligible to participate in a commencement ceremony if they have officially graduated and have not previously participated (unless previous participation was for graduation from a different UI&U program). Some programs also allow students to participate when they are projected to fulfill all academic program and university degree requirements by the end of the term immediately following the ceremony. Students should refer to their academic center for specific requirements to participate and annual commencement dates. Please refer to UI&U commencement information at https://myunion.edu/current-students/commencement-information/ on the UI&U website, or email eventcoordinator@myunion.edu with commencement questions.

The Alumni Association

The Union Institute & University Alumni Association encompasses graduates from all colleges and programs of the undergraduate, master's, and doctoral degree programs.

Located at the Union Institute & University headquarters in Cincinnati, Ohio, the UI&U International Alumni Association Board (IAAB) was founded to be of service to the university, to promote its interests, and to perpetuate good fellowship among students, former students, graduates, friends, faculty, and staff. The alumni association strives to represent its constituency as an active part of the university's academic community and operates in close conjunction with the university. It is governed by a volunteer board of directors and relies primarily on memberships and donations from former students and friends to exist. The alumni association continually strives to meet the needs of our greater UI&U family. The IAAB is also an advisory board to the president. Its mission strives to promote the values, heritage, traditions, and evolving goals of UI&U in both principle and practice and to foster the interrelationships among students, administration, alumni, and faculty, keeping with the tradition of Union's spirit of excellence. https://myunion.edu/alumni/giving/giving-back/ You may contact the IAAB at alumni@myunion.edu.

INFORMATION TECHNOLOGY

Policy on Acceptable Use of Technology Resources

Effective July 1, 2016, as Revised

The technological resources provided and maintained by Union Institute & University (UI&U) are to be used to support the university's administrative operations and to participate in the university's academic environments. These technological resources are the property of the university and are to be used solely for university-related activities. They are not to be used for commercial purposes or non-university activities. This applies to all users of UI&U technology resources, whether accessed on or off campus. Student and employee access to university-provided technology resources is a privilege that may be revoked at any time for misuse.

Electronic Communications

The CampusWeb portal and the university's email system are the university's sanctioned communication channels. Official electronic communications are sent only to UI&U email addresses. The university will consider students and employees to be duly informed when communications sent by an employee or faculty member are delivered to a user's UI&U email account. It is recommended that users frequently access their UI&U email account for official information and to acknowledge messages in a timely manner. Employees are expected to use the automated out-of-office notification functions in email and voicemail when they are away from the office for an extended period. Logging into a UI&U email account constitutes acceptance of the university's Acceptable Use of Technology Resources policy.

Employee Email
Employees must use their university email accounts for all correspondence with students and for any communications on behalf of the university. Approved exceptions may be arranged with the IT department on an as-needed basis (such as during the admission and financial aid processes). Employees should not use their personal email accounts to communicate with students. Employee email accounts are disabled when an employee's formal affiliation with the university ends. The content of an employee's email account is the property of the university and may be accessed by the Human Resources department.

Student Email
Students may forward messages to their personal email account for the purpose of accessing official UI&U emails in a timely manner. Student email accounts remain active until a student withdraws from the university, including automatic withdrawals after not being registered in a course for a year. When student email accounts are disabled all email content may be deleted. Student email accounts reside on a third-party system. As such, the university relies upon the third party vendor for all data backups and for system availability. Student email addresses are published on CampusWeb portal and are accessible to all students, employees, and alumni who have CampusWeb access.

Inappropriate messages
Fraudulent, harassing, offensive, or obscene messages or materials are not to be sent, printed, requested, displayed, or stored on UI&U owned or operated technology resources. Chain letters and other unauthorized forms of mass mailings are not allowed. Information (e.g., pictures and personal information) about a person or business entity is not to be made publicly available

without the express written consent of the person or business entity. Extreme cases of online harassment may be considered to be stalking behavior, which is a criminal offense.

Spam and intrusions
UI&U utilizes anti-virus and anti-spam software to scan all incoming and outgoing email messages. Any messages determined by the scanning software to be malicious will not be delivered. The information technology staff monitors the accuracy of the software and makes adjustments as necessary. The university reserves the right to update or change its anti-virus and anti-spam software or settings at any time and without prior notice.

In the normal course of managing the network and email systems the university may, from time to time, monitor messages created, received, or sent via university email servers. These measures are taken to maintain system reliability. Users are expected to refrain from initiating activities that interfere with the work of other users. Students, faculty, and staff are prohibited from utilizing university email for personal gain.

Using UI&U's Network, Internet, and Email Systems

The UI&U network, Internet, and email systems are provided for the benefit of the university and the education process. Individuals accessing these systems are responsible for seeing that they are used in an effective, ethical, and lawful manner. Users may not use UI&U technology systems for purposes that are illegal, unethical, or harmful to the university or others. Some examples of unacceptable use are as follows, although this is not a comprehensive listing:
- Messages may not be transmitted under an assumed name; all electronically transmitted messages must have the sender's name attached.
- Users may not attempt to obscure the origin of any message.
- Information published on the Internet may not violate or infringe upon the rights of others, including copyrights.
- The university's technology systems may not be used for personal gain or advancement of individual or political views.
- Use of university technology for solicitation of non-university business is strictly prohibited.
- Privacy intrusions, such as unauthorized reading of another user's email, using another person's account (including ID or password "cracking"), reading or deleting unprotected files, etc., are prohibited. Data stored in electronic format is to be considered the property of the university.
- Network connections may not be used for the purposes of securing unauthorized access to, breaking into, or adversely affecting the performance of other systems on the network, whether or not these systems are university owned.
- Users must not disrupt the operation of the university network.
- Users may not physically connect a device to a university network outlet.
- Spam and chain letters are prohibited.
- Unsolicited bulk email or mass mailings are prohibited, unless initiated by the university.
- Internet and email use must not interfere with employee productivity. Interference includes, but is not limited to, use of the Internet to watch non-work related videos and listen to Internet radio.
- No messages with derogatory or inflammatory remarks about an individual or group's race, religion, national origin, physical attributes, or sexual orientation may be transmitted via university technology systems. Such messages are in clear violation of university policies on discrimination and sexual harassment, and, in extreme cases, may be considered stalking behavior.

- Abusive, profane, and/or offensive language may not be transmitted using a UI&U technology system.

Electronic files (including email, computer files, and voicemail) are presumed to be private and confidential unless they have explicitly been made available by the university. However, users should be aware that equipment made available in computing labs is not private; users should not save personal files on computer lab equipment.

Security and Accounts

All students and employees are issued a Union ID number and a network account when they are enrolled or hired. All access to technology resources, including the issuing of accounts, must be approved through the IT department. A person to whom UI&U has provided access to one or more of its technology resources may not permit another person to use the system(s) without UI&U's express consent. A person to whom UI&U has provided access to one or more of its technology resources is responsible for the proper use of the resource, including proper password protection. When a student withdraws from the university, all technology accounts are disabled or removed. All content within those accounts may be removed at that time as well. Files maintained by employees who leave the university are considered to be the property of the university. These files will be archived by the IT department and may be forwarded to another UI&U employee if they contain information that must be retained and/or are important for the continued efficient operation of a department or academic program.

Administrative Systems

In order to properly serve its constituents, UI&U records a large amount of extremely confidential data, transmits the information over extensive networks, and stores the information on numerous computing systems. Any breach in the security of these systems or networks could disrupt the university and/or allow such confidential information to be transmitted quickly, silently, and without geographic or constituency limits.

Recognizing these vulnerabilities and the need for institutions to limit access to such information, the federal government has passed numerous laws concerning personal information. As a result, the university must comply with a complex array of legislation including, but not limited to, the Family Educational Rights and Privacy Act (FERPA). Failure to comply with legislation can have significant adverse consequences on the university. The university is the ultimate owner of all institutional data (information relating to the administration of the university). All institutional data are considered confidential and are intended exclusively for purposes related to the university's programs. All institutional data and administrative systems may be used only for the legitimate business of the university and not for commercial, personal, and/or political purposes. As such, all employees who access this information are required to adhere to all FERPA guidelines. By accessing these systems, employees acknowledge acceptance of this policy and the FERPA guidelines.

Requests for access to institutional data, including maintenance and/or inquiry, should be initially directed to a user's supervisor or dean who will determine the validity of the request. System users are to be provided with the minimum access privileges required to perform permitted tasks. Students will rarely, if ever, be granted access to institutional data. Students performing employee tasks (such as work-study employees) are subject to all the policies applicable to all university employees. Each user is responsible for the security, privacy, and confidentiality of the institutional data to which the user has access. Each user is responsible for all transactions occurring during the use of an account. Users must never share their passwords with others. If a user suspects that a personal password has been compromised, the password

must be immediately changed. Users should log off or lock any system when leaving equipment unattended.

Monitoring

Special software is installed on university technology resources in order to support resource usage accounting, security, network management, hardware and software inventory, PC back-up systems and software updating functions, and to provide better support. Authorized IT personnel may access others' files when necessary for the maintenance and security of technology resources. Advance notification of access will be given when possible and time allows. When performing maintenance, every effort will be made to ensure the privacy of a user's files. However, if violations of policies are discovered, they will be reported to the director of information technology.

In the normal course of managing the campus-based Internet bandwidth and email systems, UI&U may, from time to time, monitor messages created, received, or sent via university email servers. These measures are taken to maintain costs and to ensure usability by UI&U's widely dispersed constituencies of students, alumni, faculty and staff. Users are expected to refrain from initiating activities that interfere with the work of other users. In doubtful situations, IT staff should be consulted.

Copyright and Software Licenses

University standards regarding academic integrity and academic dishonesty apply to software just as they do to other forms of published work. Users are not permitted to copy, transfer, rename, or add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the university or legal action by the copyright owner. Using peer-to-peer file sharing applications as a tool to download copyrighted music, videos, and applications is a violation of federal copyright law. Allowing other computers to gain access to copyrighted files on user systems via the UI&U computer network is prohibited.

Loading unauthorized applications or operating systems on any computer is prohibited. This applies to any program not explicitly licensed to the end-user or workstation by the IT department regardless of source (e.g., purchased by the user or obtained through public domain/ shareware sources).

Deleting, copying, or altering programs without specific instructions from the IT department is prohibited. Federal copyright law prohibits the use of unauthorized copies of computer software; this law includes copying university software for personal use. UI&U does not condone illegal copying of software under any circumstances. Users are expected to strictly adhere to software license terms.

Downloads

To prevent computer viruses from being transmitted through the system, there will be no unauthorized downloading of any software to university owned and operated computer systems. In the event that software needs to be downloaded and installed on individual staff workstations, contact the IT help desk to coordinate the installation. The IT department may uninstall any unauthorized software without prior notice or, if necessary, reload all standard software to university owned equipment.

Use of University Technology When Traveling or Working Off-site

While traveling, employees are responsible for the safety and security of all university equipment. Personal student and/or employee information (such as social security numbers) may not be stored on any equipment or devices outside of the university network. If university equipment is provided for off site work (such as a laptop or a wireless Internet connection), the equipment may only be used for university work and may not be used for any personal purposes.

Violations

A user's technology resource privileges may be suspended immediately upon the discovery of a possible violation of this policy. Suspected violations will be confidentially reported to the appropriate administrator.

The director of IT will initially judge a violation of this policy as unintentional, minor, or major. Unintentional offenses and first minor offenses will normally be dealt with by the IT director. Any subsequent offense will be dealt with by the appropriate administrator under the provisions of the university's human resources policies and/or UI&U Student Code of Conduct.

Violations of this policy will be dealt with in the same manner as violations of other university policies and may result in disciplinary action. The full range of disciplinary sanctions is available, including revocation of technology resources usage privileges, dismissal from the university, and legal action.

Other Technology-Related Standards

- The IT department is responsible for all equipment purchases, installations, disconnections, modifications, and relocations. Employees are not to perform these activities without prior authorization from IT staff.
- Users who, with prior consent, borrow hardware, software, or documentation from UI&U are responsible for its proper care and for returning it in a timely fashion.
- Users who are provided UI&U equipment may NOT allow anyone else to use the provided equipment (including laptops, cameras, etc.). Sharing of UI&U equipment will result in forfeiture of use of the equipment.
- Many UI&U systems are made available on an unmonitored basis. It is the responsibility of every user to act in such a manner as to not cause damage to physical equipment. Accidental damage, or damage caused by other parties, should be reported to the IT help desk as soon as possible so that corrective action can be taken.
- Modifying the configuration of any university computer, printer, or network device without prior approval of the IT department is prohibited. Deliberate alteration of system files will be considered malicious destruction of university property.
- All users are responsible for using technology resources in an effective, ethical, and lawful manner. Many resources, such as disk space, CPU cycles, printer queues, batch queues, login, and software licenses, are shared by all users. No user may monopolize these resources.
- The university has installed firewalls to assure the safety and security of the university's networks.
- Users are responsible for picking up their printed output in a timely fashion to avoid theft or disposal.
- Other organizations operating computing and network facilities that are reachable via UI&U technology resources systems may have their own policies governing the use of those resources. Users are responsible for abiding by both the policies set forth in this document and the policies of the other organizations.

Advisories

Every effort is made by the IT department to prevent the loss of data in the event of hardware or software failure or through human error. Backups are regularly made of administrative systems and system servers. (Backups are not made of data stored on personal computers; therefore, all data should be stored on an individual user's network drive). It must be recognized that in rare cases, it may not be possible to restore the latest version of every data file from these backups and some data loss may occur. Because these cases are outside the IT department's control, IT staff cannot be held liable for any loss of data arising directly or indirectly from failure of hardware, software, or from human error.

The IT department has the responsibility to provide advance notice of system shutdowns for maintenance, upgrades, or changes so that users can plan around periods of system unavailability. However, in the event of an emergency, the department may shut down a system with little or no advance notification. Every effort will be made to give users a chance to save their work before the system is taken out of service.

Department of Information Technology

The department of Information Technology (IT) provides technology resources and support for all of UI&U's academic and administrative activities. Located in the Cincinnati Center the IT department maintains and provides access to the institution's networks, applications, systems, and collaborative environments for all of UI&U's regional sites.

Technical Support

The UI&U Help Desk
UI&U provides an in-house technology help desk during regular business hours as well as a remote help desk for off-hours assistance. Contact the help desk by phone (1.888.858.6466) or email (help@myunion.edu).

The CampusWeb Help page
For detailed descriptions and instructions for UI&U's technology resources visit the CampusWeb Help page under the **Help Desk** tab on CampusWeb.

UI&U Network Accounts

Your Human Resources welcome packet provides login information for your two UI&U accounts: (1) for the CampusWeb portal, the learning management system, the library databases and the Sharepoint system and (2) for the UI&U Outlook email system. For more information visit the CampusWeb Help page.

Employee Email Accounts

University email accounts are issued to all employees and enrolled students. University email is the primary mode of contact between employees, employees and students, and faculty and students.

Employees with UI&U-issued computers in the Cincinnati building can use the Outlook client application to access their accounts. There are two ways to access your email remotely:

- To access your email via the web enter this address in a web browser: http://mail.myunion.edu. Enter the user name and password associated with your email account.
- To access the full Outlook client using the Citrix remote access utility enter http://citrix.myunion.edu into a web browser. This will redirect you to the Citrix login page. Enter your username and password. Once you log in, you will have access to several UI&U applications, including Outlook. Click the Outlook icon to launch your e-mail client.

Remote Network Access via Citrix

The IT department makes use of a Citrix application to provide employees with remote access to the university's technology systems and resources. Please visit the CampusWeb Help page for detailed instructions.

The Jenzabar EX enterprise system

UI&U uses Jenzabar's EX platform for all institution-wide administrative and academic activities. The EX platform consists of several modules including financial, reporting, student information, registration, development, and financial aid. Please contact the CampusWeb Help page for direct access to the EX system.

Sharepoint

UI&U maintains a Microsoft Sharepoint environment for employee collaboration and document exchange. For more information visit the CampusWeb Help page.

CENTER FOR TEACHING & LEARNING

The Center for Teaching and Learning (CTL) partners with UI&U's faculty and academic administrators to ensure the provision of creative, engaging, and successful learning experiences for UI&U's students. The CTL strives to provide faculty with the highest level of instructional design and instructional technology support for online, hybrid, and face-to-face courses.

In its work with UI&U faculty the CTL provides technology training, instructional design support, and assistance with the integration of instructional technologies. The CTL's work is informed by institutional course design standards and national models of excellence. The CTL also plays a central role in ensuring the effective use of UI&U's technological resources by its employees throughout the institution.

The CampusWeb Portal
The CampusWeb portal is the university's intranet and is the access point for most of UI&U's academic and administrative resources. Please consult the Faculty Quickstart Guide for a detailed overview of CampusWeb.

The UI&U Learning Management System (LMS): Jenzabar eLearning
The university utilizes Jenzabar's eLearning LMS as its web-based learning environment. All UI&U classes are provided with an eLearning course shell for course content, learning activities, and communication. Please consult the Facilitator's Guide to eLearning for an in-depth description of the features and functions of the LMS.

Supported Instructional Technologies
In partnership with the Information Technology department, the CTL facilitates faculty and student use of several instructional applications including Articulate Replay (for creating personal instructional videos), Techsmith SnagIt (for screen capture) and TurnItIn (a cloud-based service for originality checking). Please visit the CTL tab on CampusWeb for in-depth information on these learning tools or contact Bob Cotter (bob.cotter@myunion.edu) for more information.

Supported Conferencing Systems

GoToMeeting
UI&U maintains a site license for GoToMeeting, a flexible, cloud-based conferencing system that can be used to enhance engagement and interactivity in UI&U courses. GoToMeeting can be used for synchronous class sessions, student presentations, student group meetings, and virtual office hours, and can be integrated into eLearning course shells. GoToMeeting sessions can also be recorded and archived for later viewing. Please visit the CTL tab on CampusWeb for more information.

Adobe Connect
UI&U also licenses Adobe Connect, another cloud-based conferencing system that includes video conferencing, application sharing, live polling, chat, whiteboards, and presentations. Faculty members are provided with a persistent virtual room to better facilitate lengthy online teaching sessions. Please visit the CTL tab on CampusWeb for more information.

OpenVoice
UI&U licenses an audio conferencing system called OpenVoice, a cloud-based utility that be used to easily setup a conferencing bridge for multiple participants. Please visit the CTL tab on CampusWeb for more information.

UI&U LIBRARY

Contact Info

Internet homepage: http://library.myunion.edu

General inquiries including reference questions, document delivery, and interlibrary loan requests: library@myunion.edu.

Main phone: 513-487-1347

Collections

The UI&U Library is fully online and collections include 400,000+ e-books, more than 7,000 UI&U student dissertations/theses, and 25,000+ streaming videos. It also provides access to more than 150 online databases that link researchers to millions of full-text items, including research and trade journal articles, doctoral dissertations from other academic institutions, and multimedia research resources.

Services

The UI&U Library provides a broad range of library services to currently enrolled students, faculty members, and staff members. Our services include a comprehensive collection of research resources, information literacy instruction materials, access to reference librarians, and other web-based media. The library also provides remote document delivery and interlibrary loan services. Group and individual research and instructional support services are available for all interested faculty members, students, and staff.

Online Resources

All e-books, journal articles, streaming videos, and other online research resources are searchable via the library's OneSearch system. We offer a large collection of licensed research databases that provide full-text online access to more than 70,000 periodicals in the arts, humanities, and selected sciences. The library also maintains an extensive website including links to databases, an online help center, live chat, in-context instructional help videos, and a news blog.

INSTITUTIONAL POLICIES

Policies Governing Student Conduct

Effective July 1, 2015

Contextual Framework for Student Conduct at Union Institute & University
This contextual framework for student conduct is derived from Union Institute & University's mission, vision, and values. Not only is it meant to provide general expectations of students, it also is the foundation for a number of specific institutional policies and procedures governing student behavior and interactions.

An education at Union Institute & University (UI&U) is based upon the concept of a mutually beneficial learning community. Disregard or contempt for this concept can be found at the root of academic offenses (such as plagiarism, forgery, intellectual dishonesty, or falsification of records), socially disruptive and destructive behaviors (such as discriminatory or harassing conduct), and criminal acts (such as assault, destruction of property, theft, hate crimes).

In a strong learning community, conduct that allows others to pursue studies unimpeded by disrespectful or disruptive personal behavior is essential. Differing viewpoints may not be permitted to interfere with learning or the advancement of scholarship. The basic principle of the UI&U learning community is respect for the individual. Members of the UI&U learning community are expected treat one another with positive regard and without denigration. The ultimate goal is to learn from one another while acknowledging any differences that may arise.

Freedom in research and publication of results is also a characteristic of a strong learning community, as long as the dignity, health, privacy, and other rights of human and animal subjects are protected, and university and program policies are followed.

A strong learning community, characterized by individual respect, carries with it the following rights, responsibilities, and challenges.

Students, as members of the UI&U learning community, have the right to be:
- Treated fairly, justly, respectfully, equitably, and professionally.
- Acknowledged for their ideas, creations, and expressions.
- A participant in a learning and working environment that is free of discriminatory or harassing behavior.

Students, as members of the UI&U learning community, have the responsibility to:
- Contribute to an environment in which there is freedom to learn.
- Develop the capacity for truth and exercise their rights to free inquiry and free speech in a reasonable manner.
- Respect the cultural, intellectual, and personal differences of others.
- Acknowledge properly the intellectual or artistic work of others.
- Refrain from harassing or discriminatory behavior.
- Protect the rights of human subjects used in research.
- Avoid conflicts of interest or relationships that might compromise the educational process.

Students, as members of the UI&U learning community, are challenged to:

- Learn from one another's differences.
- Respect all persons in the UI&U learning community.
- Treat conflict as an opportunity for growth and learning.
- Refrain from spreading rumor, slander, or misinformation.

University Response to Serious Student Misconduct
Union Institute & University has the right and the responsibility to act immediately when an individual's behavior or actions are illegal and/or create a situation that places the student or any other individual at risk, and/or is disruptive and harmful to the learning environment, regardless of whether those behaviors or actions are specifically prohibited by other university policies. (See below for examples of disruptive or harmful behaviors.)

When the university (or its responsible representative) believes that a student's conduct is sufficiently disruptive or dangerous, the university may suspend normal disciplinary procedures by temporarily removing a student (physically, if the student is on campus or participating in an off-campus activity; and/or blocking student access to online learning systems). An immediate response is called for in, but not limited to, cases of student behavior that is threatening to self or others and behavior that disrupts the learning environment or university facilities.
- A UI&U instructor and/or administrator has the right and the responsibility to remove a student or other participant from a course, seminar, or other university-sponsored learning activity, whether in-person or online, if that person's behavior becomes disruptive or poses a danger to others.
- The university has the right and the responsibility to take disciplinary measures in response to student misconduct, independent of any action that might or might not be taken by law enforcement.
- Any UI&U student or employee has the right and the responsibility to contact University authorities or local law enforcement in the event of illegal behavior occurring on university property and/or during university sponsored activities occurring off campus. (See below: "Crimes Covered Under the Clery Act".) Any incident involving emergency or threatening situations requires calling 911 and the possible issuance of emergency notifications and/or timely warnings.

Following removal, the student may seek re-instatement in accordance with the applicable university policy.

Crimes Covered Under the Clery Act
The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092(f) as part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to provide information about campus crime statistics and security policies for the previous full calendar year.

The following are offenses/crimes as defined by the Clery Act. Violations must be reported to University officials and possibly to local law enforcement and must be included in the University's annual security report:
- Drug Law violations. *Drug laws vary by state. Generally speaking, use of any illegal drug, misuse of legally prescribed drugs, and use of illegally obtained prescription drugs must be reported. Sale, transfer or possession of controlled substances must be reported;*

- Liquor Law violations. *Liquor laws vary by state. Generally speaking, sale, transfer or possession of alcohol must be reported, unless served by the university at a university sponsored event;*
- Illegal weapons possession. *The definition of illegal weapons and illegal weapon possession varies by state. Generally speaking, possession of a weapon at a university facility or at a university sponsored event off-campus must be reported. Weapons are not permitted on any university property, with the exception of students and instructors who are sworn law enforcement officers and are required to carry a weapon when off duty;*
- Murder and non-negligent homicide. *The willful and non-negligent killing of one human being by another must be reported;*
- Negligent manslaughter. *The killing of another person through gross negligence must be reported;*
- Forcible sex offenses. *Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent must be reported (includes forcible rape, forcible sodomy, forcible sexual assault with an object, and forcible fondling);*
- Non-forcible sex offenses. *Unlawful, non-forcible sexual intercourse must be reported (includes statutory rape and incest);*
- Robbery. *Taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear must be reported;*
- Aggravated assault. *Any unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury must be reported. Aggravated assault may be accompanied by the use of a weapon or by means likely to produce death or great bodily harm;*
- Burglary. *Unlawful entry of a structure to commit a felony or a theft must be reported.*
- Motor vehicle theft. *The theft or attempted theft of a motor vehicle must be reported (does not include thefts from autos);*
- Arson. W*illful or malicious burning or attempt to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc. must be reported; and*
- Hate crimes. *Any of the above offenses and any incidents of larceny, theft, simple assault, intimidation or destruction, damage, vandalism of property that were motivated by bias.*

In 2013, Federal reporting requirements were expanded to include crimes prohibited in the Violence Against Women Act of 1994 (reauthorized in 2013). The Act's coverage extends to male as well as female victims. Crimes that must be reported under the Violence Against Women Act are:
- Domestic violence. *Felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabited with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction;*
- Dating violence. *Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim;*

- Stalking. *Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress; and*
- Sexual Assault. *An offense that meets the definition of rape, fondling, incest or statutory rape as used in the Federal Bureau of Investigations Uniform Crime Reporting Program.*

The behaviors delineated under the Violence Against Women Act are covered by this policy only if they involve a Union Institute & University student (as victim or perpetrator) and if they occur within the context of the educational process. For example, the policy does not apply if:
- An incident of domestic violence occurs in a student's home;
- Dating violence does not involve another member of the UI&U community;
- Stalking behavior (in-person and/or cyber-stalking) occurs outside the context of UI&U activities, does not involve another member of the UI&U community, and/or does not involve use of university-supplied technology, such as cyber-stalking using the student's "myunion" email.

While it is impossible to anticipate every possible type of disruptive behavior, Union Institute & University has developed the following institutional policies and procedures covering specific types of student behavior:[3]
- Academic Integrity Policy. This policy covers issues of plagiarism and cheating, personal relationships between students and instructors, delineating procedures to be followed when violations of academic integrity occur;
- Americans with Disabilities Act (ADA) policies and procedures, including a complaint process;
- Email Use Policy;
- Family Educational Rights and Privacy Act;
- Institutional Review Board Policies and procedures. This policy covers issues related to research with human subjects;
- Intellectual Property Policy;
- Sexual Misconduct Policy;
- Student Complaints and Appeals Policy and Procedure. This policy applies to student complaints and appeals not specifically covered by other policies and includes procedures for filing informal and formal complaints;
- Student Use of Alcohol and Controlled Substances;
- Tampering with Educational Records;
- Technology Resources Acceptable Use Policy; and
- Use of University Facilities Policies and Procedures. This policy incorporates a range of behaviors considered by the university to be inappropriate and/or illegal when occurring at university facilities and at off-campus university-sponsored events.

Alcohol and Drug Abuse Prevention Program

Effective August 31, 2009

On August 16, 1990, the Department of Education issued the final regulations implementing amendments to the Drug-Free Schools and Communities Act enacted on December 12, 1989,

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[3] Institutional policies listed may be revised or added to at any time and may be supplemented by program-specific policies.

in the Federal Register. The goal of the amendments is to require each institution of higher education to certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Note that no distinction is made in the act between full-time and part-time or permanent and temporary students or employees. Under these amendments, each institution of higher education must have a drug and alcohol abuse prevention program including annual distribution of a report to every employee and to any student taking one or more classes for any type of academic credit (except continuing education units). The report is required to include:

- Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on an institution's property or as part of any of its activities.
- A description of the applicable legal sanctions under local, state, or federal law for the unlawful possession, use, or distribution of illicit drugs and alcohol.
- A description of the health risks associated with the use of illicit drugs and the abuse of alcohol.
- A description of any drug or alcohol counseling, treatment, rehabilitation, or re-entry programs that are available to employees or students.
- A clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, state, and federal laws) for violations of published standards of conduct and a description of those sanctions, up to and including expulsion or termination of employment.

Policy on Student Use of Alcohol and Controlled Substances

This policy statement is specific to Union Institute & University students. It has been adapted from the policy for employees as published in the human resources policy manual.

The use, sale, transfer, or possession of alcohol or controlled substances by students creates a potential for harm and is not permitted on Union Institute & University (UI&U) property or at any university sponsored learning activity or events, except as specifically authorized by this policy.

UI&U encourages students who have problems with alcohol or use of controlled substances to make use of available internal and external resources to help control or resolve their problems. UI&U supports rehabilitative efforts and will assist if requested to do so.

If a student has a medical condition or a substance addiction and has reason to believe the condition may impair attendance or performance, she/he is expected to notify his/her faculty advisor or dean. However, students should be aware that providing information about a medical condition or substance addiction for the first time during a disciplinary proceeding will not negate the disciplinary action from continuing.

UI&U may assist individuals who have violated this policy through referral to a rehabilitation program but is under no obligation to do so beyond the information provided in the statement on drug and alcohol abuse prevention.

If the student's use of a controlled substance is related to a condition that qualifies as a disability under the Americans with Disabilities Act (ADA), she/he may also apply for accommodation to the university's ADA compliance officer, in accordance with published procedures. Requests for ADA accommodation and/or rehabilitation assistance do not preclude any disciplinary action for violations of this or any other university policy.

Standards and Consequences

- UI&U permits the legal use of medication or drugs prescribed by a licensed practitioner or purchased over-the-counter provided that such usage does not endanger the safety of others. Students who are legally taking medications that may impair performance are expected to inform their program advisor or executive director.
- Alcohol may occasionally be served at university-sponsored events held at university centers or locations outside the university. Students and/or employees may consume alcohol in moderation at such events; individuals whose behavior is impaired due to alcohol consumption may be required to leave the event and/or be subject to disciplinary action.
- The illegal use, sale, transfer, or possession of controlled substances or alcohol by a student or employee during a university-sponsored learning activity or on university property is forbidden. Such activity is grounds for dismissal.

Definitions

Controlled Substance: Any narcotic, drug, or drug-like substance for which the sale, use, or possession is either unlawful or is being utilized outside of prescribed medical treatment. Controlled substances include, but are not limited to, marijuana, amphetamines, opiates, phencyclidine (PCP), and cocaine, as well as any drug not approved for medical use by the U.S. Drug Enforcement Administration or the U.S. Food and Drug Administration.

Illegal Use: Illegal use includes use of any illegal drug, misuse of legally prescribed drugs, and use of illegally obtained prescription drugs.

Legal Drugs: A legally prescribed drug means that an individual has a prescription or other written approval from a physician for the use of a drug in the course of medical treatment. It must include the patient's name, the name of the substance, quantity/amount to be taken, and the period of authorization.

Moderation: When referring to consumption of alcohol at university sponsored events, moderation is defined not by the quantity of alcohol consumed but by resulting behavior.

University Property: Any university owned, leased, or rented building, grounds, office, classroom, or other facility. Includes off-campus course and degree sites and off-campus facilities, such as hotel and conference center space used by the university for learning activities.

Use of Gender Neutral Language

Effective July 1, 2014, as Revised

UI&U adheres to a policy of using gender neutral language in all communications generated by any part of the institution. Using inclusive language will help avoid distracting readers with a gender specific term that might be offensive in retrieval. UI&U believes that this practice is dictated by the university's mission and values.

Students are encouraged to use gender neutral language in work related to their UI&U programs, recognizing that use of gender specific terms may be needed for certain subject matter. For example, a paper about women's rights would use gender specific language; a paper about cyber-bullying should not. Further details on guidelines for gender-fair use of language can be found at: http://www.ncte.org/positions/statements/genderfairuseoflang.

Student Complaints and Appeals

Effective August 15, 2015, as Revised

Policy Statement
It is the policy of Union Institute & University to ensure that students have recourse to due process with regard to situations and decisions with which they disagree or where they believe they have been unfairly treated. Union Institute & University is committed to consistent and fair consideration of student complaints and appeals through processes that ensure that all parties involved in a dispute are given due consideration.

Applicability of this Policy and Procedure
This policy and procedure applies to the following persons:
- Students enrolled in a Union Institute & University program.
- Formerly registered students in those programs who have withdrawn or who were administratively withdrawn or dismissed. A former student's complaint must be initiated within 30 days of the last day of her or his official registration.

This policy and procedure **do not apply** to the following persons:
- Applicants for admission to a Union Institute & University academic program.
- Formerly registered students who did not initiate the policy and procedure within 30 days of their last day of official registration.
- Students or former students who have initiated any legal action related to the appeal or complaint. If legal action is initiated after a complaint has been filed, UI&U will immediately terminate the complaint investigation process.
- University employees who are not students.

Areas where a student may initiate a complaint and, if necessary, a formal appeal, are cited below. Most of these issues should be resolved at the program level, but a formal appeal to the VPAA will be considered if they are not resolved at that level. Typical reasons for a student complaint or appeal include but are not limited to:
- Course grades (Students may appeal a grade for a single assignment within a course with the instructor, but may not invoke the appeal process with the vice president for academic affairs.)
- Non-responsive instructors or staff.

- Instructors who do not provide substantive feedback or whose feedback or criticisms are not constructive.
- Situations where the student perceives that an instructor or administrator has treated the student differently than other students.

This policy and procedure **do not apply** to some circumstances, including but not limited to the following:
- Student requests for waiver of published program policies. A student should request a waiver from the program chair (undergraduate students), or program director/ dean (graduate students). The student may initiate the appeal process only if his/her request for a waiver is denied.
- Grades for single course assignments (e.g., quizzes, tests, papers). However, if the assignment in question is a major one that impacts the overall course grade (e.g., capstone, thesis, dissertation), then the student may appeal the course grade (see above).
- Decisions regarding violation of university policies on academic integrity. (See Academic Integrity Policy and Procedure.)
- Student complaints or grievances related to sexual or other discriminatory harassment. (See Sexual Misconduct Policy.)
- Student complaints or grievances related to American with Disabilities Act issues. (See ADA Grievance Policy and Procedure.)
- Financial aid director's decision to institute financial aid probation or termination. (See Student Financial Aid policy.)
- Decisions made by the UI&U Institutional Review Board. (By federal regulation, decisions made by a registered institutional review board may not be overridden by any other party.)

Definitions

Appeal: If a student is dissatisfied with attempts to resolve his/her complaint informally, the student may file a formal appeal. A formal appeal may be instituted for any administrative or academic issue or decision not specifically excluded from this policy. All formal appeals must be submitted to the vice president for academic affairs (VPAA).

Complainant: A student making an informal complaint or filing a formal appeal.

Complaint: A complaint as defined under this policy is an initial written allegation by a student that there has been an arbitrary or unfair application of a policy of the university, or a policy of the student's academic program. Complaints may be administrative or academic.
- An academic complaint is one that involves an academic decision and/or application of academic policy.
- An administrative complaint is one that involves a non-academic decision and/or application of administrative policy.

If a student is dissatisfied with the resolution proposed at the program/departmental level, she/he may decide to file a formal appeal.

Involved Parties/Parties: The complainant and the person or persons against whom a complaint or appeal has been made.

Resolution: The outcome of a complaint or formal appeal.

Complaint and Appeal Records

A record of every student complaint will be maintained in the applicable department or program office. Records of student complaints and appeals related to academic issues may also be placed in the student's academic record. By federal regulation, records of **official** student complaints must also be maintained in the President's Office. At UI&U, it has been determined that only student appeals submitted to the VPAA (i.e., appeals that reach the institutional level of the process) will be considered as official complaints.

Confidentiality

UI&U will maintain confidentiality of student complaints and appeals within the guidelines of the Family Educational Rights and Privacy Act (FERPA). Only the involved party/parties and university representatives involved in the review and resolution of a complaint or appeal will have access to information related to an ongoing complaint or appeal. Once the complaint or appeal has been resolved, this information will be placed in the student's file.

Students who are considering filing a formal appeal or who have filed a formal appeal are expected to use discretion in discussing the issue with other students or with employees, keeping in mind that there are other parties involved. Depending on the nature of the issue under appeal, other involved parties could be damaged by a student's public allegations. If a student is found to have discussed or publicized his/her pending or ongoing appeal in such a way as to potentially affect the outcome, the VPAA may immediately halt the appeal process and deny the appeal.

Procedural Guidelines: Complaints and Appeals

UI&U expects that every complaint should begin with a sincere attempt at an informal resolution. It is expected that most conflicts will be resolved informally. Attempts at informal resolutions should be initiated by the student as soon as possible after the incident or action of concern, but should be initiated within at least 30 days to allow a timely and appropriate resolution. A formal appeal will not be considered unless such an attempt has been made. Students are advised to retain all documentation related to informal complaints and formal appeals. Documentation may include letters, emails, faxed messages, and notes of telephone conversations.

As noted above, the complaint and appeal procedure does not apply to situations where a student or former student has instituted legal proceedings. If at any stage of an informal complaint or formal appeal process the university becomes aware that a student has instituted legal proceedings, the process of complaint discussion, review, and resolution will be immediately halted, and all documentation of the process will be forwarded to the President's Office.

Complaint/Resolution Procedure—Departmental/Program Level

A student may initiate a complaint through a letter or email. Verbal communication of a concern is not a complaint under the terms of this policy. In the written communication, the student must specifically identify that he or she is submitting a complaint within the terms of this policy. Written complaints must be submitted to the individual in authority of the unit involved in the complaint (e.g., program chair [for undergraduates], or the dean or director [for graduate students] of an administrative unit), and must be submitted by the student within 30 days of the incident or action of concern to the student. To avoid possible delays, written complaints should not be submitted to executive directors, faculty or support staff, assistant or associate deans, or assistant or associate directors. Any such employee who receives a written complaint from a

student must immediately forward it to his/her departmental or program head. Similarly, written complaints submitted to the VPAA or president will immediately be referred to the appropriate program chair (for undergraduates) or dean or director (for graduate students). Upon receipt of written complaint, the program chair (for undergraduates), or dean or director (for graduate students) will provide a copy of this policy and procedure to the student filing the complaint.

If the complaint is about an academic issue and the program has an academic appeals policy and procedure, the program chair, dean, or director will invoke that policy, supplanting this policy's departmental/program level procedure. If there is no program-level academic appeals policy and procedure, then the program chair, dean, or director will follow the procedure outlined herein.

For complaints regarding academic issues or decisions where there is no written appeals policy, and for complaints regarding non-academic issues or decisions, the program chair (for undergraduates), or dean or director (for graduate students), in consultation with all involved parties, will evaluate the situation and propose a resolution. Proposed resolutions may range from denial of the student's complaint to reversal of the initial action or decision. At the conclusion of the process, the program chair, dean, or director will prepare a written report that will include: the student's written complaint, description of the complaint review process (interactions with involved parties), and the program chair, dean, or director's proposed resolution. The program chair, dean, or director will provide this report to the student and other involved parties, placing a copy of the report in the student's record. The program chair's, or dean's/director's report will be submitted within 30 days of receipt of the initial complaint; if additional time is needed to conduct a review, the program chair, dean, or director must notify all involved parties. The student will be invited to respond to the report by filing a formal appeal in the event that she/he disagrees with the resolution. (See Appeal and Resolution – Institutional Level section below.) The invitation will include a 30-day deadline for submission of a formal appeal. If the student does not respond within the 30-day deadline, the complaint will be considered to have been resolved.

Note: In the event that the student's complaint is against the program chair (for undergraduates), or dean or director (for graduate students), the student may submit the written complaint directly to the VPAA. In such cases, the VPAA will follow the informal resolution procedure outlined above. If the complaint is against the director of a non-academic unit not within the academic affairs division of the university, the VPAA may forward the complaint to the executive responsible for the unit, who will, again, follow the procedure for informal resolution outlined above.

Appeal and Resolution – Institutional Level
If the student is not satisfied with the resolution proposed by the program chair (undergraduate level) or dean or director (graduate level), the student may choose to submit an appeal to the VPAA. An appeal will not be considered unless there has been a documented complaint/informal resolution process. Students should be aware that an appeal should not be undertaken lightly or frivolously. Every appeal must include a compelling argument from the student, beyond simple dissatisfaction with a situation or proposed resolution. Appeals must be submitted within 30 days of the conclusion of the departmental/program-level complaint resolution process.

Appeals are submitted to the VPAA in writing. An appeal must include:
- All documentation related to the program-level complaint/resolution process.
- Additional information that the student deems pertinent to the issue.

The student's appeal must be in the form of a letter, clearly marked "Formal Appeal," and it must be dated and signed by the student. An appeal may not be submitted as an email, but the signed document may be submitted as an email attachment. Students choosing to submit appeal documents as email attachments should insert "Formal Appeal" in the email subject line.

Upon receipt of the appeal, the VPAA will notify the program chair, dean, or director responsible for the initial review of the student's complaint and will conduct a brief review of the materials provided by the student and the program chair, or dean or director. The VPAA will then constitute a UI&U Grievance Review Committee (GRC). The preliminary review and formation of the GRC will typically be concluded within 20 working days of receipt of the initial appeal; the VPAA will notify the student if the initial review will take longer than 20 days. At the conclusion of the preliminary review, the VPAA may refuse to accept the appeal. If an appeal is not accepted, the VPAA will notify the student in writing, citing the reasons for the decision. An appeal may be refused for a number of reasons, including, but not limited to, the following:
- The issue being appealed is not covered by this policy and procedure (see above).
- The appeal appears to be motivated by a desire to punish or retaliate, rather than by a desire to resolve the situation.

A student whose appeal is not accepted may resubmit the appeal to the VPAA with additional documentation or information. If the appeal is not accepted after the second submission, the student may not appeal again.

Appeal Review and Resolution
If the VPAA accepts the student's appeal, it will be considered by the GRC. The GRC will review all documentation related to the appeal, including the student's written appeal, the program chair's or dean/director's report on the program/departmental-level complaint review/resolution process, and the student's initial complaint. During the review, members of the GRC will have no direct contact with any of the involved parties: any requests for additional information or clarification will be made through the VPAA, who may consult with any or all involved parties and/or the responsible program chair, dean, director, or vice president, advising the GRC of the results of those consultations. At the conclusion of the review, the VPAA will determine a resolution and prepare a written report that will include: information related to the initial complaint and resolution; the student's written appeal; a description of the review process (such as interactions with involved parties); and a recommendation for resolution. The VPAA will provide this report to the student and other involved parties, placing a copy of the report in the student's record. The VPAA's report will be submitted within 40 days of receipt of the initial complaint; if additional time is needed to conduct a review, the VPAA must notify all involved parties. The VPAA's decision is final: no further appeal will be considered.

Institutional Student Complaint Log
As noted above, under the provisions of the federal Higher Opportunity Employment Act, colleges and universities are required to maintain a log of student complaints and grievances. At the conclusion of the formal institutional review of the student's complaint (i.e., the level requiring GRC review), the VPAA will enter this summary into the log, including the following information:
- Initial date received as a formal complaint (i.e., the date submitted to the VPAA)
- Student name
- Brief description of the incident
- Description of the resolution
- Date of the final resolution

Intellectual Property Policy for Students

Effective July 1, 2014, as Revised

The purpose of this policy is to ensure fairness and equity in the development and dissemination of useful creations, products, or processes by students at Union Institute & University (hereinafter referred to as "UI&U"). This policy clarifies individual and institutional copyrights, patent rights, and other intellectual property rights associated with ownership and with the distribution of benefits that may be derived from the creation of various types of intellectual property. A separate, more detailed policy applies to employees of the university; this policy focuses on students' rights pertaining to their academic creations.

General Policy

In keeping with the norms of academic tradition, except to the extent set forth in this policy, UI&U does not claim ownership to pedagogical, scholarly, or artistic works. These works include those that students created in the course of their education, such as dissertations, papers, and articles. UI&U claims no ownership in nonfiction, textbooks, novels, poems, musical compositions, or other works of artistic imagination which are not institutional works and did not make significant use of UI&U resources or the services of UI&U non-faculty employees working within the scope of their employment.

Student Work

A student creation or work is a work produced by a registered student without the use of UI&U funds (other than student financial aid); outside any UI&U employment (including work study); and is not a sponsored or commissioned work by UI&U, a cooperative employer, or other outside agency. Students are responsible for obtaining and maintaining copyright permissions related to their creations, as applicable.

The student shall own her or his creation or work submitted in fulfillment of academic requirements. However, by enrolling at UI&U, the student gives the institution a nonexclusive royalty-free license to mark on, modify, and retain the work as may be required by the process of instruction. The institution shall not have the right to use the work in any other manner without the written consent of the student.

If a student is performing work sponsored or commissioned by UI&U (i.e., not part of the student's regular academic work), the student's ownership is limited to the creation or work itself, and does not extend to data or other scholarly information the student may have collected or obtained during the course of a project or to other creations which may be based on the same scholarly information. Such data and other scholarly information collected will remain the property of UI&U and be kept by UI&U. If the student's project is supported by funds or other resources from agencies external to UI&U and substantial use of UI&U resources is involved, the ownership and location of the scholarly information will be determined by the agreement between UI&U and the agency or by the published requirements of the agency. In the absence of such requirements or agreements and for projects which receive no external support but where substantial use of UI&U resources is involved, the data and other scholarly information collected as a result of the student academic creation will remain the property of UI&U and be kept by UI&U.

Ownership of textbooks, scholarly monographs, trade publications, maps, charts, articles in popular magazines and newspapers, novels, nonfiction works, supporting materials, artistic works, syllabi, lecture notes, and like works shall reside with the student who created them and

any revenue derived from the creator's work shall belong to the creator. UI&U includes in its interpretation of scholarly works those presented at professional meetings or electronically distributed. World Wide Web pages, transparencies for projection, electronic presentation, etc. of scholarly activity remain the property of the creator as stated in this section.

Ownership of manuscripts for publication in academic journals shall reside with the student who created them and any revenue derived from the works shall belong to the creator. Ownership is limited to the scholarly work and does not necessarily extend to data or other scholarly information that the student may have collected or obtained during the course of the project or to other creations which may be based on the same scholarly information. In the absence of such requirements or agreements and for projects which receive no external support, and where substantial use of campus or UI&U resources has been made, the data and other scholarly information collected as a result of the scholarly activity of an UI&U student will remain the property of UI&U and will reside physically within UI&U or one of its campuses.

Observance of Copyrights
UI&U respects the intellectual property rights of others. Accordingly, UI&U students are expected not to infringe on the copyrights of others. Unless permission has been obtained for the use of copyrighted material from the copyright owner, such material may only be used if permitted by the "fair use doctrine." The Copyright Act contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. However, the distinction between fair use and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission.

Acknowledging the source of the copyrighted material does not substitute for obtaining permission. The 1961 Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law cites examples of activities that courts have regarded as fair use: "quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported." If in doubt about whether a proposed use of copyrighted material falls within the fair use doctrine, students are expected to either obtain permission to use the material from the copyright owner or otherwise obtain guidance from the VPAA.

Use of UI&U Name
Without prior written permission from UI&U, no student shall be permitted to use or incorporate the name "Union Institute & University" (except for purposes of biographical references) or to use any other trademark or service mark of UI&U in any work created by the student.

Definitions

Copyright: The intangible property right conferred by federal statute for an original work fixed in a tangible medium of expression. Copyright provides the owner with the following exclusive rights in a work: the right to reproduce, to prepare derivative works, to distribute by sale or otherwise, to perform publicly, and to display publicly.

Institutional works: Includes works that are supported by a specific allocation of UI&U funds or that are created at the direction of UI&U for a specific UI&U purpose. UI&U shall retain ownership of works created as institutional works. Institutional works also include works whose authorship cannot be attributed to one or a discrete number of authors.

Substantial Use: Substantial Use of institutional resources means that in connection with the project at issue the creator of the materials received staff, salary, or material support beyond that normally provided to a typical student. Examples of non-significant use include ordinary use of university computers and/or the UI&U library. Should a question arise about whether support is beyond the norm, the unit leader (program or school head, dean, etc.) will provide a written opinion concerning the level of use of UI&U support and facilities. The student may or may not obtain such an opinion prior to commencing the project. However, a student who fails to request and receive such an advance opinion will be bound by any later determination made at the sole discretion of UI&U that the student made substantial use of institutional resources.

Intellectual Property Committee
At the direction of the VPAA, an ad hoc committee consisting of an equal number of faculty and administration may be formed from time to time to advise the VPAA regarding any necessary changes to the UI&U Intellectual Property Policy.

Dispute Resolution
In the event a dispute arises under this intellectual property policy, the affected parties shall first attempt to resolve such dispute through mutual negotiation. The dispute representative for UI&U shall be the VPAA. After a period of thirty (30) days has elapsed, if the parties have been unable to resolve such dispute, the parties agree to submit to non-binding mediation using the services and procedures of the American Arbitration Association (AAA) and the AAA's Commercial Mediation Procedures. If, following such mediation, the parties are still unable to settle the outstanding dispute, then the dispute shall be resolved through final and binding arbitration held in the city of Cincinnati, Ohio. Arbitration shall proceed in accordance with the Commercial Arbitration Rules of the AAA unless other rules are agreed upon by the parties. The parties shall use the services of one (1) arbitrator, which shall be mutually selected by the parties, provided that if thirty (30) days elapse and the parties remain unable to agree upon the arbitrator, then either party may, in writing, request the AAA to appoint the arbitrator. All proceedings, hearings, testimony, documents, or writings connected with the arbitration shall not be disclosed by a party or its representative to persons not connected with, or interested in, the arbitration. The arbitrator may grant any relief authorized by law for any properly established claim. The award made in the arbitration shall be binding and conclusive on the parties and judgment may be, but need not be, entered in any court having jurisdiction.

Employees (faculty and staff) should refer to the university's general intellectual property, available on the human resources policies page of the university employee intranet.

Tampering with Educational Records

Effective July 1, 2014, as Revised

No person shall knowingly tamper with any records (files, documents, etc.) held at Union Institute & University offices or at the home offices of university employees; nor shall any person knowingly tamper with university computer data or software or knowingly gain unauthorized access to university computer systems or individual office computers.

Ohio Revised Codes 2913.04 and 2913.42 define and establish criminal codes for tampering with educational records and/or unauthorized access to computer systems. Violators are subject to state prosecution.

In addition to any criminal charges that might result from tampering with university records, Union Institute & University, through its officers and under the provisions of university policies, may impose such penalties as are determined to be justified by the circumstances, including disciplinary probation, dismissal, rescission of a Union Institute & University degree (if the violation is discovered after graduation), termination of employment, and/or prosecution.

Student Immunization / Vaccination Policy

Effective July 1, 2014, as Revised

Policy
Union Institute & University does not require that students or employees be immunized against any communicable diseases. UI&U students living outside the U.S. may be required to provide proof of immunization in order to qualify for temporary visas.

There are, at present, no federal or state regulations requiring immunization of adult citizens (i.e., individuals age 18 or older), although the National Immunization Program recommends certain vaccinations for adults. An overview of regulations in those states where UI&U operates academic centers follows. State regulations apply only to the locations where UI&U operates permanent academic centers.

Ohio
The Ohio Revised Code (ORC) Section 1713.55 states that an institution of higher education shall not permit a student to reside in on-campus housing unless the student discloses whether she/he has been vaccinated against meningococcal disease and hepatitis B by submitting a meningitis and hepatitis B vaccination status statement. Because UI&U has no on-campus housing, this statute does not apply to UI&U.

Vermont
Pursuant to 18 V.S.A. Section 1123, the Vermont Department of Health has promulgated regulations establishing minimum immunization requirements for attendance at public or independent postsecondary schools. Vt. Code. R. 13 140 021. The regulations exempt students whose instruction is provided in a non-campus-based setting like UI&U's centers; therefore, the regulations do not apply to UI&U students.

Florida
Florida's Title 48, Chapter 1006, Section 1006.69 has a two-part requirement. The first requirement that colleges and universities obtain documentation of student vaccination does not apply to UI&U, as UI&U students do not reside in on-campus housing. The statute also requires that postsecondary educational institutions "provide detailed information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness, and known contraindications of any required or recommended vaccine to every student …who has been accepted for admission." This required information is included below.

California

Subject to certain exceptions, California Health and Safety Code Section 120390.5 requires first-time enrollees at California public universities who are 18 years of age or younger to provide proof of immunization against Hepatitis B as a condition of enrollment. This statute is not applicable to UI&U as it is a private institution.

Information on Meningococcal Disease
(Adapted from information provided by the Centers for Disease Control and Prevention)
Meningococcal disease is a serious illness caused by bacteria. It is the leading cause of bacterial meningitis in children two-18 years of age in the United States. Meningococcal bacteria can cause meningitis (inflammation of the lining of the brain and spinal cord) or sepsis (an infection of the bloodstream). Symptoms of meningitis include stiff neck, headache, fever, nausea, vomiting, confusion and drowsiness. Symptoms of sepsis include fever, shock and coma. Death from sepsis can occur within 12 hours of the beginning of the illness – meningococcal disease can be a rapid and overwhelming infectious disease. For these reasons, meningococcal infections that occur in childcare centers, elementary schools, high schools, and colleges often cause panic in the community. Every year about 2,600 people in the United States are infected with meningococcal. Ten to 15 percent of these people die, in spite of treatment with antibiotics. Of those who live, another 10 percent lose their arms or legs, become deaf, have problems with their nervous systems, become mentally retarded or suffer seizures or strokes.

How do you catch a meningococcal infection?
Usually meningococcal infection is acquired after intimate contact with an infected person. Intimate contact includes kissing, sharing toothbrushes or eating utensils, or frequently eating or sleeping in the same dwelling as an infected individual.

Who is at risk?
Anyone can get meningococcal disease, but it is most common in infants less than one year of age and in people with certain medical conditions. College freshmen, particularly those who live in dormitories, have a slightly increased risk of getting meningococcal disease. The risk for meningococcal disease among non-freshman college students is similar to that for the general population; however, the vaccine is safe and effective and therefore can be provided to non-freshmen undergraduates who want to reduce their risk for meningococcal disease.

What can be done to decrease risk?
The meningococcal vaccine can prevent four types of meningococcal disease. These include two of the three most common types in the United States. The meningococcal vaccine cannot prevent all types of the disease, but it does help to protect people who might become sick if they do not get the vaccine. The vaccine is available through your physician.

What about the vaccine?
A vaccine, like any other medicine, is capable of causing serious problems, such as allergic reactions. You should not get the meningococcal vaccine if you have ever had a serious allergic reaction to a previous dose of the vaccine. Some people who get the vaccine may develop redness or pain where the shot was given, and a small percentage of people develop a fever. These symptoms usually last for one or two days. The risk of the meningococcal vaccine causing serious harm is extremely small. Getting meningococcal vaccine is safer than getting the disease. People who are mildly ill at the time the shot is scheduled and women who are pregnant can still get the vaccine. Those with moderate or severe illnesses should usually wait until they recover. Discuss the timing, risks, and benefits of vaccination with your health care

provider. For more information about the meningococcal vaccine, access the Vaccine Information Sheet at the Centers for Disease Control and Prevention (CDC) website: http://www.cdc.gov/vaccines/hcp/vis/vis-statements/mening.html.

Name Change Policy

Effective July 1, 2014, as Revised

A student's official name for records is entered into the student information system as provided on the student's admission application. Once a student record has been created, the name cannot be changed without an official name change request with supporting documentation. The student name as listed in the student information system is how the name will be presented on official graduation documents (transcripts and diploma).

To submit a name change request, students (or graduates) must provide the Registrar's Office with the Request to Change Name in Academic Record http://www.myunion.edu/offices/registrar/name-change-policy-procedure/ and documentation showing that the name has been officially (legally) changed. (A certified copy of a court order, a marriage license, or a dissolution decree reflecting the new name in full are examples of the documentation required to support an official name change.)

The registrar has the discretion to accept minor changes in name (e.g., adding or removing a middle name or middle initial or spelling corrections). In such instances, the student may be expected to provide documentation such as a current driver's license with photo, social security card, or resident alien card.

Once the documentation is received in the Registrar's Office, the record will be changed. Students and graduates can check their name on the Student Master by visiting CampusWeb and accessing personal information.

Sexual Misconduct Policy

Effective June 8, 2015

Policy Statement
Union Institute & University recognizes the human dignity of each individual of the university community and believes that each has a responsibility to promote respect and dignity for others. Union Institute & University is committed to providing a learning and working environment in which students, faculty, and staff can thrive, and a culture that is welcoming, affirming, and free of fear. To this end, UI&U strives to foster an academic and work environment that is free from sexual discrimination, sexual harassment, and sexual violence. This policy outlines a process to stop, remedy, and prevent all forms of sexual misconduct including acts of sexual violence, sexual harassment, domestic violence, dating violence, stalking, and bullying, including cyberstalking and cyberbullying.

This policy applies to all university students and employees, members of the university's governing board, third parties, and others who do business with the university, including visitors or guests of the university. This policy applies to all aspects of the university's operations and programs wherever situated. It applies to all conduct on university premises, and at university-sponsored events or programs, and to other off-campus behavior, not part of a university

sponsored activity, when the effects of the conduct substantially intrude on the university and create a hostile academic or employment environment. In the case of allegations of sexual misconduct, this policy supersedes any conflicting procedures and policies set forth in other university documents.

This policy outlines the rights and options of victims of sexual misconduct and ensures a fair and equitable process for all parties. This policy is not a substitution for law; some allegations might rise to actions that are criminal in nature. UI&U supports and encourages individuals to report criminal activity to appropriate law enforcement officials. While the university respects and will attempt to conform to the wishes of a complainant for anonymity and/or confidentiality, some actions and situations may require that the university report an activity to appropriate law enforcement officials.

Definitions

While the following definitions are not inclusive of all possible violations of this policy, they are meant to create a working glossary to illustrate potential situations covered by this policy and define sexual misconduct. The university prohibits all forms of sexual discrimination, gender based harassment, sexual harassment, and sexual misconduct. Violations will not be tolerated and will result in appropriate discipline including possible suspension or expulsion from the university (students), suspension or termination from employment (employees), and sanctions including possible removal as to members of the university governing boards.

Complainant: A person who has filed a complaint alleging a violation of this sexual misconduct policy.

Consensual Relationships: The university discourages consensual sexual or amorous relationships where there is an institutional power difference between the parties involved, for example between a supervisor and a subordinate employee, or between a student and anyone having a grading, advisory, or supervisory authority over that student. Relationships that occur in the context of educational evaluation or employment supervision present serious concerns about the validity of consent and existence of welcomeness. The disparity of power in these relationships makes them susceptible to exploitation. The university requires relationships of this type be disclosed to appropriate officials and may require changes in the evaluative and grading relationship (i.e. an independent third party assumes the duties of evaluating or grading and in the event of an employee relationship, a change in reporting relationship.)

Cyberbullying: Cyberbullying is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass and threaten others.

Cyberharassment: Cyberharassment differs from cyberstalking in that it may generally be defined as not involving a credible threat. Cyberharassment pertains to threatening or harassing email messages, instant messages, or to blog entries or websites dedicated solely to tormenting or harassing an individual.

Cyberstalking: Cyberstalking is the use of the Internet, email, or other electronic communications to stalk, and generally refers to a pattern of threatening or malicious behaviors. See also cyberbullying and cyberharassment.

Dating Violence: Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, and where the existing of such a relationship shall be determined based on consideration of the following factors: the

length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Gender Harassment: Gender harassment means unwelcome acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on gender or gender stereotyping, even if those acts do not involve conduct of a sexual nature. For example, harassment of individuals based upon sexual orientation or of transsexual individuals is a form of gender harassment based upon gender stereotyping. Such conduct is prohibited by this policy.

Hate Crime: A criminal offense of any type committed against a person, property, or society which is motivated, in whole or in part, by the offender's bias against a race, religion, disability, sexual orientation, gender identity, ethnicity, or national origin.

Rape: Rape is a violent form of sexual assault – an act of violence in which sex is used as a weapon. It includes any sexual intercourse with a person that occurs without his or her effective consent or when the person is unable to give consent. There are several different circumstances under which rape can occur.
- Stranger rape: the victim does not know the perpetrator.
- Acquaintance rape: the victim and the perpetrator are known to each other.
- Date rape: a type of acquaintance rape, when the assault occurs between two people who are dating partners.
- Marital rape: rape between husband and wife.

Respondent: A person identified as having violated any provision of this sexual misconduct policy.

Sexual Assault: The victim of sexual assault is never to blame for behavior of the perpetrator. For the purposes of this policy, sexual assault includes, but is not limited to, those activities described within the phrase "gross sexual imposition."
- sexual act(s) or contact(s) with another which involve compelling a person to submit by force or threat of force;
- use of intoxicants to substantially impair a person's power to give consent to sexual act(s) or contact(s); and/or
- engaging in sexual act(s) or contact(s) when there is reasonable belief that the other person suffers from a mental state which renders him or her incapable of understanding the nature of the contact.

Sexual assault encompasses a range of unwanted sexual contacts and acts, including, but not limited to: rape and attempted rape, child sexual abuse, sexual exploitation, exhibitionism, voyeurism, fondling, and obscene phone calls. While sexual assault can take many forms, it is important to remember that the loss of power and control that a victim of sexual assault

experiences is a common thread. Both women and men can sexually assault; both can be sexually assaulted.

Sex/Gender Discrimination: Sex discrimination means the unequal and unlawful treatment of a person based solely on that person's sex or gender, sexual orientation, or gender identity when the adverse actions affect either that individual's employment or educational opportunities. Gender harassment and sexual harassment, including sexual violence, are forms of sex discrimination prohibited by this policy and federal law.

Sexual Harassment: Sexual harassment means unwelcome acts of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual misconduct is a form of sexual harassment including rape, or sexual assault or other physical sexual conduct perpetrated against a person's will or when the person is incapable of legally granting consent due to impairment from drugs or alcohol or other infirmity. This includes cyberbullying and cyberharassment.

There are two basic types of sexual harassment:
- **quid pro quo sexual harassment**, (the Latin term for "this for that"), occurs when there is an unwelcome demand for a sexual favor in exchange for employment or academic benefit. For example, a request for sexual favors by a faculty member in exchange for a better student evaluation would be unlawful quid pro quo sexual harassment.
- **hostile environment sexual harassment** exists when unwelcome harassing behavior is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the university's programs, or it unreasonably interferes with an employee's work performance and creates a hostile, intimidating, or offensive academic or work environment.

Sexual Misconduct: Sexual misconduct means non-consensual sexual intercourse, sexual assault, sexual contact, or other physical sexual conduct perpetrated against another. Sexual intercourse includes any oral, anal, or vaginal penetration, to any degree, with any object. Sexual contact is any sexual touching, however slight, with any object, by any person upon another, without consent. Sexual touching includes touching of any erogenous areas such as a person's genitals, breasts, or buttocks. Sexual misconduct may also include sexual exhibitionism, peeping or other voyeurism, prostitution or solicitation of prostitution, or going beyond the scope of consent, e.g., by allowing others to view consensual sex or the non-consensual photographing or video or audio taping of sexual activity or distribution of recorded sexual activity.

Stalking: Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress.

The Importance of Consent
Consent is an affirmative decision to engage in mutually acceptable sexual activity given by clear actions or words. It is an informed decision made freely and actively by all parties. Relying solely upon nonverbal communication can lead to miscommunication. It is important not to make assumptions; if confusion or ambiguity on the issue of consent arises anytime during a sexual interaction, it is essential that each participant stops and clarifies, verbally, willingness to continue. Consent may not be inferred from silence, passivity, or lack of active resistance alone. Furthermore, a current or previous dating or sexual relationship is not sufficient to constitute

consent, and consent to one form of sexual activity does not imply consent to other forms of sexual activity. Being intoxicated does not diminish one's responsibility to obtain consent.

Conduct will be considered "without consent" if no clear consent, verbal or nonverbal, is given. It should be noted that in some situations an individual's ability to freely consent is taken away by another person or circumstance. Examples include, but are not limited to, when an individual is incapacitated due to alcohol or drugs, frightened, physically forced, asleep, unconscious, intimidated, coerced, mentally or physically impaired, beaten, threatened, isolated, or confined.

The Impact of Alcohol and Drugs
The use of alcohol or drugs can have unintended consequences. Alcohol or drugs can lower inhibitions and create an atmosphere of confusion over whether consent is freely and effectively given. The perspective of a reasonable person similarly situated to the complainant and in consideration of the context of the behavior will be the basis for determining whether one should have known about the impact of the use of alcohol or drugs on another's ability to give consent. Being intoxicated or high is never an excuse for sexual misconduct.

Retaliation
Retaliation is prohibited under this policy. Any individual who believes he or she has been subjected to misconduct under this policy is encouraged and has the right to seek support, utilize available resources, and come forward with his/her concern or complaint. Fear of retaliation should never be an obstacle to reporting an incident of alleged sex/gender-based harassment, sexual violence, relationship violence, or any form of stalking. Retaliation is also prohibited against anyone who participates in an investigation of, or follow-up to, a complaint of a violation of this policy.

Rights of Complainant/alleged victim
- To be treated with respect before, during, and after the complaint process.
- To be informed of the university's disciplinary process and possible outcomes.
- To receive substantive communication and, when warranted, procedural developments regarding an investigation.
- The alleged conduct may also be criminal in nature, and complainants have the right to report such conduct to the appropriate law enforcement agency. The university will provide assistance in the filing of such complaint if requested by the victim. A criminal report does not preclude university disciplinary action. Likewise, the university may pursue disciplinary action against a respondent regardless of whether a criminal complaint is filed.
- To have an educational environment that is free of discrimination and to prevent the recurrence of a hostile environment and, if appropriate, remedy the effects of the alleged harassment on the complainant.
- Complainants/victims are strongly encouraged to seek counseling and support. Help with accessing appropriate resources is available through the Office of Student Success (students) or Human Resources (employees). Additional resources are listed under the Help and Resources section of this policy.
- An advisor of the complainant's choice may accompany the complainant to any meeting with the investigator or to any hearing. The advisor's role in any meeting or hearing is limited to quietly conferring with the complainant through written correspondence or whisper, and the advisor may not address any other participant or investigators.

Rights of Respondent
- Respondents will be treated with respect before, during, and after the complaint process.
- Respondents will be informed of the university's disciplinary process and possible outcomes.
- The university will communicate substantive and, when warranted, procedural developments regarding an investigation. Note that alleged behavior may also be criminal in nature, and a respondent may be subject to a criminal investigation by the appropriate law enforcement agency at the same time as an investigation by the university under this policy.
- Respondents can expect a presumption of innocence throughout the disciplinary process unless and until they are found responsible for a violation of this policy.
- Respondents have the right to (and are strongly encouraged to seek) counseling and support. Help with accessing appropriate resources is available through the Office of Student Success or Human Resources.
- An advisor of the respondent's choice may accompany the respondent to any meeting with the investigator or to any hearing. The advisor's role in any meeting or hearing is limited to quietly conferring with the complainant through written correspondence or whisper, and the advisor may not address any other participant or investigators.

Prevention
UI&U strives to foster a safe learning and working environment, considering both physical surroundings and the university's response to allegations of sexual assault. The university monitors the physical surroundings of its centers to enhance security and safety through lighting, limited facilities access, security staff, etc. While there is no absolute way to prevent a sexual assault, there are a number of simple precautions that can be taken to minimize risk: Individuals should be aware of their surroundings and not let alcohol or other drugs cloud their judgment; keep home, office, and car doors and windows locked; do not lend your keys to anyone you do not trust implicitly; do not put your name or address on your key ring; do not provide personal contact information (personal email, phone number, address) to someone you do not know and trust; always watch for unidentified visitors to UI&U facilities; report unknown visitors immediately; stay away from isolated or dark areas; walk with a companion or in a group whenever possible.

As part of its commitment to providing a safe learning and working environment free from all forms of sexual misconduct, UI&U provides ongoing training opportunities for students and employees in the prevention and remedy of sexual misconduct.

Reporting a Violation
The university's Title IX coordinator shall have overall responsibility for coordinating compliance with this policy. Any student, employee, or other individual who believes a violation of this policy has occurred may file a complaint with any appropriate UI&U official. However, the university encourages complaints be submitted in writing to the Title IX coordinator or deputy Title IX coordinator whose contact information is listed below. The complaint should describe the alleged incident, where and when it occurred, and the desired remedy sought. While there is no official statute of time limitations for submitting a complaint, the university encourages reports of violations be filed quickly to maximize the institution's opportunity to respond and investigate. All employees who become aware of conduct that might fall under this policy are required to notify the Title IX coordinator with the names of the parties involved and any known details as soon as possible.

The university will attempt to maintain confidentiality except where, in the university's judgment, maintaining confidentiality would jeopardize the safety of members of the university community (including the complainant) or where the university is required by law to disclose the information. The university encourages complainants to report violations, which might be subject to criminal action, to appropriate law enforcement officials. As necessary and as required by the laws of the locality, the university reserves the right to initiate a complaint, to serve as complainant, and to initiate conduct proceedings without a formal complaint by the victim. All participants (including the complainant and respondent, witnesses, advisors, investigators and others) involved in any part of the complaint process are expected to respect the confidentiality of the proceedings and circumstances giving rise to the report.

Contacts

Title IX coordinator
Patricia J. Burke, JD, SPHR
patty.burke@myunion.edu
513.487.1287 or 800.861.6400 ext. 1287
Union Institute & University
Human Resources Department
440 E. McMillan Street
Cincinnati, OH 45206

Deputy Title IX Coordinators
The deputy Title IX coordinators will assist the Title IX coordinator by forwarding any complaints or notice of violations of this policy promptly to the Title IX coordinator; will assist complainants/victims and refer them to local resources as appropriate; will notify local law enforcement if necessary; and will offer overall help in coordinating and implementing the university's Title IX compliance efforts and related reporting and disclosure laws concerning campus safety for their respective centers.

Los Angeles-Executive Director, Dr. Elizabeth Pastores-Palffy
6701 Center Drive West #1200
Los Angeles, CA 90045
800.486.8328 ext. 1722
beth.pastores-palffy@myunion.edu

Sacramento-Executive Director, Julie Crandall
160 Promenade Cir, Suite 115
Sacramento, CA 95834
800.486.7049 ext. 1525
julie.crandall@myunion.edu

Florida-Executive Director, Dr. Ron Thomas
4601 Sheridan Street, Ste. 400
Hollywood, FL 33021
ron.thomas@myunion.edu

Vermont/Brattleboro-Director, Library Services, Matthew Pappathan
28 Vernon St., Suite 201
Brattleboro, VT 05301-3669
802.254.0152 ext.

Cincinnati-Associate Vice President for Academic Affairs, Dr. Arlene Sacks
440 E. McMillan St.
Cincinnati, OH 45206-1925
800.861.6400 ext. Arlene.sacks@myunion.edu

Cincinnati-Dean, Doctor of Philosophy in Interdisciplinary Studies, Dr. Michael Raffanti
440 E McMillan St
Cincinnati, OH 45206-1925
800.861.6400 ext. 1237
michael.raffanti@myunion.edu

Complaint Process

The Title IX coordinator is responsible for investigating reports of violations of this Sexual Misconduct Policy including the possible utilization of external investigators. Upon receipt of a complaint or report of sexual misconduct, the Title IX coordinator will conduct an initial assessment of the complaint and any supporting documentation to determine the appropriate course of action. This course of action may include: (1) a determination that the alleged incident does not rise to the level of a violation covered under this policy; (2) an informal resolution approach; or 3) the initiation of a more formal investigation. The university will seek action consistent with the complainant's request where possible. Any individual seeking informal resolutions or mediation should discuss these options with the Title IX coordinator. Informal resolution or mediation is never an option for any allegation of sexual assault or violence. Interim, immediate measures may be taken during the course of the informal resolution process and/or investigation to ensure the safety and well-being of the complainant and/or the university at large. These measures will be imposed in a way that minimizes the burden on the complainant to the extent possible while balancing the rights of the respondent. Interim measures may include a no contact order between parties.

Individuals with complaints of sexual misconduct also have the right to file a formal complaint with the US Department of Education:

US Department of Education, Office for Civil Rights (OCR)
Lyndon Baines Johnson Department of Education Bldg.
400 Maryland Avenue, SW
Washington, DC 20202-1100 or by visiting http://www.ed.gov/ocr or calling 800.421.3481.

Informal Resolution Process

Where appropriate, it is hoped that resolution of any complaint not involving sexual assault or violence, will begin with a sincere attempt at informal resolution. Individuals are encouraged to discuss their concerns with the Title IX Coordinator and if the complainant agrees, concerns will be resolved through interactive discussion between the parties and if appropriate, a remedies-based resolution. Informal resolution or mediation is never an option for any allegation of sexual assault or violence.

Remedies-based resolution is a non-disciplinary approach designed to eliminate a hostile environment without initiating a potential disciplinary action against a respondent. Resolution

measures may include a no contact order between the parties. All involved parties will be notified in writing by the Title IX coordinator of the allegation and the suggested resolutions in a timely manner.

Formal Resolution Process
If the complainant does not believe that a satisfactory resolution has been reached at the informal resolution stage, or the complainant prefers to skip the informal resolution process, the complainant should submit a written complaint to the Title IX coordinator. Any supporting documentation and evidence should be referenced in the written complaint. The coordinator will begin a formal investigation. If the initial assessment indicates that a violation more likely than not has occurred, the coordinator will meet with the complainant to review and finalize the complaint. The coordinator will send notice of the complaint/allegations to the respondent within 7 business days of finalizing the complaint. While every attempt will be made to follow the time frames named in this policy, unusual situations or circumstances may delay specific deadlines.

The Title IX coordinator will conduct a thorough and impartial investigation of the complaint and deliver a written finding to all concerned within 60 days of the initiation of the complaint. The university will use a "preponderance of the evidence" standard and evaluate available information from the perspective of a reasonable person in the complainant's position and in consideration of the context of the behavior. Unusual situations and or circumstances may delay the investigation beyond the 60-day time frame. All parties will be informed of the delay and every attempt will be made to resolve the matter in a timely fashion.

Should the coordinator determine there is a violation (finding a party responsible for the violation) the coordinator will forward the written report with findings to the vice president for academic affairs (VPAA) or the vice president of human resources (VPHR) to determine sanctions. For students found responsible, the VPAA will determine appropriate sanctions. For employees found responsible, the VPHR will determine appropriate sanctions. Sanctions include the possibility of removal from the university or termination of employment.

Written notification of the sanctions imposed by the VPAA or VPHR will be sent to all parties in a timely manner. Included in the written notification of sanctions will be instructions on the appeals process.

Appeals
Findings of the Title IX Coordinator and/or sanctions imposed by the VPAA or the VPHR may be appealed by either party by filing a written appeal to the president of the university. The appeal process is not intended to re-hear the same case and is limited to the specific grounds outlined below. Any resolution or sanction will remain in force while an appeal is considered and a final decision is determined. Each student/employee is limited to one appeal per case, and the decision of the appeal is final. For the appeal to be considered, the appellant must submit a written notice to the president within 15 business days of receipt of the outcome decision letter. This written appeal must state the specific grounds for the appeal and should include any supporting documentation.

Grounds for appeal
The complainant and/or respondent have the right to appeal the results of the formal resolution process. An appeal may be made under any one or more of the following circumstances:
- The established processes were not followed in a significant way that resulted in material harm or prejudice to either the complainant or respondent. Deviations from

designated procedures will not be a basis for sustaining an appeal unless material harm or prejudice results have occurred.

- Discovery of substantial new evidence that was unavailable at the time of the hearing or investigation that reasonably could have affected the decision. This new information must be included with the request for appeal.
- The sanction imposed was disproportionate to the nature of the violation or circumstances. In cases in which a respondent has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
- Dissatisfaction with a decision is not grounds for an appeal. Non-attendance or non-participation in the process is not considered new evidence or grounds for an appeal.

The Title IX Coordinator will notify the respondent and complainant of any appeal, what the grounds for the appeal are and what the procedure for the appeal will be in a timely fashion.

The appellant and respondent will be notified of the appeals decision of the president in a timely manner.

Should a complaint be filed against the Title IX Coordinator, the VPAA or the VPHR will coordinate the investigation as appropriate.

The university prohibits any intentional false reports of incidents. Such intentional false reporting is a violation of the Student Code of Conduct and Employee Workplace standards policy.

Help and Resources
It is especially important for students or employees who have been sexually assaulted to seek immediate and appropriate medical treatment. This is not only important for the victim's health, but will be vital for gathering of necessary evidence for criminal investigations. Emergency medical services should be summoned as soon as possible for assault and violence incidents. Often the impact of sexual assault or violence is invisible and victims of sexual assault or violence may need mental health counseling to assist them in dealing with the trauma.

- Employees who need assistance in securing outside help or services should contact Human Resources at 800.861.6400.
- Students who need assistance in securing outside help or services should contact the Office of Student Success at 800.294.8884 ext. 2140 or Dr. Jay Keehn at jay.keehn@myunion.edu.

Students whose academic performance is adversely affected by a violation of this policy should consult with the ADA coordinator about possible accommodations.

Additional resources are listed below:

Rape, Abuse and Incest National Network
The nation's largest anti-sexual assault organization, RAINN operates the National Sexual Assault Hotline, 800.656.HOPE, and carries out programs to prevent sexual assault. www.rainn.org.

Not Alone
Not Alone was launched in connection with the White House Task Force to Protect Students from Sexual Assault. The Task Force was established on January 22, 2014 and since then, thousands of people have shared their stories and ideas about how best to eliminate sexual assault in schools.
https://www.notalone.gov/resources

Cincinnati
- Police
  - 911 or (513)569-8600
- Women Helping Women
  - 24-Hour Hotline: 513.381.5610 or 877.889.5619
  - http://www.womenhelpingwomen.org/
- Ohio Alliance to End Sexual Violence
  - 888.886.8388
  - http://www.oaesv.org/

Sacramento
- Police
  - 911 or 916.264.5471
- California Coalition Against Sexual Assault
  - 916.446.2520
  - www.calcasa.org

Los Angeles
- Police
  - 911 or 877.275.5273
- California Coalition Against Sexual Assault
  - 916.446.2520
  - www.calcasa.org

Vermont
- Police
  - 911 or 802.257.7946
- Vermont Network Against Domestic and Sexual Violence
  - 802.223.1302
  - www.vtnetwork.org

Florida
- Police 911 or 305.949.5500
- Florida Council Against Sexual Violence
  - 850.297.2000
  - www.fcasv.org

Related policies
For students: Policies Governing Student Conduct
In the case of allegations of sexual misconduct (including sexual harassment) this Sexual Misconduct policy supersedes any conflicting procedures and policies set forth in other university documents.

Use of University Facilities: Policies and Procedures

Effective July 1, 2015 as Revised

Policy Statement

It is the policy of Union Institute & University that the safety of individuals using university facilities is paramount. To that end, the university has established procedures and standards for use of its facilities, including access, general standards for behavior, reporting of injuries and criminal incidents, and timely warnings of dangerous situations. This policy and the information and procedures detailed below apply to all UI&U facilities. There may also be facility-specific rules and restrictions, determined by the building owners/managers, and/or state and local regulations covering facility use and safety.

Union Institute & University Facilities

Except for the UI&U National headquarters in Cincinnati, all university-operated centers occupy leased space or suite(s) within a building having other tenants (all other centers). As a general practice, students and employees have access to university facilities during normal business hours (typically 8 a.m. to 6 p.m., Monday through Friday). Some facilities may be open on evenings and/or weekends for classes and/or academic residencies. Hours of operation are posted at each location. Individuals having questions about access or use of a specific facility should contact the facilities director (Cincinnati center) or the responsible center administrator.

General Standards for Use of UI&U Facilities: Centers, Course Locations, and Temporary Off-Campus Locations

In addition to its permanent centers in Cincinnati, Ohio; Hollywood, Florida; Los Angeles and Sacramento, California; and Brattleboro, Vermont, UI&U also offers classes and holds academic meetings at other locations: the Bachelor of Science program offers numerous classes at law enforcement agency facilities; doctoral programs may hold academic residencies at hotels/conference centers. These off-campus locations are considered to be university facilities during the times they are in use by UI&U. The following use standards apply to all university-operated facilities, permanent and temporary:

- Individuals using a university-operated facility shall behave appropriately at all times—they shall not engage in any behavior that is threatening, dangerous or harmful to self or others, disruptive to the learning or work environment, or damaging to university property or property of others. (Appropriate conduct is specifically addressed in a number of other university policies, including but not limited the Student Conduct Policy, , the Sexual Misconduct Policy, and the policy on Drug and Alcohol Use.)
- Students and visitors at UI&U facilities are expected to cooperate with university personnel as they carry out their duties, and to abide by any location specific requirements regarding access (such as wearing employee or visitor badges, front-desk check in and out, etc.)
- Personal property is not covered under Union Institute & University's insurance policy. Personal vehicles should be locked, and personal property secured in offices, desks, or hotel rooms, as applicable.
- No firearms or other weapons may be brought onto university property, with the exception of students or employees who are commissioned police officers and required to carry a weapon while on or off duty.
- Tampering with wiring, electrical equipment, sprinkler systems, fire extinguishers, fire alarms or any other safety equipment is prohibited.

- Smoking is not permitted inside any university facility, or within 30 feet of any exterior door of a university facility. (Smoking rules at course locations and temporary off-campus facilities may vary.)

General Safety Suggestions

Union Institute & University does not have a police force or official security department at any of its facilities. Security personnel at UI&U's permanent facilities are not commissioned police officers—they have no authority to arrest; nor are they qualified to administer medical services. Security personnel employed by the university are required to call 911 in an emergency situation and to report criminal activity to university officials and to local law enforcement offices.

All individuals visiting university facilities are expected to take reasonable steps to ensure their own safety. To that end, the university offers the following general safety suggestions:
- Avoid walking alone, particularly after dark. If walking alone is unavoidable, be aware of your surroundings. (At most university locations, security personnel are available during operating hours to provide escort services if requested.)
- Do not leave personal property unsecured or unattended.
- Keep vehicles locked, and do not leave personal items in view.
- Offices, workstations, and classrooms should be locked when not in use.
- Be aware of suspicious persons and activities. If you observe someone or something suspicious, notify building security and/or local law enforcement authorities. In an emergency, dial 911.

The Upstanding Bystander

A bystander is an individual who witnesses but is not involved in an accident or criminal incident. The university encourages proactive action by bystanders, such as seeking medical or emergency assistance when an individual's health or safety may be in jeopardy, including, but not limited to, when danger arises due to use of alcohol, drugs, or acts of violence, harassment, vandalism, or hate crimes. Being aware of an incident, acknowledging that the incident may be an emergency, taking responsibility to act, and attempting to help are all characteristics of being an upstanding bystander. Upstanding bystanders may report incidents of concern to any university administrator, to campus security, or by contacting local law enforcement directly.

Facilities Contact Information

If calling from any UI&U telephone, dial the extension number.

Center	Contact Person	Contact
Cincinnati Center	Facilities Director	Extension 1248; 513.487.1248
New England Center	Library Director	Extension 8746; 802.257.9411
Florida Center (including area course locations)	Executive Director	Extension 2104; 305.653.7141
Los Angeles Center (including area course locations)	Executive Director/	Extension 1722; 310.417.3500
Sacramento Center (including area course locations	Executive Director/	Extension 1525; 916.564.3100

Reporting Injuries

If a student or other individual is injured while on campus or while participating in a university-sponsored activity off campus, the university strongly encourages the individual to report the injury to a university administrator at the event, who must then inform the Chief Financial Officer

(CFO). The individual may be asked to submit a completed UI&U Incident - Accident/Incident Report (Form 134), which can be obtained from the Human Resources office or downloaded from the UI&U employee intranet. Any injury that occurs to a UI&U employee while at a university facility or while conducting university business at any other location **must** be reported to the Human Resources office in Cincinnati, Ohio.

Reporting Criminal Incidents

In accordance with Federal regulations and in keeping with Union Institute & University's philosophy of concern for its students, faculty, staff, and visitors, any individual who is a victim of criminal activity or who observes such activity occurring at a university-operated facility or at a university sponsored event occurring off campus is strongly encouraged to report the incident to a university representative as well as to local law enforcement.

If an emergency situation exists, the victim or witness should call 911. In non-emergency situations, the victim or witness may elect to report the incident to a university administrator, who will, in turn, contact local law enforcement.

Criminal incidents and activities should **always** be reported to the appropriate facilities contact, as listed above. Criminal activities may also be reported to security personnel at UI&U facilities, where applicable. Note, however, that security personnel at UI&U facilities are not commissioned law enforcement officers; they have no authority to make arrests.

A written report of any criminal incident occurring at a university facility must be filed by the applicable facilities contact with the Chief Financial Officer (CFO) within forty-eight (48) hours of the occurrence. For criminal incidents occurring at university-sponsored events held off-campus (such as a seminar or reception), the university employee with on-site responsibility for the event (such as the faculty convener of a seminar) is responsible for filing the report to the CFO. The CFO, in consultation with the president and/or other personnel, will determine whether additional university investigation of the incident is necessary, whether any disciplinary actions against an employee or student are warranted, and/or if the incident is such as to call for a warning to the university community. University investigations and/or disciplinary actions are separate from actions that may be taken by law enforcement agencies.

Annual Campus Crime Report

In September of each year, as required by federal law, the university publishes on the university's Web site a report of certain types of criminal incidents occurring at university facilities and their immediate environs in the previous calendar year. (The types of crimes reported are determined by federal regulations.) Notice of the report is communicated via email and on CampusWeb. The report is available to employees, students, prospective employees, and prospective students, any of whom may request a print version of the report, as directed in the report text.

Confidentiality

It is the policy of UI&U that the university will report, to the appropriate law enforcement agency, any alleged crimes of which it is made aware. Individuals reporting crimes to the university cannot be assured confidentiality in such reports.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), as amended in 2000, Union Institute & University has the discretionary authority to disclose to a victim of a crime of violence the final results of any disciplinary action taken by the university against the

person accused of the crime. The victim may not disclose this information to any third party. The university may release certain information regarding the final results of a disciplinary hearing to the general public if the hearing was related to a crime of violence for which an individual was found to be in violation of university rules or policies regarding such crimes. If results are released by the university, only the individual's name, the violation committed, and the sanctions imposed by the university against the individual will be published.

Timely Warnings
An alert will be given to the university community when the university receives a report of a crime against a person or a particularly threatening crime against property that appears to represent an ongoing danger to the safety of students, faculty, and staff. Alerts may result from reports from local law enforcement or from reports by members of the UI&U community. Every attempt will be made to distribute the alert within 12 hours of the time the incident is reported; however, release of timely warnings is subject to the availability of accurate facts concerning the incident. Alerts will be distributed by email to all employees at the center, to students enrolled at the center, and to faculty who work off-site but are likely to visit the center.

Each alert will include the following information.
1. A succinct statement of the incident, including date and location of the occurrence.
2. Possible connection to previous incidents, if applicable.
3. Physical description of the suspect.
4. Composite drawing of the suspect, if available.
5. Date and time the bulletin was released.
6. Other relevant and important information

Alerts may also include requests for information about an offender, crime prevention tips, and/or information about special precautions to be taken until the specific crime has been resolved

See also:
Student Conduct Policy
Emergency Response Plan

Emergency Response Plan

Effective July 1, 2014, as Revised

<u>Emergency Preparedness</u>
Emergencies, crimes, injuries, accidents, and severe weather can occur without warning at any time. This emergency response plan outlines a framework for determining appropriate responses and includes contacts and protocols for a variety of emergency circumstances. In the event of that an emergency or crisis is confirmed at a Union Institute & University center, the designated university emergency response administrator or team at the affected center will activate the appropriate emergency plan to ensure the safety of students, faculty, staff, and visitors. In an emergency situation, all members of the UI&U community are expected to follow the directions of staff and or local authorities.

<u>Emergency Officials</u>
The following positions have been designated with responsibility for emergency assessment and notification at each UI&U location. A back-up position has been designated at most

locations. New England center contacts will coordinate emergency assessments with responsible personnel at Marlboro College.

Location	Responsible Position & Back-up	Contact (Phone extension)
Cincinnati Center (513-861-6400)	Director of Building Management	x1248
	V.P., Finance & Chief Financial Officer	x1265
New England Center (802-257-9411)	Library Director	x8746
	Center General Number	x8900
Florida Center (305-653-7141)	Executive Director	x2104
		x2108
	Associate Executive Director	
Los Angeles Center (310-417-3500)	Executive Director/ Administrative Assistant to Executive Director	x1722
		x1700
Sacramento Center (916-564-3100	Executive Director/	x1525
	Executive Assistant to Executive Director	x1505

General Emergency Procedures
The key to surviving any emergency is to remain calm and carry out a plan of action appropriate to the emergency. Members of the UI&U community are encouraged to familiarize themselves with layout of their center and all emergency procedures, so that they will know what to do in an emergency or crisis situation. Note also that some UI&U facilities, where the university leases space in buildings with other tenants, may have specific emergency response plans for the facility. When that is the case, it is the responsibility of the center dean to ensure that those plans are communicated to employees and students. Every member of the university community has a role in making UI&U a safe environment. In a true emergency, act! The following general procedures are applicable to all Union Institute & University locations.
1. Dial 911, then
2. Contact on-campus emergency official.

Non-Life Threatening Emergencies
1. Contact on-campus emergency official.

Fire
1. Sound the fire alarm.
2. Evacuate the building, alerting others as you leave, if it is possible to do so safely.
3. Call 911.
   o If there is smoke, keep low to the floor.
   o Go to the nearest exit or staircase. Do not use elevators.
   o If you are trapped, go to the nearest window and open it if possible, then shout and wave to attract attention.

- o Once you are outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.
- o Call 911.

Gas Leak / Hazardous Spill
1. Cease all operations. Do not switch on lights or other electrical equipment.
2. Contact your center's emergency official.
3. Depending on the nature of the emergency, the official may call for evacuation or for shelter in place. (See Shelter in Place section below.)
4. If the official calls for an evacuation, leave the building immediately, alerting others as you go:
   - o Use the nearest exit or staircase. Do not use elevators.
   - o Once you are outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.
   - o Call 911.

Tornado/Hurricane/Severe Weather
When tornado/severe weather sirens sound, take shelter in the lowest level of the building. The center emergency official should designate the in-building shelter area. Stay away from windows and doors. Remain in sheltered area until notified that it is safe to move. (See Shelter in Place section below.)

Earthquake
Evacuation is not recommended during an earthquake. In the event of an earthquake, take shelter away from windows – sit under a desk or table to avoid flying glass and other debris. Do not leave the building until the earthquake is over. Do not use matches, lighters, or other open flames, in the event of a gas leak. Do not use elevators or enter stairwells during the quake. Remain in the sheltered space until notified that it is safe to move.

Critical Illness/ Injury
1. Call 911. Give the address and the exact location of the victim in the building.
2. Remain at the scene to direct emergency personnel.
3. Do not attempt to move the victim unless absolutely necessary.
4. At the Cincinnati center, if the victim appears to be having a heart attack, contact campus emergency official so that defibrillators may be used.

Bomb Threat
If you see a suspicious object, DO NOT HANDLE IT. Clear the area and call 911.
If you receive a bomb threat call:
- Record all vital information provided (location, time device will go off, appearance of the device, size, name of caller or organization taking responsibility, etc.).
- If possible, note caller's accent (if any), gender, apparent age, any background noises, caller ID number.
- Call 911.

If you receive notice of a bomb threat from university officials:
- Evacuate the building, alerting others as you leave.
- Use the nearest safe exit or staircase. Do not use elevators.
- Once outside, move to the designated assembly area away from the building to allow ready access by emergency personnel.

If you are unable to evacuate:
- Take cover under a sturdy piece of furniture.
- Stay away from windows.

Hostile Individual/Intruder

If you see or are notified of an individual actively causing deadly harm or threatening to cause deadly harm:
1. Do not sound the fire alarm!
2. Get away if you can, as fast as you can.
   - Don't run in a straight line—use buildings, trees, cars, as cover.
3. If you cannot safely leave, seek cover:
   - Lock or barricade yourself in a room.
   - Stay low, away from windows, using furniture for cover.
   - Be aware of alternate exits.
4. If unable to run or hide, consider playing dead if there are other victims around you.
5. Once you are in a safe location, call 911, providing as many details as possible regarding location, number of assailants, weapons, etc.
6. Stay hidden until police give the "all clear."

Evacuation Assembly Areas

UI&U has designated assembly areas at a safe distance from each university facility. Do not leave the assembly area—university officials need to be able to determine that all personnel have evacuated safely.

Center	Evacuation Assembly Area
Cincinnati Center	Parking lot of storage building (465 E. McMillan Street)
New England Center	Front parking lot
Florida Center	Parking lot
Los Angeles Center	Green space at the intersection of Centinela and Sepulveda (north end of the property)
Sacramento Center	Front parking lot

Shelter in Place

In some circumstances, such as severe weather or circumstances where outdoor air becomes unsafe due to toxic or irritating substances, the university may issue a shelter-in-place warning, advising students, faculty, and staff to remain indoors. If a shelter-in-place warning is issued, remain inside the building. Stay away from windows and exterior doors. Remain in place until advised it is safe to leave. General guidelines for shelter-in-place locations:
- Make sure you have a telephone or other means of communication.
- Select a location on the interior of the building, away from windows, skylights, and exterior doors.
- For tornado or other severe storms, choose a ground level location. (If flooding is an issue, an upper floor location is appropriate.)
- If the emergency involves unsafe air quality and there is time to do so safely, turn off ventilation system and/or close vents.

Shelter In Place - Tornados and Severe Storms	Location(s)
Cincinnati Center	First floor, east-west hall at center of building, Room 124, and First floor restrooms-opposite classrooms
New England Center	Basement or South stairwell
Florida Center	Copy/Work room & restrooms
Los Angeles Center	Lobby area of UI&U suite
Sacramento Center	Large class/meeting room at mid-point of suite

Emergency Assessment & Notification Procedure

Upon receiving notification of a potential emergency, the designated emergency official for the center will immediately and quickly assess the situation[4]. Once the emergency has been reasonably confirmed, the official will, without delay and taking into account the safety of the community, determine the appropriate notification method(s) and will initiate the notification system. In most emergencies, notification will be made using email and the center's phone paging system. Officials will not use the paging system if it is likely to compromise efforts to contain, respond to, or otherwise mitigate the emergency. The following are the notification likely to be used for different types of emergencies.

- Severe weather: Building occupants will be notified by the emergency official via email and phone paging. Occupants will be advised where to take shelter within the building: ground floor for tornados and severe weather, upper floor if flooding is likely.
- Fire: Trigger fire alarm and evacuate immediately. (Anyone seeing a fire should trigger the alarm; do not wait for an emergency official to do so.)
- Gas leak/chemical spill: Building occupants will be notified by the emergency official via email and phone paging. They may be advised to evacuate or to shelter in place, depending on the nature and location of the incident.
- Bomb threat: Building occupants will be notified by the emergency official via email and phone paging. Notification will include the location of the alleged bomb, if known. Occupants will be advised to evacuate immediately and may be advised to avoid the area of the building where the bomb may be located.
- Shooter/dangerous intruder: Building occupants will be notified by the emergency official via email and phone paging. Notification will include location of intruder. Occupants will be advised to evacuate immediately if they can do so safely or to take shelter inside the building.

If the emergency official determines that the situation is such that the community surrounding the university may also be in danger, she/he will contact local authorities to determine how the surrounding community should best be advised of the situation.

Testing Emergency Procedures

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[4] At Union Institute & University centers that occupy leased facilities having other tenants, a decision to evacuate the building may also be made by building management.

To ensure the efficacy of these emergency procedures, UI&U will assess and evaluate each of them at least once a year by testing each system. System tests (drills) may be announced or unannounced. In addition, severe weather, fire, and other evacuation drills will be conducted at least once a year at every UI&U location. Students, faculty, and staff are expected to cooperate fully with these drills.

Once a drill has been completed, the emergency official will assess the effectiveness of the drill, making recommendations for changes to emergency procedures as indicated. The center emergency official is responsible for documenting each drill and drill assessment; copies of drill documentation should be forwarded to the university's chief fiscal officer.

University Permanent Closing Policy

Effective August 31, 2009, as Revised

It is the policy of Union Institute & University that appropriate action will be taken in the event that the university should decide to cease all operations. No organization can say, with certainty, that it will never cease operations.

In the event of a decision to permanently close the institution, Union Institute & University will enter into a formal arrangement with another Ohio-based college or university that agrees to serve as a repository for UI&U academic records. The university will make every reasonable effort to notify current and former students and to advise them of arrangements made to ensure access to academic records as well as provisions for tuition refunds and financial aid.

- **Academic Records:** Transfer of assets to another educational institution shall include provision for access to academic records, including official transcripts.
- **Tuition Refunds:** Transfer of assets to another institution shall include arrangements for tuition refunds, where applicable, following the provisions of existing university withdrawal and tuition refund policies.
- **Financial Aid:** Transfer of assets to another institution shall include provisions for termination of the institution's participation in student financial aid programs. As part of the conditions of participation in such programs, the university agrees to refund to students any unearned Title IV assistance funds, to provide for collection of outstanding student loans, and to make provisions for retention and storage of records pertaining to management of financial aid.

DEGREE PROGRAMS

Undergraduate Degree Programs

- Bachelor of Arts
- Bachelor of Science

Union Institute & University is approved by the Higher Learning Commission and the Ohio Department of Education to award the Bachelor of Science and Bachelor of Arts degrees. The Bachelor of Science and Bachelor of Arts majors are offered through the Cincinnati, Florida, Los Angeles, Sacramento, and New England Academic Centers.

Academic Program Locations

B.S/B.A./Psychology
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925

BA./B.S.
New England Academic Center
28 Vernon St., Suite 210
Brattleboro, VT 05301-3669

B.S./B.A./Psychology
Los Angeles Academic Center
6701 Center Drive West, Suite 1200
Los Angeles, CA 90045

B.S./B.A./Psychology
Sacramento Academic Center
160 Promenade Circle, Suite 115
Sacramento, CA 95834

B.S./B.A./Psychology
Florida Academic Center
4601 Sheridan Street, Suite 400
Hollywood, FL 33021

B.S. and B.A. Programs' Conceptual Framework

The focus of the Bachelor of Science program is professional preparation. The majority of faculty is practitioners in their professional areas. Because the faculty in the professional majors are currently active in their fields, they ensure an education that attends to current issues and trends. In addition to staying abreast of the changing nature of knowledge in the field, faculty are able to assist students with requirements and recommendations for jobs and professional advancement.

The Bachelor of Arts program, with its majors in liberal studies and psychology, shares the university's vision of providing a course of study that engages, enlightens, and empowers highly motivated adult students in their pursuit of a lifetime of learning and service. It prepares students for careers that require broad and deep acquaintance with essential core knowledge of a well-educated person in the 21st century, as well as good writing skills, critical and creative thinking, the ability to read and understand complex written material, and a strong ethical sensibility. Students' educational needs are served by faculty members, who direct independent studies and seminars and conduct senior year academic reviews, and by program advisors who provide new student counseling, end-of-first-semester reviews, and individual learning services, as needed, to students.

The program prepares students for graduate study in many fields including psychology, the arts, law, and the academic fields represented in the B.A. concentration areas in the Liberal Studies and Psychology majors.

Instructional Delivery Options

The B.S. course-based instruction is delivered through online courses, on-ground instruction, a blended/hybrid model using two or more delivery options, and/or in some cases, via faculty-guided directed study. Class size, regardless of delivery option, is kept small to ensure significant contact and interaction with faculty and classmates.

The B.A. program, operating from the New England Academic Center, is a fully online option. The B.A. online option allows students to conduct activities virtually and complete their studies without visiting the campuses.

Academic Calendar

The B.S. and B.A. programs operate on a term calendar. There are three 16-week terms, each with two eight-week sessions offered every12 months. For financial aid purposes, the academic year is defined as two terms and 24 credit hours.

Credit Hour Requirements / Program Length

The undergraduate degree programs are based on semester credit hours. There is a minimum of 120 semester credit hours required to earn the baccalaureate degree. Minimum time in the bachelor of science degree program is eight months, full-time. In order to fulfill the Bachelor of Science degree program and the Bachelor of Arts with a major in Psychology requirements for graduation, students must be enrolled in the program for a minimum of two 16-week terms (or four eight-week sessions) and, as a degree-seeking student, must earn at least 30 credit hours in residence through courses taken at Union Institute & University. At least 20 semester credit hours must be upper level (#300-400) in the major. The Bachelor of Arts Degree with a major in Liberal Studies Program (in teach-out) requires that a degree-seeking student must earn at least 36 credit hours through courses taken at UI&U. An exception to the residency requirement exists for students who enroll in the Professional Studies and Continuing Education - Center for Workplace Advancement program and then transfer to a degree-seeking undergraduate degree.

Grade Level

Grade level is determined by the number of earned credit hours including transfer credit as follows:

Grade Level 1/Freshman	0-29 credit hours
Grade Level 2/Sophomore	30-59 credit hours
Grade Level 3/Junior	60-89 credit hours
Grade Level 4/Senior	90-120 credit hours

Undergraduate Credit Hour Load

The maximum credit hour load for undergraduate students is 16 semester credits per a 16-week term. Any registration with credit hours over 16 hours in at term must be approved by the Associate Vice President for Academic Affairs.

Enrollment Status

(Full-time/Part-time Student Load)

The B.S. and B.A. programs recognize the demands on adult students by allowing students to enroll on a part-time or full-time basis. Enrollment status is determined per term as follows:

Full-Time	12 or more credit hours
Three-Quarter-Time	9-11 credit hours
Half-Time	6-8 credit hours
Less-Than-Half-Time	1-5 credit hours

Note: Credit hour enrollment in eight-week sessions that are within a 16-week term is combined to determine enrollment status.

Articulation and Academic Agreements

Union Institute & University has entered into articulation agreements with other regionally accredited colleges and universities and academic agreements with other organizations. These agreements stipulate conditions and limitations for acceptance of credits in transfer, based on evaluation of certain courses by UI&U. Agreements with organizations that are non-regionally accredited result in course equivalencies in which UI&U faculty content experts evaluate and recognize a course as equivalent to a specified course at UI&U. Agreements expedite the process of reviewing transfer credit applications. Some agreements are program or major specific. Some include provisions for a waiver of a portion of UI&U's published tuition rates.

In addition to articulation agreements with regionally accredited institutions and academic agreements with non-regionally accredited institutions, UI&U has facilitated the award of academic credit to some civil servants for their professional education. This includes credit recommendations for graduates of FLETC and ICE programs; firefighters in California, Florida, and Ohio; completion of basic academy for police officers from 46 states and the District of Columbia; and added credit for certain other evaluated and approved law enforcement, probation and corrections training.

After review by medical professionals, UI&U has assigned credit recommendations for International Board Certified Lactation Counseling certificates.

Union Institute & University's undergraduate programs have active academic and articulation agreements with the following institutions and organizations:
- Berkshire Community College (Pittsfield, MA)
- Broward Teacher's Union (Paraprofessionals)
- Central Vermont Chamber of Commerce (VT)
- Chatfield College (OH)
- Child Care Education Institute (CCEI)
- Cincinnati College of Mortuary Science (OH)
- Cincinnati Hamilton County Action Agency (OH)
- Cincinnati State Technical and Community College (OH)
- Colerain Township Department of Public Safety (OH)
- Columbus State Community College (OH)
- Community Action Partnership of San Luis Obispo (CA)
- Community College System of New Hampshire (seven independent colleges in this New Hampshire System – NH)

- Community College of Vermont (VT)
- Duval County School Board (FL) Student Teaching Placement
- East San Gabriel Valley Regional Occupational Program (CA)
- Florida Colleges System (FL)
- Florida National College (FL)
- Franklin County (OH) Headstart Program
- Immigration and Customs Enforcement Agency (ICE) – Miami
- ITT Technical Institute (Displaced Students)
- Kentucky Fire Commission
- Learning Care Group, Inc.
- Maricopa Community Colleges (AZ)
- Miami Dade Police Department Communication Bureau (FL)
- National Registry of Emergency Medical Technicians
- Sinclair Community College (OH)
- South Florida Literacy Institute (FL)
  - Child Development Associate Credential
  - Child Development Director's Credential hours are awarded as upper division credits
- Southern State Community College (OH)
- Stark State College (OH)
- Straighterline, Inc.
- United Teachers of Dade Paraprofessionals (FL)
- Vermont Head Start (VT)

Methods of Fulfilling Degree Requirements

Students may use a variety of methods to fulfill baccalaureate degree requirements. All methods appropriate to the degree fall into one of four types of learning, each with its own specific method of documentation and validation. The four broad types of learning are:

1. Advanced Standing/Transfer Credit/Prior Transcripted (PT) Learning: Prior transcripted learning refers to credit applicable to the student's degree completion plan and accepted as advanced standing/transfer credit to Union Institute & University. There is a maximum award of 90 semester credits accepted as transfer credit. **All transcripted learning must be submitted by the drop/add date of the second-to-last session of a student's active enrollment prior to graduation. Financial aid is not available for prior transcripted learning.**

2. UI&U Sponsored Courses (taken at Union Institute & University): Students in the undergraduate program must complete a minimum of 30 semester credits at UI&U (36 semester credits in the BA/LSTU major) after matriculating as a degree-seeking student, of which at least 20 credits must be upper level (#300/400) in the major.

3. Prior Learning Assessment: Prior learning assessment is the evaluation of college-level learning outcomes gained apart from collegiate study or professional learning. The assessment of prior learning achieved apart from formal college work or professional certification may be conducted by submitting a portfolio.
   - A prior learning assessment portfolio includes all supporting documentation that verifies a student's knowledge of the subject content under review.

- Students considering the assessment of prior learning should request additional information from their Program Advisor.
- Academic credit for prior learning may not exceed 30 semester credit hours.
- **Must be submitted by the drop/add date of the second-to-last session of enrollment prior to graduation.**
- Prior Learning Assessment per course fees are due and payable once the charges have been posted to the student's account.

4. Certified Learning (CL): A form of prior learning known as certified learning is college-level learning that is offered through workshops, seminars, certifications, or courses presented at non-regionally accredited colleges or through professional organizations.
   - Further information regarding CL is available on the UI&U webpage: https://campusweb.myunion.edu/ICS/Offices/Office_of_the_Registrar/Certified_Learning.jnz.
   - Up to 30 certified learning credits may be awarded apart from any credits awarded from a normal prior learning assessment.
   - **Must be submitted by the drop/add date of the second to last session of a student's active enrollment.**
   - Certified Learning credits will be added to a student's academic record **after** the drop/add date for a session or term in which a student in actively enrolled.
   - Certified Learning per credit hour fees are due and payable once the charges have been posted to the student's account.

Transfer Credit / Advanced Standing Policies

Union Institute & University may accept credits in transfer from regionally accredited colleges and universities and via academic agreements. Union Institute & University reserves the right to apply, or not to apply, acceptable transfer credit toward its degree requirements. The program advisor submits recommendations to the registrar for the review and approval of acceptable transfer credits applicable to a degree. Students may be required to supply course descriptions of transfer courses to determine their applicability to the degree program. Union Institute & University accepts credits in transfer as follows:
- B.S. program and the B.A. with a major in Psychology may accept a maximum of 90 semester credits as advanced standing/transfer credit.
- B.A. Liberal Studies major has accepted a maximum of 84 semester credits as advanced standing/transfer credit.
- UI&U requires a grade of C- or better unless credit with a D grade is part of a program for which an associate degree with a minimum 2.0 GPA was awarded by a regionally accredited school.
- Courses with D-, D, or D+ that are not part of an earned associate's degree from a regionally accredited college will not be transferred.
- An earned Associate of Arts or Associate of Science (only A.A. or A.S. degrees) from a regionally accredited institution will fulfill the general education requirements in the B.S. or B.A. programs.
- An earned Associate of Arts or Associate of Science (A.A. or A.S.) degree earned at a foreign institution will not fulfill the general education requirements in the B.S. or B.A. programs.
- Courses from non-regionally accredited institutions may be considered on a course-by-course basis if the institution's accrediting agency was recognized by both the Council

for Higher Education Accreditation (CHEA) and the U.S. Department of Education (USDE) at the time of attendance.

- UI&U requires a grade of C- or better for credit from USDE and CHEA recognized institutions.
- A maximum of 4 semester credits may be accepted from normally transferrable physical education activity courses; a maximum of 8 semester credits may be accepted from normally transferrable physical education theory courses.
- A maximum of 8 semester credits may be accepted from normally transferrable English as a second language courses.
- Up to 90 international transfer credits may be accepted but need to be based on a course-by-course evaluation performed by a NACES or AICE member organization.
- American Council on Education (ACE) credit recommendations from formally evaluated extra-institutional training programs will be accepted.
- The maximum number of transfer credits accepted in combination from all non-regionally accredited sources (e.g., Certified Learning, ACE credits, POST, CLEP, DSST, International Baccalaureate, etc.) is 60 credits.
- Courses awarded through a prior agreement (articulation and/or academic agreements) will be accepted.
- Transfer credits from a quarter-hour system or other standards are converted to semester credit hour equivalents.
- Previously awarded transfer credit will be deducted if course work is repeated.
- The B.S. program may accept transferable vocational/technical credits in transfer from regionally accredited colleges and universities as elective credit.
- Only undergraduate course work will be accepted toward an undergraduate degree. An exception is made for the UI&U B.A. and B.S. majors that have approved dual enrollment collaboration agreements with a UI&U master's program.
- Capstone courses used to fulfill a major's culminating graduation requirement (CGR) must be taken as a UI&U course.

Union Institute & University also accepts credits in transfer from the following nationally accepted college-level examination options:
- College-Level Examination Program (CLEP)[5] general and subject examinations.
- International Board Certified Lactation Counseling certificates
- Defense Activity for Non-Traditional Education Support (DSST)[6] examinations.
- Advanced Placement (AP) examinations.
- Excelsior College Examinations.
- New York University (NYU) Proficiency Testing in Foreign Languages.
- International baccalaureate exams with an official score report with scores of four or more on higher level exams.
- UI&U credit for departmental credit by exam, experiential learning and other non-traditional learning credits (CLEP, AP, IB) will be awarded under the following conditions:
  o Credits are earned at a regionally accredited institution or an institution that is accredited by an accrediting body recognized by both the Council for Higher Education Accreditation (CHEA) and U.S. Department of Education (USDE).
  o Originating institution must designate credits as college level.

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[5] Students may take the exam at any CLEP–designated testing center

[6] Union Institute & University may give credit consideration to other nationally accepted college-level examination programs. Consult with a program advisor for more details.

- o An earned grade of C- or better or its equivalent (Pass/Credit/Satisfactory).
  - o Credits must be listed on the official transcript with a course number and credit hours.
  - o The minimal acceptable score for CLEP and DSST credit by examination is the ACE recommended score.
- **Official score reports or transcripts for all examinations must be received in the Registrar's Office by the drop/add date of the second-to-last session of a student's active enrollment prior to graduation.**

Remedial courses, duplicate credit, and continuing education units (CEUs) are not accepted in transfer.

Transfer of Credit or Credentials from UI&U to Other Institutions

The transferability of credits a student earns at Union Institute & University is at the complete discretion of an institution to which the student may seek to transfer. Acceptance of the degree or certificate the student earns in a UI&U program is also at the complete discretion of the institution to which the student may seek to transfer. If the credits or degree or certificate earned at this institution are not accepted at the institution to which one seeks to transfer, the student may be required to repeat some or all of coursework at that institution. For this reason the student should make certain that attendance at this institution will meet educational goals. This may include contacting an institution to which a student may seek to transfer after attending Union Institute & University to determine if credits or degree or certificate will transfer.

UI&U Continuing Education Transfer to Undergraduate Degree Policy Statement

The Center for Workplace Advancement (CWA) program is housed under the UI&U non-degree programming division named Professional Studies and Continuing Education. (The division was formerly called Lifelong Learning.) The Center for Workplace Advancement program offers non-degree seeking students, employed in industries which have a signed memorandum of agreement with Union Institute & University, enrollment in approved UI&U Bachelor of Science or Bachelor of Arts curriculum courses for undergraduate credit.

The following academic policy statements replace any previous university catalog statements about the internal transfer of credit and undergraduate degree residency requirements for non-degree students enrolled in the Center for Workplace Advancement program, under the division of Professional Studies and Continuing Education (formerly Lifelong Learning):
- All UI&U Bachelor of Science courses and credits earned by non-degree students in the Center for Workplace Advancement program will be accepted as internal transfer credit to the Bachelor of Science or Bachelor of Arts degree programs.
- Quality points associated with UI&U bachelor's degree course letter grades earned by a CWA non-degree student will transfer to the UI&U B.S. or B.A. degree program and will calculate into the student's final degree grade point average (GPA) where applicable.
- UI&U B.S. curriculum course credits earned by non-degree students enrolled through the Center for Workplace Advancement program will count toward the minimum number of UI&U sponsored course work semester hours required to earn a bachelor's degree.

The preceding policy change also revises the residency requirement for a bachelor's degree for students from the Center of Workplace Advancement program.

General Education Requirements at Union Institute & University

Union Institute & University (UI&U) values general education as the heart of every baccalaureate degree. We recognize that a common understanding of critical thinking, mathematical reasoning, and written communication are fundamental to any scholarly or professional endeavor.

General education courses at UI&U are designed to integrate skills and knowledge gained with the student's major. The topics-based courses introduce students to the world of questions, written expression, broad philosophical topics, artistic expression, the scientific method, quantitative reasoning, and knowledge of worldwide and regional social concerns. The goal of general education is to enable the student to understand the human legacy: the contemporary world and the student's place in it, as well as the ideas and aspirations that have motivated human thought and action throughout history. General education courses provide the foundation for a full and successful professional, personal and community life.

Together, the general education courses and the courses in a student's major aim to encourage mental agility, to broaden the adult student's intellectual horizons, and to develop an openness to change.

A Union Institute & University education encourages students to take personal responsibility for their own lives. Education at UI&U also endeavors to engage, enlighten, and empower students to further acquire, apply, and create knowledge for a lifetime of learning and service.

Undergraduate (B.A & B.S.) General Education Requirements

Of the minimum 120 credit hours required for award of the bachelor's degree, every undergraduate student will earn at least 36 credits in general education course/credits. Students may select the general education course that interests them in each domain. In addition to the 10 required courses, the student will select additional general education courses to complete the 36 credit hours requirement. The general education distribution is as follows:

General Education Domains   36 credit hour minimum
- College Writing (2 courses minimum)- to be taken in sequence
- Quantitative Reasoning (1 course minimum)
- Civilization and Human Legacy (2 courses minimum – different disciplines)
- Creation and Criticism of the Arts (1 course minimum)
- Social Systems and Behavioral Sciences (2 courses minimum – different disciplines)
- Observation & Analysis of the Natural World (2 courses minimum – different disciplines)**

**B.S. students must have 2 courses minimum – different disciplines from this domain. B.A. students may enroll in one Observation & Analysis of the Natural World and substitute a second course from another domain toward completion of general education requirements.

- COLLEGE WRITING (2 courses)

Union Institute & University recognizes that an ability to process, interpret, and express ideas in a coherent and organized manner is an essential skill for responsible and educated citizens. Moreover, good writing is necessary for clear communication to ensure academic, personal and professional success. This domain includes academic and expository writing.

- QUANTITATIVE REASONING (1 course)
  Union Institute & University values critical thinking and the ability to assess and synthesize ideas. An awareness of quantitative theory, methods, and practice is one building block of critical thinking. This domain builds undergraduate students' abilities to make inferences and draw conclusions from numerical data, as well as interpret statistics.

- CIVILIZATION AND HUMAN LEGACY (2 courses in two different academic areas)
  Union Institute & University values the exploration of ideas and issues from multiple perspectives. The rich diversity of human activities and thoughts is recorded in great detail, in many forms, and in many languages. This evidence is apparent in history, literature, religion/spirituality, and philosophy. Study in this domain will encourage the assessment, synthesis and new interpretation of experiences and ideas from multiple perspectives.

- CREATION AND CRITICISM IN THE ARTS (1 course)
  Union Institute & University appreciates the multiple perspectives of life as experienced by artists. This domain addresses an understanding of aesthetic experience through study and studio work in the primarily non-verbal fine arts: painting, drawing, photography, music, or other creative arts. Courses in this domain may include a studio component.

- SOCIAL SYSTEMS AND BEHAVIORAL SCIENCE (2 courses in two different academic areas)
  Union Institute & University recognizes the common benefit of understanding social systems and the contributions that people from diverse backgrounds and cultures have had on the development of society as a whole. These courses address human behavior, interactions between and among people, and environmental impact on established social systems, structures, and forums. Calling for critical reflection on individual, social, and environmental interactions and concerns, this domain includes anthropology, economics, political science, psychology and sociology.

- OBSERVATION AND ANALYSIS OF THE NATURAL WORLD (2 courses in two different academic areas)**
  Union Institute & University recognizes the importance of critically analyzing the multiple perspectives of processes that govern the natural world. This domain involves a study of the structure and behavior of the physical and natural world through unbiased observation, systematic experimentation and validation. It introduces students to a world of interactive and interrelated systems. Students will develop an understanding and appreciation of scientific inquiry and use of evidence-based research in the formulation of scientific theories. Courses in this domain may include a laboratory experience. Examples of academic areas in this domain are geology, earth science, physics, biology and astronomy.

General Education Domain	Prefix	Subject Area
College Writing	GWRI	College Writing
Quantitative Reasoning	GMAT	Mathematics
	GSTA	Statistics
Civilization and Human Legacy	GHIS	History
	GHUM	Humanities
	GLIT	Literature
	GPHI	Philosophy
	GREL	Religion
Creation and Criticism of the Arts	GART	Art
	GFLM	Film Studies
	GMUS	Music
Social Systems and Behavioral Science	GANT	Anthropology
	GECO	Economics
	GPSY	Psychology
	GSBS	Interdisciplinary Soc/Beh Sciences
	GSOC	Sociology
Observation and Analysis of the Natural World	GBIO	Biology
	GCHM	Chemistry
	GENV	Environmental Studies
	GGEO	Geology

General Education Courses in the Undergraduate Degree Programs

The following UI&U undergraduate courses are approved to fulfill general education domains:
(Course descriptions are listed after the B.S. program's majors.) To better identify and distinguish courses that are approved for the general education curriculum a unique prefix for a general education course has been developed. All approved general education courses will start with the letter "G" (for gen ed). This will allow for clear identification when students select classes for registration.

College Writing – Gen Ed code: CW
- GWRI 101 The Writer Within (3 cr.)
    - 1 cr. hour corequisite reading option is available – see program advisor.
- GWRI 102 Designing an Effective Research Paper (3 cr.)
    - Prerequisite: GWRI 101
    - 1 cr. hour corequisite reading option is available – see program advisor.
- GWRI 202 Writing in Your Field of Study (3 cr.)
    - Prerequisite: GWRI 102
    - 1 cr. hour corequisite reading option is available – see program advisor.

Creation and Criticism of the Arts – Gen Ed code: CA
- GART 115 A Visual Adventure (3 cr.)

- o 1 cr. hour corequisite reading option is available – see program advisor.
- GART 120 Ethics of Documentary Film (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GART 125 Humor in the Visual Arts (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GART 210 Painters and Poets: The New York School (3 cr.)
  - o 1 cr. hour corequisite studio lab option is available – see program advisor
- GART 215 Art & Irreverence (3 cr.)
  - o 1 cr. hour corequisite studio lab option is available – see program advisor
- GMUS 105 Sound and Meaning in the 20th Century
  - o 1 cr. hour corequisite reading option is available – see program advisor.

Civilization and Human Legacy – Gen Ed code: HL
- GHIS 110 Civil Rights in the United States (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GHIS 205 The History of American Social Welfare (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GHIS 215 History and Philosophy of Social Change (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GHIS 220 Political History of the Modern Middle East (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GLIT 155 International Crime Fiction (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GLIT 160 Literature as an Expression of the Human Experience (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GLIT 225 Introduction to Modern Irish Literature (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GLIT 230 Latino American Literature (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GREL 150 Contemporary World Religions (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.

Social Systems and Behavioral Science – Gen Ed code: SS
- GANT 110 Who Are We: An Introduction to Anthropology (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GANT 220 Folklore of Childbirth (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GECO 221 Government and Economics – Macroeconomics (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GECO 222 The Impact of Personal Choices – Microeconomics (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GPSY 120 Essential Topics of Psychology (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GSBS 110 Stone Tablets to Twitter: A Social History of Communications (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GSBS 220 Human Misunderstanding: Sources and Solutions (3 cr.)
- GSOC 101 Understanding Our Social World (3 cr.)
  - o 1 cr. hour corequisite reading option is available – see program advisor.
- GSOC 215 Society Through Popular Media (3 cr.)

○ 1 cr. hour corequisite reading option is available – see program advisor.

Quantitative Reasoning – Gen Ed code: QR
- GMAT 105 Contemporary Mathematics (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GMAT 115 College Algebra (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GSTA 221 Statistics for the Professional (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.

Observation and Analysis of the Natural World – Gen Ed code: NW
- GBIO 201 Biological Warfare: Weaponizing the Field of Biology (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GBIO 225 From Healthy to Ill and Vaccines to Epidemics (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GCHM 230 Buffers and Decomposition (3 cr.)
- GENV 205 From Garbage to Greenhouse Gases: Understanding the Impact of Today's Society on the Environment (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GGEO 125 From Big Bang Theory to Climate Change: The Science Behind the Theories (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.
- GGEO 220 Geology of Natural Disasters: Tsunamis, Earthquakes, and their Social Implications (3 cr.)
  - ○ 1 cr. hour corequisite reading option is available – see program advisor.

Additional qualifiers for general education requirements:
- There is an optional one-credit hour reading lab or studio (+1 course) available for some general education courses that can be taken as a corequisite with a three-credit hour general education course. For example, a student who takes the three-credit hour Geology of Natural Disasters course with the optional one-credit hour reading lab will be awarded four (4) credit hours in that subject area. Students should consult with their program advisor and/or the instructor about the availability of a one-credit corequisite with a specific general education class.

- A +1 course cannot be added through Web registration; see your program advisor to add the one-credit corequisite.

- Students who matriculated prior to July 1, 2014, may take an unlimited number of +1 courses as corequisites with a three-credit general education class.

- Students that matriculated after July 1, 2014, may only enroll in a maximum of two +1 courses.

- UI&U special topics courses (190/290/390/490) and independent study courses (100/200/300/400) cannot be used to satisfy general education requirements.

- When transfer credits are awarded from a non-collegiate training provider based on an academic agreement and the credits are awarded in one general education subject area, a student will be required to complete an additional course in a different general education subject area to fulfill a specific general education domain.

Registration Policies and Procedures

Registration

Students are required to register prior to the start of classes for courses identified in their degree audit. Registration should take place as early as possible prior to the start of a term to ensure timely access to the syllabus, books, and other course materials. Students with a past due student account balance must obtain financial clearance from the Business Office prior to registering for a new term. B.S. and B.A. Psychology students register through CampusWeb via Web registration. B.A. Liberal Studies students register through the Brattleboro academic center. Registration also indicates an acceptance of financial liability for tuition obligation and consent that submitted course work may be periodically checked by plagiarism detection software. Students must actually commence attendance and engagement in course work in order to establish eligibility for financial aid. Refer to the Registration Agreement required of all students prior to registration.

Registration Agreement:

A student's registration for courses/credits with Union Institute & University (UI&U) is contingent upon a registration agreement as follows:

"I am registering for the current academic term/session. I certify that I have read the current registration and tuition policies and that I understand the terms under which I am enrolled. I assume financial responsibility for all tuition and fees assessed and agree to pay them. I understand that transferability of credit to another institution is at the discretion of the accepting institution. I further understand that it is the responsibility of the student to determine if credits earned while enrolled at Union Institute & University will be accepted by another institution. I understand that my assignments will be checked for plagiarism and may be scanned with plagiarism detection software.

All outstanding tuition account balances are considered qualified educational loans under I.R.C. 221 and are extended with the express understanding that future repayment shall be made to the university. I further understand my acceptance of these terms represents my acknowledgment and acceptance of my tuition account balance qualifying as a qualified education loan under I.R.C. 221, and as such, its exemption from discharge under the federal bankruptcy code, 11 U.S.C. 523 (a)(8).

In the event I default on this agreement and it becomes necessary to place this account for collection, I also agree to pay collection agency fees, which may be based on a percentage at a maximum of 33.33 percent, and all costs and expenses, including reasonable attorney's fees, possibly incurred by UI&U in such collection efforts.

I authorize Union Institute & University and/or its agents, including attorneys and/or collection agencies, to contact me via cellular telephone and/or all forms of electronic technology (including text messaging and email), unless I notify such party in writing to cease such communications."

UI&U students must approve this registration agreement electronically before gaining access to register in Web registration through CampusWeb or by signing a hard copy or electronic registration form, with or without an email acknowledgment.

After a student agrees to the registration agreement, program advisors must review and approve their advisees course/credit hour selections before the registration becomes official. Students with a past due student account balance must obtain financial clearance from the

Business Office before registering for a new term. Registrations must be filed by the published deadline in order to remain in the program. When Web registration closes, any registration changes need to be approved by the program advisor and submitted to the student's academic center office for processing.

Students also have the opportunity to explore areas of special interest within most majors through special topics courses (designated by the course numbers of 190/290/390/490) or individually designed independent studies (course numbers of 100/200/300/400). Special topics courses are designed by faculty members and are offered as elective credit on the course schedule. Independent study coursework is proposed through a learning agreement which contains all of the elements of a course syllabus. The individualized learning agreement is developed by the student in conjunction with the instructor. Assigned faculty must endorse the content of the learning agreement as appropriate to the directed study topic and degree program, and the dean must approve the learning agreement before the student is eligible to register for the course.

Students must actually commence attendance and engagement in course work in order to establish eligibility for financial aid. Refer to the undergraduate attendance and engagement policy.

Drop/Add of Courses and Program Withdrawal (B.A. and B.S. Programs)
Drop/add deadlines in each degree program are for academic purposes only. All tuition refunds due to dropped or withdrawn courses are processed according to the Schedule of Refunds established by the Business Office and deans available at:

https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-BA-DOC-Final.pdf

https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-BS-DOC-Final.pdf

Attendance and Engagement Policy

Effective Winter Term 2015 for B.A. and B.S. Students

Never Engaged (NE) Students
In order to participate in the federal Title IV student aid programs, UI&U must determine (1) whether a student actually begins attendance in a registered course on or after the term start date; and (2) whether a student who initially attends a course subsequently ceases to attend and thus has withdrawn unofficially from the course.
- Student engagement is primarily determined by completing a particular assignment in CampusWeb during the first two weeks of the session or term. The faculty must have a file upload assignment in a unit named "Engagement" in CampusWeb. The faculty member chooses the particular content of the assignment, and it can be graded or ungraded. If graded, the faculty member can choose whether or not to assign a penalty for late submission.
- The assignment is to be posted in the Engagement unit in CampusWeb, regardless of modality (online, hybrid, or face-to-face).
- For face-to-face or hybrid courses, physical attendance does count toward engagement.
- The assignment is due the first two weeks of the course.
- Engagement is to be shown in the first two weeks of the session or term.

- For online courses and for tutorials, the course begins on the first day of the session or term, so the first two weeks of the session or term and the first two weeks of the course coincide.
- For on-ground courses, the course may begin on or after the first day of the session or term, but the requirement to report NEs is still based on two weeks from the day the session or term begins, not the course.
- Faculty members need to check their roster in CampusWeb frequently during the first two weeks of the session or term to catch students who are being added and dropped during the drop/add period, which affects NE status.
- Faculty members submit an NE form to the Registrar's Office after the first two weeks of the session/term for all students who have not engaged in the course by way of one of the following:
  o Uploading an Engagement Assignment (preferred method) in CampusWeb
  o Uploading any assignment in CampusWeb
  o Posting an initial posting or reply in the Collaborations Forums in CampusWeb
  o Completing a quiz in CampusWeb
  o Attending a face-to-face class or teleconference meeting of the class
  o Being in communication with the faculty member after the course has started with indication student wants to proceed with the course
- Students reported as Never Engaged in a class by the instructor are dropped from the course effective the day before a session/term start date with a 100 percent refund.

B.A. / B.S. Grading Policy

Grade Scale
The Bachelor of Arts and Bachelor of Science programs grade on a letter grade system (A, B, C, D, and U), using a four-point grading scale.

All registered courses will receive one of the following grade codes at the conclusion of each term or eight-week session within a 16-week term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

Grade	Criteria
A	Demonstrates clearly outstanding work. **4.00 Quality Points**
B	Exceeds expectations as identified in the syllabus or learning agreement. **3.00 Quality Points**
C	Meets expectations as identified in the course syllabus or learning agreement. **2.00 Quality Points**
D	Below expectations as identified in the course syllabus or learning agreement. **1.00 Quality Points**
U	Unsatisfactory work or failure to meet course's learning expectations or timelines. U grades do calculate into the grade point average as

	attempted credits in a term. **0.00 Quality Points**
I	A designation of Incomplete may be assigned if a course is not completed within the enrollment period and the student requests an Incomplete Grade Petition. Refer to the Incomplete Grade Policy in this catalog. The faculty determines whether or not to assign an I grade. **An I grade allows an agreed upon extension not to exceed 60 days from the last day of the previous term to complete the course work. If the student has not satisfactorily completed the work by the end of the maximum 60-day extension, the I will convert to a U grade. The U grade will be posted automatically by the registrar when a course previously graded as Incomplete (I) is not successfully completed within specified program timelines.** No credit is earned for the I grade until it is converted to the final grade. Extension of the I grade beyond the 60 days is at the discretion of the program chair. **0.0 Quality Points and does not calculate into the GPA but does negatively impact financial aid satisfactory progress. Refer to the Incomplete Grade Policy**
W	Academic work reflects that the student has withdrawn from the course or program at a time when learning activities were in an active term. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA but does negatively impact financial aid satisfactory progress.**

Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of quality hours earned. A minimum cumulative grade point average of 2.00 (2.50 for social work majors) is required in the major and a cumulative 2.00 (2.50 for social work majors) in the overall UI&U enrollment for a Bachelor of Arts or a Bachelor of Science degree to be awarded.

Incomplete Grade Policy

Effective Winter Term 2015 for B.A. and B.S. Students

Incomplete Grades
- This policy applies to all undergraduate programs.
- A student requests in writing an Incomplete from the faculty member before the end of the session/term. The Incomplete Grade Petition is located in CampusWeb/Faculty tab/handouts.
- The student notifies his or her program advisor of the request.
- The ability for a student to pursue an Incomplete is at the discretion of the faculty member. A faculty member is not required to permit Incompletes in a course.
- The student must have submitted at least 50 percent of the course assignments (that is, 50 percent of the available points in the course). The faculty member may require more than 50 percent if he or she chooses.
- The faculty member consults with the program chair.
- The program chair approves or denies the Incomplete.

- The petition when approved is sent to the registrar and the program advisor.
- If the program chair approves the Incomplete, the faculty member, student, and program chair sign a petition for an incomplete grade. The petition indicates the last day that assignments can be submitted. The petition must be signed by the last day of the session/term. Electronic signatures are sufficient.
- The student has no longer than the agreed upon time frame not to exceed 60 days from the last day of the session/term to complete all outstanding work.
- If the student is in a social work practicum, maternal child health practicum or internship, has an ADA accommodation, undergoes military deployment, or there are severe extenuating circumstances (such as a prolonged health condition that could require more than the agreed upon time frame not to exceed 60 days, extended military training, etc.), then that student can be given an II grade with approval from the Associate Vice President for Academic Affairs.
- The faculty member gives an I grade at the end of the session.
- If the student completes all outstanding assignments within the agreed upon time frame not to exceed 60 days, the student is given the appropriate grade.
- If the student does not complete all outstanding assignments within 60 days, the student is given the appropriate grade.
- If the faculty member does not change an I grade after the agreed upon time frame not to exceed 60 days, the grade automatically turns into a U on day 70.
- There are no extensions for submitting assignments for any reason beyond the 60 days.

Change of Grade Policy

Effective Winter Term 2015 for B.A. and B.S. Students

Grade Changes
- The faculty member must consult the program chair prior to changing a submitted final grade.
- Faculty have 70 days to change an Incomplete grade to a letter grade.
- Other than situations involving I grades, final grades cannot be changed for any reason other than an incorrect grade (e.g., miscalculation of points, credit not given to assignment(s) submitted during the course, wrong grade submitted, an I changed to a U automatically but the assignments were completed during the course and the faculty member did not submit the revised grade, etc.).
- Faculty cannot change a grade due to submission of missing assignments after the end of the session unless they have gone through the Incomplete grade process above.

Probation Policy for B.A. / B.S. Students

Effective Winter Term 2015

Policy

- When a student falls below 2.0 cumulative GPA (2.5 for social work students), she/he is placed on academic probation and she/he needs to increase his/her GPA above 2.0 (2.5 for social work students) by the end of the second term from point of being placed on probation to be removed from academic probation or reviewed for a possible administrative withdrawal.
- Financial aid allows for continuing probation as long as each term meets SAP and the student is making progress on cumulative SAP. If the student does not meet SAP during the first term, she/he can continue his/her degree on probation without financial aid.

- Fall below SAP at end of spring/summer, must get to SAP by end of winter term.
- Fall below SAP at end of fall, must get to SAP by end of spring/summer.
- Fall below SAP at end of winter, must get to SAP by end of fall.

** See complete timelines below.

(Clock starts at end of term in which student falls below SAP, not when letter is sent.)

Procedure

- By the Friday of the second week of a new term, program advisors will send (electronically and via U.S. mail) appropriate letter (Probation I, II, III, or administrative withdrawal).
- Student must sign and send back by the third Friday of term (one week later).
- Program advisor will have an immediate conversation with student discussing details of the plan, timeline, and consequences. Program advisor will make any revisions to student schedule, if necessary.
- Students on probation must finish any Incompletes and retake any U in immediate subsequent term.
- Students must show improvement by end of first term after being placed on probation and continued improvement by end of second term after being placed on probation. Students must complete all aspects of the plan. Failure to go above SAP by end of second term may result in an administrative withdrawal. However, at the discretion of the program chair, a student showing continuous improvement yet needing additional time, may remain on probation for a third term. In rare circumstances, the Associate Vice President for Academic Affairs may grant a probation IV. Such circumstances would involve a student on probation III for a term, who does not meet the minimum GPA requirement at the end of the probation III term, yet:
  1. The student is within one term of graduation; and
  2. Is showing progressive improvement of their cumulative GPA; and
  3. Could mathematically achieve a 2.00 (or 2.50 for social work majors) at the end of a fourth term on probation.

Student Action Plan

Along with a probation letter signed by the program chair, a plan for helping the student achieve success is included. Actions include:

- Communication with program advisor at least two times per month (through probation period and then as needed through all remaining terms of student enrollment).

- Minimum of one session with writing and academic tutoring center in each of the next two terms.
- Phone conversation with financial aid counselor (within one month of being placed on probation).
- Completion of student success module (by end of first term). Topics include:
    - Learning styles
    - Study skills
    - Time management skills
    - Life skills
    - Writing
    - Library research
    - Career prep

Academic Recovery Plan
Students who are placed on academic probation are enrolled in an online Academic Recovery Program. The purpose of this program is to provide essential tools for struggling students that would ultimately assist them to get off probation and achieve academic success toward degree completion. A student's success plan is included to help student set up goals, and offers program advisors a deeper understanding of the student in order to advise more effectively. Topics presented in the Academic Recovery Program include:
- Learning styles
- Study skills
- Time management skills
- Life skills
- Writing
- Library research
- Career prep

Double Major / Double Degree

Double Major
A student who chooses to have two majors earning one degree must satisfy all requirements for each major simultaneously. No extra semester credit hours beyond the first minimum 120 credit hours for a degree are required.

Double Degree
A student choosing two majors and who elects to earn two separate degrees must earn a minimum of 30 semester hours in residency beyond the 120 credit hour minimum required for one baccalaureate degree. In this case, the student would need to earn a minimum of 150 semester hours.

Returning Alumni
Baccalaureate alumni returning to UI&U to earn a second major (not a second degree) need to complete the major's requirements in effect at the time of resuming course work for the second major. If a second UI&U degree is desired, the student must earn a minimum of 30 semester credit hours in residency beyond the first degree. The general education requirements will be waived if pursuing a second UI&U degree.

<u>Graduation Policy</u>

At the conclusion of the student's final term of enrollment, the student's entire academic file, degree audit, and academic course history record undergo an extensive review by the program advisor and program chair to confirm that all degree requirements have been fulfilled. The student's final graduation packet is forwarded to the Registrar's Office. The registrar performs the final degree certification. The Business Office confirms that all financial obligations to the university have been met. After academic and financial clearances have been confirmed, the Registrar's Office officially notes the degree earned date, degree, major(s), certificate(s) and /or concentration(s) on the academic transcript. The date of graduation is the last day of the month of the student's final term of enrollment. An exception exists for students with incompletes in field placement. Their graduation date will be the last date of the term when field placement is completed. The diploma and transcripts with the degree noted are mailed to the graduate from the Registrar's Office after all academic and financial clearances are completed. Refer to Academic Transcripts and Diplomas & Certificates polices under the Academic Policies section of this catalog.

BACHELOR OF ARTS DEGREE PROGRAMS

The online B.A. programs are available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the B.A. program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Program Director: Sharon Sprague, M.A.

Program Overview

B.A. Majors include:
- Psychology
- Liberal Studies – The major in Liberal Studies is in teach-out effective June 30, 2015

Credits to Degree: 120 (academic year: 32 weeks, program length: 128 weeks)
Transfer Credits: Up to 90 credits may be transferred from a variety of sources. (Contact an enrollment counselor for details.)
Calendar: The academic year is defined as two 16-week terms.
Terms: There are three 16-week terms and two eight-week sessions within each 16-week term.
Student Status: Full-time/12 semester credits per term; Part-time/6 semester credits
Prior Learning Assessment: A student may earn up to 30 semester credit hours for prior learning acquired outside of formal instruction and before enrollment in the B.A. program. The student must complete a minimum of one satisfactory term of independent study in the program before being eligible to apply for the prior learning assessment process.
Minimum Time to Degree: four terms for BA/LSTU majors; four sessions or two 16 week terms for BA/Psychology majors.

Academic Program Locations
Bachelor of Arts – Online
New England Academic Center
Union Institute & University
28 Vernon St., Suite 210
Brattleboro, VT 05301

Bachelor of Arts- Online
Cincinnati Academic Center
Union Institute & University
440 E. McMillan Street
Cincinnati, OH 45206-1925

The annual program calendar and Tuition and Fee Schedule are available on the UI&U website at. https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-BA-DOC-Final.pdf

B.A. Program Mission and Values

The mission of the B.A. degree with a major in Liberal Studies is to develop students' minds, skills, and recognition of themselves as constructors of meaning and knowledge. The program seeks to provide students with valuable habits of mind, including thoughtful reading, critical and creative thinking, and an ability to express themselves in writing with clarity, power, and grace. The foundation of the B.A. in Liberal Studies is the progressive philosophy of John Dewey, who wrote, in "Democracy and Education,"

> *Education is a social process; education is growth; education is not a preparation for life but is life itself…The only true education comes from the stimulation of [our] powers by the demands of the social situations in which [we] find ourselves.*

B.A. Program Philosophy

The Bachelor of Arts program of UI&U provides student-centered education for adults, inviting them to study questions of deep personal interest and to draw on their life experiences and knowledge as a context of their learning. Other principles that guide our educational practices include:

- Good education rests on students' intrinsic motivation to learn.
- Intellectual growth is ongoing throughout life.
- College-level learning goes beyond knowledge of facts and theories to embrace lifelong practices of reflecting, thinking, and learning.
- Education provides a foundation for thoughtful citizenship and action in the world.

We emphasize an intellectual relationship between professors and students that seeks enlightenment and finds joy in learning. Unlike what Paulo Freire calls "the banking model" where teachers make "deposits" in students' minds, our way of learning and knowing emphasizes collaboration between professors and the student, and among all students, with the aim of absorbing and reflecting on existing scholarship and knowledge, followed by creating new knowledge.

Credit Hour Requirement Summary

A student must earn a minimum of 120 semester credit hours with a minimum 2.00 cumulative grade point average, both in the major and during overall UI&U enrollment, in order to earn the Bachelor of Arts degree. For B.A. students with a Psychology major, at least 30 semester credit hours must be taken while enrolled as a B.A. degree-seeking student at Union Institute & University. The maximum credit from all sources other than UI&U sponsored courses is 90 credits for B.A. students with a major in Psychology. B.A. Liberal Studies students (in teach-out), must have at least 36 credit hours taken while enrolled as a B.A. degree seeking student at UI&U. B.A. Liberal Studies majors were allowed to have a maximum of 84 transfer credit hours from all other sources other than UI&U sponsored courses.

General Education Requirements

Please see Undergraduate (B.A. & B.S.) General Education Requirements in the preceding section for further details. For Liberal Studies majors, students that matriculated prior to July 1,

2014 follow the general education competencies to meet requirements. Liberal Studies majors that matriculated on July 1, 2014 or after will follow the B.S. and B.A. course based 36 hour general education requirements described under the Undergraduate Degree Programs section of this catalog.

B.A. Program Drop / Add Policy

B.A. students may add a course of study or change credit hours for a course of study up to the published B.A. drop/add deadlines. The drop/add deadlines are the first 30 days of a 16-week term registration or 15 days from the beginning of an eight-week session. The effective date of the drop/add is the date of postmark, email request, center call, or the date the written request arrives at the student's program office or the Registrar's Office.

Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop below full-time status (below 12 semester credit hours) and are receiving grants. Students who drop below half-time status (below six semester credit hours) should contact Financial Aid if they are receiving loans. All drop/add requests must be approved by the faculty member and the program chair or the program chair's designee.

Program Withdrawals

Withdrawal and Tuition Refund Policy
A withdrawal is considered to be a complete withdrawal from the university. The date of withdrawal is the earlier of:
- The date the student notifies the university; or
- The ending date of the previous term if the student fails to register for a new term/session; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal can be written or verbal and sent directly to either the student's program office or communicated directly to the Registrar's Office. When a student withdraws from the university prior to the end of a term/session all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) on the student's transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student's transcript.

A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit. Refunds are determined by the effective date of a withdrawal. Tuition is adjusted when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal per the Schedule of Refunds.

The student is responsible for informing Financial Aid of any change in the student's official enrollment status.

Schedule of Adjustments for Dropped Courses/ Program Withdrawal		
	Full 16-week Term	**Session**

Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and Thereafter	0%	0%

Tuition Rates and Fees

Tuition is due on a term-by-term basis on the first day of each new enrollment period. The amount of tuition and fees charged is determined on an annual basis by the board of trustees. The B.A. tuition and fee schedule is presented in this catalog. Plus, the tuition and fees are posted on the UI&U website at:
http://myunion.edu/Documents/BachelorofArtsTuitionPolicies.pdf.

Academic Satisfactory Progress Review

Academic program chairs and program advisors review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress by maintaining at least a cumulative grade point average of 2.0 will be put on academic probation. At the end of two consecutive terms on probation, students who have not achieved a cumulative grade point average of 2.0 may be administratively withdrawn from the Bachelor of Arts program. Enrollment in the Bachelor of Arts program may be extended at the discretion of the program chair. Refer to the undergraduate probation policy.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy under the Financial Aid Resources and Services section in this catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

The Bachelor of Arts degree and Bachelor of Science degree programs follow the same letter grade system explained under Undergraduate Degree Programs.

Commencement Ceremony and Graduation

Commencement Ceremony Participation
All B.A. students are invited and encouraged to participate in the national commencement ceremony in Cincinnati, Ohio each fall. This ceremony typically occurs on a Saturday or Sunday

in mid-October. Check the UI&U website for national commencement dates. Contact program advisors no later than June 30 if you wish to attend.

Graduation Policy

At the conclusion of the student's final term of enrollment, the student's entire academic file, degree audit, and academic course history record undergo an extensive review by the program advisor and program chair to confirm that all degree requirements have been fulfilled. The student's final graduation packet is forwarded to the Registrar's Office. The registrar performs the final degree certification. The Business Office confirms that all financial obligations to the university have been met. After academic and financial clearances have been confirmed, the Registrar's Office officially notes the degree earned date, degree, major(s), certificate(s) and /or concentration(s) on the academic transcript. UI&U does not award graduation honors. The date of graduation is the last day of the month of the student's final term of enrollment. The diploma and transcripts with the degree noted are mailed to the graduate from the Registrar's Office after all academic and financial clearances are completed. Refer to the Academic Transcripts and Diplomas & Certificates polices under the Academic Policies section of this catalog.

Bachelor of Arts with a Major in Liberal Studies

Concentrations in Arts, Writing & Literature, Environmental Studies & Sustainability, Global Studies, History & Culture, Psychology & Human Development, and Self-Designed

(The Liberal Studies major is in teach-out effective June, 30, 2015)

Liberal Studies Major Curriculum and Concentrations
To earn the B.A. degree with a major in Liberal Studies, students must develop and complete a coherent curriculum with a concentration of at least 30 semester hours (15 of which may be transfer credit). The chosen concentration is designed to ensure depth of learning beyond the introductory level.

The concentrations are:
1. Psychology & Human Development
2. Arts, Writing & Literature
3. Global Studies, History & Culture
4. Environmental Studies & Sustainability
5. Self-designed

The Five Concentrations: Conceptual Framework and Core Knowledge
Union Institute and University offers the degree of Bachelor of Arts in Liberal Studies. All students will earn a bachelor's degree in Liberal Studies. Students choose a concentration within that major. Each concentration addresses five dimensions of learning appropriate to the concentration: Methods, Theories and Concepts, History/Context, Controversies, and Application. These dimensions are referenced in each of the concentration descriptions below, some directly and indirectly. For further information, please consult a core faculty member in the concentration.

- **History/Context:** Demonstrate understanding of the social context and/or historical background of the concentration as it has emerged and is practiced.
- **Theories and Concepts:** Demonstrate comprehension of theories, concepts, questions and/or viewpoints relevant to the concentration.
- **Methods:** Understand and apply basic methods of inquiry relevant to the concentration.
- **Controversies:** Recognize contemporary and historical controversies relevant to the concentration.
- **Application:** Demonstrate an ability to apply principles and methods of the concentration in a real world setting.

Students are encouraged to think not only about their concentration but also about all their independent studies and seminars in terms of these dimensions. Even if the study is not part of one's concentration, it still will address theories, concepts, methods, etc. in the topic area. Although all five outcomes will probably not be addressed each term in each study or seminar, a study or seminar ordinarily will address two or three of these outcomes, depending on how the topic and its study are structured.

Psychology & Human Development
Conceptual Framework: Broadly defined, the concentration in psychology and human development focuses on the growth and development of individuals through the life course. Students are encouraged to formulate relevant questions and learn how these questions can be conceptualized and examined from a psychological perspective. Studies examine individuals' behaviors, characteristics, attitudes, and psychological problems. Such study necessarily

embeds individuals in their social contexts, whether that is families, small groups, schools, subcultures, or the larger society and culture. It can and does incorporate applications aimed at solving or ameliorating individual and social problems.

The psychology and human development concentration encourages a multidisciplinary approach to the examination of psychological questions. Such inquiry may include the biological, cognitive, emotional, social, and spiritual dimensions of human behavior and mental processes.

Core Knowledge: The core knowledge of this concentration occurs in the following domains:
- **Methods** – Involves the development of questions and hypotheses appropriate to psychological inquiry and the tools for constructing knowledge (for example, observational and experimental methods, uses of interviews, surveys, questionnaires, and tests).
- **Theories and Concepts** – Includes theoretical systems, philosophical underpinnings, and key ideas addressed in an individual study and in the field of psychology more generally.
- **History/Context** – Includes the beginnings and evolution over time of psychology as a field of study, situating it with respect to other disciplinary approaches.
- **Controversies** – Recognizes multiple perspectives and approaches within psychology and between psychology and related fields. Where are there disagreements within this field of study and between psychology and other fields? What are the social, ethical, and historical relevance of these controversies?
- **Applications** – Involves the study of methods aimed at ameliorating individual and social problems through psychological understanding and intervention. Also asks student to consider how the new learning is applied in the student's life, family and/or community.

History, theories, methods, controversies, and applications may be elaborated on and understood through an array of study topics including any of the following areas of inquiry:
- Psychology as a discipline (history, methods of inquiry, tools of inquiry, the science of behavior and what that means, e.g., findings arrived at via scientific method, hypotheses, testing theories, revising based on new findings).
- Psychology focused on development: growth- and age-related aspects and processes – e.g., in infancy, preschool, childhood, adolescence, young adulthood, middle adulthood, elderly individuals.
- Psychology and health (wellness, mind-body, disorders, stress, substance abuse, bodily functions (eating, sleeping, dreaming, sexuality).
- Psychology as a method of healing (individual and group psychotherapy and counseling, medication, alternative treatments, mind/body issues, spiritual healing).
- Psychology focused on cognition and cognitive science (brain and behavior, consciousness, perception, attention, memory, language, thinking, reasoning, learning).
- Psychology focused on personality (the self, motivation, emotion and feeling, individual differences).
- Psychology focused on social contexts and interactions (social roles, social cognition, social comparison, behavior in groups, crowd behavior, communication, competition, aggression, conformity).
- Non-western and other models (cross-cultural, Buddhist psychology, ecopsychology, transpersonal psychology).

Note: Content in parentheses is illustrative and not exclusive.

Representative Outcomes:
- The student describes at least two theories of development or personality; compares and contrasts them; and explains his/her own preferences or conclusions and why. The student demonstrates understanding of and an ability to use concepts accurately.
- The student explains at least two different methods of gathering data and arriving at findings and articulates why and how each method is appropriate for the question being addressed.
- The student describes an application of psychological knowledge that shows how it uses psychological research and theories and articulates the strengths and weaknesses of the application.

The Arts, Writing & Literature
Conceptual Framework: This concentration, which includes both the visual and written arts, is appropriate for students with a studio focus in writing and/or visual art as well as for students focusing on literature and art history/visual culture without a studio component.

Knowledge of literature and art deepen our understanding of the human experience. In part, depth of understanding comes from the knowledge that art and literature exist in a social context. For example, if a student were to study the writing, drawing, collage, and performance arts of Europe in 1917, comprehending the work might require looking at the ways in which those artists and writers were influenced by World War I and the Second Industrial Revolution. Similarly, students develop a lens for understanding their own work as influenced by the social context in which they live.

Core knowledge: A concentration in the arts, writing, & literature requires extended exploration (30 credits) in the student's general area of focus. Whether exploring the visual or written arts, each student becomes aware of the range of forms and genres as she/he discovers his/her own voice. In studio studies, media might include drawing, sculpture, collage, photography, performance, new media, and music, among others. Forms of writing might include poetry, fiction, creative non-fiction, flash fiction, and journalism, among others. Students learn to view and/or read with depth and critical perspective, reflect on form and content, analyze literature and art in a historical context, and articulate their perceptions. The fields encompassed by this concentration are broad and interdisciplinary; students may well consider connections to philosophy, psychology, anthropology, feminism, and popular culture, among other disciplines, as they relate to the student's own ideas and questions.

Representative Outcomes:
- In creative (studio) studies in writing and visual arts, students demonstrate deep engagement and technical development in creative work. Deep engagement is evident in a completed body of work that indicates a disciplined creative practice and consequent technical growth.
- In literature and art history/visual culture studies, students demonstrate comprehension of the relevant literary genre or period in art history/visual culture. This is indicated through a student's academic writing, through faculty-student dialogue, and through presentation and critique.
- Students demonstrate an understanding that the visual and written arts exist in a social context. In addition, students demonstrate an understanding of relevant controversies in their area of inquiry by expressing different perspectives on a topic and presenting their own conclusions, backed by evidence.

Global Studies, History, and Culture

Conceptual Framework: This concentration addresses both the humanities and the social sciences. Global studies, history, anthropology, women's and gender studies, religion, spirituality and ethics, geography, sociology, political science, economics, communications and media, and holistic studies provide context and framework for questions that students pose about their own society and the world at large. It also provides a platform for constructing knowledge about the world.

Core Knowledge: The global studies, history and culture concentration is an investigation of individuals and groups in their social and cultural contexts. It requires that students situate their inquiry in a scholarly context and pursue the content, methodologies, theoretical questions, and history of their chosen fields.

Students often approach their studies in an interdisciplinary manner. For example, students can pursue area studies in American studies, Middle Eastern studies, or other regions of the world. Such a focus could encompass history, culture (including literature and arts), politics, economy and geography. Students may also focus specifically on any of the areas named in the conceptual framework above - for example, women's studies, anthropology, or religion.

As with all concentrations, global studies, history and culture requires 30 credits in which students will learn to gather evidence, weigh and sift information, write academic essays, and correctly document sources. They will learn, practice, and incorporate critical thinking skills throughout their studies.

With their bachelor's degrees, students in this concentration build a firm foundation for journalism, teaching, archival and museum work, business and management, public policy and planning, writing, law, human services, government, community development and advocacy. Many graduates continue in graduate school in law, the humanities, or social sciences. Students often undertake religious, spiritual, or holistic studies because they plan to pursue studies for the ministry or graduate work in the healing professions.

Representative Outcomes
- Articulate a coherent description of the intent and scope of the approach that they have taken to their academic work within this concentration.
- Demonstrate the ability to conduct research and collect information and sources that are credible, reliable, and current; and to use this research to write academic essays that are adequately documented.
- Describe a controversial topic, question, or position within their area of inquiry, describe differing positions, and convincingly explain their viewpoint, backed by evidence.

Environmental Studies & Sustainability

Conceptual Framework: Earth, both in itself and within the larger context of the universe, can be seen as a set of complex unfolding processes and relationships in which we are embedded and on which we are dependent. In light of our enormous technical abilities and burgeoning population, it is especially important now to assess humanity's impact on and responsibility for the state of the planet. The environmental studies and sustainability concentration allows students to explore environmental issues from an interdisciplinary perspective, understanding that complex issues require a complex approach. The interdisciplinary aspect, for example, recognizes sustainability not just in terms of the planet but also in economic and social terms. Students regularly include experiential components in their studies, which ground the theory and

concepts they explore, allowing their insight to develop through direct contact with and observation of the natural world and interactions between humans and nature. Over the course of their studies, students will place what they have learned into a framework that is multifaceted, complex, and always supported by their own experience.

Core Knowledge: The environmental studies concentration is inherently interdisciplinary. It draws on the investigation of natural science through studies in the history, methods, theories, and current controversies in ecology, including knowledge of the ways that statistics and mathematics are used to describe natural processes. Also, students explore the relationship of humans to the natural world from historical and ethical perspectives, and investigate environmental issues and the implications of human actions using methods from the sciences and/or social sciences. Further, sustainability is conceptualized as going beyond sustainable environmental practices to include economic sustainability and social justice. Beyond this foundation, students may look at the natural world and environmental concerns through the lenses of literature, philosophy, applications such as technology and management, religion and spirituality, art, public policy, and the social sciences. Each of these perspectives suggests a different type of experiential component to enrich the study.

Representative Outcomes:
- Articulate how the natural and social sciences support an understanding of the earth and its inhabitants as in a constantly dynamic, responsive process.
- Analyze environmental issues involving individuals, human and natural communities, and institutions from different disciplinary perspectives.
- Evaluate ethical stances in relation to general or particular environmental concerns and discuss the reasons and justifications that support particular values.
- Demonstrate an understanding of how nature is studied and understood by people in different academic fields and cultures.

Self-Designed Concentration
Conceptual Framework: When students have interests and questions that cross the boundaries of academic disciplines yet do not fit easily into any of the other areas of concentration, they may work with an advisor to devise a self-designed concentration. Such a concentration may involve concepts, ideas and/or themes such as freedom, or focus more closely on areas that do not fit easily into other concentrations such as women's health, entrepreneurship, or studies for the ministry, which the student wants to understand through inquiry into two or more disciplines, such as literature, art, philosophy, economics, history, political science, mathematics and the natural sciences. In this case, the conceptual framework would necessarily involve understanding how the subject of inquiry is dealt with in each discipline, as well as knowledge of the disciplines themselves. Or the student's work may involve core knowledge from more than one area, such as environmental design, which would require deep understanding in both environmental studies and the arts; or business, which requires core knowledge in psychology, ethics, mathematics and policy. If a student feels that his/her most desired areas of inquiry do not fit within the delineated concentrations, she/he can work with the faculty to design and agree upon a self-designed concentration, with relevant core knowledge, methods and outcomes specified.

Core Knowledge: The core knowledge necessary for any particular thematic concentration would necessarily be specific to the theme the student has identified.

Representative Outcomes:
- Identify the relevant academic disciplines and articulate the relationships among those disciplines.
- Develop and use the skills necessary for investigation.
- Utilize the methods generally used in the core disciplines.
- Articulate his/her perspective and positions on issues of consequence within the area(s) of inquiry.

Note that students should indicate at least two areas of inquiry within the self-designed study so that these may be documented on the final transcript.

Dual Concentrations
Students may elect more than one concentration, and the official transcript will list each one. Each concentration must include 30 credits above the introductory level; for each concentration, only 15 of those credits may be transfer credits. Students must understand that their major is Liberal Studies.

Summary of B.A. with a Major in Liberal Studies Degree Requirements
- One major is offered: Liberal Studies. Upon successful completion of all requirements, the university awards the degree of Bachelor of Arts with a major in Liberal Studies.
- A minimum of 120 semester hours of credit are required for the award of the degree. Additional semester hours may be required to fulfill all degree requirements.
- Students that matriculated prior to July 1, 2014 must meet the B.A. program's seven criterion in liberal arts/general education degree requirements. Students that matriculated to the B.A. Liberal Studies major on or after July 1, 2014 follow the current B.A./B.S. general education requirements.
- Students must declare a concentration of 30 credits beyond introductory level of study and demonstrate how they are meeting concentration requirements.
- Up to 15 credits of the 30-credit concentration may be transferred from other accredited colleges and universities. A maximum of 84 credits may be transferred. At least 36 credits must be earned in the B.A. Liberal Studies program to qualify for the B.A. degree.
- Students must complete at least two 12-credit independent studies over their course of study in the B.A. program. (One independent study may be the culminating study.)
- The final 18 credits must be earned in the B.A. program. A 12-credit culminating study is required.

Culminating Study Overview
"Culminator" is the B.A. program term for a student in his/her final independent term of study. The culminating study refers to the academic work accomplished during a final term. The culminating study ordinarily grows out of the B.A. concentration. Students pursue in-depth study, demonstrating the skills expected of a college graduate by producing a written document that is presented in academic form, clearly written, logically organized, researched, and appropriately documented. To graduate, every B.A. student must complete a 12-credit culminating study (15-credit by permission only).

Total B.A. degree credit hour distribution: The 120 semester hours required for the Bachelor of Arts degree are distributed in the following *minimum* requirements:
- 36 semester hour liberal studies, major core requirements.
- 30 semester hours required in the concentration.
- 54 semester hours, electives.

The B.A. program is designed to be a complete baccalaureate program; all students must complete a minimum of 36 credits in the B.A. program.

Note: The B.A. program reserves the right to require any individual student whose skill levels, progress in the program, or progress toward meeting the degree criteria are not satisfactory to complete an additional term or terms in the program. Also, the B.A. program reserves the right to bar a student who is not academically prepared from doing a culminating, or final, study until adequate preparation has been demonstrated.

Liberal Arts/General Education Requirements: 36 Semester Hours for Liberal Studies Majors that matriculated prior to July 1, 2014.
Minimum requirements in criteria 1, 2, and 7 are expressed in credit hour equivalents, since they must be fulfilled through at least three terms of B.A. program enrollment. Criteria 3, 4, 5, and 6 may be fulfilled through various advanced standing options as well as through study in the B.A. program.
1. Four semester hour equivalents in academic and expository writing, general communication, college-level reading.
2. Four semester hour equivalents in critical and analytical thinking and problem solving as assessed through written and verbal communication.
3. Three credits in history; plus six credits in the social sciences.
4. Three credits in areas such as philosophy, religion, spirituality, ethics, social justice and law.
5. Three credits in literature and/or creative writing; plus three credits in one or more of the nonverbal arts such as painting, drawing, sculpture, music, dance, theater, photography, film, etc.
6. Three credits in courses focused on college-level quantitative reasoning, plus three credits in a science.
7. Four semester hour equivalents in active, responsible community and world citizenship.

Liberal Studies Major: Core Knowledge and Learning Outcomes
The B.A. program offers one major: Liberal Studies. In order to graduate, students must fulfill the following learning outcomes for the major:
> **Criterion 1:** The ability to write clear English prose, to speak effectively, and to read and understand material that does not require specialized vocabularies.
> **Criterion 2:** The ability to identify, analyze, and solve problems.
> **Criterion 3:** A knowledge of contemporary cultures and their foundations.
> **Criterion 4:** An awareness of ethical, moral, and spiritual concerns.
> **Criterion 5:** An appreciation of aesthetics.
> **Criterion 6:** An awareness of quantitative and scientific methodologies.
> **Criterion 7:** A commitment to active and positive participation in the world.

Students must also declare a concentration with 30 credits above the introductory level.

Liberal Studies majors that matriculated on or after July 1, 2014 follow the general education requirements for psychology majors in the B.A. degree program and the bachelor of science majors.

Bachelor of Arts Major in Psychology

With Optional Concentrations in Forensic Psychology, Holistic Psychology, or Addictions Studies

Minimum Credit in the Major - 48 Credit Hours

The online B.A. Psychology major is available to residents in California and all NC-SARA approved states, see the [online listing of NC-SARA states](#). Please note, the B.A. program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Students majoring in psychology will develop knowledge and skills preparing them for a variety of careers in the mental health and human services field at the baccalaureate level. In addition, the focus of this program offers ideal preparation for students interested in pursuing a career in clinical or counseling psychology requiring graduate level study. This preparation is accomplished by focusing on four domains of learning. Graduates of this major will be able to demonstrate:

1. Knowledge and comprehension of the major concepts, theoretical perspectives, and historical trends in the field and be able to apply psychological principles to behavioral problems.
2. Scientific reasoning and problem solving, including effective research methods.
3. Ethically and socially responsible behaviors relevant to psychology in increasingly diverse social contexts.
4. Psychology specific content and skills, including self-reflection, project management, and career preparation.

Students who choose the major in psychology may complete a general program or may elect one of three concentrations within the major as described below.

- Forensic Psychology (FPY): This concentration focuses on the interface between psychology and the law. It focuses on knowledge and skills integral to careers in the criminal justice system, law enforcement, and correctional psychology.
- Holistic Psychology (HPY): This concentration focuses on the interrelationships between health, psychology, and spirituality. It focuses on knowledge and skills needed to be successful in careers such as holistic health, counseling, and spiritual direction.
- Addiction Studies (ADDS): This concentration focuses on knowledge and skills specific to applied work in the addictions field. It focuses on topics such as theories of addiction, assessment, and therapeutic methods.

Learning Outcomes: Upon completion of the B.A. with a major in Psychology, students will be able to:

- Analyze key concepts, principles, and overarching themes in psychology.
- Describe and evaluate the impact of psychological factors on lifespan development.
- Consider multiple perspectives in psychology.
- Demonstrate psychology information literacy.
- Interpret basic psychological research.
- Evaluate psychological science and practice in light of professional ethical standards.

- Recognize values that support diversity and social justice.
- Integrate psychological content and skills in career and personal goals.
- Express self-reflection in relation to learning, career, and personal goals.

Students completing the major with a concentration in Forensic Psychology (FPY) will also be able to:
- Discuss the roles and responsibilities of a clinician working within the legal system.
- Evaluate key concepts regarding criminal behavior.
- Evaluate ethical conflicts within the addictions field and articulate ethical responses.

Students completing the major with a concentration in Holistic Psychology (HPY) will also be able to:
- Discuss the interaction of psychological, physical, and spiritual factors on health and wellness.
- Integrate contemplative and mindfulness techniques and describe approaches to teaching these techniques to others.

Students completing the major with a concentration in Addictions (ADDS) will also be able to:
- Discuss and evaluate theories and research regarding addictions etiology and treatment.
- Formulate socially and culturally responsive approaches to diverse populations.
- Evaluate ethical conflicts within the addictions field and articulate ethical responses.

Students in a concentration track will take electives within the concentration area.

Summary of B.A. with a Major in Psychology Degree Requirements
- Upon successful completion of all requirements, the university awards the degree of Bachelor of Arts with a major in Psychology.
- A minimum of 120 semester hours of credit are required for the award of the degree. Additional semester hours may be required to fulfill all degree requirements.
- Students must meet the B.S./B.A. general education requirements of 36 semester hours in the specified domains.
- A maximum of 90 credits may be transferred. At least 30 semester credits must be earned in UI&U sponsored courses.
- The major in psychology requires a minimum of 48 credits. Of these, 20 credits must come from upper level psychology courses. All students are required to complete 8 required core courses (24 credits) in the major. In addition, students will complete 24 credits (6-8 courses) in major electives. Of these a minimum of 3 courses will be PSY major electives. Please refer to chart of PSY major electives.
- A minimum grade of C is required in core courses in the major.
- The Capstone Portfolio will be taken at the end of the degree program.
- Students in a concentration track will take electives within the concentration area. A minimum of 3 courses (9-12 credits) is required to declare a concentration. Students may declare a concentration at any time prior to the capstone term, subject to course availability.

Core Courses in the Major (Required for all concentrations; three credit hours each-totaling 24 credits)
PSY 209   The Helping Relationship

PSY 229   Child Development: Contexts for Growth
PSY 230   Adult Development: Perspectives on Human Flourishing
PSY 235   Research Methods in Psychology
PSY 350   Personality Theories: Frameworks of Understanding in Psychology
PSY 351   Abnormal Psychology: Explorations through Film
PSY 352   Community Psychology: Cultural and Global Perspectives
PSY 499   Capstone Portfolio: Self-Assessment and Reflection on Learning (culminating graduation requirement)

The following general education courses are required for PSY majors:

GPSY 120   Essential Topics in Psychology (3 cr.)
(Satisfies general education credit in the Social Systems and Behavioral Science domain.)
GSTA 221   Statistics for the Professional (3 cr.)
(Satisfies general education credit in the Quantitative Reasoning domain.)

Students in a concentration track will select at least three electives from within their concentration area (see chart below). Most core courses in the major offer opportunities for individual learning projects. Students in a concentration area are encouraged to develop projects focused in their concentration area. Students in the general program may select electives from any of the concentrations.

Course	(GP) General Program – no concentration	(FPY) Forensic Psychology Concentration	(HPY) Holistic Psychology Concentration	(ADDS) Addictions Studies Concentration
Psychology and the Law PSY 314 (3 cr.)	GP	FPY		
Criminal Behavior PSY 353 (3 cr.)	GP	FPY		
Mindfulness Based Therapies PSY 440 (3 cr.)	GP		HPY	ADDS
Altruism, Empathy and Compassion PSY 441 (3 cr.)	GP		HPY	
Life Stories & Spiritual Development PSY 442 (3 cr.)	GP		HPY	ADDS
Alcohol and Drug Abuse Counseling PSY 354 (3 cr.)	GP	FPY		ADDS
Art Therapy: Theories and Methods PSY 355 (3 cr.)	GP		HPY	ADDS
Forensic Psychology PSY 356 (3 cr.)	GP	FPY		
Independent Study PSY 100,200,300,and/or 400	GP	FPY	HPY	ADDS

Counseling: Theories and Practice for the Skilled Helper PSY 443 (3 cr.)	**GP**	**FPY**	**HPY**	**ADDS**
Organizational Psychology PSY/ESM 402 (4 cr.)	**GP**			
Psychology of Women PSY 329 (3 cr.)	**GP**	**FPY**	**HPY**	**ADDS**
Social Psychology PSY 316 (3 cr.)	**GP**	**FPY**	**HPY**	**ADDS**
Gangs and Gang Subcultures CJM 330 (3+1 cr.)	**GP**	**FPY**		
Drugs in Society CJM 309 (3+1 cr.)	**GP**			**ADDS**
Forensic Science & Criminology FOR 315 (4 cr.)	**GP**	**FPY**		
Emerging Trends in Forensic Science FOR 320 (4 cr.)	**GP**	**FPY**		
Multicultural Issues in Child Development CHD 303 (4 cr.)	**GP**			
Adolescent Development CHD 308 (4 cr.)	**GP**			
The Exceptional Child CHD 304 (4 cr.)	**GP**			
Mood Disorders in the Perinatal Period MCH 380 (4 cr.)	**GP**			
Negotiation and Conflict Resolution LDR 410 (4 cr.)	**GP**			

*PSY (100, 200, 300, and/or 400) Independent Study may be taken up to two times with approval from the program chair. Students are encouraged to design independent studies within their concentration area.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include prior learning that meets program criteria for acceptance, general education courses (beyond those required by the program), courses offered through other majors, and individually designed courses developed by the student in consultation with a faculty member and submitted using the learning agreement form. All additional electives must be endorsed by the program chair and documented in the approved degree completion plan.

Culminating Graduation Requirement
PSY 499 Capstone Portfolio: Self-Assessment and Reflection on Learning is the capstone course and final culminating graduation requirement (CGR) of the psychology major. With the support and advice of faculty, students select and revise key artifacts from previous courses that reflect their achievement of the UI&U Learning Outcomes and Major Outcomes. A self-reflective process paper will accompany these materials and together they serve as the CGR for the

major. The portfolio and process paper challenges students to integrate and reflect on the knowledge and skills they gained through their studies to create a document that demonstrates their mastery of learning outcomes through the degree program. All CGR papers must meet specific quantitative and qualitative requirements as outlined by the program.

B.A. Dual Enrollment Opportunities:

Accelerated Bridge between B.A.-Psychology Major and Master of Arts-Clinical Mental Health and Counseling Program

This is an academic opportunity for students who excel in the Bachelor of Arts with a Major in Psychology (B.A.-PSY) program to accelerate their progress into the Master of Arts with a Major in Clinical Mental Health Counseling (MA-CMHC) degree.

Qualified students, pursuing the B.A. degree with a major in psychology, who have completed all general education requirements and core courses in the psychology major may begin coursework in the MA-CMHC during their final term required in the B.A. The semester credits earned in these masters-level courses (between 9 and 12 credits taken in the student's final B.A. term) may be applied to complete the degree requirements for the B.A.-PSY and be accepted as internal transfer credit toward the MA-CMHC degree program.

- Eligible students should apply for the Accelerated Bridge Option when at least 4 core courses in the psychology major have been completed and no more than 94 credits total have been earned.
- The student completes a "Student Proposal for Permission to Accelerate" form and requests two recommendations from faculty members. If the request is approved by the B.A.-Psychology program chair and the Associate Vice President for Academic Affairs , the student then completes an application to the MA-CMHC degree program for review.
- There is no application fee for the accelerated program.
- Students enrolled in the accelerated bridge program are considered to be on "provisional admission status" in the MA-CMHC program, pending the outcome of their graduate level coursework.
- Students enrolled in the accelerated program will be assigned an advisor by the MA-CMHC program.
- A minimum of 9 and a maximum of 12 accelerated bridge program M.A. graduate level credits earned in the student's final B.A. term will satisfy the B.A. degree requirements and may be counted towards the MA-CMHC degree.
- Tuition and fees for the M.A. credit classes, taken as an undergraduate student will be charged the undergraduate per credit hour rate.
- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid. Students in the final semester of the B.A. are considered undergraduates for federal financial aid purposes.
- The student must receive a grade of B or better in each masters-level course to transition in the M.A. program from provisional status to fully matriculated status and have these credits later applied to the MA-CMHC degree as internal transfer credit.
- For each masters-level course, the grade assigned will be entered on the B.A. transcript and be accepted to fulfill the student's final term of requirements for the B.A. degree.
- Students who earn a grade of less than B in these courses will have credits applied to the completion of their B.A. degree, but not to the MA-CMHC program.

- If a grade (B or better) is not earned in the masters-level courses, credits will be posted to the undergraduate transcript as long as the work was at least C level. The B.A. degree will thus be complete. No credits will be posted on the MA-CMHC transcript.
- Students who do not earn grades of B or better in the masters-level courses may re-apply for admission to the MA-CMHC program. If admitted, they must repeat any courses in which they did not receive a grade of at least a B.
- Students in the accelerated program must comply with all policies and procedures of the MA-CMHC program regarding drop/add deadlines, incompletes, and extensions as described in the University Catalog.
- The masters-level courses will be registered on the undergraduate transcript and will be identified as "Accelerated B.A./MA-CMHC Program." If admitted into the MA-CMHC program, these courses will be applied to the student's graduate M.A. transcript as internal transfer credit after the student's B.A. degree is awarded.

Accelerated Bridge between B.A.-Psychology Major and Master of Arts

(fully online Program)

This is an academic opportunity for students who excel in the Bachelor of Arts with a Major in Psychology (B.A.-PSY) program to accelerate their progress into the Master of Arts (M.A.-fully online) program.

Qualified students who have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative GPA or better may begin coursework in the M.A.-fully online program during their final undergraduate term. The semester credits earned in these masters-level courses (maximum of 6 credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the B.A.-PSY and be accepted as internal transfer credit toward the M.A.-fully online degree program.
- Eligible students should apply for the Accelerated Bridge Option after they have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative GPA or better.
- The student completes a "Student Proposal for Permission to Accelerate" form and requests two recommendations from faculty members. If the request is approved by the B.A.-Psychology program chair and the Associate Vice President for Academic Affairs, the student then completes an application to the M.A.-fully online degree program for review.
- There is no application fee for the accelerated program.
- Students enrolled in the accelerated bridge program are considered to be on "provisional admission status" in the M.A.-fully online program, pending the outcome of their graduate level coursework.
- Students are permitted to take the required courses offered in the first term of the M.A. program only, registering for 6 credits. These courses are: MAP 508 Elements of Scholarship (3 credits), and MAP 509 Research Methods (3 credits).
- Students enrolled in the accelerated program will remain with their undergraduate program advisor in the first 16-week term in the accelerated program (which is also their last undergraduate term in complete the bachelor's degree). Once fully matriculated into the M.A. program they will be assigned an M.A. advisor.
- Tuition and fees for the M.A. credit classes, taken as an undergraduate student will be charged the undergraduate per credit hour rate.

- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid. Students in the final semester of the B.A. are considered undergraduates for federal financial aid purposes.
- The student must receive a grade of B or better in each masters-level course to transition in the M.A. program from provisional status to fully matriculated status and have these credits later applied to the M.A. degree as internal transfer credit.
- For each masters-level course, the grade assigned will be entered on the B.A. transcript. Passing grades will be accepted to fulfill the student's final term of requirements for the B.A. degree.
- Students who earn a grade of less than B in these courses will have credits applied to the completion of their B.A. degree, but not to the M.A.-fully online program.
- If a grade of B or better is not earned in the masters-level courses, credits will be posted to the undergraduate transcript. With passing grades and all other degree requirements satisfied, the B.A. degree will thus be complete. No credits will be posted on the M.A. transcript.
- Students who do not earn grades of B or better in the masters-level courses may re-apply for admission to the M.A.-fully online program. If admitted, they must repeat any courses in which they did not receive a grade of at least a B.
- Students in the accelerated program must comply with all policies and procedures of the M.A.-fully online program regarding drop/add deadlines, incompletes and extensions, as described in the University Catalog.
- The masters-level courses will be registered on the undergraduate transcript and will be identified as "Accelerated B.A./M.A. Degree Program." If admitted into the M.A.-fully online program, these courses will be applied to the student's graduate M.A. transcript as internal transfer credit after the student's B.A. degree is awarded.

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Program Overview

Credits to Degree: Minimum 120 semester credit hours (academic year: 32 weeks, program length: 128 weeks)
Transfer Credits: Up to 90 semester hours
Calendar: an academic year is defined as two16-week terms.
Terms: Three 16-week terms and two eight-week sessions within each 16-week term are offered
Minimum Time to Degree: Eight months (two 16-week terms or four eight-week sessions)

The B.S. major in Child and Adolescent development is available only to residents of California.

B.S. homepage: http://www.myunion.edu/academics/bachelors-programs/.

Majors and Concentration Options
The Bachelor of Science degree is offered with the following majors and concentrations:
- Business Administration (not accepting new students to this major)
- Business Management (with optional concentrations in Business Administration, Hospitality Management, Human Resource Management, Marketing, Management Information Systems, or Sport Management)
- Child and Adolescent Development
- Criminal Justice Management with certificate options in Forensic Science Management and/or Homeland Security
- Early Childhood Studies (with optional concentrations in Early Childhood Administrator or Teacher as Practitioner)
- Elementary Education
- Emergency Services Management (with optional concentrations in Criminal Justice Management or Organizational Leadership) and/or an optional certificate in Homeland Security
- Exceptional Student Education (K-12)
- Leadership (not accepting new students in this major)
- Organizational Leadership
- Maternal Child Health: Human Lactation
- Secondary Education (required concentration in English, Sciences, Mathematics, or Social Science)
- Social Work

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-BS-DOC-Final.pdf

Bachelor of Science Program Mission and Values

The Bachelor of Science (B.S.) program offers its students a variety of majors in professional areas that draw on interests and career experiences of highly motivated adults wishing to complete their undergraduate degrees. Each professional area may, in turn, be explored in continued study at the graduate level. The B.S. program follows the mission, values, and principles as reflected in the mission statement approved by the Board of Trustees.

The degree emphasizes in its philosophy that it is student-centered; fosters increased depth and breadth of knowledge in the chosen major; includes discussions of the social impact and value of the student's work with evidence of responsibility of working toward the common good; fosters collaborative learning through its educational community of students and faculty; and recognizes the concept of lifelong learning.

Academic Advising

A new student, once admitted, is assigned a program advisor who provides support for enrollment and academic advising. Program advisors also work to resolve problems and concerns that impact the student's academic program, process program changes, and assemble student files for final graduation review and approval. Program advisors guide, mentor, and counsel students on academic issues and career objectives from the beginning of their programs through graduation.

Meeting Degree Requirements

During the admission process, a preliminary review is conducted of prior transcripted learning to determine which courses or credits may be acceptable for transfer and are appropriate toward fulfilling degree requirements. Once the university receives an official transcript from all previously attended colleges and universities, plus any other official advanced placement documents, a final determination can be made concerning transfer of credit. A degree audit, which compares program degree requirements with previously earned credits, is prepared for each student. The degree audit specifies which major and general education requirements have been satisfied and identifies outstanding requirements. The student's program advisor assists with course planning and registration each term to ensure that degree requirements are met in a timely fashion.

Program Specific Licensure
The B.S. program may not meet professional licensure requirements in all jurisdictions. Accordingly, the student is strongly encouraged to become knowledgeable and proactive when it comes to professional licensure requirements in the jurisdictions where the person hopes to practice and work.

Students in Florida who have chosen one of the education majors and wish to apply for teacher certification are accepted as completing a program approved and licensed by the Florida Commission for Independent Education.

Social Work Licensure
The purpose of licensing and certification in social work is to assist the public through identification of standards for the safe professional practice of social work. Each jurisdiction defines by law what is required for each level of social work licensure (Association of Social Worker Boards). To qualify for licensure, students must pass the Bachelors Examination. In

most states, students will need to establish eligibility before registering for the social work licensing examination. Students are encouraged to contact their respective state board for applicable social work licensure and application requirements.

UI&U Social Work Major CSWE Accreditation Approved
CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet these standards. At its November 2014 meeting, the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) reviewed the UI&U social work program and awarded *initial accreditation* through October 2018. This accreditation is retroactive to fall 2011. Therefore, social work students who matriculated during fall of the 2011-2012 academic year and beyond will have graduated from an accredited social work program.

For information about social work licensure: Association of Social Work Boards.

Registration Policies and Procedures

At the time of registration, students must meet with their program advisors to ensure that course work is taken in proper academic sequence and follows the degree audit for degree completion requirements. Registration should take place as early as possible prior to the start of a term to ensure timely receipt of the syllabus, books, and other course materials. Students register prior to each term in CampusWeb through Web registration. Students must approve their online registration agreement form prior to selecting courses in Web registration. The registration agreement online form documents the student's agreement to the courses and credits to be selected for a term, the acceptance of financial liability for tuition and fee obligations, and indicates consent that submitted course work may be periodically checked by plagiarism detection software.

Registration Agreement:
A student's registration for courses/credits with Union Institute & University (UI&U) is contingent upon approving a registration agreement. After a student approves the registration agreement, program advisors must review and approve their advisees course/credit hour selections before the registration becomes official. Students with a past due student account balance must obtain financial clearance from the Business Office before registering for a new term. Registrations must be filed by the published deadline in order to remain in the program. When Web registration closes, any registration changes need to be approved by the program advisor and submitted to the student's academic center office for processing.

Students also have the opportunity to explore areas of special interest within most majors through special topics courses (designated by the course numbers of 190/290/390/490) or individually designed independent studies (course numbers of 100/200/300/400). Special topics courses are designed by faculty members and are offered as elective credit on the course schedule. Independent study coursework is proposed through a learning agreement which contains all of the elements of a course syllabus. The individualized learning agreement is developed by the student in conjunction with the instructor. Assigned faculty must endorse the content of the learning agreement as appropriate to the directed study topic and degree program, and the Program Chair must approve the learning agreement before the student is eligible to register for the course.

Students must actually commence attendance and engagement in course work in order to establish eligibility for financial aid. Refer to the undergraduate attendance and engagement policy.

Course Add / Drop Policy

A student may add or drop a course in CampusWeb via Web registration until the last add date of an eight-week session. Before any registration changes occur, the student needs to consult with his/her program advisor and Financial Aid. Adds of individual courses are permitted up to the published add deadline date as stated in the academic calendar. Course drops may occur through the end of the term or session; however, the date of the change of registration will dictate any tuition refund. The drop/add dates on the academic calendar are for academic purposes only. All tuition adjustments for dropped or withdrawn courses are processed according to the Schedule of Adjustments. The schedule for adjustments is available on the university website at https://myunion.edu/future-students/funding-your-future/, and is enforced by the Business Office. Courses dropped after the drop/add deadline are assigned a W grade (for withdrawal) on the academic transcript. The effective date of a drop/add is either the date of postmark, email request, center call, or the date the written request arrives at the student's academic center or the Registrar's Office whichever is earliest. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop below full-time status (below 12 semester credit hours) and are receiving grants. Students who drop below half-time status (below six semester credit hours) should contact Financial Aid if they are receiving loans. All drop/add requests must be approved by the faculty member and the center executive director or his/her designee.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the semester in the following manner (see also tuition policies):
- If the number of semester credit hours added equals the number dropped there will be no change in tuition assessed.
- If the number of semester credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full semester/session.
- If the number of semester credit hours dropped is greater than the number added, tuition will be assessed for the difference based upon the following refund schedule.

Program Withdrawals

Withdrawal and Tuition Refund Policy
A withdrawal is considered to be a complete withdrawal from the university. The date of withdrawal is the earlier of:
- The date the student notifies the university; or
- The ending date of the previous term if the student fails to register for a new term/session; or
- The date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal can be written or verbal and sent directly to either the student's program office or communicated directly to the Registrar's Office. When a student withdraws from the university prior to the end of a term/session all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) on the student's

transcript. If the withdrawal is effective at the end of the term/session, the grade as supplied by the evaluating faculty for each course will be posted to the student's transcript.
A student who fails to notify Union Institute & University of withdrawal from the program is financially responsible for all tuition and fees charged for the complete term/session. Tuition is not prorated for coursework with earned academic credit. Refunds are determined by the effective date of a withdrawal. Tuition is adjusted when students withdraw completely from the program. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal per the Schedule of Refunds.

Schedule of Adjustments for Dropped Courses/ Program Withdrawal		
	Full 16-week Term	**Session**
Week One	100%	100%
Week Two	100%	50%
Week Three	75%	25%
Week Four	50%	0%
Week Five	25%	0%
Week Six and Thereafter	0%	0%

Academic Satisfactory Progress Review

Academic program chairs and program advisors review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress by maintaining at least a cumulative grade point average of 2.0 (2.50 for social work majors) will be put on academic probation. At the end of two consecutive 16-week terms on probation, students who have not achieved a cumulative grade point average of 2.0 (2.50 for social work majors) may be administratively withdrawn from the Bachelor of Science program. Enrollment in the Bachelor of Science program may be extended at the discretion of the program chair and Associate Vice President for Academic Affairs.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Requirements in the Major

In addition to the general education requirement, B.S. students must complete at least 48 credit hours of required and elective course work in the selected major, of which at least 20 credit

hours must be upper-level learning (generally identified as 300 and 400 level courses completed while enrolled at UI&U). Each major has identified both required and elective courses.

Culminating Graduation Requirements

As part of the required course work in each major, every student will complete a Culminating Graduation Requirement (CGR). The program chair of each B.S. major program has designated the most appropriate way for students to complete the CGR based on the learning outcomes of the respective major and mastery of knowledge acquired throughout the degree program. A capstone course identified as some of the B.S. major's CGR requirement has to be taken at UI&U as a B.S. degree-seeking student.

Undergraduate 3+1 Credit Hour Courses

The U.S. Department of Education and the Higher Learning Commission require member institutions to develop and administer a policy regarding UI&U's definition of a credit hour. It is important to UI&U that our courses provide a robust academic experience to our students. UI&U recognizes the need to demonstrate that four-credit hour courses have the appropriate rigor and experience. The undergraduate general education courses were restructured in 2014 to be offered as three (3) credit hours with an optional plus one (+1) co-requisite reading course. UI&U will expand the 3+1 course model in phases to the rest of the undergraduate majors still offering 4 credit hour courses. In Winter 2017, the 3+1 model was implemented in the Criminal Justice Management (CJM) 409 course. Effective for Fall 2017, all CJM courses are being offered in the 3+1 model.

In conjunction with a 3 credit hour course, there will be a required +1 credit hour reading course co-requisite that includes use of a selected book to provide the student with an opportunity to explore an in depth topic within the competencies of each co-requisite 3 credit hour course. This model also provides a broader context associated with University Outcome III (Ethical and Social Responsibility) or IV (Social and Global Perspectives).

Undergraduate majors that transition into the 3+1 course offerings will provide a one (1) credit hour reading course that:

- Serves as a co-requisite with a specific 3 credit hour course
- Aligns with University Outcomes III or IV.
- Designates a selected, faculty approved, book
- Assigns a minimum 1500 words writing assignment which includes prompts that align with university course outcomes and course competencies.

Students will register for a 3 credit hour course **and** the co-requisite 1 credit hour reading companion.

The 3 credit hour course may not be taken without the 1 credit reading. And, the 1 credit hour co-requisite cannot be taken without the 3 credit hour course. The 1 credit hour reading is purposefully designed to be supplemental to the 3 credit hour class.

Students are assigned two separate grades for the 3 credit class and the 1 credit hour class. The 3 credit hour class will be graded on a letter grade basis (A,B,C,D,U). The 1 credit hour class will be graded on a Satisfactory/Unsatisfactory (S/U) basis that does not contribute to the grade point average. If the major program requires that courses must be passed with a "C" grade or higher, and the student earns a "C" in the 3 credit hour class, but an Unsatisfactory/ "U" grade in the 1 credit hour co-requisite, the same 1 credit hour reading class cannot be repeated. The student will have satisfied the major's requirement, but will need to register for an

additional credit hour course (1 credit or more) to reach the required 120 credit hours to complete the degree.

Degree / Credit Hour Requirement Summary

A student must earn a minimum of 120 semester credit hours with a minimum 2.00 cumulative grade point average in the major and a 2.00 cumulative grade point average in the overall UI&U enrollment, in order to earn the Bachelor of Science degree. At least 30 semester credit hours must be courses taken while enrolled as a B.S. degree-seeking student at Union Institute & University. The maximum credit from all sources other than UI&U sponsored courses is 90 credits. At least 32 semester credit hours must be upper level, of which 20 semester credits must be at the upper level in the major, and taken at UI&U.

Degree Completion Summary

Major   **48 credit hour minimum**

General Education Domains   **36 credit hour minimum**
- College Writing (2 courses minimum) taken in sequence
- Quantitative Reasoning (1 course minimum)
- Civilization and Human Legacy (2 courses minimum – different disciplines)
- Creation and Criticism of the Arts (1 course minimum)
- Social Systems and Behavioral Sciences (2 courses minimum – different disciplines)
- Observation & Analysis of the Natural World (2 courses minimum–different disciplines)

Electives (not specific to the major or general education)   **no limit**

MINIMUM TOTAL   **120 semester credit hours**

General Education Requirements

Please see Undergraduate (B.A. & B.S.) General Education Requirements in Undergraduate Degree Programs section.

Major Descriptions

Business Program Mission Statement

Faculty and administrative staff in the Union Institute & University Business Program strive to disseminate business knowledge, share the application of academic history in current organizational settings, and encourage critical and creative thinking while contributing to the university mission of educating highly motivated adults.

Accelerated Bridge between B.S. with Majors in Business Programs, Criminal Justice Management, Emergency Services Management, and Organizational Leadership to the Master of Science in Organizational Leadership

This bridge program offers an academic option in which students who excel in a Bachelor of Science program with a Major in Business Administration, Business Management, Criminal Justice Management, Emergency Services Management, or Organizational Leadership may accelerate their progress into the Master of Science in Organizational Leadership (MSOL) program.

Qualified B.S. students who have achieved junior status (60 credits or more), and have completed at least 16 credits at UI&U, earning a 3.0 cumulative grade point average (GPA) or better may begin coursework in the MSOL during their final term of the B.S. program. A maximum of 12 credits may be taken in the student's final term in the B.S. program. The semester credits earned in these masters-level courses may be applied to the degree requirements for both the B.S. and the MSOL programs.

- Students can formally apply to the MSOL after they have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U earning a 3.0 GPA or better.
- To apply for the bridge option, a B.S. student must first request permission to apply from his/her B.S. program chair. This request includes the completion of a "Student Proposal for Permission to Accelerate" form (see program chair or program advisor) and written recommendations from two faculty members. If the program chair approves the request, she/he forwards the form to the associate vice president for academic affairs for final approval.
- There is no application fee for the accelerated program.
- After approval is obtained, the student completes an application to the MSOL program. The application and recommendations are submitted to the MSOL program chair. Accelerated applicants will not be required to supply further references and will automatically be granted an admission interview after they apply.
- The director of the MSOL program will sign the "Student Proposal for Permission to Accelerate" form and send it to the B.S. program chair, who will then send a copy to the registrar.
- A maximum of 12 accelerated program credits earned in the student's final B.S. term can be counted towards the MSOL degree.
- Students enrolled in the accelerated program are accepted on "Provisional Status" into the MSOL program, pending the outcome of their coursework. Students are permitted to take the required courses offered in the first term of the MSOL program only, registering

for 12 credits (two courses in Session I and two courses in Session II). These courses are: [7]

- o LDR501: Leading Complex Organizations: An Entrepreneurial Perspective
- o LDR502: Professional Ethics: Organizational Integrity in an Age of Globalization
- o LDR503: Managing Talent: Engaging a Diverse Distributed Workforce
- o LDR504: Organizational Development: Innovation, Change Management, and Design Thinking

- Students enrolled in the accelerated program will remain with their B.S. program advisor for the "bridge" first 16-week term, or 8-week session. Once the student's B.S. degree is completed and the student is fully matriculated into the MSOL program they will be assigned an MSOL advisor.
- Following successful completion of this first term coursework, a student's progress will be reviewed by faculty prior to the student being fully matriculated and permitted to begin courses in the next term. The student will be formally notified of his/her status by the director of the MSOL program or his/her designee. Acceptance into fully matriculated status is dependent upon:
  - o The student earning a grade of B or better in each of his/her first term courses
  - o Satisfactory completion of all B.S. degree requirements
  - o Interpersonal competence and professional demeanor

- Each masters-level course in which the student earns a grade of B or better may be applied to the degree requirements for both the B.S. and the MSOL programs. Masters-level courses taken in which the student earns a grade of less than B will be applied to the student's B.S. degree only, and the student will not be considered for matriculation to the MSOL program at this time. Students in the accelerated program will receive whole grades only (no plus/minuses).
- Students who do not earn grades of B or better in all masters-level courses may re-apply for admission to the MSOL program for the following term. If admitted, students must repeat any MSOL courses in which they did not receive a grade of B or better.
- Students in the accelerated program must comply with all policies and procedures of the MSOL program regarding incompletes and extensions, as described in the University Catalog.
- Students enrolled in the accelerated program who wish to lodge an academic appeal must follow the procedures contained in the University Catalog.
- The masters-level courses will be registered on the undergraduate transcript and will be identified as "Accelerated B.S./MSOL Program." If admitted into the MSOL program, these courses will be applied to the student's graduate transcript consistent with the program's transfer policy.
- Upon satisfactory completion of the coursework (grades of B or better are earned) the university registrar will note the completion of the B.S. degree on the undergraduate transcript and will issue a Bachelor of Science diploma. The masters-level classes will then be applied to the MSOL academic record as internal transfer credits.
- If a grade of B or better is not earned in the masters-level courses, credits will be posted to the undergraduate degree as long as the grade earned was at least a C. The B.S. degree will thus be complete. No credits will be posted to the MSOL degree.

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[7] If the sequence of courses is revised in the MSOL, accelerated students will take the first four courses offered in the first term of the first session in a 16 week term.

- Coursework and technology fees in the accelerated program will be billed at the undergraduate tuition rate.
- Drop and withdraw deadlines will follow the schedules set by the MSOL program.
- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid.
- Students in the final semester of the B.S. program are considered undergraduate students for federal financial aid purposes.

Bachelor of Science Major in Business Administration

Minimum Credit in the Major - 48 Credit Hours

(not accepting new students to this major)

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

The B.S. in Business Administration is designed to prepare students to be flexible, adaptable, and successful in pursuing careers in administration by stressing two key components that develop strong business acumen.
1. Skills: develop critical business skills in the important business functions of planning, organizing, leading, and controlling, as well as interpersonal communication, teamwork, critical thinking, and change management.
2. Theory: emphasize contemporary issues that promote a solid foundation in effective and efficient management principles, organization change and development practices, as well as social, ethical, and moral issues when evaluating and formulating business decisions, and business strategy and policy.

This major will use the case study method to address current and future issues in both domestic and international business operations, thereby establishing a solid foundation of effective and efficient business principles.

Upon successful completion of the curriculum in the Business Administration major, students will be able to:
- Compare and contrast leadership and management styles.
- Summarize the purposes of primary financial statements.
- Explain the functions of management.
- Compare and contrast the alternative views of ethics and social responsibility.
- Analyze the various models of decision making and business control processes.
- Evaluate how federal laws and regulations impact business decisions and shape economic policy.
- Explain resource allocation, comparative advantage, and the market system.
- Compare and contrast different methods of improving business processes using a variety of statistical approaches.

General Education Courses to be taken by Business Administration majors as part of the Undergraduate General Education Requirements (minimum 36 hours)

GECO 221   Government and Economics – Macroeconomics (3 cr.)
(satisfies general education requirements in the Social Systems & Behavioral Science domain)
GECO 222   The Impact of Personal Choices – Microeconomics (3 cr.)
(satisfies general education requirements in the Social Systems & Behavioral Science domain)
GMAT 115   College Algebra (3 cr.)
(satisfies general education requirements in the Quantitative Reasoning domain)
GSTA 221   Statistics for the Professional (3 cr.)
(satisfies general education requirements in the Quantitative Reasoning domain)

Core Courses in the Major (Required – four credits unless otherwise noted)
BUS 101   Introduction to Business
BUS 232   Business Law
           (Prerequisite: BUS 101)
STAT 324   Statistical Methods for Quality Improvement
           (Prerequisite: GSTA 221)
MGT 343   Operations Management
           (Prerequisite: GMAT 115 or GSTA 221)
ACC 235   Financial Accounting
           (Prerequisite: BUS 101)
ACC 236   Managerial Accounting
           (Prerequisites: BUS 101, ACC 235)
MGT 350   Management of Financial Resources
           (Prerequisite: BUS 101)
MGT 440   Social & Ethical Issues in Management
MGT 450   Strategic Management and Business Policy (Capstone Course) taken after all
           other core courses are completed.

**Electives in the Major: Students must complete a minimum of three additional courses
from electives to complete the B.S. in Business Administration major (four credits unless
otherwise noted).**
HRM 323   Human Resource Management
           (Prerequisites: BUS 101, HRM 316, and HRM 340)
MGT 425   Organizational Behavior and Culture
MGT 321   Principles of Management
           (Prerequisite: BUS 101)
MGT 344   Project Management
MGT 351   Management Mistakes and Successes (3 cr.)
MGT 434   Problem Solving in Organizations
MIS 330   e-Commerce Business Planning
           (Prerequisite: BUS 101)
MKT 321   Principles of Marketing
           (Prerequisite: BUS 101)
BUS 400   Business Independent Studies (1-4 cr.) may be taken one time with approval
           from the program chair.
BUS 490   Business Special Topics (1-4 cr.) may be taken one time with approval from the
           program chair.

Culminating Graduation Requirement
MGT 450 Strategic Management and Business Policy is the capstone course and final
culminating graduation requirement for the Business Administration major. MGT 450 cannot be
taken until all other core courses are completed. With the support and advice of faculty,

students choose a specific case study to examine in depth. Students review relevant research and write a paper using the UI&U outcomes, major outcomes, and course specific competencies that address the topic. The paper serves as the CGR for the major, challenging students to draw on theoretical and practical information gained from core and major elective courses to create a document that demonstrates their mastery of knowledge acquired through business administration curriculum.

Bachelor of Science Major in Business Management

Concentrations in Business Administration, Marketing, Hospitality Management, Human Resource Management, Management Information Systems, or Sport Management

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

Students majoring in Business Management will gain knowledge and develop critical thinking skills and creative and innovative problem solving abilities, preparing them for a variety of careers in business, management, government, and not-for-profit organizations. This personal and professional growth is achieved by focusing on three key management characteristics:

1. **Social Responsibility:** Assessing theory and contemporary best practices of social responsibility, which dovetails with UI&U's value of social justice and aligns with UI&U's learning outcome of ethical and social responsibility.

2. **Sustainability:** Assessing theory and contemporary best practices of sustainability, which is defined as meeting the needs of the present without compromising the ability of future generations to meet their own needs. This feature is ultimately holistic and ethical. It also includes the following five components: products or services that contribute to society, sound policies and practices to produce them, reasonable profit to ensure organizational vitality, a concern expressed for all stakeholders, and environmental practices that sustain the earth.

3. **Management Sense:** Cultivating a management sense for the profit, not-for-profit, and government sectors, by examining and evaluating cross-cultural and global environments in which successful organizations operate and thrive.

Students who choose the major in Business Management may complete a generalized program or may elect one of six concentrations within the major with specific focuses as described below.
- Business Administration (BUA): compare and contrast leadership and management styles; discuss purposes of financial statements; explain resources allocation, comparative advantage, and the market system.

- Hospitality Management (HPM): knowledge, skills, and concepts necessary for effective management in the hospitality industry including financial management and controls, legal issues, and contemporary management issues specific to the industry.
- Human Resource Management (HRM): recruitment, retention, training and development, the legal aspects of human resource management, and performance management.
- Management Information Systems (MIS): analyze the tools and techniques used in information management systems, operations software, and information technology quality control systems.
- Marketing (MKT): knowledge, skills, and concepts necessary for effective performance in various functional areas of marketing (e.g., product development and marketing management).
- Sport Management (SPM): Sport Management focuses on the administrative, legal, ethical, and financial aspects of the sports field.

Upon completion of the B.S. with a major in Business Management, students will be able to:
- Compare and contrast management and leadership theories, concepts, and practices in non-profit, for-profit, and government sectors.
- Analyze the impact that change has on organizational development, organizational culture, and employee behavior in cross-cultural and global environments.
- Analyze the interactions between diversity, social responsibility, and sustainability in ethical decision making.
- Evaluate financial management concepts and practices in non-profit, for-profit, and government sectors.
- Evaluate how strategic planning affects an organization's socially responsible and sustainability initiatives.

Students completing the major with a concentration in Business Administration (BUA) will be able to:
- compare and contrast leadership and management styles; discuss purposes of financial statements; explain resources allocation, comparative advantage, and the market system.

Students completing the major with a concentration in Hospitality Management (HPM) will be able to:
- Discuss and evaluate various HPM functions, such as hospitality industry operations, legal issues, financial management and controls, and contemporary management issues in the hospitality industry.

Students completing the major with a concentration in Human Resource Management (HRM) will be able to:
- Discuss and evaluate various HRM functions such as recruitment, selection, development, training, performance management, and compensation.

Students completing the major with a concentration in Management Information Systems (MIS) will be able to:

- Discuss and evaluate various MIS functions, such as software and hardware development and selection, effectively working information technology projects, and the management of technology resources.

Students completing the major with a concentration in Marketing (MKT) will be able to:

- Appraise the core functions of marketing, including marketing management, marketing strategy issues, and marketing research and analysis.
- Evaluate the decision-making tools used to generate competitive marketing strategies and competitive advantage in a global business environment.

Students completing the major with a concentration in Sport Management will be able to:

- Explain management and administration within the sport environment.
- Evaluate fiscal responsibility in the sport environment.
- Analyze legal and ethical issues related to sport management.

Core Courses in the Major (Required for all concentrations; four credit hours)

MGT 343   Operations Management
                  (Prerequisite: GMAT 115 or GSTA 221)
MGT 350   Management of Financial Resources
                  (Prerequisite: BUS 101)
MGT 420   Theory and Practice of Leadership
MGT 425   Organizational Behavior and Culture
MGT 440   Social and Ethical Issues in Management
MGT 450   Strategic Management and Business Policy (Capstone Course) taken after all other core courses are completed.

The following two economics courses are highly recommended:
(Both economics courses will satisfy the Social Systems and Behavioral Science general education requirement.)
GECO 221   Government and Economics – Macroeconomics (3 cr.)
GECO 222   The Impact of Personal Choices – Microeconomics (3 cr.).

The remaining courses in the major constitute elective courses for students who choose a generalized program or core courses for each of the four concentrations. Students who choose a generalized program are encouraged to select their elective courses from across the four concentrations.

MIS courses listed below have the following prerequisites:

MIS 330 has a prerequisite of BUS 101.

MIS 420 has a prerequisite of MIS 325.

MIS 422 has a prerequisite of MIS 325.

MKT courses listed below have the following prerequisites:

MKT 321 has a prerequisite of BUS 101.

MKT 380 has a prerequisite of MKT 321.

MKT 426 and MKT 430 have a prerequisite of MKT 380.

HRM courses listed below have the following prerequisites:

HRM 323 has a prerequisite of BUS 101, HRM 316, and HRM 340.

Course C = Core E = Elective	Generalized Program	HRM Concentration	MIS Concentration	MKT Concentration
ACC 235 Financial Accounting	E	E	E	E
ACC 236 Managerial Accounting	E	E	E	E
BUS 101 Introduction to Business	E	E	E	E
BUS 232 Business Law	E	E	E	E
HRM 316 Employee Selection and Staffing	E	C	E	E
HRM 323 Human Resource Management	E	C	E	E
HRM 340 Diversity in the Workplace	E	C	E	E
MIS 322 MGT of ORG and Technology	E	E	E	E
MIS 325 Systems Analysis and Design	E	E	C	E
MIS 326 Database MGT	E	E	E	E
MIS 327 Telecom Networking	E	E	E	E
MIS 328 Information Security	E	E	C	E
MIS 330 e-Commerce BUS Planning	E	E	E	E
MIS 420 Project MGT and Change	E	E	E	E
MIS 422 Managing Info Resources	E	E	C	E
MKT 321 Principles of Marketing	E	E	E	C
MKT 380 Marketing Analysis & Strategies	E	E	E	C
MKT 426 Global Marketing	E	E	E	C
MKT 430 Market Research	E	E	E	C
HPM 310 Hospitality Financial Management	E	E	E	E

Course				
HPM 315 HPM Legal Environment	E	E	E	E
HPM 415 HPM Contemp. Issues	E	E	E	E
MGT 434 Problem Solving in Organizations	E	E	E	E
*MGT 400 Independent Studies	E	E	E	E
*MGT 490 Special Topics	E	E	E	E
SPM 315 Sport Admin and Organizational Theory	E	E	E	E
SPM 320 Econ & Fiscal Responsibility in Sport Mgt	E	E	E	E
SPM 410 Law & Ethics in Sport Management	E	E	E	E

Course C = Core E = Elective	HPM Concentration	SPM Concentration	BUA Concentration
ACC 235 Financial Accounting	E	E	C
ACC 236 Managerial Accounting	E	E	C
BUS 101 Introduction to Business	E	E	C
BUS 232 Business Law	E	E	C
HRM 316 Employee Selection and Staffing	E	E	E
HRM 323 Human Resource Management	E	E	E
HRM 340 Diversity in the Workplace	E	E	E
MIS 322 MGT of ORG and Technology	E	E	E
MIS 325 Systems Analysis and Design	E	E	E
MIS 326 Database MGT	E	E	E
MIS 327 Telecom Networking	E	E	E
MIS 328 Information Security	E	E	E
MIS 330 e-Commerce BUS Planning	E	E	E

MIS 420 Project MGT and Change	**E**	**E**	**E**
MIS 422 Managing Info Resources	**E**	**E**	**E**
MKT 321 Principles of Marketing	**E**	**E**	**E**
MKT 380 Marketing Analysis & Strategies	**E**	**E**	**E**
MKT 426 Global Marketing	**E**	**E**	**E**
MKT 430 Market Research	**E**	**E**	**E**
HPM 310 Hospitality Financial Management	**C**	**E**	**E**
HPM 315 HPM Legal Environment	**C**	**E**	**E**
HPM 415 HPM Contemp. Issues	**C**	**E**	**E**
MGT 434 Problem Solving in Organizations	**E**	**E**	**E**
*MGT 400 Independent Studies	**E**	**E**	**E**
*MGT 490 Special Topics	**E**	**E**	**E**
SPM 315 Sport Admin and Organizational Theory	**E**	**C**	**E**
SPM 320 Econ & Fiscal Responsibility in Sport Mgt	**E**	**C**	**E**
SPM 410 Law & Ethics in Sport Management	**E**	**C**	**E**

*MGT Independent Studies 400-level may each be taken one time with approval from the program chair.
MGT Special Topics 490 may be taken one time with approval from the program chair.

Note: To earn a MIS concentration, students must take a minimum of three MIS core courses, plus one MIS elective course. Students transferring a Principles of Marketing course at the 200 level or higher have met the MKT 321 requirement.

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a program advisor and submitted using the learning agreement

form. All additional electives must be endorsed by the faculty/program advisor and the dean and documented in the approved degree completion plan prior to registration.

Culminating Graduation Requirement
MGT 450 Strategic Management and Business Policy is the capstone course and final culminating graduation requirement for the Business Management major. MGT 450 cannot be taken until all other core courses are completed. With the support and advice of faculty, students choose a specific case study to examine in depth. Students review relevant research and write a paper using the UI&U outcomes, major outcomes, and course specific competencies that address the case study. The paper serves as the CGR for the major, challenging students to draw on theoretical and practical information gained from core and major elective courses to create a document that demonstrates their mastery of knowledge acquired through the business management curriculum

Bachelor of Science Major in Child and Adolescent Development

Minimum Credit in the Major - 48 Credit Hours

This major is available to residents of California. only.

The major in Child and Adolescent Development encompasses all aspects of human growth from birth to adolescence. This major is designed to provide a comprehensive approach to working with children and families, preparing students for multiple roles and pathways. Courses integrate research, theory, and developmental domains in order to implement practices for professional excellence. This major prepares students to work successfully in a variety of health, human service, and education settings.

The major outcomes are a synthesis of (1) the Standards for Initial & Advanced Early Childhood Professional Preparation Programs from the National Association for the Education of Young Children and (2) the California Early Childhood Educator Competencies developed by the California Department of Education and First 5 California. The curriculum is also influenced by the National Standards for the Practice of Social Work with Adolescents (NASW).

This major prepares students to acquire the more advanced Child Development permit titles such as Master Teacher, Site Supervisor, and Program Director for the CA Commission on Teacher Credentialing. The purpose of this major is to cultivate professionals who serve in a variety of roles. These include, but are not limited to, teachers, curriculum specialists, program directors, educational or social service administrators, family child-care providers, parent educators, child advocates, undocumented youth workers, social services specialists, and graduate studies candidates.

Upon completion of the major in Child and Adolescent Development, graduates will be able to:
1. Promote Quality Child Development and Learning (NAEYC S1, NAEYC S4, CDE-CA1, CDE-CA3).
   - Integrate foundational knowledge of children's characteristics and needs, from birth through adolescence, with the multiple perspectives and theories on child development and learning.
   - Identify the critical factors that affect children's learning and development.

- Characterize positive relationships and supportive interactions as the foundation of working with children.
- Combine developmental knowledge and content knowledge to create healthy, respectful, supportive, and challenging learning environments.

2. Build Meaningful Curriculum and Experiences (NAEYC S5, CDE-CA5, CDE-CA7, CDE-CA8).
   - Identify essential content knowledge, tools, and resources required to support learning in each of the major disciplines: Language & Literacy, Art (Music, Dance, Drama, & Visual Arts), Mathematics, Science, Physical Education, Health & Safety, and Social Studies.
   - Develop a broad repertoire of developmentally appropriate teaching and learning approaches.
   - Analyze appropriate learning standards to design, implement, and evaluate developmentally meaningful and challenging curriculum for every child.
   - Prioritize strengths-based, positive outcomes for each child, including dual-language learners and children with special needs.

3. Build Family and Community Relationships (NAEYC S2, CDE-CA2, CDE-CA4).
   - Support family and community involvement in the child's development and learning.
   - Support and engage families and communities through respectful, reciprocal relationships.
   - Examine the diverse and complex characteristics of the family and community.

4. Observe, Document, and Assess To Support Children and Families (NAEYC S3, CDE-CA6).
   - Categorize the goals, benefits, and uses of assessment.
   - Use effective and appropriate assessment tools with a variety of documentation and data collection strategies.
   - Analyze assessment data in order to develop appropriate strengths-based goals, curriculum, and teaching strategies for each child.
   - Assess partnerships with families and colleagues to build effective learning environments.

5. Model Professional Conduct (NAEYC S6, CDE-CA10, CDE-CA11, CDE-CA12).
   - Identify ethical standards and professional guidelines.
   - Evaluate current social issues affecting children and families and prepare to engage in informed advocacy.
   - Develop a plan to engage in continuous, collaborative learning to inform practice.
   - Use technology effectively with children, peers, and as a professional resource.
   - Integrate knowledgeable, reflective, and critical perspectives in child development.

Core Courses in the Major (four credits each)
CHD 305   The Integration of Developmental Domains, Theory, and Practice
CHD 306   Transforming Learning Standards into Achievement
CHD 307   Constructing Reciprocal Relationships with Families and the Community
CHD 405   The Art and Science of Assessing Children and Families
CHD 406   Professional Practices

Electives in the Major (four credits each unless otherwise noted)
CHD 303   Multicultural Issues in Child Development
CHD 304   The Exceptional Child

CHD 308	Development of the Adolescent
CHD 401	Meaningful Math for Young Children
CHD 404	Learning Through Play
CHD 407	Cognitive Development of the Child and Adolescent
CHD 408	Administration and Supervision of Child Development Programs
CHD 412	Language Development of the Child
CHD 414	Working with Young Dual Language Learners
CHD 415	Sensory Development: Challenges & Opportunities in the Classroom (2 credits)
CHD 416	Positive Guidance for Young Children: Promoting Social and Emotional Growth (2 credits)
CHD 100/200 300/400	CHD Independent Studies (1-4 cr.). Each may be taken up to two times.
CHD 190/290 390/490	CHD Special Topics (1-4 cr.). Each may be taken up to two times.

Students in the CHAD major are also encouraged to take online electives in related majors with consultation of Program Advisor and Program Chair.
The Early Childhood Studies major (ECS) has several courses that can be exchanged for CHAD courses. Course available are:

- ECS 315 Multicultural Issues in Early Childhood Education (can exchange for CHD 303 Mulitcultural Issues in Child Development)
- ECS 320 Exceptional Child (can exchange for CHD 304 Exceptional Child)
- ECS 326 Early Language & Emergent Literacy in Early Childhood (can exchange for CHD 412 Language Development of the Child)
- ECS 408 Administration. & Supervision of Child Development Programs (can exchange for CHD 408 Administration and Supervision of the Child Development Programs)
- ECS 409 Guiding and Counseling the Child (can exchange for CHD 416 Positive Guidance for Young Children: Promoting Social and Emotional Growth)
- ECS 413 Observation, Assessment, and Evaluation of the Child (can exchange for CHD 405 The Art and Science of Assessing Children and Families)

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior and certified learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a program advisor and submitted using the learning agreement form. All additional electives must be endorsed by the major chair and the dean and documented in the approved degree audit prior to registration.

Culminating Graduation Requirement
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). The CGR requirement is to be met by satisfactory completion of a student portfolio that contains one designated artifact from each of the five core courses. Each artifact must receive a grade C or better. The portfolio is a collection of student work that demonstrates student achievement and synthesis of the university and major outcomes. The CGR is approved by the CHAD program chair for final approval.

Bachelor of Science Major in Criminal Justice Management

With Optional Certificates in Forensic Science Management or Homeland Security

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

In a university setting, criminal justice is the study of the system designed to detect, apprehend, detain, prosecute, adjudicate, and, potentially, incarcerate persons accused of a crime. The major in Criminal Justice Management prepares the student to become more competitive in the advancement to supervisory, management, and executive positions within the criminal justice system. This program is not designed for individuals seeking entry level employment in the criminal justice system. The program was designed by academicians in the field of criminal justice and by experienced criminal justice professionals. The course work uses the backdrop of contemporary issues to examine the historical, theoretical and practical aspects of management within and between the various dynamic parts of the criminal justice system. The major focuses on organizational and management responses to policies, programs, personnel, and technology. It is applicable to line personnel, supervisors, managers, and executives working within any part of the entire criminal justice system.

Upon completion of the major in Criminal Justice Management, students will be able to:
- Compare and contrast contemporary techniques for supervision, leadership, and administration within a criminal justice organization.
- Summarize and interpret how current issues in the field of criminal justice impact organizations, personnel, and other stakeholders.
- Interpret applied ethical theories in a contemporary environment.
- Analyze and critique criminal justice policy and service delivery from a management point-of-view.

Effective for Fall 2017, all CJM courses are being offered in the 3+1 model

In conjunction with a 3 credit hour course, there will be a required +1 credit hour reading co-requisite course that includes use of a selected book to provide the student with an opportunity to explore an in depth topic within the competencies of each co-requisite 3 credit hour course. This model also provides a broader context associated with University Outcome III (Ethical and Social Responsibility) or IV (Social and Global Perspectives).

Each CJM course will be offered as three (3) credits with a required one (1) credit hour reading course that:

- Serves as a co-requisite with a specific 3 credit hour course
- Aligns with University Outcomes III or IV.
- Designates a selected, faculty approved, book
- Assigns a 1500 words writing assignment which includes prompts that align with university course outcomes and course competencies.

Students will register for a 3 credit hour course **and** the added co-requisite 1 credit hour reading companion.

The 3 credit hour course may not be taken without the 1 credit reading. The 1 credit hour co-requisite cannot be taken without the 3 credit hour course. The 1 credit hour reading is purposefully designed to be supplemental to the 3 credit hour class.

Students are assigned two separate grades for the 3 credit class and the 1 credit hour class. The 3 credit hour class will be graded on a letter grade basis (A,B,C,D,U). The 1 credit hour class will be graded on a Satisfactory/Unsatisfactory (S/U) basis that does not contribute to the grade point average. If the major program requires that courses must be passed with a "C" grade or higher, and the student earns a "C" in the 3 credit hour class, but an Unsatisfactory/"U" grade in the 1 credit hour co-requisite, the same 1 credit hour reading class cannot be repeated. The student will have satisfied the major's requirement, but will need to register for an additional credit hour course (1 credit or more) to reach the required 120 credit hours to complete the degree.

Core Courses in the Major (offered as three + one (3+1) credits each)
CJM 303   Applied Ethics in Criminal Justice Management
CJM 306   Supervision in the Criminal Justice Field
CJM 307   Criminal Justice Management and Administration
OR
FOR 310   Forensic Science Management (4 cr.)(may substitute for CJM 307 in major core)
CJM 409   Contemporary Issues in Criminal Justice Management
CJM 410   Criminal Justice Management Information Systems

Major core course requirements, or an approved FOR 310 substitution in the core, are satisfied by a grade of C or higher.

Electives in the Major (CJM courses are offered as three + one (3+1) credits each unless otherwise noted)
CJM 302   Research and Management Analysis Techniques for Criminal Justice Managers
CJM 304   The Role of Criminal Justice in Terrorism
CJM 308   Management of Fatal Officer Involved Shootings (1 cr.)
CJM 309   Drugs in Society
CJM 315   Police Accountability and the Criminal Justice Manager (2 cr.)
CJM 316   Managing Mental Health Interagency Task Forces (1 cr.)
CJM 317   Human Sex Trafficking as a Global Phenomenon
CJM 320   Capital Punishment (2 cr.)
CJM 321   Criminological Theories
CJM 325   The Impact of Social Media on Criminal Justice Organizations (2 cr.)
CJM 330   Gangs and Gang Subcultures
CJM 331   Managing Regional Gang Task Forces
CJM 412   Fiscal Management for Criminal Justice Organizations
CJM 413   Critical Incident Management
CJM 415   Managing Elder Abuse Investigation and Prevention Programs (3 cr.)
FOR 310   Forensic Science Management (4 cr.)
FOR 315   Forensic Science and Criminology (4 cr.)
FOR 320   Emerging Trends in Forensic Science (4 cr.)
PSY 353   Criminal Behavior (3 cr.)
PSY 356   Forensic Psychology (3 cr.)

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include prior and certified learning that meets program criteria for acceptance. All

additional electives must be endorsed by the major's chair and the dean and documented in the approved degree plan prior to registration.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR).

Students will be required to complete the CGR by satisfactory completion of a student electronic portfolio that will consist of the assessment artifact which is a 10-page APA formatted research paper, from each of the five core courses. In addition, a present and future resume from the CJM 307 course will be included in the portfolio.

The portfolio is a collection of student papers that will demonstrate student learning and achievement of university, major, and course competencies and outcomes. Each artifact must receive a grade of C or better to meet the minimum requirement.

Certificate in Forensic Science Management

The Forensic Science Management certificate program is a response to recommendations by the International Association of Identification. Scientific advances and emerging technologies have revolutionized the forensics field. The civilianization of crime scene evidence collection has created a growth industry for non-sworn technicians assisting law enforcement investigators. This unique partnership freed up investigators to pursue other leads to locate possible suspects, while civilians collected and processed evidence using sophisticated techniques. The relationship has improved crime fighting and led to a genre of television shows introducing viewers to the fascinating field of forensics. The Certificate in Forensic Science Management will give the student an increased understanding of ethically supervising and managing forensic personnel while studying emerging issues impacting the industry. The certificate program is designed for the professional working in the forensic field.

Certificate Outcomes
- Summarize and interpret how current issues in the field of forensic science impact organizations, personnel, and other stakeholders.
- Analyze and critique criminal justice policy, specifically forensic science and service delivery from a management point of view.
- Compare and contrast the scientific methods used by forensic science professionals and their impact on the criminal justice system.
- Evaluate the impact of forensic science on the development of policing, public safety, and the community.

The Certificate in Forensic Science Management is a fully online course-based program consisting of three 4-credit hour courses within the Criminal Justice Management major or taken as a stand-alone non-degree certificate.

The minimum number of credits required to earn this certificate is 12 semester hours. Each course is eight weeks long and can be completed in one semester.

The certificate's three required courses are:
FOR 310   Forensic Science Management* (4 cr.)
FOR 315   Forensic Science and Criminology (4 cr.)

FOR 320   Emerging Trends in Forensic Science (4 cr.)

*Students who successfully complete FOR 310 may use it as a substitute for the Criminal Justice Management major core class, CJM 307: CJ Management and Administration with permission of the CJM Program Chair or Assistant Chair. No other core courses will be substituted or waived to earn the CJM major in the B.S. degree program.

Certificate in Homeland Security

A certificate in Homeland Security is available to Criminal Justice Management majors, Emergency Services Management majors, or as a stand-alone non-degree certificate. Refer to the certificate's description and requirements with the Emergency Services Management major and the Professional Studies and Continuing Education sections of this catalog.

Bachelor of Science Major in Early Childhood Studies

With Optional Concentrations in Early Childhood Administrator or Teacher as Practitioner

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of other states where UI&U is allowed to offer on-line programs. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program. The teacher as practitioner concentration does not grant certification, but provides a sound pedagogical foundation for students who wish to apply for teacher certification in their respective states.

> *"The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done."*
>
> Jean Piaget

The Bachelor of Science major in Early Childhood Studies is designed to provide a vehicle for professionals in the field "who are capable of doing new things…" (Piaget), and to directly apply their knowledge. The major promotes professionalism in the field of early care and education with the vision that education will significantly improve the development of our youngest children in society.

> *"Experts tell us that 90 percent of all brain development occurs by the age of five. If we don't begin thinking about education in the early years, our children are at risk of falling behind by the time they start kindergarten."*
>
> Robert. L. Ehrlich

The importance of educating our young children cannot be overstated for both the present and the future. This program will be of interest to individuals who wish to pursue a career related to working with young children from birth through age eight, their families, and their communities. The major is intended to strengthen skills, increase understanding, and broaden attitudes of our students in their work with children and families.

Because there are varied professional paths and opportunities in this field, we have developed separate areas of specialization called concentrations. Students may choose to take courses within concentrations that focus on Early Childhood Administrator or Teacher as Practitioner. It is important to note that the teacher concentration does not grant certification, but provides a sound pedagogical foundation for students who wish to apply for teacher certification in their respective states. Students may select from any of the electives or courses within the concentrations as long as their total credits meet the degree requirement.

Graduates of this major will also be expected to understand and apply the standards that serve as the foundation of the early childhood profession. The Early Childhood Studies major competencies are aligned and guided by the NAEYC academic standards:
1. Promoting Child Development and Learning:
   - Apply knowledge of young children's development and needs from birth to age 8 to create healthy, respectful, supportive, engaging, and challenging learning environments.
   - Identify the multiple influences on development and learning.
2. Building Family and Community Relationships:
   - Identify ethical practices in engaging diverse families and communities through respectful, reciprocal relationships.
3. Observing, Documenting, and Assessing to Support Young Children & Families:
   - Select and apply developmentally, culturally, and linguistically appropriate formal and informal modes of individual assessment.
   - Use (select, interpret, apply) assessment data for planning for individual children, groups and programs.
4. Connecting with Children and Families:
   - Identify a broad repertoire of developmentally appropriate instructional strategies and tools to promote positive outcomes for each and every child.
5. Using Content Knowledge to Build Meaningful Curriculum:
   - Design developmentally appropriate curriculum across content areas including academic subjects and environment settings.
6. Becoming a Professional:
   - Engage in and advocate for the early childhood professional community for the purpose of continuous learning and improvement.
   - Understand ethical standards and professional guidelines informing practice as an early childhood practitioner.

Prerequisite
The ECS major requires a foundation course in child growth and development. Students may transfer in a completed Foundations of Early Childhood or equivalent course, or may have attained an associate's degree in Early Childhood, or have achieved the national Child Development Associate credential (CDA) or equivalent. For students who need the foundation course, UI&U offers the following course:

ECS 230   Foundations of Child Growth & Development (Variable 3 or 4 cr.)

Core Courses in the Major (four credits each unless otherwise noted)
ECS 310   Professional Ethics for Early Childhood Studies
ECS 320   Exceptional Child
ECS 406   Curriculum Development for Early Childhood Programs
ECS 409   Guiding & Counseling the Child

ECS 413   Observation, Assessment, and Evaluation of the Child

Electives in the Major (four credits each unless otherwise noted)
ECS 280   Infant & Toddler Programming
ECS 308   Understanding Health and Safety Issues in Young Children
ECS 315   Multicultural Issues in Early Childhood Education
ECS 326   Early Language & Emergent Literacy in Early Childhood
ECS 330   Effective Mechanisms for working w/ Families, Communities, &
               Organizations
ECS 410   Working with Interdisciplinary Teams in the Early Childhood Setting
ECS 416   Legal & Financial Issues in Early Childhood
ECS 419   Reading in the Early Childhood Classroom
ECS/EDU 450 Practicum in an Early Childhood Setting (1- 4 cr.) These courses are repeatable,
but a student cannot register for more than a total of 4 credits.

Early Childhood Administrator Concentration
Prerequisite: All ECS core course requirements must be met prior to starting the Early
Childhood Administrator concentration.
This concentration may assist the graduates of the program with the requisite courses needed
to apply for the director's credential and/or to work as a director in an early learning program.
ECS 408   Administration & Supervision of Child Development Programs
ECS 415   Administrative Leadership in Early Childhood Programs
ECS 416   Legal & Financial Issues in Early Childhood may substitute for one of the
Administration courses in this concentration; however, prior approval of the Program Chair is
required.
ECS 430   Multicultural Education and Administration

**Teacher as Practitioner Concentration (all courses are variable 3 or 4 cr. however,
because the number of credits exceeds requirements, recommend taking EDU courses at
3 credits.**
This degree program does not result in the granting of teacher certification or licensure.
However, the degree potentially provides the graduate with many of the requisite courses
needed to apply for teacher certification, should they choose that pathway.
(Program Note: Teacher certification may be known as licensure or credentialing in other
states.)
EDU 317   Psychological & Sociological Foundations of Education
EDU 331   Foundations & Practices in Teaching Reading
EDU 334   Educational Assessment
EDU 330   Classroom Management
EDU 335   Effective Instructional Practices
Optional Elective Courses in Teacher as Practitioner concentration
EDU 308   Recognition & Diagnosis of Reading Problems (3-4 cr.)
EDU/ECS 450 Practicum in an Early Childhood Setting (1-4cr.)
EDU 335   Effective Instructional practices
NOTE: To be eligible for certification as a pre-K teacher in Florida, besides all of the core
courses, ECS students also need ECS 308, ECS 326, EDU 309, and EDU 325.

Students in the ECS major are also encouraged to take online electives in related majors with
consultation of Program Advisor and Program Chair.
The Child & Adolescent Development Major (CHAD) has several courses that can be
exchanged for ECS courses. Course available are:

- CHD 303 MultiCultural Issues in Child Development (can be exchanged for ECS 315 MultiCultural Issues in Early Childhood Education)
- CHD 304 The Exceptional Child (can be exchanged for ECS 320 Exceptional Child)
- CHD 405 Art & Science of Assessing Young Children (can be exchanged for ECS 413 Observation Assessment, and Evaluation of the Child)
- CHD 408 Administration & Supervision of Child Development Programs (can be exchanged for ECS 408 Administration & Supervision of Child Development Programs)
- CHD 412 Language Development of the Child (can be exchanged for ECS 326 Early Language & Emergent Literacy in Early Childhood)
- CHD 416 Positive Guidance for Young Children: Promoting Social and Emotional Growth (can be exchanged for ECS 409 Guiding & Counselling the Child)

Culminating Graduation Requirement
ECS 498   Capstone Portfolio in Early Childhood Education (4 cr.) Students pursuing the Teacher as Practitioner concentration may satisfy the CGR requirement by fulfilling the following courses:
- Student Teaching (12 credits total) which consists of
  o EDU 496 Student Teaching Seminar (3 cr.)
  o EDU 499 Capstone Learning Experience: Student Teaching (9 cr.)

OR
- Capstone Course (3 or 4 credits total) which consists of
  o EDU 497 Contemporary Perspectives on Classroom Organization (3-4 cr.)

Program Note: Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include:
- Prior learning that meets program criteria for acceptance.
- General education courses (beyond those required by the program), and courses offered through other majors.
- Following published syllabi, and/or individually designed courses developed by the student in consultation with the area of expertise faculty member, and submitted using the Learning Agreement form.

All additional electives must be endorsed by the program chair and documented in the approved degree audit prior to graduation.

Bachelor of Science Major in Elementary Education

Minimum Credit in the Major - 48 Credit Hours

This program is designed for individuals seeking to teach in the state of Florida. While students residing in other states may enroll, Union Institute & University cannot guarantee that the program will result in eligibility for teacher licensure in states other than Florida. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

The major in Elementary Education focuses on the theory and practice of learning and teaching at the elementary level and prepares individuals to teach in the elementary grades (K-6). The

curriculum builds upon foundational courses in education and comprises a series of professional core and methods courses. Professional preparation education course requirements typically involve fieldwork at local public school sites and student teaching in the senior term. This major also serves as an excellent foundation for students seeking to continue their professional development in education. It is important to note that the major does not grant certification, but provides a sound pedagogical foundation for students who wish to apply for teacher certification in their respective states.

Upon completion of the major in Elementary Education, students will be able to:
- Identify relevant skills needed to help all children learn to their fullest potential.
- Adapt teaching to a wide range of diverse students.
- Create positive learning environments.

Graduates of this major will meet the general standards for teachers established by the state of Florida.
- They will demonstrate mastery of the state's subject area specialization requirements in Language Arts, Reading and Writing, Mathematics, Social Science, Science and Technology, Music, Visual Arts, and Physical Education and Health.

Note: All education courses are variable credit for either three or four credits. A modified syllabus reflecting the 3-credit amount of work will be approved by the chair and provided to the student.

Foundations Courses in Education (3-4 credits each)
EDU 317   Psychological and Sociological Foundations of Education
EDU 330   Classroom Management
EDU 331*   Foundations and Practices in Teaching Reading
EDU 334   Educational Assessment
EDU 335   Effective Instructional Practices

Core Courses in the Major (3-4 credits each, total 30 credits)
EDU 307*   Sequential Developmental Skills and Concepts of Reading
EDU 308*   Recognition and Diagnosis of Reading Problems
EDU 309*   Methods and Materials to Improve Reading Performance
EDU 322   Content and Methods of Teaching Music in the Elementary School
EDU 323   Content and Methods of Teaching Art in the Elementary School
EDU 324   Content and Methods of Teaching Health and Physical Education in the
                Elementary School
EDU 325   Content and Methods of Teaching Mathematics in the Elementary School
EDU 326**   Content and Methods of Teaching Language Arts in Elementary School
EDU 327   Content and Methods of Teaching Science in the Elementary School
EDU 328   Content and Methods of Teaching Social Studies in the Elementary School

Electives (3-4 credits each unless otherwise noted)
EDU 498   Historical, Philosophical & Contemporary Issues in Sp. Ed.
EDU/ECS 450 Practicum in an Early Childhood Setting (1- 4 cr.) These courses are repeatable, but a student cannot register for more than a total of 4 credits.
ENG   335**   Children's Literature
EDU 100/200 EDU Independent Studies (1-4 cr.). Each may be taken up to two times.
     300/400

EDU 190/290 EDU Special Topics (1-4 cr.). Each may be taken up to two times.
  390/490

*In the Elementary Education Major, core courses EDU 307, 308, and 309 may substitute for EDU 331 Foundations and Practices in Teaching Reading.
** The Elementary Education elective ENG 335 Children's Literature may substitute for EDU 326.

Program Note: Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include:
- Prior learning that meets program criteria for acceptance.
- General education courses (beyond those required by the program), and courses offered through other majors.
- Following published syllabi, and/or individually designed courses developed by the student in consultation with the area of expertise faculty member, and submitted using the Learning Agreement form.

All additional electives must be endorsed by the program chair and the dean and documented in the approved degree audit prior to graduation.

Culminating Graduation Requirement
Students meet the capstone requirement for the Bachelor of Science major in Elementary Education by satisfactorily completing one of the following:
- ***Student Teaching (12 credits total) which consists of***
  EDU 496 Capstone Workshop: Student Teaching Seminar (3 cr.)
  EDU 499 Capstone Learning Experience: Student Teaching (9 cr.)
  OR
- ***Capstone Course (3-4 credits)***
  EDU 497 Contemporary Perspectives on Classroom Organization

Note: Upper-level prior learning examinations and certified learning credits are accepted by the state of Florida toward education major course requirements.

Bachelor of Science Major in Emergency Services Management

Optional Concentrations in
Criminal Justice Management or Organizational Leadership
With an optional Certificate in Homeland Security

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

The Emergency Services Management (ESM) major provides UI&U students with an innovative option to obtain a Bachelor of Science degree uniquely tailored to meet the administrative requirements of careers in a rapidly growing industry. The curriculum covers general organizational, administration, and management topics including administrative challenges,

legal and ethical issues, strategic plans, human resources, and productivity in a variety of emergency services organizations. Special focus will be on emergency and disaster preparedness, homeland security, and critical incident management. During the course of their studies, students will develop and strengthen the administrative capabilities and analytical skills crucial for implementation of appropriate and effective responses in federal, state, and local organizations and agencies before, during, and after emergencies and disasters.

Students who choose the major in Emergency Services Management may complete a generalized program or may choose either of the following two concentrations within the major (12 credit hours), with specific focuses as described below:
- **Criminal Justice Management (CJM):** management, administration, contemporary issues in criminal justice management, and policies and practical interaction among local, state, and federal government agencies in emergency situations.
- **Organizational Leadership (LDR):** assessing and building leadership capacity and theory and practice of leadership with special emphasis on leadership of change.

Upon completion of the Bachelor of Science program with a major in Emergency Services Management, graduates will be able to:
- Evaluate principles of supervision and management for emergency services organizations.
- Analyze current issues that affect first response organizations and their strategic operations.
- Create an effective strategic plan for emergency and disaster situations.
- Evaluate how the individual components of emergencies and disasters interplay along the entire crisis and disaster spectrum of the human experience (i.e., legal, economic, ethical, and human issues).
- Design a critical decision-making plan to respond appropriately to emergency and disaster situations and community resources in any crisis situation.

Core Courses in the Major (four credits unless otherwise noted)
ESM 320   Critical Incident Management and Response
ESM 401   Fiscal Management for Emergency Services Administrators
ESM 403   Emergency Services Administration
ESM 405   Legal, Economic, and Ethical Issues in Emergency Services
ESM 440   Homeland Security

Electives in the Major (four credits unless otherwise noted)
Electives in the major will come from electives in this major or other UI&U B.S. program, from credits transferred from another institution, from prior learning assessments and certified learning, or other acceptable advance credit options. Students will complete at least 28 credits in major electives.
ESM 321   Incident Command Systems (2 cr.)
                    (Prerequisite: ESM 320)
ESM/PSY 402 Organizational Psychology
ESM 406   Social Dimensions of Disaster
ESM 410   Contemporary Issues in Emergency Services Management
ESM 412   Natural Disasters and Defense Planning
ESM 422   Emergency Services Technology
ESM 442   Terrorism and Extremism
ESM 444   Weapons of Mass Destruction: Forms and History

ESM 100/200/ ESM Independent Studies (variable credit 1 - 4). Each may be
300/400   taken up to two times.
ESM 190/290/ ESM Special Topics (variable credit 1 - 4). Each may be taken
390/490   up to two times.

Concentration Required Courses – Criminal Justice Management (offered as three (3) credits, plus required one (1) credit co-requisite)
CJM 303   Applied Ethics in Criminal Justice Management
CJM 306   Supervision in the Criminal Justice Field
CJM 307   Criminal Justice Management and Administration

Concentration Required Courses – Organizational Leadership (four credits unless otherwise noted)
LDR 330   Leadership and Community
LDR 335   Leadership Development
LDR 410   Negotiation and Conflict Resolution

Culminating Graduation Requirement
As part of course work in the major, every student will complete a Culminating Graduation Requirement (CGR). The CGR requirement is to be met by the following.
- A research paper (the assessment artifact in one of the core courses – separate credit not awarded). The major research paper must be a minimum of 10 pages in length and written in APA or MLA format including the abstract. Students are encouraged to discuss their major topic with their instructor at the start of a term.
- Students work with their assigned instructor on the research paper which reflects their knowledge base of Emergency Services Management, their ability to evaluate current information and issues, and their ability to write critically and convincingly on a chosen topic.

Certificate in Homeland Security

The Certificate in Homeland Security program, a response to the attacks on the United States by transnational and domestic terrorists, has broadened the emphasis of emergency management, emergency services management, and public safety agencies. Emergency management professionals have a specialized base of knowledge and seek to expand this base for this relatively new hazard and threat. The Certificate in Homeland Security will give students an increased understanding of the resources at their disposal to respond to terrorist threats in their communities. This fully-online course based certificate program is designed for professionals working in the areas of public safety, security management, fire service, emergency management, criminal justice, and law enforcement, as well as managers in private and nonprofit corporations responsible for multiple aspects of supervising security programs.

Certificate Outcomes will result in student's ability to:
- Implement organization-specific processes to evaluate domestic security challenges that America faces.
- Assess the nature of homeland security functions and be able to integrate various functional realms, such as emergency management, law enforcement, and fire service.
- Design and implement plans and programs from the federal to the local level (as applicable) to reflect the various policy issues and organizational structures associated with homeland security.

- Determine how to access and disseminate information through multiple agencies in order to evaluate the risks of terrorist threats most likely to confront the nation.
- Apply a foundation of knowledge and skills to assume leadership responsibility in homeland security, public policy, law enforcement, criminal justice and to parts of emergency management.
- Apply decision-making and critical thinking skills in the realm of homeland security.

Total number of credits to complete the certificate program
Minimum number of credits required to earn the certificate is 12 semester hours. Students must pass the three required courses. Each course is eight weeks and can be completed in two to three eight-week sessions or in 16 to 24 weeks.

Homeland Security Certificate Required Courses – 12 semester hours
ESM 440   Homeland Security (4 cr.)
ESM 444   Weapons of Mass Destruction: Forms and History (4 cr.)
AND choose one of the following two courses:
ESM 442   Terrorism and Extremism (4 cr.)
OR
CJM 304   The Role of Criminal Justice in Terrorism (3 cr. + 1 cr.)

Certificate as Stand-Alone or Part of the Major
Students may take it as a stand-alone certificate or as part of major electives in the Criminal Justice Management and Emergency Services Management majors. In the Emergency Services Management major, one of the courses is a core course.

Students who complete the stand-alone certificate may choose to pursue the Criminal Justice Management or Emergency Services Management major and count all courses toward the major. The Homeland Security Certificate as a stand-alone certificate is not eligible for financial aid. The admission requirements as a stand-alone non-degree certificate are described with the Professional Studies and Continuing Education section of this catalog.

Bachelor of Science Major in Exceptional Student Education

(Grades K-12)

Minimum Credit in the Major - 48 Credit Hours

This program is designed for individuals seeking to teach in the state of Florida. While students residing in other states may enroll, Union Institute & University cannot guarantee that the program will result in eligibility for teacher licensure in states other than Florida. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

New Florida department regulations require graduates of Exceptional Student Education programs to be "highly qualified" in a second area of specialization. It is imperative that students understand this new requirement and work with their program advisor and program chair to insure compliance with the requirement.

The major in Exceptional Student Education (ESE) prepares students, in their role as special education teachers (K-12), to offer appropriate services to children with special learning needs and/or disabilities. The requirements and content of this major prepare students to teach in diverse and inclusive environments and serve children and their families in private, school, and institutional settings. Skills and competencies are aligned with those defined by the Florida Department of Education. It is important to note that the teacher concentration does not grant certification, but provides a sound pedagogical foundation for students who wish to apply for teacher certification in their respective states. Curriculum requirements address multiple methods of instruction to accommodate a broad range of student differences; implementation of a curriculum that enables collaboration with families and other professionals; an understanding of legal statutes and policies that affect families' access; and participation in several field experiences that serve as the foundation from which theories about child development, learning, and the curriculum are applied.

Upon completion of the major in Exceptional Student Education, students will be able to:
- Create a set of modifications to help students with disabilities learn and participate in a wide range of functional activities at home, school, work environment, and the community.
- Identify, assess, and prescribe programs for students with a wide range of disabilities.

Graduates in this major will meet the general standards for teachers established by the state of Florida:
- They will demonstrate mastery of the subject area specialization requirements for certification by the state including: foundations of ESE; assessment and evaluation; instructional practices; the transition process; design and implementation of a Positive Behavioral Support program; language and communication development; and teaching interpersonal interactions and participation skills.

Note: All education courses are variable credit and may be taken for either three or four credits. A modified syllabus reflecting the three-credit amount of work will be approved by the chair and provided to the student.

Professional Preparation Courses in Education (3 - 4 credits each)
EDU 317   Psychological and Sociological Foundations of Education
EDU 330   Classroom Management
EDU 331   Foundations and Practices in Teaching Reading (also serves as the reading requirement for ESE majors)
EDU 334   Educational Assessment
EDU 335   Effective Instructional Practices

Core Courses in the Major (3 - 4 credits each)
ESE 321   Foundations of Exceptional Student Education (Completion of this course is a prerequisite for all other courses having the ESE prefix.)
ESE 322   Assessment of Exceptional Students
ESE 327   Language Development and Learning
ESE 331   Educational Management of Exceptional Students
ESE 333   Teaching Personal and Social Skills to ESE
ESE 336   Individualized Education Plans: Planning and Implementing
ESE 337   Transition Planning
ESE 338   Family, School, and Community Collaboration
ESE 339   Instructional Practices in Special Education

Electives in the Major (3 - 4 credits each unless otherwise noted)
It is recommended that students take the Methods of Teaching courses in order to help meet new department regulations requiring graduates of Exceptional Student Education programs to be "highly qualified" in a second area of specialization. Students should work closely with their program advisor and program chair to insure compliance with this requirement.

EDU/ECS 450 Practicum in an Early Childhood Setting (1-4 cr.)
EDU 325   Methods of Teaching Math
EDU 327   Methods of Teaching Science
EDU 328   Methods of Teaching Social Science
ENG 335   Children's Literature
EDU 498   Historical, Philosophical & Contemporary Issues in Special Ed.
ESE 100/200 ESE Independent Studies (1-4 cr.). Each may be taken up to two times.
    300/400
ESE 190/290 ESE Special Topics (1-4 cr.). Each may be taken up to two times.
    390/490

Program Note: Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include:
- Prior learning that meets program criteria for acceptance.
- General education courses (beyond those required by the program), and courses offered through other majors.
- Following published syllabi, and/or individually designed courses developed by the student in consultation with the area of expertise faculty member, and submitted using the Learning Agreement form.

Note: Upper-level prior learning examinations and certified learning credits are accepted toward education major course requirements.

All additional electives must be endorsed by the program chair and the dean and documented in the approved degree plan prior to graduation.

Culminating Graduation Requirement:
As part of course work in the major, every student will complete a culminating graduation requirement (CGR). Students meet the capstone requirement for the Bachelor of Science major in Exceptional Student Education by satisfactorily completing one of the following:
- ***Student Teaching (12 credits total) which consists of***
  EDU 496 Capstone Workshop: Student Teaching Seminar (3 credits)
  EDU 499 Capstone Learning Experience: Student Teaching (9 credits)
  OR
- ***Capstone Course (3-4 credits)***
  EDU 497 Contemporary Perspectives on Classroom Organization

<u>*Bachelor of Science Major in Leadership*</u>

(The Leadership major is not open to new students starting in Fall 2017)

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

As an extension of the university mission, the major in Leadership will enable students to acquire and relate knowledge leading to the B.S. degree. It is a faculty-mentored/student-designed multidisciplinary major grounded in leadership studies and chosen career path. This track is designed to provide a pathway to degree completion for prospective students who are interested in the academic foundation of leadership.

Upon completion of the major in Leadership, graduates will be able to:
- Identify various concepts of change as they relate to leadership in the professional environment.
- Analyze a variety of concepts and theories of leadership within their own professional practice experiences.
- Discuss and evaluate effective management and leadership behaviors and their implications in professional practice.
- Describe the connections between ethics and leadership.
- Relate ethical principles to issues in their chosen practice.

Core Courses in the Major (four credits unless otherwise noted)
MGT 420   Theory and Practice of Leadership
MGT 425   Organizational Behavior and Culture
LDS 402   Ethics and Leadership
LDS 404   Leadership and Change
LDS 430   Global Perspectives in Leadership (Capstone Course)
           (Prerequisite: All LDS core courses must be completed)

Major Electives (four credits unless otherwise noted)
LDR 330   Leadership and Community
LDR 340   Nonprofit Leadership
LDR 410   Negotiation and Conflict Resolution
LDR 420   Strategic Planning for Leaders in Public and Nonprofit Organizations
LDS 400   LDS Independent Studies (1-4 cr.). May be taken one time with the approval of the program chair.
LDS 490   LDS Special Topics (1-4 cr.). May be taken one time with the approval of the program chair.
MGT 350   Management of Financial Resources
           (prerequisite: BUS 101)

Culminating Graduation Requirement
LDS 430 Global Perspectives in Leadership is the capstone course and final culminating graduation requirement for the Leadership major. With the support and advice of faculty, students choose a specific topic to examine in depth. Students review relevant research and write a paper using the UI&U outcomes, major outcomes and course specific outcomes that address the topic. The paper serves as the CGR for the major, challenging students to draw on theoretical and practical information gained to create a document that demonstrates their mastery of knowledge acquired through the entire degree program.

Bachelor of Science Major in Maternal Child Health: Human Lactation

With Optional Concentrations in Pathway 2 or Health Disparities and Childbearing

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

The Bachelor of Science major in Maternal Child Health: Human Lactation provides an evidence-based program for the lactation professional. Students come to this program as experienced lactation care providers or as novices entering the lactation field. Interdisciplinary scholar practitioners train students to be:
- Evidence-based, socially and culturally appropriate practitioners.
- Creative and critical thinkers with a global perspective.
- Lactation professionals with a solid grounding in global maternal child health equity issues so that they may work to reduce disparities of care.

In addition, graduates of the program are qualified to professionally counsel expectant mothers and mothers of infants and young children about best practice in infant feeding and care of the young infant, assist in the advancement of the field, and speak professionally to a variety of audiences including parents, health care professionals and workers in community, governmental, and non-profit agencies.

Upon completion of the Bachelor of Science in Maternal Child Health: Human Lactation, students will be able to:
- Apply the basic mechanics of language, oral expressions, and scholarly writing to topics in Maternal and Child Health (MCHL)
- Communicate with clients and members of the health care team in a professional, integrated, interdisciplinary, and culturally appropriate manner.
- Apply an evidence-based problem solving methodology to topics within the field of Maternal Child Health: Human Lactation.
- Analyze maternal child health issues involving individuals and communities.
- Generate new interpretations, questions, and plans within the field of MCHL.
- Create ethically and culturally appropriate individualized client-centered care plans.
- Apply the principles of biomedical ethics and social justice to MCH policies and practices.
- Evaluate national and global MCH issues in relation to one's own personal place in the global community.
- Analyze systems of power in relation to MCHL from social, economic, and political perspectives.

MCHL majors can have up to 90 credits of maximum transfer credit that can be accepted.

UI&U Core Courses in the Major
Students enrolled in this program must successfully complete all UI&U core (required) courses in the major, as follows:

MCH 150   Human Anatomy & Physiology (4 cr.) (or equivalent if accepted in transfer)
MCH 220   Foundations of Maternal Child Health (4 cr.)
MCH 223   Lifecycle Nutrition (4 cr.) (or equivalent if accepted in transfer)
MCH 322   Research and Evidence in Maternal Child Health (4 cr.)
                 (must be taken in term one or term two of enrollment.)
MCH 481   Politics and Social Justice in Maternal Child Health (4 cr.)
                 (Pre-requisites: MCH 150, MCH 220, MCH 223, MCH 322). MCH 481 is to be taken in student's final term, and only after having completed all other courses.

Major Core courses, or an approved substitute for MCH 150 and MCH 223, are considered satisfied by a grade of C or better.

Required Experiential Component
MCH 250   Pre-Internship Planning (2 cr.)
(Pre-requisite to MCH 460 Internship. Students who transfer to UI&U with the IBCLC certification will have the requirement of MCH 250 waived. Such students cannot choose to take MCH 250 as an elective)
MCH 460   Internship I in Maternal Child Health (2 cr.)
                 (Pre-requisites: MCH 220, MCH 250, MCH 322)
MCH 461   Internship II in Maternal Child Health (2 cr.)
                 (Pre-requisites: MCH 220, MCH 250, MCH 322, MCH 460)

OR
MCH 388   Applications in Maternal Child Health (2 cr.)
                 (Pre-requisites: MCH 220, 322)
OR

Holds an IBCLC certification

Practical courses are satisfied by a grade of C or higher.

Eligibility to Enter Internship
To enter into your Internship, students must submit an Internship application & Articulation Agreement at least two months prior to beginning the Internship.
Students must also meet the following criteria:
- Meet criteria for satisfactory academic progress (SAP) by the end of the term preceding enrollment in the Internship.
- Successfully complete all pre-requisite courses.
- Submit a signed Articulation Agreement for the internship location
- Maintain a grade point average of 2.00.
- Submit vaccine records.
- Submit criminal identification and investigations record checks.
- Submit proof of professional liability insurance coverage.
- Adhere to the Union Institute & University Policies Governing Student Conduct.

- Students are responsible for planning, securing, and completing the two 150-hour internship (300 hours total) in their own community

Internship Fee

Students taking the Pathway 2 concentration and entering the internships will be assessed a non-refundable, one time internship fee of $125 when enrolled in MCH 460.

Electives in the Major

GANT 220	Folklore in Childbirth (3cr.)
	(Satisfies general education credit requirements in the Social Systems and Behavioral Science domain.)
MCH 140	Medical Terminology (2 cr.)
MCH 323	Maternal-Infant Nutrition (4 cr.)
	(Pre-requisite: MCH 223.)
MCH 324	Skills and Strategies for Breastfeeding Problem Solving (4 cr.)
	(Pre-requisite: MCH 220.)
MCH 325	Social and Cultural Issues in Health Care (4 cr.)
MCH 327	Birth Outcomes: Joys and Sorrows (4 cr.)
MCH 328	Developing a Community Based Support System (4 cr.)
MCH 329	Perspectives in Professional Lactation Support (4 cr.)
	(Pre-requisites: MCH 220, MCH 322)
MCH 380	Mood Disorders in the Perinatal Period (4 cr.)
	(This course can be taken as an elective in the Bachelor's of Arts major in Psychology program.)
MCH 383	Assessment, Perceptions, and Assumptions in Maternal and Child Health (1 cr.)
MCH 429	Infant and Child Growth and Development (4 cr.)
MCH 450	Implementing the BFHI: Step Four (1 cr.)
	(Pre-requisites: MCH 220, MCH 322.)
MCH 452	Bio-Ethics in Maternal Child Health (4 cr.)
	(Pre-requisites: MCH 220, MCH 322.)
MCH 480	Power and Societal Inequities in Maternal and Child Health (2 cr.)
	(Pre-requisites: MCH 220, MCH 322., Optional +1 credit hour co-requisite reading option available –See Program Advisor.

Additional MCHL major electives from other UI&U majors are:

CHD 303	Multicultural Issues in Child Development (4 cr.)
ECS 280	Infant Toddler Programming (4 cr.)
ECS 320	Exceptional Child (4 cr.)
LDR 330	Leadership and Community (4 cr.)
LDR 340	Nonprofit Leadership (4 cr.)
PSY 209	The Helping Relationship (3 cr.)
PSY 440	Mindfulness Based Therapies (3 cr.)
PSY 441	Altruism, Empathy and Compassion (3 cr.)

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include prior learning that meets program criteria for acceptance and general

education courses (beyond those required by the program). All additional electives must be endorsed by the program chair and documented in the approved degree completion plan.

Students who choose the major in Maternal Child Health may complete a generalized program or may elect one of two concentrations within the major with specific focuses as described below.
- Pathway 2 (PW2): focus on completion of requirements needed for the IBLCE exam.
- Health Disparities and Childbearing (HDC): focus on the cultural aspects of childbearing and early young child feeding and analyzing these elements in the context of power and equity.

Students completing the major with a concentration in Health Disparities and Childbearing (HDC) will be able to:
- Analyze and explain the social and cultural aspects of childbearing and young child feeding.
- Examine critical concepts and emerging trends in health disparities.
- Explore how racism, power, inequities, and social structures impact the health of mothers and babies.

Course C=Core E=Elective	Generalized Program	PW2 Concentration	HDC Concentration
MCH 150	C	C	C
MCH 220	C	C	C
MCH 223	C	C	C
MCH 322	C	C	C
MCH 481	C	C	C
GBIO 225	E	C	E
GANT 220	E	E	C
GPSY 120	E	C	E
MCH 140	E	C	E
MCH 250 *	E	C	E
MCH 323	E	E	C
MCH 324	E	C	E
MCH 325	E	C	C
MCH 327	E	E	C
MCH 329	E	C	E
MCH 388+	C	E	C
MCH 429	E	C	E
MCH 460*	E	C	E
MCH 461*	E	C	E
MCH 480++	E	E	C
ECS 280	E	E	E
ECS 320	E	E	E
LDR 330	E	E	E
LDR 340	E	E	E
PSY 209	E	E	E
PSY 440	E	E	E

PSY 441	E	E	E
CHD 303	E	E	E

*Students with a Pathway 2 (PW2) concentration must complete this course for the Experiential Component.

+Students in the Generalized Program or with a Health Disparities and Childbearing (HDC) concentration must complete this course for the Experiential Component, unless the student is in the Generalized Program and holds an IBCLC certification, in which case, the IBCLC certification will substitute for MCH 388.

++MCH 480 has the following prerequisites: MCH 150, MCH 220, MCH 223, MCH 322.

There are additional requirements for the IBLCE exam which are not part of the degree. For exam requirements, see http://www.iblce.org/. It is the student's responsibility to be sure that all exam qualification and application requirements are met. Note that IBLCE updates these requirements periodically.

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The Bachelor of Science in Maternal Child Health: Human Lactation program at Union Institute & University has had a site visit for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

The Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
727.210.2350
mail@caahep.org

Culminating Graduation Requirement
The following course must be taken during the last term in the degree program:
MCH 481   Politics and Social Justice in Maternal Child Health (4 cr.)
                (Prerequisites: MCH 150, MCH 220, MCH 223, MCH 322) MCH 481 must be
                taken in the student's final term with the University
Culminating Graduation Requirement course is satisfied by a grade of C or higher.

Accelerated Bridge between BS-Maternal Child Health: Human Lactation and Master of Arts

(fully online program)

This is an academic opportunity for students who excel in the Bachelor of Science in Maternal Child Health: Human Lactation (MCHL) program to accelerate their progress into the Master of Arts (MA - fully online) program.

Qualified students, who have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative gpa or better may begin coursework in the MA-fully online program during their final undergraduate term. The semester credits earned in these Masters-level courses (maximum of 6 credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the BS-MCHL and be accepted as internal transfer credit toward the MA-fully online degree program.

- Eligible students should apply for the Accelerated Bridge Option after they have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative gpa or better.
- The student completes a "Student Proposal for Permission to Accelerate" form and requests two recommendations from faculty members. If the request is approved by the BS Maternal Child Health: Human Lactation Program Chair and the Associate Vice President for Academic Affairs, the student then completes an application to the MA-fully online degree program for review.
- There is no application fee for the accelerated program.
- Students enrolled in the accelerated bridge program are considered to be on "provisional admission status" in the MA-fully online program, pending the outcome of their graduate level coursework.
- Students are permitted to take the required courses offered in the first term of the MA program only, registering for 6 credits. These courses are: MAP 508 - Elements of Scholarship (3 credits), and MAP 509 - Research Methods (3 credits).
- Students enrolled in the accelerated program will remain with their undergraduate program advisor in the first 16 week term in the accelerated program (which is also their last undergraduate term in complete the bachelor's degree). Once fully matriculated into the MA program they will be assigned an MA advisor.
- Tuition and fees for the MA credit classes, taken as an undergraduate student will be charged the undergraduate per credit hour rate.
- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid. Students in the final semester of the B.S. are considered undergraduates for federal financial aid purposes.
- The student must receive a grade of B or better in each Masters-level course to transition in the M.A. program from provisional status to fully matriculated status and have these credits later applied to the MA degree as internal transfer credit.
- For each Masters-level course, the grade assigned will be entered on the B.S. transcript and be accepted to fulfill the student's final term of requirements for the B.S. degree.
- Students who earn a grade of less than B in these courses will have credits applied to the completion of their B.S. degree, but not to the MA- fully online program.
- If a grade (B or better) is not earned in the Masters-level courses, credits will be posted to the undergraduate transcript as long as the work was at least "C" level. The B.S. degree will thus be complete. No credits will be posted on the MA transcript.

- Students who do not earn grades of B or better in the Masters-level courses may re-apply for admission to the MA-fully online program. If admitted, they must repeat any courses in which they did not receive a grade of at least a B.
- Students in the accelerated program must comply with all policies and procedures of the MA-fully online program regarding drop/add deadlines, incompletes and extensions, as described in the University Catalog.
- The Masters-level courses will be registered on the undergraduate transcript and will be identified as "Accelerated BA/MA- Fully Online Program." If admitted into the MA-fully online program, these courses will be applied to the student's graduate MA transcript as internal transfer credit after the student's B.S. degree is awarded.

Bachelor of Science Major in Organizational Leadership

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

The primary goal of the Organizational Leadership major is to equip students with the skills and knowledge needed to become effective leaders in a variety of organizations and in the greater society. It is a multidisciplinary degree program grounded in the social sciences that provides graduates unique attributes for the emerging job market.

The organizational leadership degree examines leadership based on building relationships that affect the well-being of individuals and communities. The program aims to produce graduates who can think critically, provide diverse perspectives, solve problems, and implement creative solutions.

Upon successful completion of the curriculum in the Organizational Leadership major, students will be able to:
- Identify various concepts of change, problem solving, and decision making as they relate to leadership.
- Analyze and apply a variety of leadership concepts and theories.
- Evaluate leadership approaches in diverse, multi-cultural, and global environments.
- Examine ethical leadership as it relates to the leader-follower relationship and social responsibility.
- Examine leadership from social sciences and arts and humanities perspectives.

Core Courses in the Major (Required – four credits unless otherwise noted)

The major core courses are to be taken in sequential course numerical order as each course content builds upon the previous core course.
- LDR 335 Leadership Development
- LDR 345 Leadership: An Arts and Humanities Perspective
- LDR 402 Leadership and Ethics
- LDR 404 Leadership and Change
- LDR 430 Leadership: Global and Diverse Perspectives

- LDR 450 Leadership Capstone (To be taken in the students' final term of enrollment to complete the Organizational Leadership major requirements.)

In addition to completing core course requirements students may wish to pursue one of the following leadership tracks.

Conflict Resolution Track (4 credit hours each)
- LDR 410 Negotiation and Conflict Resolution
- PSY/ESM 402 Organizational Psychology

Not-for- Profit Track (4 credit hours each)
- LDR 340 Nonprofit Leadership
- LDR 420 Strategic Planning for Leaders in Public and Nonprofit Organizations

Strategic Planning Track (4 credit hours each)
- MGT 450 Strategic Management and Business Policy
- MGT 434 Problem Solving in Organizations

Elective Courses in the Major (four credits unless otherwise noted)
LDR 115   Leadership and Spirituality
LDR 330   Leadership and Community
LDR 340   Nonprofit Leadership
LDR 410   Negotiation and Conflict Resolution
LDR 420   Strategic Planning for Leaders in Public and Nonprofit Organizations
MGT 231   Principles of Supervision
MGT 425   Organizational Behavior and Culture
MGT 434   Problem Solving in Organizations
MGT 450   Strategic Management and Business Policy
PSY 316   Social Psychology (3 cr.)

Culminating Graduation Requirement
LDR 450 Organizational Leadership Capstone course is the final culminating graduation requirement for the Organizational Leadership major. Students will complete a field study or approved project designed to investigate and evaluate current trends in leadership and leadership research. Students will complete a thesis statement and annotated bibliography during the first eight-weeks and present their final research paper in seminar format to fellow classmates and the instructor during the second eight weeks of the course. LDR 450 is to be taken in the student's final term of enrollment to complete the Organizational Leadership major requirements.

Accelerated Bridge between B.S.-Organizational Leadership Major

and Master of Arts

(fully online Program)

This is an academic opportunity for students who excel in the Bachelor of Science with a Major in Organizational Leadership program to accelerate their progress into the Master of Arts (M.A.-fully online) program.

Qualified students who have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative GPA or better may begin coursework in the M.A.-fully online program during their final undergraduate term. The semester credits earned in these masters-level courses (maximum of 6 credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the B.S.-Organizational Leadership major and be accepted as internal transfer credit toward the M.A.-fully online degree program.

- Eligible students should apply for the Accelerated Bridge Option after they have achieved junior status (60 credits or more) and have completed at least 16 credits at UI&U with a 3.0 cumulative GPA or better.
- The student completes a "Student Proposal for Permission to Accelerate" form and requests two recommendations from faculty members. If the request is approved by the B.S.-Organizational Leadership program chair and the associate vice president for academic affairs, the student then completes an application to the M.A.-fully online degree program for review.
- There is no application fee for the accelerated program.
- Students enrolled in the accelerated bridge program are considered to be on "provisional admission status" in the M.A.-fully online program, pending the outcome of their graduate level coursework.
- Students are permitted to take the required courses offered in the first term of the M.A. program only, registering for 6 credits. These courses are: MAP 508 Elements of Scholarship (3 credits), and MAP 509 Research Methods (3 credits).
- Students enrolled in the accelerated program will remain with their undergraduate program advisor in the first 16-week term in the accelerated program (which is also their last undergraduate term in complete the bachelor's degree). Once fully matriculated into the M.A. program they will be assigned an M.A. advisor.
- Tuition and fees for the M.A. credit classes, taken as an undergraduate student will be charged the undergraduate per credit hour rate.
- Students enrolled in the accelerated program are eligible for Federal, State, and Institutional Aid per the rules, regulations, and guidelines governing the awarding of such aid. Students in the final semester of the B.S. are considered undergraduates for federal financial aid purposes.
- The student must receive a grade of B or better in each masters-level course to transition in the M.A. program from provisional status to fully matriculated status and have these credits later applied to the M.A. degree as internal transfer credit.
- For each masters-level course, the grade assigned will be entered on the B.S. transcript. Passing grades will be accepted to fulfill the student's final term of requirements for the B.S. degree.
- Students who earn a grade of less than B in these courses will have credits applied to the completion of their B.S. degree, but not to the M.A.-fully online program.
- If a grade of B or better is not earned in the masters-level courses, credits will be posted to the undergraduate transcript. With passing grades and all other degree requirements satisfied, the B.S. degree will thus be complete. No credits will be posted on the M.A. transcript.
- Students who do not earn grades of B or better in the masters-level courses may re-apply for admission to the M.A.-fully online program. If admitted, they must repeat any courses in which they did not receive a grade of at least a B.
- Students in the accelerated program must comply with all policies and procedures of the M.A.-fully online program regarding drop/add deadlines, incompletes and extensions, as described in the University Catalog.

- The masters-level courses will be registered on the undergraduate transcript and will be identified as "Accelerated B.S./M.A. Degree Program." If admitted into the M.A.-fully online program, these courses will be applied to the student's graduate M.A. transcript as internal transfer credit after the student's B.S. degree is awarded.

Bachelor of Science Major in Secondary Education

Concentrations in English, Mathematics, Science, or Social Science

Minimum Credit in the Major - 48 Credit Hours

The program is designed for individuals seeking to teach in the state of Florida. While students residing in other states may enroll, Union Institute & University cannot guarantee that the program will result in eligibility for teacher licensure in states other than Florida. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in the program.

The Bachelor of Science major in Secondary Education focuses on the theory and practice of learning and teaching at the secondary school level and prepares individuals to teach students in grades six through 12. The major is not a certification program but is designed to prepare students to meet the state requirements toward certification. Each area of study requires a minimum of 30 credit hours in the teaching field and at least 15 credit hours in educational foundations courses. Student teaching is the highly recommended capstone learning experience. Four concentrations (teaching areas) are available within this major:
- English
- Mathematics
- Science
- Social Science

Upon completion of the major in Secondary Education, graduates will be able to:
- Identify the skills needed to help adolescents learn to their fullest potential.
- Prepare content specific lessons adapted to a diverse student population.
- Design active learning experiences to foster independent learning.

Secondary English Concentration Learning Outcomes
Demonstrate proficiency in:
- The English language.
- Effective writing.
- Ability to use the reading process to help students construct meaning from a wide range of selections.
- Effective methods for teaching literature, integrating language arts, and writing.

Secondary Mathematics Concentration Learning Outcomes
Demonstrate proficiency in:
- An understanding of the nature of mathematics.
- The knowledge of diverse areas in mathematics such as algebra, analysis, and applied mathematics.
- The ability to use the methods of mathematics in problem solving.
- The use of appropriate technology to solve mathematical problems.

- Understanding the nature of proofs and its relationship to mathematics.
- Explaining the importance of mathematics to a literate society.
- Recognizing the connection between mathematics and other disciplines.

Secondary Science Concentration Learning Outcomes
Ability to articulate:
- Structure and behavior of matter.
- Energy and its effects.
- Space science.
- The process of life.
- The effects of physical and biological factors on the environment.

Demonstrate proficiency in:
- Proper management of classroom and laboratory equipment.
- Process skills and application of scientific inquiry.

Secondary Social Science Concentration Learning Outcomes
Ability to articulate:
- Understanding of the various social science content areas of geography, economics, political science, world history, and American history.

Demonstrate proficiency in:
- The methods of providing effective teaching.

Graduates in this major in Florida will meet the general standards for teachers established by the state of Florida.

Note: (All education courses may be taken for either three or four credits. A modified syllabus reflecting the four-credit amount of work will be provided.)

Foundations Courses in Education (3-4 credits each)
EDU 317	Psychological & Sociological Foundations of Education
EDU 330	Classroom Management
EDU 331	Foundations and Practices in Teaching Reading
EDU 334	Educational Assessment
EDU 335	Effective Instructional Practices

Culminating Graduation Requirement:
As part of the course work in the major, every student will complete a culminating graduation requirement (CGR). Students meet the capstone requirement for the Bachelor of Science major in Secondary Education by satisfactorily completing one of the following:
- **Student Teaching (12 credits total) which consists of**
  EDU 496 Capstone Foundations Workshop: Student Teaching Seminar (3 credits)
  EDU 499 Capstone (CGR) Learning Experience: Student Teaching (9 credits)
  OR
- **Capstone Course (3-4 credits)**
  EDU 497 Contemporary Perspectives on Classroom Organization

Required Courses in the Secondary Ed Concentrations
All Secondary Concentrations require a minimum of 30 credits. Some courses are required and others will be noted as required electives. All courses that are noted as satisfying general education, in addition to meeting concentration requirements, are 3 credit hours. All other

courses are variable credit 3-4 credits. Classes with a variable credit option have appropriate credit hour adjustments within the course syllabus.

Note: Upper-level prior learning examinations and certified learning credits are accepted by the state of Florida toward education major course requirements.

English	Mathematics	Science	Social Science
EDU 343 Methods of Teaching LA in Sec. Ed	EDU 337 Methods of Teaching Secondary Mathematics	EDU 341 Methods of Teaching Secondary Science	EDU 342 Methods of Teaching Secondary Social Science
GWRI 202 Writing in Your Field of Study (3 cr.) (Satisfies 2nd College Writing in General Ed. req.)	GMAT 115 College Algebra (3 cr.) Satisfies Quantitative Reasoning in General Ed. Req.)	GBIO 201 Biological Warfare: Weaponizing the Field of Biology (3 cr.) Satisfies the Observ. & Analysis of Natural World General Ed. Req.)	GECO 221 Govt. & Econ.-. Macroeconomics (3 cr.) **or** GECO 222 Impact Personal Choices- Microeconomics (3cr.) Either GECO satisfies the Social Systems/Behavioral Sci. General Ed. Req.)
ENG 380 Ad. English Grammar	GSTA 221 Statistics for the Professional (3 cr.) Satisfies Quantitative Reasoning in General Ed. Req.)	CHE 101 Intro to Chemistry	HIS 103 Western Civilization 1500-1815 **or** HIS 104 Western Civilization 1815 - Present
ENG 391 Oral Interpretation **or** SPE 201 Public Speaking	MAT 201 Calculus I **or** MAT 307 Business Calculus	GGEO 220 Geology of Natural Disasters (3 cr.) Satisfies the Observ. & Analysis of Natural World General Ed req.) (Fulfills geology area)	GEG 101 Introduction to Geography
ENG 424 Shakespeare and His Plays	MAT 202 Calculus II (Pre-req. MAT 201 or MAT 307)	GENV 205 From Garbage to Greenhouse Gases (3 cr.) Satisfies Observ. & Analysis of Natural World General Ed. Req.) Fulfills Physics area)	Any General Ed. Foundational American History accepted in transfer from another institution.
ENG 331 American Literature	MAT 205 Geometry	SCI 322 Oceanography	HIS 321 American History Federalist **or** HIST 322 American History Reconstruction
ENG 322 British Literature I	MAT 226 Trigonometry	PHS 301 Meteorology	POS 201 American Government

ENG 323 British Literature II	MAT 304 Linear Algebra	**May have the option of +1 coursework as Labs to any Science Course**	GPSY 120 Essential Topics in Psychology (3 cr.) **or** GSOC 101 Understanding our Social World (3 cr.) Either course satisfies the Social Systems/Behavioral Sci. General Ed. Req.)
Must Complete a minimum of two additional courses	**Must Complete a minimum of 2 additional Upper Level electives in the major**	**Must Complete a minimum of 3 additional electives in the major**	**Must Complete a minimum of 2 additional electives in the major**
ENG 345 The Short Story	MAT 306 Discrete Math	EDU 346 Curriculum Development. of Secondary Science	HIS 342 Latin Am Hist.
GLIT 230 Latino American Literature (3 cr.) (Satisfies Civilization & Human Legacy in General Ed req.)	STAT 321 Advanced Statistics & Probability	GBIO 225 Healthy to Ill & Vaccines to Epidemics (3 cr.) Satisfies Observation & Analysis of Natural World General Ed. Req.)	HIS 325 African History
GLIT 225 Intro to Modern Irish Literature (3 cr.) Satisfies Civilization & Human Legacy in General Ed req.)	MAT 305 History of Mathematics	PHI 301 Philosophy of Science	GANT 110 Who Are We: Intro to Anthropology (3 cr.) Satisfies the Social Systems/Behavioral Sci. General Ed. Req.)

Additional elective learning may be accepted when appropriate to the major. Acceptable elective learning may include: prior learning that meets program criteria for acceptance; general education courses (beyond those required by the program) and courses offered through other majors, following published syllabi; and/or individually designed courses developed by the student in consultation with a faculty advisor and submitted using the learning agreement form. All additional electives must be endorsed by the faculty advisor and the dean and documented in the approved degree audit prior to registration.

Bachelor of Science Major in Social Work

Minimum Credit in the Major - 48 Credit Hours

This program is available to residents in Ohio, California, Florida, and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow enrollment in this program.

Description
The Bachelor of Science with a major in Social Work is accredited by the Council on Social Work Education (CSWE). The degree prepares students for professional generalist practice with individuals, families, groups, communities, and organizations.

Guiding students to achieve the knowledge, values, and skills to perform generalist social work, the Bachelor of Science major in Social Work prepares students who demonstrate professional competence grounded in social work's ethical values — service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and social and economic justice.[8]

The two components of the curriculum — classroom and field — require knowledge about the theories and models related to human behavior and the social environment, social welfare policy analysis, multicultural social work, human diversity, social and economic justice, social work ethical standards, strengths-based practice, and research.

The major prepares students for generalist practice social work through personalized mentoring relationships and supervision with licensed, experienced social work faculty and community-based practitioners.

By participating in the social work field practicum, students acquire and apply real-world professional generalist training in settings such as social services, child welfare, health, youth and education, medical, mental health, addictions, long-term care, corrections, and juvenile justice.

Pre-social work and SOW majors will, in most cases, have 64 transfer credits accepted. This is because there are 56 credits required to fulfill the UI&U general education and pre-professional courses for the degree. There is flexibility in raising this number when a student has any of the four general education SOW prerequisites accepted as transfer credit, or the student attended a CSWE approved institution and completed acceptable SOW transfer courses as determined and approved by the director of undergraduate social work.

UI&U Social Work Major CSWE Accreditation
CSWE's Commission on Accreditation (COA) is responsible for developing accreditation standards that define competent preparation and ensuring that social work programs meet these standards. At its November 2014 meeting, the Council on Social Work Education's (CSWE) Commission on Accreditation (COA) reviewed the UI&U social work program and awarded *initial accreditation*. The baccalaureate social work program's **reaffirmation of accreditation** will be reviewed on the October 2019 Commission on Accreditation (COA) agenda.

This CSWE accreditation is retroactive to fall 2011. Therefore, social work students who matriculated during fall of the 2011-2012 academic year and beyond will have graduated from an CSWE-accredited social work program.

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[8] These six value elements reflect the National Association of Social Workers *Code of Ethics.* National Association of Social Workers (approved 1996, revised 1999). *Code of Ethics for Social Workers.* Washington, D.C.: NASW.

***Upon completion of the major in Social Work, students will be able to** demonstrate the integration and application of the following competencies:*

Competency 1: Demonstrate ethical and professional behavior.

Competency 2: Engage diversity and difference in practice.

Competency 3: Advance human rights and social, economic, and environmental justice.

Competency 4: Engage in practice-informed research and research-informed practice.

Competency 5: Engage in policy practice.

Competency 6: Engage with individuals, families, groups, organizations, and communities.

Competency 7: Assess individuals, families, groups, organizations, and communities.

Competency 8: Intervene with individuals, families, groups, organizations, and communities.

Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

Source: Council on Social Work Education (2015). 2015 Educational Policy and Accreditation Standards. Alexandria, VA: Commission on Educational Policy and the CSWE Commission on Accreditation

Core Courses in the Major (four credits unless otherwise noted)
SOW 101*   Introduction to Social Work
SOW 255*   Introduction to Social Welfare Policy
            (Prerequisite: GSOC 101 Understanding our Social World)
*SOW 101 and SOW 255 are pre-professional courses.
      Except for "pre-professional" social work credits earned at a regionally accredited Ohio public college, community college, or university participating in the State of Ohio articulated Transfer Assurance Guide (TAG), only transfer credits earned from undergraduate social work programs accredited by the Council of Social Work Education are accepted as applicable transfer credits for UI&U social work course requirements.

SOW 322   Human Behavior and the Social Environment I and II (16 weeks)
           (Prerequisites: GBIO 225 From Healthy to Ill and Vaccines to Epidemics, GPSY 120 Essential Topics of Psychology)
SOW 323   Generalist Practice I: Social Work Practice with Individuals
           (Prerequisite: GPSY 120 Essential Topics of Psychology)
SOW 324   Generalist Practice II: Social Work Practice with Families
           (Prerequisite: SOW 323)
SOW 345   Generalist Practice III: Social Work Practice: Communities and Organizations
           (Corequisite: SOW 324)
SOW 327   Ethical Issues in Social Work
SOW 329   Multicultural Issues in Social Work
SOW 370   Research Methods in Social Work I
           (Prerequisite: GSTA 221 Statistics for the Professional or STAT 324 Statistical Methods for Quality Improvement)

SOW 470   Research Methods in Social Work II
           (Prerequisite: SOW 370)
SOW 450   Social Welfare Policy Analysis

All core courses in the major are satisfied by a grade of C or higher.

Required General Education Courses for SOW majors
GBIO 225   GBIO 225 From Healthy to Ill and Vaccines to Epidemics (3 cr., prerequisite for SOW 322). The previous general education course BIO 221 Human Biology will be accepted as an equivalent substitution for SOW majors who matriculated prior to Winter 2015. Transfer credits earned from a regionally accredited institution of higher education in the areas of human anatomy and physiology will be accepted as equivalent substitution for pre-social work general education requirements.
GSTA 221   GSTA 221 Statistics for the Professional (3 cr.) or the non-general education course STAT 324 Statistics for Quality Improvement (4 cr., prerequisite for SOW 370). The previous general education course STAT 221 Statistics will be accepted as an equivalent substitution for SOW majors who matriculated prior to Winter 2015.
GPSY 120   Essential Topics of Psychology (3 cr., prerequisite for SOW 322, SOW 323). The previous general education course PSY 101 Introduction to Psychology will be accepted as an equivalent substitution for SOW majors who matriculated prior to Winter 2015.
GSOC 101   Understanding Our Social World (3 cr., prerequisite for SOW 425). The previous general education course SOC 101 Introduction to Sociology will be accepted as an equivalent substitution for SOW majors who matriculated prior to Winter 2015.

Electives in Social Work (four credits unless otherwise noted)
SOW 190   Special Topics (1-4 cr.)
SOW 490   Advanced Special Topics (1-4 cr.)

Electives in Social Work may be accepted when appropriate to the major. Acceptable elective learning may include special topics or independent study arranged by the student in consultation with a faculty advisor. All additional electives must be endorsed by the director of undergraduate social work and documented in the approved degree audit prior to registration. Additional electives may address specialized content such as domestic violence, childhood trauma and recovery, behavioral health case management, long-term care, motivational interviewing, clinical assessment, and social work professional writing.

The Union Institute & University Bachelor of Science Major in Social Work Program does not grant social work course credit for life experience or previous work experience.

Culminating Graduation Requirement (CGR)

Social Work Field Practicum
The student will demonstrate the core competencies through completion of a minimum of 400 hours of field education with concurrent enrollment in the SOW 489: Field Integrative Seminar. The field practicum complies with CSWE accreditation standards for baccalaureate programs and includes the following courses:
SOW 487   Social Work Field Practicum I (4 cr.)
SOW 488   Social Work Field Practicum II (4 cr.)
SOW 489   Social Work Field Integrative Seminar (4 cr. total)

The culminating graduation requirement is to be met by satisfactory completion of one of the following options:

- Students may complete the field practicum courses, SOW 487 and SOW 488, within a single semester (16 weeks), attend their field placement assignment for a minimum of 25 hours per week, and maintain concurrent enrollment in SOW 489 (4 cr.)
  OR
- Students may enroll in the field practicum courses during two consecutive semesters, participate in field placement for a minimum of 12.5 hours per week, and maintain concurrent enrollment in SOW 489 for two consecutive semesters.
- Students may enroll in SOW 489 Social Work Field Integrative Seminar once for 4 credits when completing the field practicum courses within a single semester; otherwise, students must enroll in SOW 489 for two credits each semester when completing the field practicum courses over two consecutive 16-week semesters.

All field practicum courses, including SOW 489, are satisfied by a grade of C or higher.

Eligibility to Enter Field Education
To enter field education, students must submit a field application and meet the following criteria:
- Meet criteria for satisfactory academic progress (SAP) by the end of the term preceding enrollment in the field practicum.
- Participate in an individual interview with the director of field education and the director of undergraduate social work.
- Successfully complete social work core courses.
- Maintain a grade point average of 2.50 in all social work courses.
- Adhere to the Union Institute & University Student Code of Conduct.
- Affirm intent to adhere to the National Association of Social Workers (NASW) Code of Ethics.
- Submit criminal identification and investigations record checks.
- Submit proof of professional liability insurance coverage.

Selection of Field Education Practicum Agencies
The Bachelor of Science Major in Social Work Field Education places students with qualified field settings that provide opportunities for students to demonstrate the core competencies for generalist social work practice.

Field placements are initiated and approved by the director of field education. While the program welcomes suggestions from students, only the director of field education establishes the initial agency contact and interview opportunity. Students are not permitted to initiate contact or communication with any agency for the purposes of arranging or negotiating a field practicum on behalf of the program or the university. In the event a student violates the procedures, the university reserves the right to decline any further consideration of the student's eligibility for the agency.

The program coordinates field agency placements that evidence compatibility with each student's level of experience, developmental attributes, career interests, cultural orientation, and values.

Field Practicum Evaluation
The director of field education (or faculty designee) retains accountability for assigning the final course grades for the field practicum courses. Satisfactory achievement as evidenced in the field evaluation and field instructor's (site supervisor) recommendation contributes 50% of the

final field practicum grade. The remainder 50% of each final course grade is based on the faculty evaluation of the additional course requirements, including written assignments.

Bachelor of Science Major in Social Work – Admission Process

Applicants seeking admission to the social work program are expected to evidence personal characteristics and professional conduct consistent with social work's professional ethics and standards.

Admission to the professional social work major requires a separate application. The admission process requires two steps:

Step 1: Prospective applicants who meet eligibility criteria for admission to the university will be admitted as pre-social work status. The pre-social work major status does not lead to a UI&U degree. Pre-social work majors must successfully complete the requirements for admission into the Social Work major or select another UI&U major which leads to an undergraduate degree. Students enrolled under the pre-social work status will be invited to apply for admission to the Bachelor of Science degree with a major in Social Work following successful completion in the pre-professional social work courses: SOW 101 Introduction to Social Work and SOW 255 Introduction to Social Welfare Policy. Provided approval by the director of undergraduate social work, pre-social work students may enroll in the two prerequisite SOW courses and one to two other SOW courses in the same session/term and be eligible for financial aid. Pre-social work students and social work majors are considered social work students and are under the auspices of the department of social work.

For pre-social work students who register for one to two other SOW courses prior to acceptance to the social work program, admission to the social work major remains subject to the social work admission committee review and approval of the application materials, including release of the criminal background report. There is no guarantee that students registering for additional SOW courses prior to acceptance to the program will be admitted to the professional social work major.

Step 2: Pre-social work students who demonstrate satisfactory academic progress will be invited to apply for admission to the social work major.

Admission Criteria
The UI&U Bachelor of Science Social Work Admission Committee will evaluate all applications for admission to the major. Pre-social work majors are expected to meet the following criteria:
- Demonstration of satisfactory academic progress (SAP) by the end of the term preceding application to the social work program.
- Completion of the 36-credit hour minimum general education requirement, including statistics and human biology.
- Completion of pre-professional social work courses (SOW 101 Introduction to Social Work and SOW 255 Introduction to Social Welfare Policy) with a grade of C or better.
- Documentation of an overall grade point average (GPA) of 2.50 or better.
- Ability to do college-level course work as demonstrated by prior transcripted course work from previously attended colleges or universities, or related experience.
- Evidence of college-level writing ability.

- Computer capabilities to access the required electronic communications services on a regular basis.
- Submission of the Criminal Background Statement.
- Submission of the Personal Awareness Memorandum of Understanding.
- Submission of the Pre-Employment Inquiry Release authorizing release of criminal background information.
- Demonstration of suitability for the responsibilities and social work value base as evidenced through submission of the Professional Interest Essay.

Application Process
Formal application to the social work program requires submission of a complete application packet. Application materials will be mailed to the student's home address at least 30 days prior to completion of the general education and pre-professional social work courses. Admission decisions will be conditional pending notice of satisfactory completion of all prerequisites. The admission application packet includes: Application Cover Sheet, Professional Interest Essay, Personal Awareness Statement, Pre-employment Inquiry Release, and the Criminal Background Statement.

As a condition of the field practicum, students will be required to submit a written authorization for release of criminal background screening (including fingerprints) and applicable reporting requirements for employment by agencies participating in the field education component of the program.

Application Submission
Application materials may be delivered in person, sent by mail, or faxed to the Social Work Admissions Committee, Union Institute & University, 440 East McMillan Street, Cincinnati, Ohio 45206. The Bachelor of Science Major in Social Work application packet includes: Application Cover Sheet, Personal Awareness Statement, Professional Interest Essay, Criminal Background Statement, and the Pre-Employment Inquiry Release Form. Students must confirm an availability to schedule a minimum of 12.5 hours per week to complete field education during two semesters in order to meet the culminating graduation requirements (CGR) leading to the Bachelor of Science Major in Social Work degree.

Social Work Admissions Committee Review
The UI&U Social Work Admissions Committee (comprised of the director of undergraduate social work, director of field education, and social work faculty advisor) has the responsibility to review student admission application packets for acceptance into the program. The committee meets quarterly and maintains responsibility for reviewing all applications for admission to the social work program. Incomplete application packets are placed on hold until all application materials are available. Applications are accepted on a rolling admissions basis as the Bachelor of Science operates on a 16-week term academic schedule. However, students are enrolled in the social work major course of study at the beginning of each of the university's fall, winter, and spring/summer semesters.

Procedures for Notifying Applicants of the Admission Decision
Upon completion of the social work admissions committee application review process and receipt of supplemental criminal background reports, the director of undergraduate social work will send a formal letter of acceptance or denial to the applicant within 10 business days following confirmation of the decision. Applicants who are denied admission to the program will

be immediately informed of options for meeting academic and career interests and referred to the admission department for consideration of alternative bachelor programs.

Applicant Interview

Applicants may be selected for a personal interview or teleconference at the discretion of the social work admissions committee. The applicant interview provides an opportunity for social work faculty to evaluate the student's suitability and qualifications for successfully engaging in the classroom and field components of the program. Any prospective social work major who expresses an interest in meeting with members of the UI&U Social Work Admissions Committee may request an interview.

Social Work Code of Ethics and Professional Conduct

The Bachelor of Science major in Social Work at Union Institute & University welcomes qualified applicants who represent the personal qualities and professional conduct consistent with social work's ethical principles and practice standards. As a condition of applying to the program as well as the social work field practicum, the program requires students to sign the Bachelor of Science major in Social Work *Memorandum of Understanding, Personal Awareness Statement* ensuring an on-going commitment to abide by the National Association of Social Workers *Code of Ethics* (approved 1996), Section 4.05 (a) and (b).

The failure to abide by, or to exhibit professional and ethical conduct in a manner consistent with the university's policies governing student conduct or the NASW *Code of Ethics* may result in a suspension or termination from the field practicum placement; and may be subject to procedural guidelines for a formal institutional-level review leading to administrative withdrawal from the program.

Social Work Licensure

To qualify for licensure, students must pass the Association of Social Worker Boards (ASWB) bachelor's social work licensing examination. Students must apply to their respective State Counselor, Social Worker and Marriage and Family Therapist Board for pre-approval to sit for the bachelor examination. For information about preparing to take the social work licensing examination contact:

Association of Social Work Boards: http://www.aswb.org.

Bachelor of Science Major in Social Work – Transfer of Credits Policy

The Bachelor of Science major in Social Work Program at Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its social work curriculum and degree requirements. Only transfer credits from undergraduate social work programs accredited by the Council on Social Work Education are accepted as applicable transfer credits for the social work course requirements except for "pre-professional" social work credits earned at a regionally accredited Ohio public college, community college, or university participating in the State of Ohio articulated Transfer Assurance Guide (TAG). The Bachelor of Science Major in Social Work program stipulates its transfer credit policy is approved and consistent with the Council of Social Work Education (CSWE) Educational and Policy Standards. The director of undergraduate social work recommends the acceptance and approval of eligible transfer credits applicable to the program's curriculum and degree requirements.

Students may be required to supply a written description to determine whether transfer course content is equivalent to a specified social work course at UI&U and to verify the

applicability to the degree program. The program stipulates conditions for acceptance of credits in transfer based on the evaluation of social work course equivalencies by social work faculty content experts. The Bachelor of Science (B.S.) program awards credit based on semester hours.

Credit Hour Requirements**:** A student must earn a minimum of 120 semester credit hours with a minimum 2.50 cumulative grade point average to fulfill the requirements leading to the Bachelor of Science degree. In order to fulfill the B.S. program's requirements for graduation, students must be enrolled in the program for a minimum of two 16-week terms (or four eight week sessions) and must earn at least 30 credit hours in residence through courses taken at UI&U. (For students interested in advanced study in the social work profession, a minimum 3.00 cumulative grade point average in the major is recommended). In addition to the 36 credit hour general education minimum requirement, social work majors complete 40 credit hours of core social work courses, 8 credit hours of pre-professional coursework in social work, and 12 credit hours of field education; at least 20 credit hours must be upper level courses. Students must enroll in the social work field education practicum coursework in residence through courses taken at UI&U.

Prior Transcripted Learning
Prior transcripted learning refers to credit applicable to the student's degree plan and accepted as advanced standing/transfer credit to Union Institute & University. Union Institute & University's academic programs have each determined transfer credit policies applicable to the program's curriculum and degree requirements.

Except for "pre-professional" social work credits earned at a regionally accredited Ohio public college, community college, or university participating in the State of Ohio articulated Transfer Assurance Guide (TAG), only transfer credits earned from undergraduate social work programs accredited by the Council of Social Work Education are accepted as applicable transfer credits for UI&U social work course requirements.

Credits for social work "pre-professional" course requirements will be considered eligible for transfer when they were earned through completion of college level courses, earned with a "C" grade of better, at a regionally accredited Ohio public college, community college, or university participating in the State of Ohio articulated Transfer Assurance Guide (TAG), and provided the cumulative grade-point average meets UI&U social work admissions criteria, including a 2.50 GPA or better for all previous college-level courses. https://www.ohiohighered.org/transfer/policy/appendices

The admission of students to Union Institute & University as Pre-Social Work/Undeclared candidates does not guarantee admission to the Bachelor of Science major in Social Work. Once admitted to the university, students must submit the formal application for admission to the social work professional major in accordance with the approved application process, procedures, and criteria for admission to the major.

The Bachelor of Science major in Social Work accepts credits in transfer as follows:
Eligible transfer course credits from CSWE-accredited undergraduate social work programs may be applicable to the core course requirements of the major.
Prior transcripted learning as transfer credits applicable to the general education and elective degree requirements of the academic plan except for "pre-professional" social work credits earned at a regionally accredited Ohio public college, community college, or university participating in the State of Ohio articulated Transfer Assurance Guide (TAG),

which may substitute for the one or both of the social work "pre-professional" course requirements.

Courses earning a grade of "D" from regionally accredited colleges and universities, may be accepted as general electives, but not applicable to the major's Social Work course requirements.

Prior transcripted learning includes academic credits earned at regionally accredited postsecondary institutions; American Council on Education (ACE) credit recommendations; credit recommendations resulting from passing scores on recognized college-level examinations; and credit recommendations from various articulation agreements as **applicable to the general education and elective degree requirements of the academic plan**.

Credit recommendations from social work program-specific articulated agreements as **applicable to the "pre-professional" degree requirements of the major**.

The social work program complies with UI&U policies stipulating the transfer of credits from the nationally accepted college level examination options as **applicable to the general education and elective degree requirements of the major academic plan** as described in the Degree Programs/Undergraduate Degree Programs of this University Catalog.

Undergraduate Course Descriptions

NOTE: **General education curriculum courses are listed with the course prefix beginning with "G" (for general education) found in this alphabetical list of course descriptions.**		
[Department PREFIX] #100/200/300/400	Independent Studies	(variable 1-4 credit hours)
Most B.S./B.A. majors provide independent study offerings. If offered by the major, independent studies may be taken up to two times. An independent study course may be proposed by the student in order to complete an in-depth study of a topic not covered by current course offerings. Independent Study is a formalized learning experience that is completed through a learning agreement, under the supervision of a university faculty member. Learning agreements must be proposed and approved by the faculty member in advance of registration. Students are limited to two (2) independent study courses per department prefix and course number. Refer to the specific major for the acceptance or not of independent studies.		
[Department Prefix] #190/290/390/490	Special Topics	(variable 1-4 credit hours)
Special Topics are individualized, special interest courses selected by the student, working with a faculty member. Most B.S. majors provide for special topics courses. Students are limited to one to two special topics courses per department prefix and course number. Refer to the specific major for the acceptance of special topics courses.		

ACC	235	Financial Accounting	4 credit hours
This is an introductory course on the accounting cycle with emphasis on the preparation and interpretation of primary financial documents including: income statement, balance sheet, and cash flow statements. The course focuses on procedures related to journalizing, posting, adjusting, closing accounting entries, and preparing financial statements. The course also explains how financial statements provide information on company performance and company valuation. **(Prerequisite: BUS 101)**			
ACC	236	Managerial Accounting	4 credit hours
The course focuses on the analysis and interpretation of accounting concepts and on the internal use of accounting information in the managerial decision-making process especially in planning and control operations. **(Prerequisites: BUS 101 & ACC 235)**			
BUS	101	Introduction to Business	4 credit hours
The course is directed toward the recognition and understanding of how businesses operate in both the United States and in global environments. It covers the basic aspects of opening a business, discusses the management techniques of leadership, motivation, and employee empowerment. The course also presents necessary business information on financial management, the forms of business ownership, and entrepreneurship. The basic concepts of human resource management, the ethical and social responsibility issues facing today's business manager, and the necessity of producing quality goods and services are discussed in detail.			
BUS	232	Business Law	4 credit hours
The course provides an overview of how federal, state, and local laws impact corporations, entrepreneurs, small businesses, and not-for-profit organizations. It focuses on the origin and nature of business law, the UCC, contracts, negotiable instruments, intellectual property, and computer law, as well as the legal definition of crimes and torts. **(Prerequisite: BUS 101)**			

CBC	110	Computer Basic Concepts	4 credit hours
The course introduces computer concepts. It emphasizes the use of email; the Internet, including social media websites/communities, forums and various search engines; and Microsoft Office business applications. Includes concepts of conducting research via the Internet, communicating gathered information and creating documents and presentations using business applications for inclusion within a Learning Management System. Students must provide their own software (Microsoft Office version 2010 for Windows or version 2011 for Mac) or may use the computer lab at any Union Institute & University center.			
CHD	303	Multicultural Issues in Child Development	4 credit hours
In this course, students will explore child development from a comparative perspective, considering race, gender, and disabling conditions as dimensions of diversity. Students will examine cross-cultural research and challenge the contemporary theories of child development and the implications for educational theory and practice. Students will examine cultural and family factors that shape and influence the contexts in which children develop. They will also participate in the development of multicultural curriculum activities, materials, and environments for children with a special emphasis on applying multicultural education principles to curriculum planning.			
CHD	304	The Exceptional Child	4 credit hours
This course covers an analysis of the wide spectrum of abilities and disabilities of the special needs child, as these needs range from education needs to parent and family needs. The course focuses on understanding the child and will integrate information on the specific needs of the person that include learning disabilities, emotional and behavioral disorders, communication disorders, hearing impairment, visual impairment, physical disabilities, and giftedness (often not thought of as a component to the area of special needs).			
CHD	305	The Integration of Developmental Domains, Theory, & Practice	4 credit hours
In this course, students will integrate their foundational knowledge of children's characteristics and needs, from birth through adolescence, with the multiple perspectives and theories on child development and learning. Students will analyze multifaceted perspectives on children and families in order to inform practice.			
CHD	306	Transforming Learning Standards into Achievement	4 credit hours
In this course, students will explore how to meet children's individual needs that reflect developmental knowledge, essential content knowledge, and local and state educational standards for learning. Students will create appropriate and challenging environments for children's academic and personal success.			
CHD	307	Constructing Reciprocal Relationships with Families and the Community	4 credit hours
In this course students will examine the importance of involving the family and the community in the child's development and learning. Students will learn how to support and engage families and communities through respectful, reciprocal relationships. An emphasis will be placed on embracing and valuing the diverse and complex characteristics of the family and community.			
CHD	308	Development of the Adolescent	4 credit hours
This course analyzes the biosocial, cognitive, psychosocial, and growth of the self that occurs during the phase of human development that is commonly referred to as adolescence. Students will investigate some definitions of puberty and a historical understanding of adolescence. Students will gain an understanding of the adolescents in their home, school, and			

social environment. A more comprehensive analysis of adolescent intellectual, brain, physical, and social development will be available that may help us explain the many stereotypes cast onto adolescent life. This course also investigates theories, scientific evidence, and personal insight. This course finally challenges misconceptions, misperceptions, misrepresentations, and the misreading of adolescent development, especially those relating to raising and living with adolescents and our relationships with them. In challenging our basic ideas and beliefs, we come to find the fictions inherent in them and more importantly come to a much different understanding of this time of human development.

CHD	401	Meaningful Math for Young Children	

The course focuses on early mathematical content and concepts that are relevant to young children during the first five years of life. The course is designed to teach students effective strategies to recognize and promote mathematical development and learning in all young children. Students will explore what mathematics looks like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's mathematical development.

CHD	404	Learning through Play	4 credit hours

In this course students will explore play as a primary context for children's learning. Students will discuss the intentional play process and the role of creativity in order to develop a broader repertoire of effective and intentional teaching strategies. Students will learn to create support for coaching children and assessing meaningful play.

CHD	405	The Art and Science of Assessing Children and Families	4 credit hours

In this course, students will analyze the goals, benefits, and uses of assessment. Students will learn how to use effective and appropriate assessment tools using a variety of documentation and data collection strategies. Students will implement assessment data to develop appropriate strengths-based goals, curriculum, and teaching strategies for each child. Additionally, students will explore the process of assessing partnerships with families and colleagues to build effective learning environments.

CHD	406	Professional Practices	4 credit hours

In this course, students will review ethical standards and professional guidelines for working with children and families. Students will learn the value of engaging in informed advocacy, as well as continuous, collaborative learning to inform practice. Students will review how to use technology effectively as a professional resource with children and peers. Students will experience the process of integrating knowledgeable, reflective, and critical perspectives in child development.

CHD	407	Cognitive Development of the Child and Adolescent	4 credit hours

This course is designed to support scientific study of children from conception to adolescence, including intellectual changes and processes that a child experiences and a focus on the development of thought, language, emotions, personality, and social relationships. The principles and theories that underlie child learning are also emphasized.

CHD	408	Administration and Supervision of Child Development Programs	4 credit hours

This course provides an overview of child development program operations, including legal and professional standards. Students will explore licensing and accreditation standards in relation to an existing child development center. Students will gather information about the management processes of child development programs including the selection and management of staff, planning and supervision of programs. They will also research fiscal and legal structures and community outreach programs.

CHD	412	Language Development of the Child	4 credit hours

This course provides an analysis and evaluation of central concepts, theories, current issues, and research evidence in the development of language and cognition in human beings. The material in this course relies on current and accessible accounts of current views on how thinking and language develop during childhood. Starting from infancy the course explores key aspects of cognitive language development in childhood and adolescence, evaluating brain architecture and function along with the social and cultural bases of learning.

CHD	414	Working with Young Dual Language Learners	4 credit hours

The purpose of this course is to examine the development of dual language learners (DLL) in the context of language and literacy. Students will survey a variety of developmentally appropriate and culturally responsive strategies that support second-language acquisition. Students will also reflect on the value of the home language and children's diverse linguistic and cultural experiences.

CHD	415	Sensory Development Challenges & Opportunities in the Classroom	2 credit hours

This course covers the sensory development of typically and atypically developing children. The focus is on identifying sensory patterns and behaviors that influence children's educational, social/emotional, physical, and language development. Strategies to meet the child's needs in the classroom setting will be explored.

CHD	416	Positive Guidance for Young Children: Promoting Social and Emotional Growth	2 credit hours

The purpose of this course is to explore children's social behavior and to practice developing effective guidance techniques based upon observation and direct experience with young children. The course will focus on the ways child development professionals can promote the child's self-control, self-esteem, and social emotional competence

CHE	101	Introduction to Chemistry	3-4 credit hours

This course introduces the student to fundamental principles and laws of chemistry. Basic concepts of the structure, properties, interactions, and changes of matter and energy both qualitatively and quantitatively as well as an introduction to different branches of chemistry, such as organic chemistry and biochemistry. (for Secondary Education majors – Science Concentration)

Effective for 2017-2018, Each CJM class that was previously offered as 4 credit hours is changed to be a 3 credit hours class and has a +1 credit hour reading component co-requisite. The 3 credit hour course may not be taken without the 1 credit reading. And, the 1 credit hour co-requisite cannot be taken without the 3 credit hour course. The 1 credit hour reading is purposefully designed to be supplemental to the 3 credit hour class.

CJM	302	Research and Management Analysis Techniques for Criminal Justice Managers	3+1 credit hours

This course examines research methodologies that are utilized by criminal justice managers to design and evaluate criminal justice programs. The focus of the course will be the interpretation of data, problem analysis, and clarification of social problems, confidentiality, decision making, policy formation and evaluation. **(Co-requisite: CJM1 302 1 credit hour)**

CJM	303	Applied Ethics in Criminal Justice	3+1 credit hours

This course covers applied ethical theories against the backdrop of criminal justice policy, action and management, and employee decision making. Accepted standards applicable to criminal justice organizations and professionals are used to examine such topics as ethical systems;

social change; values and norms; cultural diversity; use of force; use of discretion; corruption, and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process and recommend management responses to organizational ethical dilemmas and individual ethical lapses. **(Co-requisite: CJM1 303 1 credit hour)**

CJM	304	The Role of Criminal Justice in Terrorism	3+1 credit hours

This course employs a criminal justice framework for the analysis and evaluation of terrorist groups and individuals, terrorist origins, goals, dynamics, ideologies and counterterrorism. The course will include a discussion of the task of defining terrorism, an exploration of the history and causes of terrorism (both internationally and domestically), the structure and organization of terrorist groups, an overview of the methods and weapons of terrorists, and public policies, strategies and approaches for combating and preventing terrorism. **(Co-requisite: CJM1 304 1 credit hour)**

CJM	306	Supervision in the Criminal Justice Field	3+1 credit hours

This course examines the role of the first-line supervisor in law enforcement organizations, including the managerial responsibilities a supervisor is often called upon to handle. The class will address leadership, power, communication, personnel matters, decision making, and many other related topics. The impact and importance of effective leadership on employee development, morale, and motivation will be a particular focus of study. **(Co-requisite: CJM1 306 1 credit hour)**

CJM	307	Criminal Justice Management and Administration	3+1 credit hours

Utilizing a managerial and administrative perspective, this course studies the protocols and techniques for modern police administration. Topics will include organizational tasks, policy issues, functions of police management, executive roles, budgeting, contemporary issues, and leadership concepts. **(Co-requisite: CJM1 307 1 credit hour)**

CJM	308	Management of Fatal Officer-Involved Shootings	1 credit hour

This course examines the management responsibilities during the investigation of fatal officer involved shootings. The course will explore supervisory and managerial roles in the administrative review of fatal shootings. The criminal and civil ramifications of fatal shootings will be discussed.

CJM	309	Drugs in Society	3+1 credit hours

This course examines the multifaceted topic of drugs in society. The course analyzes the four most pivotal areas of the problem, including drug culture, impaired drivers, drug trafficking, and drug control policy. The foundation of the course compares and contrasts the debate on legalization and decriminalization of illicit drugs. Additional topics include the influence of gangs, organized crime, and foreign drug trafficking organization on society**. (Co-requisite: CJM1 309 1 credit hour)**

CJM	315	Police Accountability and the Criminal Justice Manager	2 credit hours

This course explores the theoretical and practical issues of police accountability and reform in policing agencies. It examines and compares various strategies and systems in place throughout policing today: early intervention systems, citizen oversight, police auditing, use of force review, vehicle pursuit tracking, and consent decrees. The role of the police manager in the various systems and strategies will be examined and analyzed.

CJM	316	Managing Mental Health Interagency Task Forces	1 credit hour

This course examines the formation, management and delivery of mental health interagency task forces to aid persons with mental illness. The course will focus on the police manager's role in managing such an interagency task force.			
CJM	317	Human Sex Trafficking as a Global Phenomenon	3+1 credit hours
This course examines contemporary issues in domestic and global human sex trafficking from perspectives in criminal justice. This course compares and contrasts factors in human smuggling, slavery, and illicit economies that impact supply and demand in the sex industry. A unique feature of the course will evaluate how those people employed in the sex trade move through the criminal justice system labeled as both victims and defendants. The course will conclude with an analysis of the link between human and drug trafficking. **(Co-requisite: CJM1 317 1 credit hour)**			
CJM	320	Capital Punishment	2 credit hours
This course examines the issues surrounding the use of the death penalty in the United States. The course will analyze the relationship between capital punishment and the U.S. Constitution, current debates on the issue and historical controversial decisions made in death penalty cases.			
CJM	321	Criminological Theories	3+1 credit hours
This course explores the nature, causes, and control of crime and delinquency. Comparing and contrasting relevant criminological theories, the course provides an explanation of criminal behavior and the debate on inmate re-entry into the community. Analyzing the relationship between victims and offenders provides the foundation for understanding why there is an unequal distribution of crime within society. **(Co-requisite: CJM1 321 1 credit hour)**			
CJM	325	The Impact of Social Media on Criminal Justice Organizations	2 credit hours
This course explores the opportunities and challenges for criminal justice organizations that use social media. The course examines social networking issues in public relations, criminal investigations, and internal personnel matters.			
CJM	330	Gangs and Gang Subcultures	3+1 credit hours
This course examines the subculture of criminal gangs in the United States. The course will compare and contrast both traditional and non-traditional gangs. Topics include gang identification, organization, and gang behavior, combined with a study of aggression factors and group dynamics. **(Co-requisite: CJM1 330 1 credit hour)**			
CJM	331	Managing Regional Gang Task Forces	3+1 credit hours
This course explores the planning, implementation, and management of regional gang task forces. Analyzing the partnership between street gangs and international drug trafficking organizations, the course examines the multifaceted challenges facing law enforcement and corrections to disrupt criminal enterprises that are causing violence in American communities. The course concludes with a presentation of a task force plan to a panel of professional police managers. **(Co-requisite: CJM1 331 1 credit hour)**			
CJM	409	Contemporary Issues in Criminal Justice Management	3+1 credit hours
This course presents a comprehensive management perspective and overview of contemporary issues and problems associated with the criminal justice system. The course provides an in-depth examination of current and vital issues in criminal justice such as current research trends, policy development, implementation and review, liability issues, personnel as well as political and ethical obligations involving social justice. **(Co-requisite: CJM1 409 1 credit hour)**			
CJM	410	Criminal Justice Management Information Systems	3+1 credit hours

This course concentrates on the introduction and use of technology in the management of criminal justice data and systems. The student examines the issues and impacts on criminology and the criminal justice system caused by the availability and usage of technological advancements. It will also survey the trends and uses of modern technology in police response, criminal investigations, communications, response to major incidents and the administration of management and personnel data. It will examine problematic issues, impact on current laws, jurisdiction, and the potential unintended consequences of technology in criminal justice management. **(Co-requisite: CJM1 410 1 credit hour)**

CJM	412	Fiscal Management for Criminal Justice Organizations	3+1 credit hours

This course examines the theory and practice of budgeting in the public setting. It analyzes the evolution of the budget from a simple line item to more complex performance systems. It prepares the student to participate in the public policy discussion, the complicated budget process, and the politics of this process as various groups struggle for limited resources. The course will emphasize grant writing as an integral tool of the budget process and fiscal management. **(Co-requisite: CJM1 412 1 credit hour)**

CJM	413	Critical Incident Management	3+1 credit hours

This course examines the historical, theoretical and practical aspects of managing critical incidents including terrorist related, man-made, or natural events and law enforcement's responsibilities and responses to such events. It explores and discusses topics such as incident command structure, interagency cooperation among local, state, and federal government agencies in emergency situations, crisis intervention, the Department of Homeland Security, NIMS, and the National Response Plan. **(Co-requisite: CJM1 413 1 credit hour)**

CJM	415	Managing Elder Abuse Investigation and Prevention Programs	3 credit hours

This course examines the formation, organization, and management of an elder abuse prevention and investigation program. Program responsibilities for the investigation and detection of physical abuse, neglect, and fiduciary abuse will be studied. Strategies for preventing elder abuse will be identified and discussed.

ECS	230	Foundations of Child Growth and Development	3-4 credit hours

This course offers students a foundation in the concepts and principles of child growth, from a developmental as well as an educational perspective. The course offers students an overview of developmental theory and research and the implications for practical application in various educational or childcare settings. In order for students to become knowledgeable as early childhood practitioners, they will explore the major theories of child development regarding the physical, social, cultural, emotional, cognitive, and language domains of child growth and learning.

ECS	280	Infant Toddler Programming	4 credit hours

Infant Toddler Programming is the study of the physical, social, emotional, cognitive, and language development of young children ages birth to 36 months. The application of these developmental principles to the design and implementation of the developmentally appropriate practices in the care, guidance, and development of the child is a major component of this course.

ECS	308	Understanding Health and Safety Issues in Young Children	4 credit hours

This course will provide comprehensive information in the areas of health, nutrition, safety, and physical movement that the students will need to know and to apply in various early care and learning settings. Strategies and projects in health and nutrition, as well as movement exercises

and games will be emphasized. The expectation is that the practitioner will provide learning experiences for children's development of positive lifestyle behaviors.

ECS	310	Professional Ethics for Early Childhood Studies	4 credit hours

This course introduces the development of integrity, responsibility, ethical and legal practices that are integral to respect for all multicultural members served in an early childhood/educational setting. The course will include an orientation to professional practices associated with organizations that advocate for children and their families.

ECS	315	Multicultural Issues in Early Childhood Education	4 credit hours

This course will examine dimensions of diversity in child development using a comparative perspective. A focus will be on cultural and family factors that shape and influence the contexts in which children develop. The development of multicultural activities, materials, literature and environments for children will be reviewed with a special emphasis on applying multicultural education principles to curriculum planning.

ECS	320	Exceptional Child	4 credit hours

This course examines atypical growth and development in the young child. Attention will focus on understanding exceptionalities, disorders, and conditions that place a child at risk. There will be additional emphasis on law, early identification, and services for young children and families with particular attention to Autism Spectrum Disorder.

ECS	326	Early Language & Emergent Literacy in Early Childhood	4 credit hours

This course offers students the foundation for understanding that life-long literacy is established during the early childhood years. According to research, "emergent literacy and language acquisition skills precede the ability to read and write and influence later literacy skills development." Focus will be on an extensive review of research on programs to promote language and emergent literacy in early childhood care and education settings for children ages 0 - 8. Interventions and proven programs will be reviewed and examined.

ECS	330	Effective Mechanisms for Working with Families, Communities & Organizations	4 credit hours

The course is designed to assist early childhood practitioners with development of skills and knowledge that will enable them to work effectively across multiple systems. Group process, committee staffing, communication styles, organizational assessment and planning, and community partnerships will be discussed.

ECS	406	Curriculum Development for Early Childhood Programs	4 credit hours

This course will focus on the design of curriculum and instructional practices that promote optimal learning and development in young children. Strategies for integrating developmentally appropriate curriculum across content areas, creating lesson plans and units of study, and engaging this age group of children in activities will be addressed.

ECS	408	Administration & Supervision of Child Development Programs	4 credit hours

This course examines the guiding principles and practices for administering an early care and education program. Students will be introduced to licensing and accreditation standards as well as the legal and professional benchmarks that govern administration. A focus will be on human resource management in the early childhood setting to include the selection, management, and development of staff. Fiscal structures and community outreach programs, as well as exploring child advocacy issues and policies.

ECS	409	Guiding & Counseling the Child	4 credit hours

In this course, students will research developmentally appropriate child guidance techniques, including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. An exploration of guidance strategies for promoting pro-social behaviors with individual and groups of children will be covered. Emphasis will be on promoting family involvement and investigating cultural influences on child guidance. **Note:** Students taking this course will be required to participate in direct classroom observation and related field experiences.

ECS	410	Working with Interdisciplinary Teams in the Early Childhood Setting	4 credit hours

The current trend for education is collaboration among interdisciplinary teams, which includes a variety of members (parents, teachers, administration, and other professionals), to produce optimal development and learning outcomes for children. This course is to examine the dynamics of interdisciplinary teams, the purpose for collaboration, and the factors that must be present to make collaboration successful.

ECS	413	Observation, Assessment & Evaluation of the Child	4 credit hours

This course examines a variety of methods for systematic assessment that support the learning of young children. The course is designed to survey a variety of assessment methods including observations, checklists, rating scales, and individually administered testing instruments. Focus will also be on the development of an assessment plan, utilization of appropriate methods, adaptation of curriculum to meet individual needs, and involvement of families throughout the assessment process.

ECS	415	Administrative Leadership in Early Childhood Programs	4 credit hours

This course explores the nature of leadership in the early childhood setting. Emphasis will be on qualities that define effective leadership and the impact of communication and interpersonal skills. Students will examine: decision making, team development, effective meetings, family and community partnerships, and child advocacy policies.

ECS	416	Legal & Financial Issues in Early Childhood	3 credit hours

This course is designed to provide an in-depth study of the fiscal and legal implications practiced by early care and education center directors. Focus is placed on facility operation and management, legal, ethical, financial, and personnel issues associated with early childhood and school age care professionals as well as those who are seeking to become program directors.

Note #1: This course may satisfy individual State requirements for individuals who seek the Director's credential in their respective state. Check with your State credentialing agency to insure that it is an accepted course towards the credential.
Note #2: This course is a requirement of Step 2 of Vermont's Early Childhood and Afterschool Program Director Credential. Vermont residents should view the steps for becoming credentialed in Vermont.

ECS	419	Reading in Early Childhood Classroom: Instruction & Materials	3-4 credit hours

This course will focus on current research-based practices for differentiated reading instruction at preschool level of development and the practitioner's role in selecting materials and strategies that lead to proficiency in reading. Students in this course will examine the components needed for a balanced program of phonics, semantics, and syntactics in the teaching of reading as well as strategies for selecting and evaluating materials for reading and writing.

ECS	430	Multicultural Education and Administration	4 credit hours

The course will address administrative practice within an environmental context of expansive diversity. Students will review the challenges and opportunities associated with multiculturalism as they relate to staffing, organizational leadership, stakeholder communication and development, fundraising, and receipt of services.

ECS/EDU	450	Practicum in an Early Childhood Setting	1-4 credit hours

This course is designed to provide field experiences and support related to the early childhood courses in which the student is enrolled. The practicum will focus on providing first-hand activities for young children at the appropriate stages of cognitive development. Contact hours: a minimum of 15 hours per credit hour for which the student is enrolled, not to exceed 60 hours in one 16-week term. This experience will be monitored by a faculty member from the Early Childhood Studies or Education major as assigned by the department chair. The course is repeatable, but a student cannot register for more than a total of 4 credits.

ECS	498	Capstone Portfolio in Early Childhood Education	4 credit hours

This capstone course aligns university and early childhood studies major outcomes and competencies with national standards. It is structured on the National Association for the Education of Young Children (NAEYC) Standards (birth through age 8) designed to prepare teachers and other professionals to work in the field of early childhood education and care. In addition, students are introduced to the National Board for Professional Teaching Standards (NBPTS) core propositions that form the foundation for the entire teaching profession in promoting knowledge, skills, dispositions, and beliefs that represent excellence in teacher preparation and practices. Further focus will be on the NBPTS Early Childhood Generalist Standards (ages three through eight). A professional portfolio representing a theoretical understanding and a demonstration of practical application through evidence based documentation will be created.

EDU	307	Sequential Developmental Skills and Concepts of Reading	3-4 credit hours

This course will focus on the foundations of research-based theories that lead to an understanding of the major components of the reading process. Students will enhance their skills by practicing a variety of techniques and strategies to improve reading instruction. Emphasis will be placed on integrating practice with theory while giving the student practical experiences with the development of reading instruction.

EDU	308	Recognition and Diagnosis of Reading Problems	3-4 credit hours

In this course, the pre-service teacher will become familiar with a variety of formal and informal assessment measures which may be used in recognizing and formulating diagnosis for students with reading difficulties. Students will gain experience in assessing, diagnosing, and providing instructional recommendations for students and will acquire an understanding of how reading develops.

EDU	309	Methods and Materials to Improve Reading Performance	3-4 credit hours

This course is designed to provide the student with the knowledge of how to "prescribe, differentiate instruction, and utilize appropriate strategies and materials based upon scientifically based reading research in order to increase reading performance." This course will address the learning needs of all students including those with differing profiles, with disabilities, and from diverse populations.

EDU	317	Psychological and Sociological Foundations of Education	3-4 credit hours

This course combines the two fields of psychology and education. It is the scientific study of human beings and the principles by which learning can be increased by education. This course will present principles for prospective teachers to consider as they analyze situations and make decisions. This course also serves as a foundational course outlining the sociological influences on educational policy in American society.

EDU	322	Content and Methods of Teaching Music in the Elementary School	3-4 credit hours

This course is designed to teach music to students in the elementary grades (K-6). Teaching the methodology of basic music skills to elementary students is the basic premise of this course. The objectives outlined by the Sunshine State Standards will be utilized in lessons and implemented in planning actual preparation for class participation. Students will also review the Florida state guidelines for elementary teacher majors and the music competencies.

EDU	323	Content and Methods of Teaching Art in the Elementary School	3-4 credit hours

This course is designed to teach art to students at the elementary level (K-6). Teaching the methodology of art skills to elementary students is the basic premise of this course. The objectives outlined by the Sunshine State Standards will be utilized in lessons and implemented in planning actual preparation for class participation.

EDU	324	Content and Methods of Teaching Health and Physical Education in the Elementary School	3-4 credit hours

This course covers the content, knowledge, and methodology needed to teach health and physical education. Additionally, this course utilizes the Sunshine State Standards in lesson development and class preparation, as well as the Florida state guidelines for elementary teachers and health and physical education competencies.

EDU	325	Content and Methods of Teaching Mathematics in the Elementary School	3-4 credit hours

This course will focus on methods of teaching mathematics to elementary children. Students will explore a variety of techniques and reflect on approaches most applicable to teaching and learning. During this course students will experience that there are many ways to teach mathematics and that there are various ways for students to solve mathematical situations or problems.

EDU	326	Content and Methods of Teaching Language Arts in Elementary School	3-4 credit hours

This course is designed to teach the pre-service teacher a variety of skills to select and utilize content and materials including children's literature to enhance the language and writing skills of K-6 students. It analyzes curriculum objectives, learning outcomes, benchmarks, and instructional methods. The students are expected to write lesson plans for reading/literature, composition, oral/listening skills, and study skills. Assigned reading will give the student a perspective of, and knowledge about, teaching language to the elementary school-age child.

EDU	327	Content and Methods of Teaching Science in the Elementary School	3-4 credit hours

This course explores the methods and strategies for teaching science in the elementary school classroom. It examines methods for selection, presentation, and organization of appropriate and effective science units at the elementary level. In addition, the use of such techniques as demonstrations, laboratory experiments, hands-on activities, and other materials will be discussed.

EDU	328	Content and Methods of Teaching	3-4 credit hours

		Social Studies in the Elementary School	
This course is designed to cover the content, knowledge, and methods of teaching social studies in the elementary classroom (K-6). The areas stressed are history, geography, government, civics, and economics. Study of appropriate content, methodology and assessment will be reviewed.			
EDU	330	Classroom Management	3-4 credit hours
This course is designed to introduce the student to various educational practices used by teachers to maintain an orderly classroom environment. It will analyze classroom management as discipline, as a system, and as instruction. The course will present various classroom management programs. The student will analyze statutory requirements for professionals and create a classroom management plan for his/her future career.			
EDU	331	Foundations and Practices in Teaching Reading	3-4 credit hours
In this course students examine the scientifically based reading research and the components of the state of Florida's formula for reading success. Emphasis will be placed on knowledge of emergent literacy as well as instructional methods, characteristics of difficulties associated with emergent literacy, and prevention and intervention of reading difficulties.			
EDU	334	Educational Assessment	3-4 credit hours
This course introduces the student to the concept of assessment in education and the importance of assessment as a measurement of progress for schools, teachers, and individual students. It will show the importance of using data to diagnose learning progress and to prescribe an individual plan for academic success. The student will analyze real data and draw conclusions for use with lesson planning.			
EDU	335	Effective Instructional Practices	3-4 credit hours
The focus of this course will include: the theory and practice of strategies used by effective teachers; instructional techniques needed to enhance learning; attitudes; skills and competencies to plan and implement lessons; and theories of learning. Pre-service teachers will develop a repertoire of skills on how to deliver effective instruction. They will observe and practice a range of instructional techniques as part of a field experience requirement.			
EDU	337	Methods of Teaching Secondary Mathematics	3-4 credit hours
This course is designed to equip the pre-service teacher with the knowledge and skills needed to effectively teach secondary school mathematics grades 6-12. Students will explore a variety of techniques and topics applicable to the most current research in teaching and learning. The course will also examine different learning modalities, instructional strategies, and the use of technology to design and deliver effective lessons, aligned to state and national standards.			
EDU	341	Methods of Teaching Secondary Science	3-4 credit hours
This course explores the methods and strategies for teaching life, physical, and environmental sciences in the secondary school classroom. It examines methods for selection, presentation, and organization of appropriate and effective science units at the secondary level. Various learning styles and approaches to presenting scientific material will be introduced. In addition, the use of such techniques as demonstrations, laboratory experiments, hands-on activities, field trips, technological resources, and other materials will be discussed.			
EDU	342	Methods of Teaching Secondary Social Science	3-4 credit hours
This course is designed to prepare the student to teach Social Science in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The			

student will note that the curriculum contains objectives in the areas of history, geography, economics, and civics. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.

EDU	343	Methods of Teaching Language Arts in Secondary School	3-4 credit hours

This course is designed to prepare the student to teach English in the secondary classroom. The student will analyze the Sunshine State Standards for grades 6-12. The student will note that the curriculum contains objectives in the areas of reading, composition, listening, speaking, and critical thinking. The student will use a variety of media to plan lessons for meeting these objectives. The student will be expected to observe classes in a secondary school.

EDU	346	Curriculum Development of Secondary Science	3-4 credit hours

This course will explore various theories, principles, and practices related to Secondary Science curriculum content and delivery. It familiarizes the student with the historical, ideological and philosophical bases of curriculum theory, curriculum change and development, and organization of learning experiences. It will also survey current trends in educational development and instruction nationally and in the local school districts.

EDU/ECS	450	Practicum in an Early Childhood Setting	1-4 credit hours

This course is designed to provide field experiences and support related to the early childhood courses in which the student is enrolled. The practicum will focus on providing first-hand activities for young children at the appropriate stages of cognitive development. Contact hours: a minimum of 15 hours per credit hour for which the student is enrolled, not to exceed 60 hours in one 16-week term. This experience will be monitored by a faculty member from the Early Childhood Studies or Education major as assigned by the department chair. The course is repeatable, but a student cannot register for more than a total of 4 credits.

EDU	496	Capstone Workshop: Student Teaching Seminar	3 credit hours

This course is designed to assist those students who choose to complete their student teaching as their capstone learning experience. It will explore techniques needed to enhance their work with students in the classroom. This is a seminar style course that will explore current research and how it applies to the actual classroom experience. The outcomes will be reflected in the outcomes of the individual major.

EDU	497	Contemporary Perspectives on Classroom Organization	3-4 credit hours

This course is designed to assist those students who choose to complete their programs with this course as their capstone learning experience. It will explore techniques needed to enhance working with students in the classroom. This course will explore current research and how it applies to the actual classroom experience. The culminating graduation experience will be the creation of a portfolio that will demonstrate the student's preparedness for classroom teaching.

EDU	498	Historical, Philosophical & Contemporary Issues in Special Education	3-4 credit hours

This course will explore the historical, philosophical, and contemporary influences on special education. Students will examine the historical background from the court case perspective in order to understand current trends. The philosophical issues of "all children can learn" to mainstreaming, and inclusion will be examined from a historical through contemporary basis. How these issues affect classrooms today and the influences on public education will be the basis of an authentic case study.

EDU	499	Capstone (CGR) Student Teaching	9 credit hours

The Student Teaching Capstone Experience matches each student with a clinical educator who has the training and expertise to work with student teachers. The clinical educator in conjunction with the university's coordinator of student teachers work collaboratively to provide "hands-on" day-to-day experiences that will prepare the student to practice skills in the classroom. Educator evaluation techniques are used to observe and monitor student progress. Students are required to keep a reflective journal of their experiences which is submitted as part of the final portfolio in the EDU 496 class.			
ENG	322	British Literature I	3-4 credit hours
This course examines literary masterpieces of the British Isles from Beowulf to the Elizabethan Age. It takes a chronological view of different periods in British literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods. **(for Secondary Education majors – English Concentration)**			
ENG	323	British Literature II	3-4 credit hours
This course examines literary masterpieces of the British Isles from the post-Elizabethan Age to the present. It takes a chronological view of different periods in British literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods. **(for Secondary Education majors – English Concentration)**			
ENG	331	American Literature	3-4 credit hours
This course examines literary masterpieces of American literature. It takes a chronological view of different periods in American literature, analyzes the common themes and genres of these periods, and surveys selected works from these periods. **(for Secondary Education majors – English Concentration)**			
ENG	335	Children's Literature	3-4 credits
This course will focus on a comprehensive view of children's literature. The student will become acquainted with the literature available for children in the various media of communication and will develop and practice techniques for introducing literature to children.			
ENG	345	The Short Story	3-4 credit hours
This course is designed to familiarize the student with the short story genre. The student will read short stories from various ages and countries and be able to discuss plot, characterization, setting, conflict, protagonist/antagonist relationships, and universal themes. **(for Secondary Education majors – English Concentration)**			
ENG	380	Advanced English Grammar	3-4 credit hours
This course is designed to prepare the student to teach grammar skills in the secondary education classroom. The student will recognize the reasons behind grammatical conventions. Topics such as verb tense, correcting sentence errors, tone and voice, noun/pronoun/verb agreement, case, and diction are emphasized. **(for Secondary Education majors – English Concentration)**			
ENG	391	Oral Interpretation	3-4 credit hours
This course is an elective alternative to the required public speaking course. The student will take established speeches and works of poetry and learn oral interpretations strategies for performing these works. The student will perform these works live and/or on tape. **(for Secondary Education majors – English Concentration)**			
ENG	424	Shakespeare and His Plays	3-4 credit hours
This course is designed to familiarize the student with the poetry and dramatic works of William Shakespeare. It will discuss the effects of Shakespeare on the Elizabethan Age. The student will read and compare three of his famous dramatic works. **(for Secondary Education majors – English Concentration)**			
ESE	321	Foundations of Exceptional Student	3-4 credit hours

		Education	

This course provides an overview of the history, laws, prevention, and medical aspects of disabilities. The programming needs of children from ages three to 21 will also be explored. Characteristics of classification of children with disabilities, intervention and educational services, and current trends and issues will be explored.

ESE	322	Assessment of Exceptional Students	3-4 credit hours

This course focuses on the assessment and evaluation of ESE students. The screening process, eligibility determination criteria, and methods of diagnosis will be reviewed. Various types of assessment instruments common to Exceptional Student Education will be identified.

ESE	327	Language Development and Learning	3-4 credit hours

This course focuses on typical language development in children, as well as the investigation of atypical speech and language disorders. The assessment of individual problems and programming for their remediation within the context of a regular classroom will be emphasized. A review of a variety of assistive technology and augmentative communication systems for facilitating communication will be examined.

ESE	331	Educational Management of Exceptional Student Education	3-4 credit hours

This course is designed to teach students how to assess, plan, and implement positive behavioral supports for ESE students across educational settings. Various models of positive behavior management will be considered, and students will explore the use of Functional Behavioral Assessments.

ESE	333	Teaching Personal and Social Skills to ESE	3-4 credit hours

This course is designed to teach students how to select appropriate instructional materials and procedures for teaching adaptive life skills. Included is an introduction to observation, ecological assessments, and family interviews as well as other student information sources. Exploration of the skills necessary to assist students with disabilities to engage in self-determination and self-advocacy will be presented.

ESE	336	Individualized Education Plans: Planning & Implementing	3-4 credit hours

This course is designed to provide students with techniques for guiding the writing of individualized education plans (IEP) and/or individualized family service plans (ISFP) for children with disabilities. The main focus will be to understand the legal and ethical requirements, the selection of instructional practices, strategies, and materials that reflect individual learning needs, as well as the creation of appropriate learning environments. An overview of the Response to Intervention (RTI) Plans as a pre-referral strategy for children referred for Special Education Intervention will be reviewed.

ESE	337	Transition Planning	3-4 credit hours

This course will focus on stages of career development and identify the essential domains of transition planning. Essentials of working with students and families to identify family preferences for post-school outcomes will be emphasized. Identification of resources to assist students with disabilities to function effectively in a variety of environments will also be a primary focus of this course.

ESE	338	Family, School, and Community Collaboration	3-4 credit hours

This course will identify the purposes and functions of professional and advocacy organizations; will identify models of support for providing assistance to families; and will provide the opportunity to review research and knowledge base of collaborative strategies for working with a variety of educational professionals to assist students with disabilities.

ESE	339	Instructional Practices in Special Education	3-4 credit hours
This course examines research-based strategies for accommodating and modifying curricula. A focus will be on designing effective instructional procedures for students with special needs who are being served in diverse educational settings. Strategies for working with disabled children in inclusive classrooms, as well as in other Least Restrictive Environments (LRE) will be included.			
ESM	320	Critical Incident Management and Response	4 credit hours
This course is designed to immerse the student in the principles of critical incident management. Special attention will be given to the emergency services agencies as complex and dynamic organizations. Emphasis will be placed on planning and preparation and application of the Incident Command System. The role of the Critical Incident Manager is to use a variety of resources, techniques, and skills to reduce the probability and impact of extreme incidents, and to restore operations quickly should an emergency occur.			
ESM	321	Incident Command System	2 credit hours
This course is designed to immerse the student in the levels of FEMA's incident command system and to successfully complete training that provides four levels of credential for ICS. ICS focuses on the role of the critical incident manager to use a variety of resources, techniques, and skills to reduce the probability and impact of extreme incidents, and to restore operations quickly should an emergency occur. This course will support the lessons taught in ESM 320 by explaining the importance of using ICS while working at a disaster. It will also build on the lessons in the ESM course by enhancing the student's ability to understand common ICS terminology. **(Prerequisite: ESM 320)**			
ESM	401	Fiscal Management for Emergency Services Administrators	4 credit hours
This course will present the processes of budget preparation for emergency services administrators, including comparative analysis of major-line-item expenses, contractual, and consultative items. It will examine the problems of governmental funding, service and equipment cutbacks, cost comparison and accessibility of federal grants.			
ESM/ PSY	402	Organizational Psychology	4 credit hours
This course applies organizational psychology theories to topics which include organizational structure, motivation and job satisfaction, organizational communication, characteristics of leadership, and personnel selection, training and appraisal.			
ESM	403	Emergency Services Administration	4 credit hours
This course presents an overview of organizational and management practices in emergency services. It covers management principles and techniques, supervision and leadership styles, motivation, morale, and organizational behavior. It will prepare students for future leadership positions within their respective public service agencies.			
ESM	405	Legal, Economic, and Ethical Issues in Emergency Services	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This knowledge gives the emergency administrator a realistic view of the issues to expect in a disaster, how to plan accordingly, and how to manage resources and people more effectively in emergency situations.			
ESM	406	Social Dimensions of a Disaster	4 credit hours
This course provides an overview of the legal, strategic, political, economic, ethical, and human issues encountered in the management of disasters or major traumatic public events. This			

perspective gives the emergency administrator a realistic view of the issues to expect in a disaster, in order to plan accordingly and to manage resources and people more effectively.

ESM	410	Contemporary Issues in Emergency Services Management	4 credit hours

This course examines major issues and current events that have or will have a significant impact on the field of Emergency Services Management. In-depth analysis of contemporary issues such as catastrophic events, public health and disasters, or homeland security issues will be the focus of this course.

ESM	412	Natural Disasters and Defense Planning	4 credit hours

This course covers the impact of natural and man-made disaster emergencies on defense planning and details the role of various public safety agencies in such events. It analyzes how different factors (i.e., building standards, geographical location, economy, communications) play a significant role in disaster preparedness.

ESM	422	Emergency Services Technology	4 credit hours

This course concentrates on the introduction and use of technology in public safety and examines a variety of issues, including the impact of technology on emergency response systems. It also surveys the trends and uses of modern technology in emergency response, investigations, communications and response to major incidents. It will examine problematic issues and the potential unintended consequences of technology in emergency services.

ESM	440	Homeland Security	4 credit hours

This course focuses on a comprehensive and up-to-date overview of homeland security. It will examine threats to homeland security, including natural and technological disasters, as well as intentional threats of domestic and international terrorism, including weapons of mass destruction. Students review the roles and responsibilities of government agencies, non-government organizations, and individual citizens in homeland security.

ESM	442	Terrorism and Extremism	4 credit hours

This course explores the motivation, tactics, and targeting trends of terrorist and extremist groups by evaluating potential threats and identifying appropriate countermeasures to protect the community. The course will assesses the effectiveness of federal and state laws as they pertain to terrorist groups and crimes. Using case studies and discussions, the course will examine groups ranging from radical religious fundamentalists to environmental extremists, and other special interest groups.

ESM	444	Weapons of Mass Destruction: Forms & History	4 credit hours

This course examines how nuclear, biological, and chemical weapons offer terrorists and rogue states a powerful selection of tools to gain an advantage against their adversaries. This course provides a detailed look at history, capabilities, and tactics while exploring options available to both attacker and defender. The course reviews the range and characteristics of weapons, effective employment, and potential impacts – all of which are critical considerations in defending communities.

FOR	310	Forensic Science Management	4 credit hours

The field of forensic science is complex, structured and based on scientific discovery. The management of forensic science professionals or laboratories can be challenging. Incorrect analysis or the contamination of a crime scene can severely affect a criminal investigation. The quality and timeliness of forensic science examinations are a critical part of the criminal justice system. This course will examine the various legal, technical and administrative issues related to the overall management of a forensic science unit, laboratory or professional. Students will be exposed to the American Society of Crime Laboratory Directors (ASCLAD) certification

process, with an emphasis on quality control measures. Real life case studies will also be discussed and analyzed during this course.

FOR	315	Forensic Science and Criminology	4 credit hours

This course explores the underlying scientific principles and methods used by criminal justice professionals to collect, analyze, and interpret physical evidence from crime scenes. The course will also examine and analyze the legality of forensic science applications and their relationship to the community and the criminal justice system. This course will also emphasize the importance of critical thinking skills when utilizing methods of scientific inquiry or analysis.

FOR	320	Emerging Trends in Forensic Science	4 credit hours

This course will examine the emerging trends within the forensic science field and their relationship to the criminal justice system. Forensic science has continued to evolve with new scientific discoveries and technology improvements. This course will explore the various applications and techniques used by forensic science professionals, while focusing on innovative technology used by the private and public sector. Additionally, this course will examine and evaluate real life case studies that integrate new trends in the forensic science field that will affect the presentation of evidence in a court of law.

GANT	110	Who Are We: An Introduction to Anthropology	3 credit hours

This course provides a broad introduction to anthropology and its sub-disciplines: cultural, biological, and linguistic anthropology, and archaeology. As the study of human diversity across time and space, anthropology takes a holistic and cross-cultural comparative approach to the study of humans. The course will explore the biological and cultural aspects of what it means to be human. Students will think critically and creatively by applying the anthropological perspective to their own cultural beliefs and to contemporary global problems **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GANT	220	Folklore of Childbirth	3 credit hours

This course will explore folklore related to birth in social and cultural settings, as well as procedures surrounding childbirth in traditional and contemporary communities. The course requires students to think critically about other cultures and their own personal cultural values and practices through an ethnographic lens. In a global world, and throughout the mosaic of the United States, it is important to be able to understand other cultures **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GART	115	A Visual Adventure	3 credit hours

This is an introduction to the visual arts and explores what visual art is, who makes it, and why it is made. Students will develop their own aesthetic values through exposure to many varied works of visual art, concepts and artists. Various critique theories will be introduced for the purpose of providing students with the basics to express their opinions, understanding, and appreciation for the many styles and forms of creative visual expression **(satisfies general education credit in the Creation and Criticism of the Arts domain).**

GART	120	Ethics of Documentary Film	3 credit hours

Documentaries are what we typically consider non-fiction films. These films present aspects of the world around us by conveying truths, insights, and perspectives according to the filmmaker's point of view. They try to educate and persuade. Documentaries may record historical events or may help us see timely issues in need of attention. We will watch documentary films and critically analyze the bias and agenda of the filmmakers. We will also consider the role of ethics in documentary film **(satisfies general education credit in the Creation and Criticism of the Arts domain).**

GART	125	Humor in the Visual Arts	3 credit hours

This course will focus on humor in the visual arts from a variety of perspectives, including cultural, social, and historical. The course will investigate how humor in the arts has evolved throughout time, and whether its purpose is just for entertainment or if it plays other roles. Students will investigate multiple types of humor in the visual arts.

An additional +1 credit hour option is available as a studio component. The one credit studio component will include bi-weekly assignments utilizing basic artistic techniques focused on humor. **(satisfies general education credit in the Creation and Criticism of the Arts domain)**

GART	210	Poets and Painters: the New York School	3 credit hours

This course will focus on the vibrant art scene of New York City in the 1950s and 60s, when the New York School of Poetry and the Abstract Expressionist painters lit up the town with exciting new approaches to creative practice. Reading for the seminar will include the poetry of Frank O'Hara as well as research on Abstract Expressionist artists such as Willem de Kooning and Grace Hartigan. Studio work for Poets and Painters will focus on drawing with pencil and watercolor. In addition to regular online dialogue and critique, students will write two papers. This course is designed for students with all levels of artistic and academic ability **(satisfies general education credit in the Creation and Criticism of the Arts domain).**

GART	215	Art & Irreverence	3 credit hours

This course explores artistic movements in which artists rebelled against the status quo with playful and irreverent creative practice. The course will look at the early twentieth century Dada movement, Fluxus "happenings" of the 1960s, and Street Art from the 1990s, as well as considering contemporary artists who have carried these traditions into the present. Studio work in the course will include drawing, collage, photomontage, and assemblage. This course is designed for students with all levels of artistic and academic ability **(satisfies general education credit in the Creation and Criticism of the Arts domain).**

GBIO	201	Biological Warfare: Weaponizing the Field of Biology	3 credit hours

This course explores topics in biology, immunology, bacteriology, virology, epidemiology and chemistry. Through the course, students will learn about human immune response, and the life cycle of bacteria and viruses through the exploration of various biological agents that have the potential to be used as weapons against the human race. Additionally, the chemistry of specific agents and the body's biological response to these agents will be examined. The ethics and economics of prevention, intervention, treatment and prevention will be covered. The role of various governmental and medical agencies will also be explored **(satisfies general education credit in the Observation and Analysis of the Natural World domain).**

GBIO	225	From Healthy to Ill and Vaccines to Epidemics	3 credit hours

This course presents an introduction to the human body and health and outlines how a microorganism or body imbalance can quickly cause an illness. The course also presents the concepts of vaccinations and how their use has reduced infectious disease in the U.S. and globally. Moreover, the course will address how education around the world relates to relationships between vaccines and epidemics. General topics include cells, human tissues, organs and organ systems, genetics, microbiology, pathology, immunology and epidemiology **(satisfies general education credit in the Observation and Analysis of the Natural World domain).**

GCHM	230	Buffers and Decomposition	3 credit hours

This course presents an introduction to the fundamental concepts of chemistry and their biological functions. Topics to be presented in this course include units of measurements, atomic structure, chemical bonds, and chemical reactions such as synthesis and

decomposition. In addition the properties of the various states of matter: solids, liquids and gases will be introduced. Stoichiometry, and acid -base chemistry, with a focus on buffering, will also be presented in the course. Emphasis will be placed on relating this information to biological systems and the ethical responsibilities faced when conducting innovative research **(satisfies general education credit in the Observation and Analysis of the Natural World domain)**.

GECO	221	Government and Economics – Macroeconomics	3 credit hours

Macroeconomics examines the economy as a whole and offers a perspective on how government economic policies affect daily life. The course focuses on: inflation, unemployment, the business cycle, the market system, fiscal policy, supply and demand, the balance of trade, comparative advantage, and money and banking. It also compares Keynesian and Classical economic theories as they relate to U.S. macroeconomic policy **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GECO	222	The Impact of Personal Choices – Microeconomics	3 credit hours

This course introduces microeconomics from the viewpoint of scarcity & non-price determinants, which studies how individuals make decisions and choices under conditions of scarcity. The course focuses on the concepts of individual market behavior, rational self-interest, cost- benefit analysis, the role of supply and demand in the determination of value resource allocation and similar concepts **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GEG	101	Introduction to Geography	3-4 credit hours

This course provides an introduction to peoples, places, and environments and the relationship between geography and events of the past and present. It focuses on the relationship between location and economics. Students identify the processes that influence political divisions on the planet and use critical thinking skills to infer how geography affects political circumstances. (For Secondary Education majors – Social Science Concentration)

GENV	205	From Garbage to Greenhouse Gases: Understanding the Impact of Today's Society on the Environment	3 credit hours

This introductory-level science course covers topics in the fields of biology, ecology, and physical science. The focus of the course is the changing state of the environment with regard to global climate change, natural resource depletion and exploitation, population issues, pollution sources, and waste management practices. The course also explores resource management and conservation efforts to reduce the impact of the negative forces adversely affecting various environments on earth. Using the scientific method, students will complete analytical assignments using multiple data sources **(satisfies general education credit in the Observation and Analysis of the Natural World domain).**

GGEO	125	From Big Bang Theory to Climate Change: The Science Behind the Theories	3 credit hours

This introductory-level physical science course combines concepts from geology, oceanography and meteorology to explain the science behind major theories including climate change theories. Topics include earth processes such as tectonics, earthquakes, volcanoes, global climate change, hurricanes, and coastal processes including erosion **(satisfies general education credit in the Observation and Analysis of the Natural World domain).**

GGEO	220	Geology of Natural Disasters: Tsunamis, Earthquakes & their Social Implications	3 credit hours

This course will explore the science of the geologic processes behind a variety of natural disasters, including but not limited to earthquakes, volcanoes, landslides, tsunamis, floods and tornados along with researching their impacts on societies **(satisfies general education credit in the Observation and Analysis of the Natural World domain).**

GHIS	110	Civil Rights in the United States	3 credit hours

This course is a survey of Civil Rights in the United States from the founding documents (such as Declaration of Independence, Constitution, Bill of Rights, 13th - 15th amendments) to the present day. Through histories, biographies, literature, music and film, the course will examine the changes in civil rights and related social movements over time, as well as achievements and persistent challenges. This course will also address how to evaluate and analyze historical sources **(satisfies general education credit in the Civilization and Human Legacy domain).**

GHIS	205	The History of American Social Welfare	3 credit hours

This course will examine the evolution of American public aid from its roots in Elizabethan Poor Law to 21st century welfare programs offered by churches, charities and government. Students will learn about and research the concept of "worthy poor," reforms to institutions such as orphanages and penitentiaries, the ever-shifting response to immigrants, the influence of abolition and the civil rights movements, and benefits to veterans and their families. The course will conclude with students examining their own perceptions in light of historical trends **(satisfies general education credit in the Civilization and Human Legacy domain).**

GHIS	215	History and Philosophy of Social Change	3 credit hours

This course is a survey of the history, philosophies, and theories of social change. It will address the meaning, contributing factors, and impact of social change in the United States **(satisfies general education credit in the Civilization and Human Legacy domain).**

GHIS	220	Political History of the Modern Middle East	3 credit hours

This course will examine some of the major developments in the political history of the modern Middle East, from World War I and the breakup of the Ottoman Empire nation states to the present. Though the geographical focus is on the Arab Middle East, we will also look at neighboring areas (Turkey, Israel, Iran) in order to offer a broader perspective. We will examine, in part, topics such as the emergence of nationalism and radical Islam, the creation of a new states system, the role of outside powers and the influence of oil **(satisfies general education credit in the Civilization and Human Legacy domain).**

GLIT	155	International Crime Fiction	3 credit hours

This course will examine the genre of crime fiction as it has developed, and continues to develop, internationally. Particular attention will be given to the sub-genres of the independent detective novel and the police procedural novel, not only in matters of character, plot, setting and style, but also in terms of various cultural similarities and differences encountered in the readings **(satisfies general education credit in the Civilization and Human Legacy domain).**

GLIT	160	Literature as an Expression of the Human Experience	3 credit hours

This course introduces students to the major elements of literature through works of original fiction, poetry, and drama. It provides a preliminary overview to the interpretative approaches to literature and to some of the specialized terms, such as metaphor, structure, and symbol that will help students articulate their thoughts and observations about what they read. Furthermore, this course will expand students' knowledge of the human condition and cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought

(satisfies general education credit in the Civilization and Human Legacy domain).

GLIT	225	Introduction to Modern Irish Literature	3 credit hours

This course will examine the impact of social upheaval in 20th century Ireland, including the six counties of Northern Ireland, through the literature of its greatest modern writers. As Ireland slowly emerged from an isolated colonial possession, to an independent nation, participating in the global discourse on economy, poverty, emigration, gender issues, terrorism and peace, its literature also began to look outward, to look beyond its borders and to incorporate the challenges of modern life into its own national discourse. The literary works to be reviewed will focus on how the authors pushed the boundaries of thought and challenged their nation to embrace the modern world **(satisfies general education credit in the Civilization and Human Legacy domain).**

GLIT	230	Latino American Literature	3 credit hours

This course is designed to immerse students in various literary works by Latino authors. Through readings in fiction, non-fiction and poetry, students will examine the contemporary experience of Latino Americans. Emphasis will be on topics that contribute to individual and community identity such as employment, immigration, education, and religion. This multidisciplinary course explores how literature provides a unique lens into the Latino American experience. The course also investigates the lifestyles of younger Latino generations and the attempt to reconcile traditional cultural values with American societal demands and expectations **(satisfies general education credit in the Civilization and Human Legacy domain).**

GMAT	105	Contemporary Mathematics	3 credit hours

This course focuses on the development of quantitative reasoning and analytical thinking skills. It covers a wide range of mathematical topics that have general applications in everyday life, as well as specific application toward upper-level courses requiring the development and interpretation of qualitative and quantitative information. The areas covered are college-level foundational topics in number theory, algebra, probability and statistics, consumer math, and basic geometry **(satisfies general education credit in the Quantitative Reasoning domain).**

GMAT	115	College Algebra	3 credit hours

This course covers topics such as simplifying expressions, order of operations, polynomials, factoring, solving and graphing equations and inequalities, rational expressions, and quadratic equations and functions. Its purpose is to help students understand how algebra is used to solve real world problems and to assist them in developing problem solving and critical thinking skills **(satisfies general education credit in the Quantitative Reasoning domain).**

GMUS	105	Sounds and Meaning in the 20th Century	3 credit hours

This course is designed to introduce students to the fundamental elements of music through an examination of the evolution of music and musical instruments in the 20th century. Through critical listening exercises, cultural and scientific readings, and in-class demonstrations, students will learn concepts such as Timbre, Sound Recording and Studio Production, Rhythm and Form, Improvisation, Genre Fusion, and Musical Borrowing. Students will study the application of these concepts as found in the British Psychedelic Movement of the late 1960s, Electronic Music and EDM, Music of the Baroque Period, Jazz and West African Funk from the 1970s **(satisfies general education credit in the Creation and Criticism of Arts domain).**

GPSY	120	Essential Topics of Psychology	3 credit hours

This course is an overview of essential topics within the field of psychology. Through critical analysis of topics, students will explore and study various aspects of psychology including memory and cognition; language; emotion and motivation; human development; stress and health; personality; pathology; and psychological therapies. Learning about the application of the scientific method is emphasized as students examine psychological concepts through

multidisciplinary lenses, while also relating the topics to everyday life **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GREL	150	Contemporary World Religions	3 credit hours

This course will explore contemporary practices in world religions and their impact on global society. Following a review of historical foundations, students will examine current news and events, modern films, and pop culture to understand expressions of individual religious experience **(satisfies general education credit in the Civilization and Human Legacy domain).**

GSBS	110	Stone Tablets to Twitter: A Social History of Communications	3 credit hours

In an effort to understand the meaning and implications of the "information age," this course will examine the significant cultural, political, and economic consequences of digital technology, with a particular focus on social media. The last few decades have brought enormous technological changes, particularly in the ways people gather information and communicate with each other. The course will investigate the origins and implications of "new" media such as the alphabet, printing press, telegraph, photograph, radio, and television, and apply these analytical tools to the Internet and Facebook **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GSBS	220	Human Misunderstanding: Sources and Solutions	3 credit hours

This course studies the basics of human communication, with particular emphasis on the conflict that can result from non-productive communication strategies.   It surveys communication from the solo (self-talk), two person (dyad), small group, rhetorical, and cultural system perspectives **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GSOC	101	Understanding Our Social World	3 credit hours

Sociology is the scientific study of human society and social behavior. The sociological perspective is based on the ability to connect one's personal experiences to larger social and historical forces. This perspective helps reveal the patterns that exist in society and enables us to connect them to our lives. In this introductory course, students will apply the sociological perspective to a variety of social phenomena (e.g., family, education, neighborhoods, religion, inequality, race, and gender) and learn to think critically about aspects of society that are taken for granted **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GSOC	215	Society Through Popular Media	3 credit hours

This course introduces key sociological theories and practices through the lens of popular American media. Students will learn to see the way American society and its media reflect and reinforce its values and cultural biases in popular media. Students will use the intellectual tools of sociology to explore various aspects of the social world as they are (re)presented by different types of American popular media. This includes (but is not limited to) television, film, podcasting, music, and stand-up comedy. Students will develop their sociological imaginations as well as critical thinking skills by using the core concepts of sociology to critique representations of the social world shown in popular culture and entertainment **(satisfies general education credit in the Social Systems and Behavioral Science domain).**

GSTA	221	Statistics for the Professional	3 credit hours

This course covers the basic statistical concepts of probability, data distributions, sampling, testing for differences in sample means, and understanding variation. It is designed for students in the professional majors. Emphasis is placed on practical work applications, continuous improvement of work processes, and the display and interpretation of data used in professional

organizations to test for predictability. The ethical use of numbers is stressed **(satisfies general education credit in the Quantitative Reasoning domain).**				

GWRI	101	The Writer Within	3 credit hours
We write to be understood; to be understood, we must write well. To accomplish this goal, students must first discover the writer within themselves. In this **introductory college composition course**, students will identify subject matter by reflecting on who they are through personal experiences and observations. Students will use the writing process to discover who they are as learners and who they are as a part of a community. Additionally, they will use various genres in order to explore and write about their identity, work on developing a command of the language, and be introduced to the basics of research and documentation **(satisfies general education credit in the College Writing domain).**				

GWRI	102	Designing an Effective Research Paper	3 credit hours
This course builds on the student's composition and critical analysis skills to further develop core writing practices while introducing elements of library and Internet research. Readings, course activities and assignments focus on writing as a process. Students will engage in topic research and source evaluation, thesis creation, organization and development of ideas, and the editing process. Students will use APA/MLA style and demonstrate academic integrity. **(satisfies general education credit in the College Writing domain). (Prerequisite: GWRI 101)**				

GWRI	202	Writing in Your Field of Study	3 credit hours
Students will advance his/her writing ability by utilizing critical thinking skills to create an academic paper and write persuasive essays that reflect their personal field of study. This course is designed for the student who either wants to re-acquaint with academic writing or to polish writing skills. Designed for the student who has previously completed core writing requirements, this course will continue to study writing as a process, as a means of organizing thoughts, and as a form of communication. The student will review the APA/MLA writing style and be able to cite primary and secondary sources in their own field of study **(satisfies general education credit in the College Writing domain). (Prerequisite: GWRI 102)**				

HIS	103	Western Civilization 1500-1815	4 credit hours
This course covers the period of Western Civilization from the end of the Renaissance to the Age of Napoleon. It includes such topics as the Protestant Reformation and Catholic Counter-Reformation, French Absolutism and English Parliamentary Monarchy, the early Industrial Revolution in Great Britain, the French Revolution and the rise and fall of Napoleon Bonaparte. It also addresses other political, economic, and cultural developments during this period **(for Secondary Education majors – Social Science concentration)**				

HIS	104	Western Civilization 1815-Present	4 credit hours
This course covers the period of Western Civilization from just after Napoleon's fall to the present time. It includes such topics as Victorian England's industrial growth and its expanding colonial empire, the unification of Germany and its conflict with France, World War I, the rise of Communism and Fascism, World War II, the Cold War, and present day challenges. **(for Secondary Education majors – Social Science concentration)**				

HIS	321	American History: Federalist Period	3-4 credit hours
This course covers American history from 1775 through 1820. This period of United States history focuses in detail on the influence that the Federalist Papers had on the way we constructed our constitution up to the party system by which we govern the United States today. Historical content focuses on political, economic, and social events in relation to America from those early years. **(for Secondary Education majors – Social Science concentration)**				

HIS	322	American History: Reconstruction	3-4 credit hours

This course will delve into that period in American history known as the Reconstruction. Reconstruction was the attempt from 1865 to 1877 in U.S. history to resolve the issues of the American Civil War, when both the Confederacy and slavery were destroyed. Reconstruction addressed the return to the Union of the secessionist southern states, the status of the leaders of the Confederacy, and the constitutional and legal status of the Negro Freedmen. Violent controversy erupted over how to tackle those issues, and by the late 1870s Reconstruction had failed to equally integrate the Freedmen into the legal, political, economic and social system. **(for Secondary Education majors – Social Science concentration)**

HIS	325	African History	3-4 credit hours

This course covers the history of Africa from colonization to the present. It focuses on the colonial roots of the various countries and their fight for independence. It emphasizes the inter-relatedness of Africa with the rest of the world. **(for Secondary Education majors – Social Science concentration)**

HIS	342	Latin American History	3-4 credit hours

This course covers the history of Latin America from colonization to the present. It focuses on the colonial roots of the various countries and their fight for independence. It emphasizes the interrelatedness of Latin America with the rest of the world. **(for Secondary Education majors – Social Science concentration)**

HPM	310	Hospitality Financial Management	4 credit hours

This course emphasizes development and use of financial statements and provides an overview and understanding of the need for budgets and budgeting. This course emphasizes the development and use of standards and calculations of actual costs used for budgeting and financial management of the various cost centers located within a hotel operation.

HPM	315	Hospitality Management Legal Environment	4 credit hours

This course will address legal issues within the hospitality industry. It will discuss industry rights and responsibilities. Topics will include contracts, business entities, ethics, safety codes compliance issues, and employment equity.

HPM	415	Hospitality Management: Contemporary Issues	4 credit hours

The course uses the case study method to provide students with insight to address contemporary management issues affecting hospitality managers such as diversity, leadership, and empowerment programs.

HRM	316	Employee Selection & Staffing	4 credit hours

This course addresses principles and techniques of staffing the workplace. It includes strategies and practices utilized in staffing, planning, recruiting, and selection. Topics covered include job analysis, recruitment, and selection.

HRM	323	Human Resource Management	4 credit hours

This course examines the functions of recruitment, selection, development, training, supervision, and compensation of human resources in today's organizations. It focuses on the development of knowledge and the application of personnel/human resources management processes. Also covered is an understanding of the key functions, role, and value of human resources management within organizations. **(Prerequisites: required only for students pursuing the HRM concentration BUS 101, HRM 316, HRM 340)**

HRM	340	Diversity in the Workplace	4 credit hours

As it is important for organizations to understand, value, appreciate, and effectively manage diversity dynamics in today's global work environment, this course examines the challenges and opportunities for effective management of a diverse workforce. It explores a broadened view beyond the traditional concepts of diversity such as gender, sexual orientation, age, culture,

race, and disability to include such topics as leveraging diversity for economic value.

LDR	115	Leadership and Spirituality	4 credit hours

The goal of this course is to discuss and present leadership and spirituality and explore the relationship between them from Eastern and Western perspectives, especially as they impact both the leader, who casts the vision, and the followers, who are empowered to create a mission, for positive service in society.

LDR	330	Leadership and Community	4 credit hours

This course will provide an overview and analysis of community development, structure, and management, and an examination of how leaders work to enhance their capacity to problem solve in their communities by reviewing contemporary leadership theory. Elements such as social change, ethics and value systems, attitudes, politics, and personal agendas influence community leaders.

LDR	335	Leadership Development	4 credit hours

The primary goal of this course is to equip students with the self- knowledge, context understanding and relational skills needed to become an effective leader in a variety of organizations and in the greater society. Leadership is influence in service of a common purpose and can be an upward, downward or lateral influence. The emphasis of this course will be on the five practices of exemplary leadership which students will be applying to their own career fields, business, nonprofit, government, healthcare, military, etc. Refining communication skills will be an integral part of the course.

LDR	340	Nonprofit Leadership	4 credit hours

This course covers the elements of a nonprofit organization that leaders must understand. The course will examine how nonprofit leadership is influenced by factors such as funding, board governance, program development, evaluation and assessment, human resources, public and media relations, client services, government entities, politics, and partnerships and collaborations.

LDR	345	Leadership: An Arts and Humanities Perspective	4 credit hours

The primary goal of this course is to reach beyond the social sciences in the study of leadership. This course draws from the works of great philosophers, authors, and artists across the ages, providing an arts, humanities and ethics perspective on leadership. The course is organized around a five component leadership model which explores the leader, the follower, the goal, the environmental context and the cultural context. By organizing the contributions of seminal figures into these five components, the course promotes a multidimensional approach to understanding leadership in a complex and diverse world.

LDR	402	Leadership and Ethics	4 credit hours

The primary goal of this course is to equip students with an understanding of the various ethical situations leaders routinely encounter. Therefore leadership ethics will be presented from different perspectives, including: philosophy, political science, psychology, and business to provide the student a well-rounded grasp of ethical decision making. The course outlines the ethical responsibilities that leaders and followers have for each other, for their organization and for society as a whole. Finally, the course examines the unique ethical challenges faced by political leaders as they deal with foreign policy issues and face alternatives all of which may have dubious ethical consequences.

LDR	404	Leadership and Change	4 credit hours

The course focuses on how leaders use and apply change theories to craft and execute strategic management decisions. The course introduces best practices for leading and implementing change that addresses: leadership types of power, leader / follower relations,

effect of relationships on corporate culture, employee resistance to change, and methods to assure that change will be successful. In addition, the course will help students explore how to manage change and implement creative change within their environments.

LDR	410	Negotiation and Conflict Resolution	4 credit hours

This course will explore why the areas of conflict negotiation, management, and resolution skills are important for students. Minimization and management of conflict are important to the success of leaders to enable them to achieve their goals. In addition, this course will focus on the nature of conflict and examine beliefs, attitudes, and behaviors that are related to conflict.

LDR	420	Strategic Planning for Leaders in Public and Nonprofit Organizations	4 credit hours

The course stresses the importance of strategic planning as an essential skill for leaders who intend to impact organizational effectiveness and bring about change. Universally applicable models and theories for strategic planning will provide the foundation for creating a vision and mission in a socially responsible organization.

LDR	430	Leadership: Global and Diverse Perspectives	4 credit hours

The primary goal of this course is to equip students with the skills, awareness and knowledge necessary to be effective leaders in multicultural/global settings. The course begins by exploring cultural variables and their implications for communication, negotiation, and for building the relationships necessary in multicultural enterprises. Students then connect these cultural variables to various world regions while exploring how traditional leadership theories may be adapted for these diverse settings. Finally, the course uses systems thinking to emphasize the organizational and individual learning required to turn diversity from being a problem to becoming a strategic asset.

LDR	450	Leadership Capstone	4 credit hours

The Leadership Capstone course is the culminating learning experience for students in the undergraduate organizational leadership degree program. Students will complete a field study or approved project designed to investigate current trends in leadership and leadership research. Students will complete a thesis statement and Literature Review Matrix during the first eight-weeks and present their final product in seminar format to fellow classmates and the instructor during the second eight-weeks of the course. **To be taken in the student's final term of enrollment to complete the Organizational Leadership major.**

LDS	430	Global Perspectives in Leadership	4 credit hours

This course will demonstrate the need for leaders to develop creative, visionary ideals that encompass a culturally diverse perspective in a global context. By looking at various cultures around the world, this course will give the student a perspective on what type of leadership models work in various cultures. **(Prerequisite: All LDS courses)-Capstone Course. Not open to new students.**

MAT	201	Calculus I	3-4 credit hours

The goal of this course is to introduce the student to the basic concepts of single variable calculus. The topics covered will include rates of change and slope, limits, derivatives, chain rule, graphs and continuity, derivatives of exponential and logarithmic functions, implicit differentiation, and integration. Knowledge of functions and basic mathematics skills are a prerequisite for this course. **(for Secondary Education majors – Mathematics concentration)**

MAT	202	Calculus II	3-4 credit hours

The goal of this course is to continue the study of calculus with topics in integral calculus and applications of integration. The topics covered will include integration, applications of definite integrals, principles of integral evaluation, and infinite series. Knowledge of functions and basic mathematics skills are prerequisites for this course. **(Prerequisite: MAT 201 or MAT 307)**

(for Secondary Education majors – Mathematics concentration)			
MAT	205	Geometry	3-4 credit hours
This course is designed to give a broad preparation in elementary geometry, as well as closely related topics of a slightly more advanced nature. The style of presentation and the format are designed to incorporate a flexible methodology for the teaching of geometry at the secondary-school level. Basic arithmetic skills (multiplication, division, fractions, and percentages) are prerequisites for this course. **(for Secondary Education majors – Mathematics concentration)**			
MAT	226	Trigonometry	3-4 credit hours
The goal of this course is to introduce the student to the subject of trigonometry. The course will cover basic trigonometric identities and functions, inverse functions, double-angle, half-angle identities, trigonometric equations, Law of Sines and Cosines, polar coordinates, and graphs. **(for Secondary Education majors – Mathematics concentration)**			
MAT	304	Linear Algebra	3-4 credit hours
This course is designed to introduce the topic of linear algebra. Topics include matrices and their applications; simultaneous linear equations and elementary operations; linear dependence; vector space; rank and inverses; inner products and best approximations; numerical solutions of simultaneous linear equations; eigenvalues and eigenvectors; iterative methods for calculating eigenvalues; and systems of linear equations. **(for Secondary Education majors – Mathematics concentration)**			
MAT	305	History of Mathematics	3-4 credit hours
History of Mathematics is a course designed specifically to cover the history behind the topics typically covered in an undergraduate math curriculum. This course examines the influence early number systems play on today's understanding of mathematics principles: Egyptian, Greek, and other ancient civilizations right on up through more modern Euclidian Theory and Fibonacci and ending with modern 20th century developments. **(for Secondary Education majors – Mathematics concentration)**			
MAT	306	Discreet Mathematics	3-4 credit hours
Discrete math, also called finite mathematics, is the study of mathematical structures that are fundamentally discrete, that is not supporting or requiring the notion of continuity. This course will examine countable sets, such as integers, finite graphs, and formal languages. We will also examine how discrete mathematics has become popular in recent decades because of its applications to computer science. Concepts and notations from discrete mathematics are useful to study or describe objects or problems in computer algorithms and programming languages. **(for Secondary Education majors – Mathematics concentration)**			
MAT	307	Business Calculus	3-4 credit hours
The goal of this course is to continue the study of math with topics in Business Calculus that include topics in Finance Mathematics and an introduction into Mathematical Analysis. The topics covered will include: Differential Calculus using polynomial, exponential and logarithmic functions, and its application to optimization; integral calculus with area and probability applications. Knowledge of functions and basic mathematics skills are prerequisite for this course. **(for Secondary Education majors – Mathematics concentration)**			
MCH	140	Medical Terminology	2 credit hours
Medical Terminology is the language specific to the medical industry. This course focuses on the word construction and meaning that characterize medical language.			
MCH	150	Human Anatomy and Physiology	4 credit hours
This course covers essential elements of human anatomy and physiology, the relationship and function of anatomy and physiology, homeostasis and the role that each of the body systems			

		plays in maintaining it, and the functions of cells and tissues in the body.	

MCH	220	Foundations of Maternal Child Health	4 credit hours

This course is the foundation of the Maternal Child Health: Human Lactation major, focusing on the issues that contribute to the development of the competent lactation care provider. Students will investigate social, cultural, and ethical issues that contribute to infant and maternal health. This evidence-based course includes an integrated approach to breastfeeding and human lactation within the context of the health of women and children.

MCH	223	Lifecycle Nutrition	4 credit hours

This course examines the impact of nutrition on human health; the processes of digestion, absorption and metabolism; the nature and composition of carbohydrates, fats, proteins and micronutrients; the characteristics of a healthy diet and weight control. The student will also explore the role of nutrition in pregnancy, lactation, infancy, childhood, and the adult lifecycle. Students will have the opportunity to assess their diet and activity.

MCH	250	Pre-Internship Planning	2 credit hours

This course prepares Maternal Child Health: Human Lactation students for the clinical practice experiences (Internship or Practicum) required for successful completion of the MCH: HL degree. Students will explore health communication issues relevant to working in a clinical site, identify and secure clinical placement(s), and complete required preparation per placement site. **(This class is a Prerequisite to MCH 460.Students who transfer to UI&U with the IBCLC certification will have the requirement of MCH 250 waived. Such students cannot choose to take MCH 250 as an elective.)**

MCH	322	Research and Evidence in Maternal Child Health	4 credit hours

Evidence-based practice in health care is an emerging model for examining the validity of common practices in health care. This course uses a hierarchy of evidence to guide students in the first two terms in the research process on specific issues in maternal child health, and to integrate evidence into clinical practice. **(Must be taken in the first term or second term of enrollment)**

MCH	323	Maternal-Infant Nutrition	4 credit hours

This course explores international public health perspectives and recommendations regarding the role of nutrition from preconception through pregnancy, the postpartum period, and early childhood. Students will also examine current nutrition trends affecting women and children. **(Prerequisite: MCH 223.)**

MCH	324	Skills & Strategies for Breastfeeding Problem Solving	4 credit hours

This course explores the clinical skills and strategies used to solve breastfeeding issues. Students examine and apply the Healthy Children 8-level problem-solving model to case studies involving complex issues by collecting history, describing assessment, distinguishing symptoms from problems, and proposing and evaluating solutions for identified problems. **(Prerequisite: MCH 220.)**

MCH	325	Social and Cultural Issues in Health Care	4 credit hours

Through readings and critical examination, the student will explore social and cultural issues in health care related to disparities of care, ethics, systems of power, social justice and diversity in health care systems. Through analysis and self-reflection, students will consider ways providers can enhance community health through improved communication and relationships between themselves and families as they work in the field of Maternal Child Health.

MCH	327	Birth Outcomes: Joys and Sorrows	4 credit hours

This course explores classic and current research surrounding the impact that conception, pregnancy, labor and childbirth may have on the development of the maternal child relationship. This course will explore the transformational aspects of birth as well as the consequences of pregnancy and birth events through theories of grief and loss including infertility, perinatal loss, childbirth interventions and unexpected birth outcomes.

MCH	328	Developing a Community-Based Support System	4 credit hours

This course will address the characteristics, organizational skills and clinical skills necessary to open and successfully operate community-based support for maternal child health. Existing models will be presented and evaluated for their advantages, disadvantages, potential client populations and settings for women and young children. Students will examine legal and ethical issues, professional standards and practical skills that need to be considered for developing a community support system.

MCH	329	Perspectives in Professional Lactation Support	4 credit hours

This course is designed to meet the unique needs of the Professional Lactation Supporter as well as those intending to enter the field. Focusing on the policies, principles and practices that constitute the field of evidence-based breastfeeding and human lactation care, students will investigate and appraise historical and contemporary issues within the context of becoming a competent self-reflective practitioner in a global interdisciplinary community.
(Prerequisites: MCH 220, MCH 322)

MCH	380	Mood Disorders in the Perinatal Period	4 credit hours

This course describes the causes, consequences of and treatment options for postpartum mood disorders. It will describe the three-part stress response, and how maternal stress and inflammation increase the risk of depression and other mood disorders. In addition, a range of complementary and alternative treatments will be described and the impact of treatment on breastfeeding will be discussed.

MCH	383	Assessment, Perceptions and Assumptions in Maternal and Child Health	1 credit hour

This course will explore how perceptions and assumptions can impact assessment. Various methods for developing a wider vision to use when assessing new mothers will be examined, including the use of alternate models of perception.

MCH	388	Applications in Maternal Child Health	2 credit hours

This course examines the professional, academic, and social significance of Maternal Child Health: Human Consulting. The course has an applied component that is designed by the student in collaboration with the instructor. Application occurs in developing an educational product for expectant/breastfeeding families or the care providers serving childbearing families. Other course work examines health care systems and social and ethical factors impacting the delivery of lactation care in the United States. **(Prerequisites: MCH 220, MCH 322)**
Note: This course can replace the internship/practicum requirement for graduation from the MCH program upon approval of program director. (This course will meet the internship/practicum requirement for MCH majors who live in a state without internship options.)

MCH	429	Infant and Child Growth and Development	4 credit hours

The growth and development of infants and children are explored in this course beginning with influences on healthy development in the prenatal phase, continuing through birth to adolescence. Normal stages are examined at each phase of the life cycle from conception to adolescence. Health promotion and cultural implications of health care during this span are

emphasized.

MCH	450	Implementing the BFHI: Step 4	1 credit hour

The WHO/UNICEF Baby-Friendly Hospital Initiative (BFHI) is a global program to encourage and recognize hospitals that offer the optimal level of care to the mother and baby dyad. Step 4, "help all mothers initiate breastfeeding within one hour of birth" [9] focuses on the implementation of continuous, uninterrupted skin to skin contact immediately after birth. This course will explore the nine stages babies go through in the first hour after birth, and discuss the research behind the benefits of this important time. **(Prerequisites: MCH 220, MCH 322)**

MCH	452	BioEthics in Maternal Child Health	4 credit hours

This course explores the universal principles of biomedical ethics and examines them in the context of working with families in the Maternal Child Health field. Students will learn about the operation of an institutional ethics committee. A case study approach illuminates these principles and the ethical challenges within a framework of social justice involved in delivering care. Students will examine these issues in national and international contexts as well as develop a personal perspective. **(Prerequisites: MCH 220, MCH 322)**

MCH	460	Internship I in Maternal Child Health	2 credit hours

This internship provides the student with the opportunity to gain practical experience as a lactation professional. Students will complete and evaluate clinical hours in breastfeeding counseling of the mother-baby dyad, under the supervision of an on-site experienced lactation professional, as well as an experienced academic lactation professional. Theoretical foundations and experiences are designed to develop lactation assessment, client management and documentation competencies. Experiences may include observation of counseling sessions, discussions with mentor, supervised practice sessions, documentation of cases, and evaluation of achievement of mastery. This internship course is offered in two parts, each involving completion of 150 hours of direct breastfeeding education and counseling conducted by the student under the guidance of a board-certified (IBCLC) mentor. **(Prerequisites: MCH 220, MCH 250, MCH 322)**Note: The only hours that may be counted toward the total requirement are those during which the student is directly participating in counseling, educating, and documenting breastfeeding care to pregnant and parenting mothers. Clinical internships will include some observation of the mentor by the student. Observation hours do not count toward the total that must be completed. All references to "hours" in this document refer to hours spent directly counseling, educating and documenting breastfeeding care that the student has provided. ["Documenting" refers to writing/typing the clinical documentation required by the hosting site, and not to time spent journaling interactions for this course.]
Successful completion of Internship I and II are required of students who intend to qualify for the International Board of Lactation Consultant Examiners (IBLCE) exam via Pathway 2 upon graduation from this degree program.
Successful completion of Internship I, documenting completion of the first 150 clinical hours toward pathway 2, is a pre-requisite for Internship II.

MCH	461	Internship II in Maternal Child Health	2 credit hours

This course provides the student with the opportunity to gain additional practical experience as a lactation professional. Students will complete clinical hours in breastfeeding counseling of the mother baby dyad, under the supervision of an on-site experience lactation professional, and reflect upon the experience with an experienced academic lactation professional. Theoretical foundations and experiences are designed to develop lactation assessment, client management and documentation competencies. Experiences may include observation of counseling

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[9] The Ten Steps to Successful Breastfeeding , https://www.babyfriendlyusa.org/about-us/baby-friendly-hospital-initiative/the-ten-steps

sessions, discussions with mentor, supervised practice sessions, documentation of cases, and evaluation of achievement of mastery. **(Prerequisites: MCH 220, MCH 250, MCH 322 MCH 460)**

Note: The only hours that may be counted toward the total requirement are those during which the student is directly participating in counseling, educating, and documenting breastfeeding care to pregnant and parenting mothers. Clinical internships will include some observation of the mentor by the student. Observation hours do not count toward the total that must be completed. All references to "hours" in this document refer to hours spent directly counseling, educating and documenting breastfeeding care that the student has provided. ["Documenting" refers to writing/typing the clinical documentation required by the hosting site, and not to time spent journaling interactions for this course.]

Successful completion of Internship I and II are required of students who intend to qualify for the International Board of Lactation Consultant Examiners (IBLCE) exam via Pathway 2 upon graduation from this degree program.

Successful completion of Internship I, documenting completion of the first 150 clinical hours toward pathway 2, is a pre-requisite for Internship II.

MCH	480	Power and Societal Inequities in Maternal and Child Health	2 credit hours

This course explores the disparities of care that exist within health care. Students will examine economics, gender, education, sexual orientation, race, and abilities in relation to quality of medical care and access to medical care. Students will consider their own assumptions and biases and think critically about how assumptions impact care. Through interdisciplinary perspectives, the student will explore the structure and function of systems of power among individuals, communities, governmental and non-governmental organizations and international agencies relating to national and international health inequities. International issues of economics, emergencies, infectious disease and war will be discussed. **(Prerequisites: MCH 220, MCH 322) An optional +1 credit hour co-requisite reading option is available – see your Program Advisor.**

MCH	481	Politics and Social Justice in Maternal Child Health	4 credit hours

This course explores sociologic, cultural, political, and economic forces affecting the practice of maternal child health, focusing on pregnancy, birth and breastfeeding. Focusing on social justice, the course includes national and international legislation, workplace accommodations, and economic, social and legal pressures. Through a biomedical ethics lens, students will examine their own personal place and responsibility in the global community. **(Prerequisites: MCH 150, MCH 220, MCH 223, MCH 322) MCH 481 is to be taken in the student's final term of enrollment, and only after having completed all other courses in the program.**

MGT	231	Principles of Supervision	4 credit hours

This course focuses on the first level of supervision and the knowledge, skills, and practices needed to effectively function as a supervisor in today's work place. The course emphasizes supervisory, managerial, and leadership knowledge and skills, such as effective communications, problem solving, decision making, empowering employees, conflict resolution, and positive discipline.

MGT	321	Principles of Management	4 credit hours

The course focuses on the new workplace and that managers must adopt new and different skills that are directed toward leading change, promoting a shared vision, developing teamwork, and fostering a learning environment to cope with today's global competition. The course also emphasizes the manager's traditional roles of planning, organizing, leading, and controlling. Other important topics such as ethical and social responsibility, organization change and development, employee empowerment, managing human resources, interpersonal

		communication, and decision making are explored in detail. **(Prerequisite: BUS 101)**	
MGT	343	Operations Management	4 credit hours
The course focuses on concepts and practices of the management of operations in non-profit, for-profit, and government organizations. Students develop critical thinking skills related to various operations management topics, including manufacturing and forecasting. Ethical operations will be emphasized, including social responsibility and sustainability, in order to operate effectively in a diverse and/or global environment. **(Prerequisite: GMAT 115 or GSTA 221)**
MGT	344	Project Management	4 credit hours
This course covers concepts, tools, and techniques of Project Management. The goal is to provide the student with an understanding of: project planning, budgeting, scheduling, work breakdown structures, risk analysis, project monitoring, project control, project evaluation, and project completion or termination before the project is completed. The ethical and social implications of project management will also be explored.
MGT	350	Management of Financial Resources	4 credit hours
The course focuses on the management of financial resources. It addresses: long-term investment decisions, cost of capital leverage, capital structure theory, working capital management, common stock, bond issuance, mergers and acquisitions, as well as short-term financing. The course also addresses how organizations use their financial resources to promote socially responsible and sustainability initiatives. **(Prerequisite: BUS 101)**
MGT	351	Management Mistakes and Successes	3 credit hours
This course focuses on mistakes, and some successes, made by organization executives. These incidents stemmed from applying, or not applying, the four traditional managerial roles of planning, organizing, leading, and controlling. The course, through the use of case studies, will explore how mistakes happen and the ways to prevent them.
MGT	420	Theory & Practice of Leadership	4 credit hours
In this course students will gain knowledge of leadership theory and its application to cases in a variety of management settings including, business, non-for-profit, and government. The cases and the self-assessment instruments are designed to further develop students' critical thinking skills and their creative and innovative problem solving abilities. Special emphasis will be given to ethical practice including social responsibility, sustainability, and the cultural adaptability required for functioning effectively in a diverse and global environment.
MGT	425	Organizational Behavior & Culture	4 credit hours
Organizational Behavior is the study of what people think, feel, and do in organizations. It focuses on individual, team, group, and structural characteristics within organizations that influence both individual and organization behavior in various situations, e.g., leadership, motivation, conflict, negotiation, social responsibility, and sustainability.
MGT	434	Problem Solving in Organizations	4 credit hours
This course investigates rational and intuitive problem-solving theories and approaches used by individuals and teams in business today, including several visualization techniques. It covers teams and teamwork and the rationale for establishing problem- solving teams. The course also explores the implications of various decision-making methods used in problem solving.
MGT	440	Social & Ethical Issues in Management	4 credit hours
In this course students will gain knowledge and develop critical thinking skills related to ethical decision-making for managers in a variety of settings including, business, non-for-profit, and government. Students will study the stages of moral development, ethical theory, do a self-

assessment, and apply ethical principles to case studies. Special emphasis will be given to ethical practice including social responsibility, sustainability and the cultural adaptability required for functioning effectively in a diverse and global environment.

MGT	450	Strategic Management & Business Policy	4 credit hours

The course focuses on policy information and strategic management in the non-profit, for-profit, and government sectors. It addresses problems and issues faced by managers through the case study approach to emphasize the development of strategic, socially responsible, and sustainable decision choices made to address the issues impacting the organization.

MGT 450 is the capstone course for the Business Administration and Business Management majors. **All Business Management core courses must be completed before enrolling in MGT 450.**

MIS	322	Management of Organization & Technology	4 credit hours

This course provides students with an understanding of the issues surrounding the development and commercialization of new technologies. The student will focus on the concepts and frameworks for analyzing how organizations can create, commercialize, and capture value from technology-based products and services. Topics covered include technological change and how it affects competition between new and existing firms, strategies for firms competing in high-technology industries, and how to create and manage an innovative organization.

MIS	325	Systems Analysis and Design	4 credit hours

This course provides systematic methodologies for developing and analyzing information systems in organizations. Students will explore the value of working in teams on systems analysis and design tasks and learn how to prepare systems analysis reports.

MIS	326	Database Management	4 credit hours

This course provides an introduction to concepts and principles of database management from a management perspective. This course will give future managers an understanding of physical and logical representations, data modeling, implementation, and data management.

MIS	327	Telecommunications – Networking	4 credit hours

This course combines the basic concepts of data communications, telecommunications, and networking with managerial aspects and practical applications. Students will cover a broad base of knowledge which includes legal, managerial, marketing, financial, and ethical dimensions to make appropriate business decisions.

MIS	328	Information Security	4 credit hours

This course covers technical and business aspects of information security. Students will study managerial aspects of securing computer networks and will understand IT controls in a business environment.

MIS	330	e-Commerce Business Planning	4 credit hours

This course examines the basic framework required to establish and operate an e-commerce business. Topics include the process and responsibilities of incorporation; developing a business plan and defining marketing services; the process of responding to requests for proposals; proposal writing and tendering; drafting and interpreting contracts and the principles of contract law; costing and financial management issues; and professional development. Also, within this framework, students will examine the process of selecting and using business planning and operations software. **(Prerequisite: BUS 101)**

MIS	420	Project Management & Change	4 credit hours

In this course, students will examine the managing of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and

closing a project. Project integration, scope, time, cost, quality control, and risk management, as well as managing the changes in organizations resulting from introducing or revising information systems are studied. Identifying project champions, working with user teams, training, and documentation, and the change management role of the information systems specialist are considered. **(Prerequisite: MIS 325)**

MIS	422	Managing Information Resources	4 credit hours

This course explores managerial and technical issues facing IS professionals. Students will explore how organizations respond to the challenges of information systems management and cover issues such as selection and management of human and technical resources, ethics, privacy, intellectual property, and knowledge management. **(Prerequisite: MIS 325)**

MKT	321	Principles of Marketing	4 credit hours

The course focuses on the marketing environment and the contemporary concepts and practices of marketing goods and services. The managerial aspects of marketing, specifically: planning, implementing, managing products, determining price strategies, distributing, promoting, advertising, and meeting customer demands are emphasized. **(Prerequisite: BUS 101)**

MKT	380	Marketing Analysis & Strategies	4 credit hours

This course will provide an overview of contemporary marketing concepts, practices, and strategies while exploring the fundamentals and managerial aspects of the marketing process. Emphasis is placed on the marketing environment and effective management of that environment. **(Prerequisite: MKT 321)**

MKT	426	Global Marketing	4 credit hours

This is a case-based course in global marketing management designed to develop global marketing research and analytical skills. This course will help the student handle marketing strategy issues across national and cultural boundaries. **(Prerequisite: MKT 380)**

MKT	430	Market Research	4 credit hours

This course is designed to help students to examine the role and methodology of market research in the business environment. Students will explore the use of data collection, evaluation and presentation methods, and examine the decision-making process used to generate market research information. **(Prerequisite: MKT 380)**

PHI	301	Philosophy of Science	3-4 credit hours

In this course, students will explore models of science and their theoretical components found in natural, chemical, and physical sciences. They will examine science on a philosophical level as well as the works of scientists throughout history. Various approaches to scientific inquiry will be introduced**. (for Secondary Education majors – Science concentration)**

PHS	301	Meteorology	3-4 credit hours

This course provides a quantitative introduction to the Earth's atmosphere. Topics include tropical and mid-latitude weather, clouds and convection, solar and infrared radiation, general circulation and climate, and an overview of meteorological dynamics. **(for Secondary Education majors – Science concentration)**

POS	201	American Government	4 credit hours

This course is designed to introduce the student to the structure and function of the United States government. Knowledge about the U.S. Constitution and political culture is then applied to develop critical thinking skills about American politics and legal society **(for Secondary Education majors – Social Science concentration)**

PSY	209	The Helping Relationship	3 credit hours

This course will focus on the cultivation of the identity and values of an effective helping professional. It will focus on foundational counseling skills as well as an orientation to ethically

and socially responsible behavior in professional and personal settings. A collaborative class atmosphere, self-reflection, and skills for personal growth will form the context for the development of effective skills. Case examples, role-play, and ethical dilemma problem solving will be used to explore these topics in contexts of social and cultural diversity. Students will become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns.

PSY	229	Child Development: Contexts for Growth	3 credit hours

This course will examine the theory and research on psychological development of children and adolescents, particularly as it relates to relational contexts that foster growth and resilience. Changes in physiological, cognitive, and affective processes will be examined, and the role of family and society as the context for child development will be explored. Topics include temperament, attachment, learning, social development, family, ethnic and cultural influences, moral development, and development of identity.

PSY	230	Adult Development: Perspectives on Human Flourishing	3 credit hours

This course will examine theory and research on adult development with a special emphasis on insights drawn from positive psychology. It will explore the developmental tasks of adulthood, and explore the transitions involved in parenting, career development, and aging well. It will consider a variety of theoretical and practical questions, including: What are the developmental opportunities of adulthood and late life? What are the factors the lead to happiness and well-being in adulthood? What is the impact of diversity issues on adult experience?

PSY	235	Research Methods in Psychology	3 credit hours

This course will focus on quantitative and qualitative research methods. Students will learn to evaluate research designs and interpret psychological research data. They will learn ethical issues related to research with human subjects and examine controversies in this area.

PSY	314	Psychology and the Law	4 credit hours

Provides an overview of the role and responsibilities of a clinician when working within the legal system. Issues of confidentiality, eye witness accuracy, competence to stand trial, jury selection, and the insanity defense are explored.

PSY	316	Social Psychology	3 credit hours

This course provides an overview of the major concepts and research in the field of social psychology. Social psychology investigates how the individual's thoughts, feelings and behaviors are influenced by social context. Course topics will include: social self-concept; social judgement and attitudes; conformity and obedience; intergroup relations; prejudice and stereotyping; and aggression and pro-social behavior. The course will emphasize the application of social psychological concepts to better understand social problems and experiences in everyday life.

PSY	329	Psychology of Women	3 credit hours

This course will examine the psychology of women. It will focus on theories and research regarding women and gender and will examine social, cultural, and historical factors that influence women's lived experiences. A global perspective will be used to explore issues of diversity and the role of women in shaping the discipline of psychology.

PSY	350	Personality Theories: Frameworks of Understanding in Psychology	3 credit hours

This course will provide an overview of theories of personality, particularly as they apply to the field of counseling. Major personality theorists will be presented in their biographical and

historical contexts, providing students with an understanding of the evolution of counseling and psychotherapy as a field. Emphasis will be placed on the interaction between sociocultural context and our understanding of human nature so that students will be able to critically evaluate social and cultural bias within theory.

PSY	351	Abnormal Psychology: Explorations through Film	3 credit hours

This course is designed to help students examine conceptions of abnormal and normal behavior along several dimensions. These dimensions include social and historical influences on our views of abnormality and psychological health, as well as current clinical formulations and controversies. Social and cultural dimensions will be explored through the medium of film and its role in shaping our views of psychopathology.   The psychiatric classification of psychopathology will be studied, including theories around etiology, treatment strategies and controversies.

PSY	352	Community Psychology: Cultural and Global Perspectives	3 credit hours

This course will focus on research and theory in community psychology with an emphasis on the global context. Community psychology seeks to understand human problems in a social context, with an emphasis on addressing complex social issues such as marginalization, racism, globalization and poverty, gender and power, heterosexism, and the effects of global climate change on human communities. It focuses on collaborative research and action, promotion of social competencies, well-being, and prevention at individual and community levels. We will explore how community psychologists use multi-cultural perspectives to contribute to prevention of psychological problems and promotion of individual and community strengths in the United States and around the world.

PSY	353	Criminal Behavior	3 credit hours

This course examines theories of criminal behavior. Biological, psychological, sociological and developmental theories will be explored. The relationship between mental illness and violent criminal behavior will be explored in the context of psychological and legal viewpoints on mental illness. Approaches to treatment and rehabilitation will also be examined.

PSY	354	Alcohol and Drug Abuse Counseling	3 credit hours

In this seminar participants will explore the psychological theories of counseling most prominent in substance abuse treatment including the stages of change, motivational interviewing, and cognitive behavioral therapy. Participants will engage in experiential learning activities such as video or audio taped role plays with a focus on developing specific counseling skills based on these theories.

PSY	355	Art Therapy: Theories and Methods	3 credits

This course will address the basic principles of history, theory, and practice of art therapy. Course content includes historical and theoretical perspectives of Art Therapy, clinical illustrations, and experiential material. Students will read and discuss articles related to the history and practice of art therapy. The use of visual art materials as a tool for psychological intervention and treatment will be explored. Students will experiment with art materials in order to understand the material process of how art can be used therapeutically and will develop an art-related product as a final project summarizing their understanding of the field of art therapy.

PSY	356	Forensic Psychology	3 credits

This course provides an examination of the field of forensic psychology. It evaluates applications of psychology to the criminal justice system including the areas of investigative psychology, law enforcement responses, psychology and the courts, forensic assessment, and correctional psychology. It will also provide an in-depth survey of the relationship between violence and mental disorders and focus on the criminal justice system's handling and treatment

of the mentally ill.			
PSY/ ESM	402	Organizational Psychology	4 credit hours
This course applies organizational psychology theories to topics which include organizational structure, motivation and job satisfaction, organizational communication, characteristics of leadership, and personnel selection, training and appraisal.			
PSY	440	Mindfulness Based Therapies	3 credit hours
In recent years, the contemplative traditions of Asia have influenced Western psychology's understanding of the mind. This course will explore this cross-fertilization of ideas about human development and psychological healing. We will focus specifically on Buddhist psychology and its relationship to Western approaches to psychotherapy. How does Buddhist psychology understand human suffering and what are the implications for psychological healing related to this understanding? What is the influence of Western conceptions of self and identity on this emerging approach to personal and spiritual development? In addition to these questions, we will explore new secular approaches to mindfulness training and the empirical research that supports these therapeutic approaches.			
PSY	441	Altruism, Empathy and Compassion	3 credit hours
This course will explore the psychology of empathy, altruism and compassion. We examine the evidence for empathy in primates and other animals, study how empathy and altruism develops in children, learn about the neurobiological dimensions of compassion, and explore the role of empathy and compassion in psychotherapy and healing. Finally, we examine the full flowering of compassionate action in case studies of compassionate exemplars. Through a multi-disciplinary exploration of these topics students explore the implications of "selflessness" and examined how our underlying assumptions about human nature shape pathways of human development and human possibility.			
PSY	442	Life Stories and Spiritual Development	3 credit hours
This seminar will examine spiritual development as a central theme in adult development. It will explore this theme by studying life stories of all kinds – from everyday acts of self-narration found in web blogs and video diaries, to some of the great spiritual autobiographies of the last century. The first half of the seminar will explore how we create meaning and identity through the stories that we receive and tell about our lives. The second half of the seminar concentrates on reading and analyzing spiritual autobiography as a genre specifically centered on the quest for meaning. We will learn about key elements in the analysis of spiritual life stories and engage in a process of introspection and reflection on our own life stories.			
PSY	443	Counseling: Theories and Practices for the Skilled Helper	3 credit hours
This course will focus on the primary schools of thought within the field of psychotherapy: psychodynamic, cognitive behavioral, humanistic, family systems. Students will learn the underlying assumptions of each orientation, and their corresponding methods. Students will be introduced to foundational counseling skills and practical applications counseling methods.			
PSY	499	Capstone Portfolio: Self-Assessment and Reflection on Learning	3 credit hours
In this course students will complete the capstone portfolio, which will include a compilation of work accomplished in the major and a self-reflective paper involving reflection and assessment of one's own learning. Students will be guided through a series of self-reflective exercises that will enable them to place their study of psychology in the context of their lives, future aspirations, and social/global concerns. Students in a concentration track will have the opportunity to examine their learning through the lens of their concentration. We will focus on methods of organizing, assessing and conveying learning in relation to the learning outcomes.			

SCI	322	Oceanography	3-4 credit hours
This course introduces students to the various aspects of the world's oceans: composition of seawater and the ocean's layered structure. Students will look at the formation of oceanic plates and the geology of the ocean floor. The course will include a discussion of the history of oceanography, and students will compare and contrast ocean waves, ocean circulation, and ocean currents as they relate to the continental shelves and coastlines. **(for Secondary Education majors – Science concentration)**			
SOW	101	Introduction to Social Work	4 credit hours
This course introduces the history, evolution, and purpose of the social work profession and examines professional values, knowledge base, processes and skills for generalist social work practice. Emphasis is given to the ecological framework for understanding the scope of social work practice at the micro, mezzo, and macro levels.			
SOW	255	Introduction to Social Welfare Policy	4 credit hours
This course introduces the historical and conceptual foundations of social welfare policy and social programs in the United States. Emphasis is given to the concepts, principles, competing values, ideas, beliefs and human diversity issues that shape policy development and influence the decision-making and implementation of social welfare programs and services. The course examines the dual nature of social workers' roles, both as contributors to social welfare policy development and as macro social work change agents. **(Prerequisite: GSOC 101)**			
SOW	322	Human Behavior and the Social Environment (I & II) - 16 weeks	4 credit hours
HBSE Part I: This foundational course, the first in a two-part sequence, focuses on the lifespan approach to examine the biological, social, cultural, psychological, and spiritual factors that influence behavior, normal development, health, and well-being from conception to adolescence. Ecological/systems theories focus the "person-in-environment" as the context for biopsychosocial assessment and exploring the impact of human diversity, oppression, social and economic inequality. **(Prerequisites: GBIO 225 and GPSY 120)** **HBSE Part II:** Human Behavior and the Social Environment The second in a two-part sequence focusing on the lifespan, examines the biological, social, cultural, psychological, and spiritual factors that influence individual development, personality, and psychosocial adaptation from young adulthood to later adulthood.			
SOW	323	Generalist Practice I: Social Work Practice with Individuals	4 credit hours
This foundational course examines the knowledge, ethics, and skills for generalist social work practice with individuals. Special emphasis is given to the person and environment construct, and the ecological framework for understanding the biological, social, cultural, psychological, and spiritual dimensions that shape individual development and behavior. Students will model the stages of the planned changed process focusing on the essential qualities of a professional helping relationship, beginning interviewing principles and techniques, use of self, counter transference, empathy, and related interpersonal skills**. (Prerequisite: GPSY 120)**			
SOW	324	Generalist Practice II: Social Work Practice with Families	4 credit hours
The course introduces the generalist/strengths perspective, family life cycle, assessment factors, and various structural, strategic, theoretical and evidence-based models and interventions for culturally-competent social work practice with families and extended family/natural support systems. **(Prerequisite: SOW 323)**			
SOW	327	Ethical Issues in Social Work	4 credit hours
The course introduces the value base and ethical standards of social work professional practice			

derived from the Code of Ethics for Social Workers (National Association of Social Workers, 1999). Students will examine personal values and gain knowledge of the dimensions of ethical decision making, apply guidelines for ethical reasoning and resolving ethical dilemmas related to social workers' obligations to clients, colleagues, society, social work profession, society, and the practice setting. The course focuses on ethical practices and activities, including privacy and confidentiality, legal duties, client rights, civil rights, informed consent, professional judgment, competence, impairment, social welfare, and political action.

SOW	329	Multicultural Issues in Social Work	4 credit hours

This course provides a theoretical framework for understanding the dimensions of diversity, ethnocultural, socioeconomic, and social structures that shape human experience, and contribute to differences in power relations among individuals and multicultural groups in the United States. Emphasis is given to influential societal values and mechanisms of oppression that may marginalize, stigmatize, alienate, or mediate access to privilege, power, and acclaim among individuals and vulnerable groups. The course examines macro level change in promoting social and economic justice, human and civil rights, and empowerment concepts for eliminating poverty and discriminatory practices due to age, class, color, culture, disability, ethnicity, gender, immigration status, political ideology, race, religion, and sexual orientation.

SOW	345	Generalist Practice III: Social Work Practice with Communities and Organizations	4 credit hours

The course applies the generalist/empowerment perspective in examining roles, relationships, and communication skills for working with communities and organizations, including the use of the planned change process - a systematic model guiding assessment, planning, problem-solving, and intervention techniques in macro social work practice. **(Corequisite: SOW 324)**

SOW	370	Research Methods in Social Work I	4 credit hours

This course, the first of a two-course sequence, introduces the student to the basic terms, concepts, research designs, and applications of social work research methods. Emphasis is placed on critical thinking and identification of the stages of scientific inquiry, focusing concepts, terminology and topics in problem formulation, development of research questions or hypotheses, research designs, methods of data collection, statistical tests, and data analysis. **(Prerequisite: GSTA 221 or STAT 324)**

SOW	450	Social Welfare Policy Analysis	4 credit hours

The course introduces the theoretical framework and models for social welfare policy analysis. Students will analyze contemporary policy structures, economic concepts, federal and state initiatives that impact social work programs, practice, planning, and social service delivery systems related to social insurance, health care, child welfare, and aging. Students will identify the leadership, collaborative, and advocacy roles engaged by social workers at the macro level, and strategies for advancing human rights, civil rights, social and economic justice.

SOW	470	Research Methods in Social Work II	4 credit hours

The course, the second of a two-course sequence, develops skills in analyzing research designs and evaluating social work program outcomes, including measures of practice effectiveness. Emphasis is placed on the development of analytical writing skills and critique of published empirical studies. **(Prerequisite: SOW 370)**

SOW	487	Social Work Field Practicum I	4 credit hours

This course, Part I of a two-course sequence, integrates the theoretical and conceptual foundation of classroom instruction with practice methods, training, and skills for generalist social work practice. Students will demonstrate the core components through placement within a qualified practice setting, and complete a minimum of 200 practicum hours under the supervision of a licensed social worker with an advanced degree in social work.

SOW	488	Social Work Field Practicum II	4 credit hours

Part II of the two-course Field Practicum requirement. This course integrates the theoretical and conceptual foundation of the classroom instruction with practice methods, training, and skills for generalist social work. Students will complete a minimum of 200 practicum hours. This course places primary emphasis on evaluation of the student's professional effectiveness, mastery of the core competencies, and readiness to engage in evidence-informed practice.

SOW	489	Social Work Field Integrative Seminar	4 credit hours total

The Social Work Field Integrative Seminar is designed to guide the student's engagement and integration of social work theory with field instruction for beginning generalist social work practice. Through an interactive group process, the seminar offers a confidential setting for discussing current experiences in the practicum, information-sharing, problem-solving, and evaluating professional effectiveness, values, ethical and work adjustment issues, interviewing, and communication skills. **Students are required to maintain participation in the field seminar for the entire period of enrollment in SOW 487 and SOW 488.**

SPE	201	Public Speaking	3-4 credit hours

This course is designed to give the student a full understanding/appreciation of the techniques and approaches to public speaking. The student will discriminate between good and poor speeches, will understand the planning required to deliver a good speech, and will deliver speeches for different purposes and audiences. **(for Secondary Education majors – English concentration)**

SPM	315	Sport Administration & Organizational Theory	4 credit hours

This course will explore, assess, and identify various organizational theories and structures and their application in sport environment. The course will examine the management process, including theoretical and philosophical aspects of management in a sport setting, and review the role of character development in sport management. The course will also examine the importance of relationships within sport management, such as client, employee, and community relations, and analyze physical education, recreation, wellness, health promotion, sport and fitness as micro components in sport administrations as it relates to society as a whole.

SPM	320	Economics & Fiscal Responsibility in Sport Management	4 credit hours

This course will identify principles of finance specific to budgeting and operations in connection with business decision-making in various sport-related organizations. The course will expose students to various financial principles as they relate to professional, collegiate, and high school sport programs. In addition, this course will provide students with practical application of financial management, including principles and financial statements as they pertain to planning, administration, and reporting the financial performance of a sport-related organization.

SPM	410	Law and Ethics in Sport Management	4 credit hours

This course provides an understanding of the American legal system with an emphasis on the resolution of sport business legal disputes by means of civil litigation, mediation, arbitration, and trial procedures. The course will examine the legal structure of the sport industry. This course provides an understanding of the laws affecting professional sports and provides a philosophical viewpoint of the ethics, professional codes of conduct, and ethical professional responsibilities of leaders in the sport environment.

STAT	321	Advanced Statistics and Probability	3-4 credit hours

The goal of this course is to familiarize the student with the fundamentals of statistics and allied topics in probability. The course will focus on the topics of displaying data, calculation of central tendency, methods of determining the spread of the data, sampling techniques, basic probability, binomial probability distributions, and the interpretation of normal distributions and

estimation of confidence. This course emphasizes using statistical reasoning. **(Prerequisite: GSTA 221)** (for Secondary Education majors – Mathematics concentration)			
STAT	323	Regression Analysis	3-4 credit hours
This course presents a balance of theory and application of linear regression models and statistical analysis. The topics covered include simple and multiple linear regression, partial correlation, residual analysis, stepwise model building, multi-colinearity and diagnostic methods, indicator variables. This course assumes familiarity with basic statistics. **(Prerequisite: an introductory statistics course or GSTA 221) (for Secondary Education majors – Mathematics concentration)**			
STAT	324	Statistical Methods for Quality Improvement	4 credit hours
This is an advanced course in using a variety of statistical tools and techniques to improve work processes. The course provides students with the knowledge and skills to use of a variety of control charts, other quality tools and techniques, and the process of continuous quality improvement in their quality improvement efforts. Through the selection, development, data collection, analysis, and report of a work-related project, emphasis is placed on practical quality improvement applications. **(Prerequisite: GSTA 221)**			

MASTER OF ARTS DEGREE PROGRAMS

- Master of Arts with a Major in Clinical Mental Health Counseling
- Master of Arts

MASTER OF ARTS WITH A MAJOR IN CLINICAL MENTAL HEALTH COUNSELING (MA-CMHC)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Director: Rosalyn Brown Beatty, Ph.D.
Assistant Director: Robert F. Wubbenhorst, M.A., CAGS, NCC, ACS, LCMHC

Program Overview

Credits to Degree: 60 semester hours (academic year: 32 weeks, program length: 112 weeks*)
Maximum Transfer Credits: Up to 12 semester hours
Calendar: The academic year equals two terms for a total of eight months.
Enrollment Dates: Aug/Sept (Fall), Jan (Winter), and April/May (Spring/Summer)
Minimum Time to Degree: 24 months*
Maximum Time to Degree: 60 months from the original date of enrollment
Full-time Status: Nine semester credits per term
Part-time Status: Six semester credits per term

Note: It is possible for a student to complete the program in 96 weeks, or six terms. For example, if a student registered for nine credits in fall term, nine credits in winter term, and 12 credits in spring/summer term, then this would earn 30 credits every three terms.

This program is available to residents of Ohio, California, Florida and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Academic Program Contact Information
MA-CMHC Program
New England Academic Center
Union Institute & University
28 Vernon Street, Suite 210
Brattleboro, VT 05301

MA-CHMC Program
Cincinnati Academic Center
Union Institute & University
440 E. McMillan Street
Cincinnati, OH 45206
Toll-free: 800.861.6400

Program website: http://myunion.edu/academics/masters/clinical-mental-health-counseling/.
Students should refer to the *MA-CMHC Student Handbook* for a more in-depth description of
the blended delivery model of education, course sequence checklist, mandatory on-site
residencies, and requirements for the practicum and internship field experiences. Additional
critical information regarding scholarship, research, and preparation for entry into professional
practice upon graduation is included in the handbook.

The *MA-CMHC Student Handbook* is available on the program's CampusWeb Group page.
Access to this page is for current students only.

Program costs and fee schedule is available on the UI&U website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-MA-CMHC-Final.pdf

Program Mission Statement

The UI&U Master of Arts with a major in Clinical Mental Health Counseling (MA-CMHC) Degree
Program provides educational opportunities and services to diverse adult populations with
distinct and varied needs. Using multiple modalities of education delivery, Union Institute &
University actively seeks to identify and reach those underserved by traditional graduate
education.

*The mission of the MA-CMHC program is to educate and train students in preparation to
become professional counselors, functioning as competent and ethical practitioners and
educators in a variety of clinical, educational, and workplace settings using evidence-based and
best practices, who are informed consumers of research. The program specifically emphasizes
the importance of multicultural competence and social responsibility in the practice of
professional counseling.*

Program Philosophy

The MA-CMHC program's conceptual framework aligns with the mission of the larger institution
in the promotion of high quality, accessible, innovative, brief-residency programs for adult
students across the country and even throughout the world. The program subscribes to a
practitioner-scholar training model that includes seminal thinking on evidence-based practices
and reflects a culture of competence view in which learning and skill acquisition are the products
of a sequential, organized, and supervised educational experience that prepares the student for
practice as a counseling professional.

The program employs a developmental training approach where expectations of minimum
competency increase as students progress through the sequence of course work, supervised
clinical practice, and completion of other requirements including the capstone project.
Congruently, students are evaluated and assessed at different stages of their development.
Graduates of the program are thus expected to be able to function as competent and ethical
professional counselors, capable of providing mental health services to individuals, groups and
organizations, consistent with the goals as specified below.

Program Description

The MA-CMHC program is a competency-based, practitioner-scholar training program aligned with national credentialing and state licensing standards and designed to meet the needs of students who wish to:
- Advance their career in the mental health field;
- Obtain advanced education and training while maintaining their current family, community, and social responsibilities and connections;
- Pursue licensure/certification as a professional counselor; and/or
- Seek preparation for doctoral work in counseling, or a closely related field.

The program's distributed learning model consists of online coursework; live/synchronous class sessions between students and faculty using advanced technology; and face-to-face, on-ground academic experiences. The on-ground academic experiences are held twice annually at an academic center (exact dates and location are published in advance), and include such learning activities as faculty-led workshops, supervised clinical training, guest speakers from the community, student scholarly presentations, advisor groups, practicum/internship seminars, and a combination of formal and informal faculty-student and student-student interactions.

The program requires the completion of 60 credits delivered on a trimester schedule and is offered with full- and part-time options to meet the needs of working professionals. There are three entrance points annually: August/September (Fall), January (Winter), and April/May (Spring/Summer). Students may complete all degree requirements in approximately two years (six or seven terms) of full-time study (a minimum of 9 credits per term), while students desiring more time may opt for a longer program. The maximum time allowed for degree completion is five (5) years from the original date of admission.

The program offers instruction in core curricular areas, an optional Alcohol and Drug Abuse Counseling Certificate (see "Certificate of Alcohol and Drug Abuse Counseling" below), and supervised practicum and internship experiences as required by state and national agencies and credentialing bodies. Working with a team of qualified faculty who hold graduate degrees and possess relevant practitioner experience, students engage in scholarly inquiry, examination of traditional and current literature, theory, and research in the counseling field, and engage in supervised practice.

Students are guided in their professional development and socialization to the field of clinical mental health counseling through intensive, formal faculty-student contact that occurs both face-to-face and at a distance. Students are provided with comprehensive evaluation and assessment of their interpersonal competence and professional dispositions at regular intervals throughout the program. In addition, students are offered numerous opportunities to provide formalized feedback to the program to ensure continuous quality improvement.

Learning Outcomes and Competencies

University Learning Outcomes and Master's Level Competencies

The goals and objectives of the MA-CMHC program are consistent with the mission, vision, core principles, and values of Union Institute & University, as adopted by the UI&U Board of Trustees. These include a focus on communication, critical and creative thinking, ethical and social responsibility, and social and global perspectives, and apply to all programs at UI&U, though individual programs may extend or adjust them for greater specificity. University learning

outcomes and competencies are assessed at the university level, utilizing data from multiple components of the MA-CMHC program, on a two-year cycle per outcome.

University Outcomes	Master's Level Competencies
I. Communication Express and interpret ideas clearly, using a variety of written, oral, and/or visual forms.	Construct coherent and organized written documentation using standard English. Analyze, critique, and synthesize scholarly literature in the field. Critically reflect on experience related to acquired knowledge. Consistently document sources using appropriate academic citation style.
II. Critical & Creative Thinking Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.	Analyze a variety of scholarly perspectives, ideas, and/or theories. Connect an understanding of theory with practice. Initiate new practice or draw new conclusions based in a field-related theoretical understanding.
III. Ethical & Social Responsibility Express ethical & social implications in one's social, professional, artistic, and/or scholarly practice.	Examine the ethical values or social and cultural practices related to the student's focus of study. Relate ethical or social and cultural implications to a broader context. Act on or envision a plan for acting on a theoretical understanding of ethics in the field of interest and recognize one's own social responsibility to individuals, groups, and communities.
IV. Social & Global Perspectives Articulate a perspective on power in the world and one's own place in the global community.	Demonstrate knowledge about the ways oppression, power, and privilege can be presented at individual, cultural, and societal levels. Exhibit ongoing critical reflection on attitudes, beliefs, and values regarding oppression, power, and privilege. Maintain ongoing awareness of how one's own position may unintentionally repeat experiences of oppression, power, and privilege in interacting with others.

MA-CMHC Program Goals, Objectives, and Competencies

The MA-CMHC program includes a set of goals, objectives, and competencies specific to its training model. The two primary goals of the program are:

- Educate and train students in preparation to become licensed professional counselors, functioning as competent and ethical practitioners and educators in a variety of clinical, educational, and workplace settings using evidence-based and best practices, who are informed consumers of research.
- Foster awareness of one's own position in a global community, understanding issues of social justice and social responsibility to individuals, groups, and communities in order to competently and respectfully provide services to diverse client populations, as well as to be agents of social change.

The program has designated the following objectives to meet its goals:

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

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

2. **Research & Evaluation**
   Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research, evaluation, and scholarship to the practice of clinical mental health counseling.

   Competencies of Research & Evaluation include:
   a. Critically evaluate research literature and apply it to a broad range of clinical settings.
   b. Demonstrate appropriate levels of knowledge in the broad scientific areas of human behavior, including learning, psychopathology, social bases of behavior, human development, and counseling theories.
   c. Utilize scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) to design and implement a research study and/or evaluate the effectiveness of a program.
   d. Demonstrate competency in scientific inquiry in the process of lifelong learning and service to the profession and community.

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

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

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

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

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

   Competencies in Education & Consultation include:
   a. Demonstrate knowledge of the basic and evolving principles and procedures in consultation with a broad range of individuals, groups, programs and organizations.
   b. Demonstrate the necessary skills and attitudes to competently provide consultation as a mental health professional.
   c. Demonstrate knowledge of the roles of an educator and consultant as distinguished from other professional roles.

6. **Individual and Cultural Diversity**
   Students will develop the knowledge, skills, and attitudes to provide professional services to individuals, groups, and communities from diverse backgrounds and to engage in ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in the practice of clinical mental health counseling.

   Competencies of Social Justice & Individual and Cultural Diversity include:
   a. Be aware of and monitor the influence of own cultural and personal background in all areas of professional practice.
   b. Be aware, knowledgeable, respectful, and appreciative of the experiences of diverse racial, cultural, and ethnic minority groups.
   c. Develop and provide culturally competent services to individuals, groups, and organizations, seeking appropriate consultation when relevant.
   d. Routinely identify issues of social injustice in own professional practice.
   e. Actively engage in addressing issues of social injustice in professional activities.
   f. Recognize the importance of multicultural competence as a lifelong learning process for self as a professional counselor.

Program Accreditation and Professional Certification/Licensure

UI&U is accredited by the [Higher Learning Commission](#). For information regarding the meaning of accreditation, see the section of this catalog on "Institutional Accreditation, Authorizations, and Memberships" or visit https://myunion.edu/about-union/accreditation/.

While no program can guarantee licensure or certification to any individual, numerous external regulatory and state credentialing/licensing requirements for professional counselors were used in the design of the MA-CMHC program. These include academic course requirements shared by states and stipulations made by national credentialing bodies for specific types of national certification. Prospective clinical mental health counseling students should review their state's licensing requirements before matriculating into licensure-bound studies at Union Institute & University.

The MA-CMHC program has a Memorandum of Understanding (MOU) with the Vermont Board of Allied Mental Health Practitioners, which pre-approves the education requirements of program graduates who apply for state licensure in VT.

National counselor certification from [National Board of Certified Counselors (NBCC)](#) demonstrates to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The flagship national certification offered by NBCC is the NCC (National Certified Counselor), and it is the largest national counselor certification in the world. The requirements for national counselor certification include: a master's degree in counseling, or with a major study in counseling, from a regionally accredited institution; 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master's time period; and a passing score on the National Counselor Examination (NCE). The MA-CMHC program is recognized by the NBCC as meeting eligibility criteria for examination at the national level, and UI&U is an approved examination site for the NCE. Students in their final term of the MA-CMHC program are eligible to take this national

exam. The NBCC announced that beginning January 1, 2022, applicants for the NCC credential must be graduates of a CACREP-accredited program.

A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, LPC-MH. Though requirements for licensure vary from state to state, all require some combination of: a master's degree; counseling experience and supervision; and a passing score on the NCE and/or NCMHCE. Some require a mental health jurisprudence exam of that state.

The MA-CMHC program is applying for accreditation with the [Council for Accreditation of Counseling and Related Educational Programs (CACREP)](). The application process may take up to 18 months to complete, and submission of an application does not guarantee accreditation. The Ohio Counselor, Social Worker, and Marriage and Family Therapist Board announced in 2014 that it will require all counseling programs in Ohio to be CACREP accredited by January 1, 2018.

Note: Completion of the MA-CMHC degree does not automatically qualify students for certification or licensure in their respective states. Students should consult the appropriate state or national regulatory agency regarding licensure or certification requirements and processes for application. The ultimate responsibility regarding licensure or certification remains with the individual student and not with the institution.

Transfer Credit Policy

By petition, a student may be allowed to transfer up to 12 graduate credits from a regionally accredited institution into the program of study, under the following conditions:

- A request to transfer acceptable graduate credits was made <u>at the time of enrollment</u> as part of the application process.
- All transfer graduate-level credits were earned in the past five years from a regionally accredited institution of higher education with a grade of B or better in each course under consideration.
- Transfer credits that were earned as part of a previous completed degree or certificate will not be accepted in transfer toward the MA-CMHC degree. For example, no credits used toward an earned master's degree will be accepted for graduate credit at UI&U.
- An exception to the maximum 12 graduate transfer credits exists for non-degree students who complete part or all of the Alcohol and Drug Abuse Counseling (ADC) Certificate. See "Certificate of Alcohol and Drug Abuse Counseling" below for more information. These UI&U non-degree graduate-level certificate hours will be evaluated on a case-by-case basis for internal transfer acceptance toward the MA-CMHC degree. However, students who wish to apply the non-degree certificate hours toward the MA-CMHC degree must pay the difference between rates charged for education hours and current tuition rates for graduate credits in order for this conversion of education hours to graduate credits to occur. This rate difference is not eligible for federal financial aid.
- The transfer credits are deemed by the director or his/her designee to be applicable and relevant to the degree requirements in effect at the time of the request.
- Transfer credit from a quarter system institution will be converted to semester hours.

- All transfer credits that are accepted toward the MA-CMHC degree are used to determine the remaining maximum time frame in the program.
- It is recognized that the program will not accept transfer credits if one or more of the aforementioned conditions are not met.

Applicants wishing to learn prior to admission about the acceptance of transfer credit should submit official transcripts from a regionally accredited institution, a Transfer Request Form, and a description of each course to be credited to the assistant director for approval.

All requests for acceptance of transfer credits are handled individually. The following process will be followed in petitioning for and the approval of transfer of credits:

1. Submit Transfer Credit Request Form (available from the program office) to the assistant director of the MA-CMHC program prior to the beginning of the first term. This must include the *original* course syllabus for each course being considered for transfer and any other pertinent or requested materials.

2. The assistant director will review the petition and all supporting materials. The submitted material must demonstrate that the prior course work meets at least 75 percent of the course content offered by the program, as evidenced in the current course syllabus.

3. The assistant director, in consultation with the director and faculty content expert (if needed), will make a final determination and notify the student of the transfer decision.

4. If accepted for transfer, the assistant director will submit formal notification to the registrar and to the student's academic advisor.

Transferability of Credit: Students should be aware that decisions about acceptance of credit in transfer are up to the receiving institution. There is no guarantee that credits earned while enrolled in UI&U's MA-CMHC program will be accepted by another educational institution.

Certificate in Alcohol and Drug Abuse Counseling

The Certificate in Alcohol and Drug Abuse Counseling (ADC) is intended to help students enrolled in the MA-CMHC program acquire specialized knowledge and skills in substance abuse counseling. To accommodate a variety of students' needs, the program offers an embedded certificate for degree-seeking students which meets eligibility requirements for application for credentialing as alcohol and drug abuse counselors. Students may elect to pursue this certificate concurrently while completing their degree program in clinical mental health counseling.

The ADC certificate program comprises six graduate-level courses integrated within the MA-CMHC curriculum and includes two required courses and four elective courses, covering the education and training in chemical dependency specific content areas, and permits students to apply for credentialing as Alcohol and Drug Abuse Counselors in the following states: Vermont, Ohio, Kentucky, Indiana, Pennsylvania, and New Hampshire. *(Note: Other states may also permit this credentialing. Students should consult the appropriate state or national regulatory agency regarding licensure or certification requirements and processes for application. The ultimate responsibility regarding licensure or certification remains with the individual student and not with the institution.)*

The total number of credits/hours required for the certificate in Alcohol and Drug Abuse Counseling is 18 credits/270 education hours earned through successful completion of the following courses:

ADC 501   Counseling Theory and Practice (3 cr./45 hr.)
ADC 507   Group Work and Therapy (3 cr./45 hr.)
ADC 512   Psychopharmacology for Mental Health and Addictive Disorders (3 cr./45 hr.)
ADC 518   Substance Abuse/Addictive Disorders (3 cr./45 hr.)
ADC 520   Substance Abuse Counseling with Addicted Populations (3 cr./45 hr.)
ADC 530   Assessment, Diagnosis, and Treatment Planning of Addictive Disorders
            (3 cr./45 hr.)

Note: The ADC is also offered as a stand-alone certificate for non-degree seeking students. See the catalog section "Professional Studies and Continuing Education Programs" for more information.

Registration and Tuition Policies

Students enrolled in the MA-CMHC will select courses according to course offerings appropriate for the student's year in the program, which have been verified by the faculty advisor against the student's program course checklist and degree audit. The program course checklist prescribes a curriculum that is graded and sequential with courses to be taken in years one and two. The curriculum also includes electives that will support meeting the student's national credentialing and state licensure requirements.

New students (matriculating Fall Term 2017 or after) will be assessed a one-time LiveText e-portfolio fee, plus shipping and taxes (where applicable) in their first term of enrollment. LiveText provides the student with a mechanism for organizing and tracking their learning experiences and supports the program's efforts to plan goals, assess student progress, and strengthen program quality. The one-time LiveText fee, charged upon registration, is a 5-year license to use the program's e-portfolio system.

Full-time status is nine semester hours and part-time status is six semester hours in any given term. As noted earlier, it is possible for a student to complete the program in 96 weeks, or six terms, if registered for nine credits in fall term, nine credits in winter term, and 12 credits in spring/summer term. This would earn 30 credits every three terms.
- Registration is required prior to the start of each 16-week term.
- Students are required to register for a minimum of nine credits in their first term. Program options of less than nine credits may be considered beyond the first term with prior approval from the assistant director.
- Registration follows approval of tuition payment agreements by the Business Office and receipt of a student approved registration agreement form.
- Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.
- Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.
- Students register in CampusWeb through Web registration. Registration is initiated by the student and must be approved by the faculty advisor or assistant director. When

Web course registration closes for a term, any changes to registration must be approved by the assistant director.

- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of web registration or approve by signature on a registration form.
- A student's Web registration must be approved by the program before financial aid will be disbursed.
- For financial aid purposes only, COUN 521 Capstone Project (zero credits) is equivalent to three credit hours. COUN 521 is a fee-based course. COUN 522 Capstone Writing Extension (zero credits) carries no equivalency credit and is not eligible for financial aid. COUN 522 is a fee-based course.
- All questions regarding registration and course offerings should be directed to the assistant director in the MA-CMHC program office and not the Admissions Office. All questions regarding financial aid status or eligibility should be directed to the Financial Aid office.
- Drop/add deadlines are for academic purposes only. ALL REFUNDS DUE TO DROPPED OR WITHDRAWN COURSES ARE PROCESSED ACCORDING TO THE SCHEDULE OF REFUNDS BELOW.

Course Drop/Add

To receive a tuition refund (see "Schedule of Refunds" below), students must drop individual courses no later than 30 days after the start of the academic term. Courses dropped prior to 30 days will not appear on the student's academic transcript. Students are permitted to add courses up to 15 days from the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the MA-CMHC program office or Registrar's Office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid *immediately* to determine the effect, if any, on their financial status. All drop/add requests must be approved by the student's instructor(s) and faculty advisor in the course(s) dropped and/or added.

All MA-CMHC courses dropped after 30 days from the start of the academic term will remain on the student's academic record with a W (withdrawal) grade. If the student is earning less than a C in the dropped course after the 30-day drop/add deadline, a WU (withdrawal unsatisfactory) grade will be assigned. There is no refund of tuition for a dropped course after the final drop/add date.

Program Withdrawal

Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the fourth week of a term. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

The date of withdrawal is the earlier of: (a) the date the student notifies the university; (b) the ending date of the previous term if the student fails to register for a new term; or (c) the date the student specifies as the date of withdrawal if this date is after the date of notification.

The withdrawal can be written or verbal and sent directly to either the student's academic center, program office, or communicated directly to the Registrar's Office. When a student withdraws from the university prior to the end of a term, all incomplete courses for which the student is currently registered at the time of withdrawal will be recorded as W (withdrawn) or WU (withdrawn unsatisfactory, if earning less than a C in the course at the time of withdrawal) on the student's academic transcript. If the withdrawal is effective at the end of the term, the grade as supplied by the evaluating faculty for each course will be posted to the student's academic record.

It is understood that a student who fails to notify UI&U of withdrawal from the program is obligated for all tuition assessed for the term. Students that withdraw prior to the end of the term should refer to the current tuition policies statement for information about appropriate tuition refunds. Tuition is not prorated for course work with earned academic credit. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal and the balance of the student account, after financial aid adjustments, as of the withdrawal date. Financial aid adjustments are based on federal guidelines. Unofficial withdrawals, as defined in the university's catalog, will affect the amount of financial aid and/or tuition and fees that have been posted to the student's account. The resulting adjustments may create significant balances payable to the university that will be required to be paid prior to allowing continued enrollment.

Students may not receive any academic credit or university services during periods of withdrawal.

Administrative Withdrawal
An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds. See "Dismissal/Administrative Withdrawal" below.

Schedule of Tuition Refunds
The following table shows the percentage of tuition to be reversed for dropped courses and withdrawals from the program:

Schedule of Tuition Refunds	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

Satisfactory Academic Progress Review

UI&U governs that all students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

SAP Qualitative Component
The SAP qualitative components include the following:

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale);
- A student must achieve no less than 3.00 (on a 4.00 scale) in any given term;
- A student may repeat only once a course in which a grade of less than B was received; and
- A student must not earn a second grade of less than B in any course, regardless of when that grade was earned.

If a student fails to meet any of the above conditions, the student will be placed on academic probation for one term. (See "Academic Probation" below.) If a student's progress remains unsatisfactory at the end of the probationary period, the student may be recommended for dismissal from the program.

SAP Quantitative Component

The SAP quantitative component includes a maximum time frame (5 years from the original date of enrollment) and minimum earned credit hour completion requirements (60 semester hours) in order to complete the MA-CMHC program within the expected time frame. If a student fails to meet either of these criteria, the student may be recommended for dismissal from the program.

Comprehensive Reviews

At regular intervals, academic advisors review their advisees' overall programs and progress toward degree and competency requirements. The purposes of the comprehensive reviews are as follows:
- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress toward the MA-CMHC degree in relation to the stated goals, objectives, and competencies.
- Assess readiness for practicum and/or internship, when applicable.

A special review may be called to address any issues that are noted in the context of the competency review or the competency review form, including academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident (see Special Review Policy).

Academic Probation

Faculty advisors, in consultation with the director and/or assistant director, review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress as defined above will be notified in writing of their change in status and placed on academic probation for one 16-week term.

During the probationary period, the student is *required* to meet with his/her academic advisor to develop a plan for returning to good academic standing and regularly thereafter (a minimum of twice per month). The student is also referred to the Office of Student Success to take advantage of services that may assist with a return to good academic standing. Should the student's progress continue to be below standards at the end of the monitoring period, she/he will be recommended to the vice president for academic affairs for dismissal from the MA-CMHC program. Under special circumstances, and only upon review and approval from the

director, the monitoring period may be extended an additional term should there be evidence of academic improvement. Such an extension must be initiated by the student, with the support of the student's faculty advisor, in a formal written request sent to the director.

In addition, the Financial Aid Office will be notified of the student's probationary status. Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Questions about financial aid status should be directed to the Office of Financial Aid.

A student who is making satisfactory academic progress by the end of the probationary term will be removed from academic probation and financial aid warning.

Special Review
A special review may be initiated at any time by any faculty member or the student through a written request to the director. There are a number of reasons for initiating a special review including perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the MA-CMHC program is contingent not only upon successful completion of academic course work, but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommendation for dismissal from the program. A special review is automatically called when a student experiences any one of the following:
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings of Below Average by any practicum or internship supervisor in any of the competency domains, or causes for concern noted in progress reports.
- Making insufficient progress on capstone project or receives U for COUN 521 Capstone I or COUN 522 Capstone Writing Extension.
- Failure to complete required hours in practicum or internship.
- Excessive absences from Residency weekend activities.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, not attending residency, etc.

In the process of the special review, and in any other instances where the faculty determine that a student is unable to engage in professional training or perform professionally related activities competently or poses a threat to self or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. A special review is a collaborative process between faculty and the student with the goal of developing a remediation plan that fosters the student's success in the program. Refusal to participate in the special review or failure to meet any of the objectives of the remediation plan constitutes grounds for recommendation for dismissal from the program, regardless of which stage the student has reached in the program.

Dismissal/Administrative Withdrawal
Grounds for dismissal/administrative withdrawal may include, but are not limited to, the following:
- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two grades of U (Unsatisfactory) in any courses.

- Failure to meet the terms of academic probation and/or a special review Remediation Plan.
- Failure to complete program requirements within the established time limits.
- Failure to meet minimal criteria for the practicum/internship level of training.
- Failure to comply with the ACA Code of Ethics or the NBCC Code of Ethics.
- Confirmed and/or repeated violation of program and/or institutional policies.

Recommendations for dismissal/administrative withdrawal require review and approval by the vice president for academic affairs.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

The assessment of academic skills is a critical component of the MA-CMHC program's model of ongoing evaluation of goals and competencies essential to student progress and preparation for professional counselor practice. The evaluation and grading criteria for each course taken will be described in detail in the course syllabus. The evaluation of academic skills may include examinations, scholarly papers, presentations, case studies, participation in class discussions, and observation of skills at residencies scheduled each term.

Instructors are required to submit final grades to the Registrar via CampusWeb within 14 days of the end of the term. Exceptions may be made with prior approval from the assistant director.

The MA-CMHC program uses a four-point grading scale (A, B, C, S, and U), with all grades other than U, I, W/WU, or N resulting in award of credit for the course. The following grade summary provides definitions for each grade that may be found in a student's registration record.

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality hours. This program requires a minimum cumulative GPA of 3.00.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and the student's performance across measures is considered superior or outstanding. The student will receive credit for the course. **4.00 Quality Points**
B	The student's work demonstrates clear understanding of the course material and a level of competence which meets all of the course expectancies in a satisfactory manner. The student will receive credit for the course.

	3.00 Quality Points
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. **2.00 Quality Points**
U	Unsatisfactory indicates that the course was attempted but unsuccessful. No credit is granted. At the discretion of the instructor, this course grade may be awarded when one or more of the following apply: • Student has missed more than half of synchronous class sessions. • Student consistently fails to complete course assignments. • Student consistently fails to produce written work of the quality expected of the student's stage of professional development. • Student is erratic in meeting deadlines. • Student's work is considered marginal by curricular and/or professional standards. U may also indicate that an I was automatically changed to a U after outstanding work for a course was not completed within the prescribed term period or of satisfactory quality to warrant credit. **0.00 Quality Points**
I	Incomplete may be assigned if a course is not completed within the enrollment period. The faculty may assign an I grade permitting an additional term to complete outstanding course work. See "Incomplete Grade Policy" for this program. When an activity previously graded as Incomplete (I) is not successfully completed within one academic term, the I grade will automatically convert to a U grade by the registrar. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA.**
W/WU	W indicates a student withdrew from a course before the term was concluded. No credit is granted. W is assigned if a student attends/engages in a course and subsequently officially withdraws from that course. WU may be assigned if the withdrawal occurs after the 30-day deadline and faculty attests that the student has not met academic standards (earning less than a C) according to the course syllabus in the withdrawn course. **0.00 Quality Points and does not calculate into the GPA.**
N	N indicates no grade has been reported for a course at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the Registrar's Office. No credit is granted for a course as long as it is coded with the N. **0.00 Quality Points and does not calculate into the GPA.**
S	Practicum, internship, independent study work dedicated to a practicum experience, and capstone are graded on a Satisfactory/Unsatisfactory basis. Academic work receiving an S is equivalent to a B or better at the master's level.

	0.00 Quality Points and does not calculate into the GPA.

Note: For more information, refer to the University Attendance & Engagement Policy in this catalog.

NE	**Never Engaged**: An NE attendance indicator will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered class.
V	**Vanished:** A V attendance indicator will be assigned six weeks after the beginning of a term by the dean's office or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

Incomplete Grade Policy

Students are expected to complete all course work requirements by the end of each registered term in order to receive a grade and academic credit for the term. If unable to do so, the student may petition for an Incomplete (I) grade from the faculty instructor. Incompletes (I) can be awarded only when all of the following conditions are met:
- Illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term in which they are enrolled in the course;
- The student has completed at least two-thirds (67%) of the required course work in the registered course; and
- The student has a passing grade in the registered course at the time of the petition.

The granting of an Incomplete is at the discretion of the course instructor. A grade of Incomplete (I) must be requested by the student before the end of the term. No petitions for Incomplete will be considered if submitted after the term has ended. An Incomplete may not be requested as a means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required course work prior to the end of the next enrolled term. (However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program, such as practicum, internship, or capstone, the instructor may insist on a shorter time frame or the program may prohibit registration for the subsequent course until requirements for the prerequisite has been met.) If the course work is not satisfactorily completed by the end of the next term, the grade will automatically be converted to an Unsatisfactory (U) grade and posted by the registrar.

It is the student's responsibility to initiate a petition for an Incomplete (I) grade with the course instructor by completing, signing, and dating a Petition for an Incomplete Grade form. The petition includes a supporting rationale for the request, a list of outstanding course work, and a plan/timeline for completing those assignments. It is expected that the student discuss his/her request for an Incomplete (I) with the course instructor at least two weeks before filing the petition. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

If approved, the instructor submits the signed petition to the assistant director and submits a grade of I to the Registrar. Upon satisfactory course completion, the instructor completes a grade change request form from the Registrar.

Repeating of Courses
Students receiving an Unsatisfactory (U) grade in any required course must repeat the course at their own expense. If the U course is an elective, the student is permitted to register (and pay) for another elective course in order to fulfill the requisite 60 semester hours degree completion requirement.

If a student has two grades of C on their transcript, and is permitted to remain in the program, the third C will require that one of the three courses be repeated with an earned grade of B or better. A student is allowed no more than two standing C grades in any courses applied toward the MA-CMHC degree completion requirement.

It is important to note that some state licensing boards and credentialing bureaus will not accept for licensure/certification courses in which a grade of less than B was earned. Students should consult the appropriate state or national regulatory agency regarding licensure or certification requirements and processes for application. The ultimate responsibility regarding licensure or certification remains with the individual student and not with the institution.

Program Features

Academic Calendar

The academic calendar defines an academic year to be two 16-week terms. Union Institute & University operates the MA-CMHC program on a 16-week term system for 12 months a year. There are three entrance points: Fall (August/September), Winter (January) and Spring/Summer (April/May), and students register before the beginning of each term.

Minimum/Maximum Program Length

The minimum time to degree completion in the MA-CMHC program is two years, or six terms, if taking nine credits each term with additional three credits every third term. More typical is a seven semester program, earning a minimum of nine credits per term. The MA-CMHC program is a 60 semester credit program.

The maximum amount of time allotted for a student to earn the MA-CMHC degree is five years. Students who do not complete the degree requirements within the 5-year maximum time frame may be subject to academic dismissal from the program. Under special circumstances, and only upon review and approval from the director, the maximum program length may be extended. Such an extension must be initiated by the student, with the support of at least one faculty member, in a formal written request sent to the director within 30 days of the date of notification of program expiration. After accepting such a request, an ad hoc committee will be formed to conduct a formal academic program review to determine the feasibility of the extension with respect to the best interests of the student, the program, and the university. The decision made by this committee is final and any recommendations enforceable. If granted a program extension, failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program. A student may appeal the decision or recommendations made by this committee. See "Student Complaints and Appeals" for more information.

Delivery Model

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. UI&U's educational model has made it possible

for programs to support adult students whose needs, schedules, and/or locations might otherwise make higher education inaccessible.

While the MA-CMHC program understands the value of distance education for adult students, it also recognizes the need for counselors-in-training to have primary interpersonal experiences with faculty and other mental health practitioners in courses, training experiences, and in the overall process of socialization to the professional field of counseling.

Thus, the program utilizes a distributed learning model. A distributed learning model focuses on pedagogy and encourages a collaborative and interactive model of learning, using various modalities. Students enrolled in the MA-CMHC program complete course requirements through a combination of online courses, with synchronous and asynchronous learning activities, and mandatory on-site residencies twice annually at an academic center (see "Residency Requirements"). This model is designed to support counseling instruction, community building, flexibility, collaboration, increased communication, as well as to facilitate ongoing evaluation of students throughout the term. All of this is accomplished within a framework of structured courses with syllabi that require the attainment of minimum levels of achievement in specified competencies of the program's objectives.

The program presents courses in an organized, sequential manner with each term and year building upon prior learning experiences. Online courses can be accessed 24/7 and include structured units that need to be completed within specific time frames as indicated in the course syllabi. These courses include full-featured communication resources, allowing for both synchronous and asynchronous interaction between and among students and faculty. Online courses include learning outcomes clearly stated in the syllabus, live and/or recorded presentations, class discussions, faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc.

In addition to courses, students engage in supervised clinical training experiences (see practicum and internship), as well as facilitate clinical case conferences and complete a capstone project.

Communication

Program faculty and administrators make every effort to respond to student communications within 24 to 48 hours. Faculty post and maintain office hours in which they are readily available to answer questions or otherwise assist students throughout the term.

Residency Requirements

On-site residencies are a critical component of the MA-CMHC program and are mandatory program functions. *Students are required to attend scheduled residencies, including all planned program activities, in any term in which they are enrolled.* This requirement applies to all full-time and part-time students. Failure to meet residency requirements, or excessive absences from planned residency activities, may result in recommendation for dismissal from the program.

Residencies are held two times per year (typically Fall and Spring) for five days each at a designated academic center. Residencies are typically held Wednesday through Sunday but are subject to change. Annual residency schedules are made available to students upon enrollment

(and published in the *MA-CMHC Student Handbook* and on the program's group page in CampusWeb) in order for students to adequately plan for their attendance.

Residencies include a variety of structured and unstructured, theme-based counseling instruction such as course-based and advanced topic presentations, research seminars, applied skill workshops, role play and modeling activities, cohort engagement, and time with faculty and advisors, all designed to support the student in engaging with theory and practice. Sample residency themes might include "Intervention and Ethics" (Falland "Assessment and Social Justice/Advocacy" (Spring). Regardless of the theme, the activities comprise the necessary interactions to *promote student development and professional socialization*, as well as to have faculty *engage in comprehensive and direct assessment* of each student's knowledge, skills, and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional well-being, interpersonal competence, and ability to engage in professional practice. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

Curriculum

The distributed learning model of education and training provides a structured sequence of courses which address foundation theory, skills, and professional ethical practice guidelines in Year I (or the first-half of a student's program), followed by advanced course work and field experience in Year II (or the second-half of a student's program) which builds upon core competencies in assessment, counseling, consultation, and specialized elective clinical areas. The practicum and internship in clinical mental health counseling is the culminating component of professional training and provides students the opportunity to apply and refine skill proficiencies learned as part of the university training program. The capstone project is designed to provide students with the opportunity to explore in-depth a topic relevant to applied professional practice in the helping profession, while demonstrating an understanding of inquiry-based learning, research and evaluation, and scholarly writing expectations at the graduate level.

Alternate elective courses in the form of directed study may be substituted to meet specific state credentialing/ licensing requirements. A plan of study, including but not limited to course description, learning objectives, required readings, assignments, and methods of evaluation, will be developed for the student by program faculty.

Course descriptions can be found at the end of the MA-CMHC section of the catalog.

MA-CMHC Degree Checklist (60 credits):

Required Courses (48 cr.)
COUN 501	Counseling Theory and Practice	3
COUN 502	Psychopathology: Diagnosis, Assessment/Treatment	3
COUN 504	Helping Relationships	3
COUN 505	Professional Orientation and Ethics	3
COUN 506	Human Growth and Development	3
COUN 507	Group Work and Therapy	3
COUN 508	Appraisal and Diagnostic Techniques	3
COUN 509	Treatment Modalities	3
COUN 510	Social Bases of Behavior & Cultural Diversity	3

COUN 511	Career and Lifestyle Development	3
COUN 513	Research Methods & Program Evaluation	3
COUN 516	Clinical Consultation	3
COUN 519	Tests and Measurements	3
COUN 521	Capstone Project	0*
COUN 531	Practicum	3
COUN 542	Internship I	3
COUN 543	Internship II	3

Elective Courses (12 cr.) – Elective Offerings subject to change.

COUN 512	Psychopharmacology for Mental Health & Addictive Disorders	3
COUN 514	Family Therapy	3
COUN 515	Crisis Intervention	3
COUN 517	Human Sexuality for Counselors	3
COUN 518	Substance Abuse/Addictive Disorders	3
COUN 520	Substance Abuse Counseling With Addicted Populations	3
COUN 522	Capstone Writing Extension (if required)	0*
COUN 523	Military Culture: Enhancing Clinical Competence	3
COUN 524	Treatment of Behavioral Health Issues in Veterans and Their Families	3
COUN 525	Diagnosis of Disorders Occurring in Childhood & Adolescence	3
COUN 529	Biological Bases of Behavior	3
COUN 530	Assessment, Diagnosis, and Treatment Planning for Addictive Disorders	3
COUN 544	Internship III (if required)	3

*CAPSTONE PROJECT (COUN 521)
COUN 521 Capstone Project is a non-credit course that is considered the equivalent of three credit hours of academic work for financial aid purposes. COUN 521 is a fee-based course (see Tuition and Fee Schedule).

*CAPSTONE WRITING EXTENSION (COUN 522)
COUN 522 Capstone Writing Extension is a non-credit course and does not have credit hour equivalency for financial aid purposes. COUN 522 is a fee-based course (see Tuition and Fee Schedule). COUN 522 does not qualify for loan deferral; students will be reported as registered less than half-time to external agencies.

COUN 521 and COUN 522 may not be taken concurrently.

*Fee-based program component

Note: COUN 522 Capstone Writing Extension cannot be used to fulfill the 12-credit elective requirement.

Curricular Sequence
A student is expected to complete coursework in a graded and sequential manner consistent with a developmental model of education and training. Foundational coursework in a student's first year, or first-year equivalent, is followed by advanced coursework in his/her second year, or second-year equivalent.

Foundational courses

COUN 501   Counseling Theory & Practice
COUN 502   Psychopathology: Diagnosis, Assment/Tx
COUN 504   Helping Relationships
COUN 505   Professional Orientation & Ethics
COUN 506   Human Growth & Development
COUN 507   Group Work & Therapy
COUN 508   Appraisal & Diagnostic Techniques
COUN 509   Treatment Modalities

Advanced courses
COUN 510   Social Basis of Behavior & Cultural Diversity
COUN 511   Career & Lifestyle Development
COUN 513   Research Methods & Program Evaluation
COUN 516   Clinical Consultation
COUN 519   Tests & Measurement
COUN 521   Capstone Project
COUN 531   Practicum
COUN 542   Internship I
COUN 543   Internship II
Elective
Elective
Elective
Elective

Curriculum Review Committee

The Curriculum Review Committee is comprised of three persons, two of whom must be the director (or his/her designee) and a faculty member. The purpose of this committee is two-fold: (1) to discuss/review proposed changes to the curriculum and other program requirements and submit recommendations for approval to the graduate dean and Faculty Council Academic Review Committee (FC-ARC), if applicable; and (2) to review data from program assessment, communicate results to students/faculty, and make recommendations for improvement.

Practicum and Internship

All students must complete the required 700 clinical training hours. Because of the importance of the practicum and internship experiences, the program has prepared a separate *MA-CMHC Internship Handbook*, which outlines all program requirements and necessary forms. The handbook delineates the parameters of site searches and application process, supervision contracts, evaluations, and documentation of the experience.

Practicum and internship seminars, coinciding with the online courses of the same name, are conducted weekly throughout the term to offer students the opportunity to share their training experiences with peers and faculty. The internship coordinator or designated faculty facilitates these seminars and assists students with addressing questions, concerns, and procedures, along with aiding their professional development as counselors-in-training.

Practicum (COUN 531): Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student's practicum includes all of the following:
- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty (e.g., internship coordinator), a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
- An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
- The development of program-appropriate audio/video recordings for us in supervision or live supervision of the student's interactions with clients.
- Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Internship in Counseling (COUN 542-544): A student must receive approval from the internship coordinator prior to applying for internship. After a student's successful completion of all foundational course work (COUN 501, 502, 504, 505, 506, 507, 508 and 509) and practicum training, the internship coordinator conducts a review of the student's record, including academic, clinical, professional and interpersonal development. After a satisfactory completion of this review, the student is deemed ready to begin internship.

The supervised internship in counseling is designed to integrate theoretical understanding with direct hands-on exposure to praxis and to practice the skills of counseling in an applied setting under the supervision of an experienced practitioner. The program requires completion of a supervised internship of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor. Each student's internship includes all of the following:
- At least 240 clock hours of direct service, including experience leading groups.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the on-site supervisor.
- An average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member (e.g., internship coordinator).
- The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his/her interactions with clients.
- Evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Students must complete 300 hours of internship per term at a site approved by the internship coordinator in order to complete a minimum of 600 hours. Total internship hours to be completed for the program may vary based on state credentialing and licensing standards. All aspects of counseling practice – appraisal, therapeutic intervention, and consultation – will receive exposure in this experience. The site supervisor and internship coordinator will closely monitor the training activities of the student throughout the internship and will ensure that all internship activities are appropriate to the field of counseling. The site supervisor and internship coordinator will also formally evaluate the progress of the student. Expected outcomes include student submission of an internship log and reflective essay that chronicles his/her growth and development of core competencies, as well site supervisor formative and summative

evaluations. The student also has the opportunity to formally evaluate his/her supervisor and overall training experience.

Capstone Project (COUN 521)

The capstone project must be completed by the student's final (or next-to-final) term of the program. This scholarly paper allows each student to research, develop, and present scholarly writing on a specific topic of interest that is relevant to his/her objectives in the field of counseling. In some instances, students may wish to research and develop a paper on a specific subject for which they already have experience and knowledge. The important point is to conduct a comprehensive literature review and *integrate the new information and research*. All capstone topics must be pre-approved by the faculty capstone supervisor.

The capstone project also allows students an opportunity to present critiques about theories and theorists. If a student chooses to critique one or more theories, it is expected that strong and persuasively written positions, with supporting empirical evidence, will be featured in the paper.

The capstone project will be evaluated along several dimensions important for graduate level writing. In order to earn satisfactory credit (i.e., grade of S), students must demonstrate a level of proficiency of at least three on the 4-point evaluation criteria. See *MA-CMHC Student Handbook* for more information. Students will make a final oral presentation of their capstone project during a residency prior to graduating.

A student who has made satisfactory progress on the capstone project (COUN 521) but has not completed the requirement may register for COUN 522 Capstone Writing Extension. A grade of I will be assigned to COUN 521, and the student will have until the end of the following term to complete the capstone; otherwise, a grade of U will be assigned to COUN 521, and the student will be required to repeat the course.

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is researched, developed, and distributed by the Center for Credentialing and Education (CCE), an affiliate corporation of the National Board for Certified Counselors (NBCC). It is a required component of the MA-CMHC program and is typically taken during a residency corresponding to the student's COUN 543 Internship II term. The CPCE addresses the eight NBCC common core curricular areas, including human growth and development; social and cultural foundations; helping relationships; group work; career and lifestyle development; appraisal; research and program evaluation; and professional orientation and ethics.

Feedback from the results of the CPCE benefits the student and the program. For the student, the exam stimulates student integration of knowledge learned throughout the curriculum and gives the student comparative feedback on his/her strengths/weaknesses in the core curricular areas. For the program, the exam provides an objective, psychometrically sound measure of student knowledge and functioning in various curricular areas; promotes longitudinal program self-study; and compares program results to national data.

Graduation

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form, including all requisite forms (see *MA-CMHC Student Handbook* for graduation forms). The assistant director will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order,

the assistant director will recommend to the registrar awarding of the degree (see graduation policy below). The MA-CMHC degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:

- A minimum cumulative grade point average of 3.00, or by program approval.
- Successful completion of the practicum, internship, and capstone project/presentation requirements.
- Met at least minimum standards of competencies related to each program objective, as measured by course grades, comprehensive reviews, assessment rubrics, progress reports and supervisor evaluations, capstone feedback, CPCE scores, and the graduation self-assessment.
- All financial obligations to the institution have been met and all library resources borrowed have been returned.
- Required graduation forms have been completed and submitted to the assistant director (see description below).

Graduation Policy
Following the assistant director's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the program approves the student for graduation. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Commencement

All MA-CMHC graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Participation in the commencement ceremony requires that all academic requirements are satisfied.

Course Descriptions

Below are descriptions for required and elective courses. Course prefixes used for this program are COUN with #500 level courses. ADC is the prefix for the Alcohol and Drug Counseling Certificate courses. Courses are three semester credit hours.

COUN/ADC 501 Counseling Theory and Practice   **3 credits**
This course includes study of major theories (e.g., Psychodynamic, Humanistic, Behavioral, Transpersonal, Personality), approaches, and procedures in counseling and psychotherapy; historical and cultural contexts; case conceptualizations and applications with various client populations; specific counseling approaches used in contemporary therapeutic systems (e.g., Cognitive Behavioral Therapy, Psychoanalysis, Family Systems, Solution Focused Therapy, Rational Emotive Therapy) and their respective limitations; and ethical and professional issues associated with counseling theories and practices.

COUN 502 Psychopathology: Diagnosis, Assessment/Treatment   **3 credits**
This course includes study of the etiology and categorization of pathological behavior patterns; historical, sociopolitical, medical, behavioral, and epidemiological approaches to the systematic description of psychological disorders; use of the current version of the DSM/ICD in differential

diagnosis; potential alternatives to the existing system; the roles of assessment and treatment planning in intervention; and the use of related services, intake interviews, and psychological reports.

COUN 504 Helping Relationships   **3 credits**

This course includes study of the basic building block skills that are fundamental to the counseling process as well as the collaborative nature of the helper-client relationship. A three-stage model that drives the client problem-managing and opportunity-developing action phases will be examined: (1) helping clients tell their stories; (2) helping clients determine what they need and what they want; and (3) helping clients develop strategies to accomplish their goals. The basic helping skills, including non-verbal and reflecting skills, will be considered.

COUN 505 Professional Orientation and Ethics   **3 credits**

This course includes the study of ethical issues in a variety of settings, including the moral and legal bases for ethical codes; guidelines for human service professionals; personal values and biases as related to the counseling relationship and ethical and professional conduct, standards, and practices; strategies for personal and professional self-evaluation and professional development; the counselor as advocate for clients and for the profession; conflicts among client, counselor, and societal, legal, and cultural values; and methods and practices for recognizing and resolving ethical dilemmas. Relevant state and national standards for counselor preparation, certification, and licensure will be examined.

COUN 506 Human Growth and Development   **3 credits**

This course examines the course of human development through the lifespan as well as the interaction between genetic, biological, and environmental factors. Emphasis is placed on psychological, sociological, and physiological approaches; human behavior (normal and abnormal); personality theory and learning theory; and the nature and needs of individuals at all developmental levels.

COUN/ADC 507 Group Work and Therapy   **3 credits**

This course includes study of the basic elements of group process and dynamics as well as strategies and methods commonly used to facilitate group therapy sessions. Therapeutic factors contributing to group effectiveness will be covered, as well as the characteristics and practices of effective group leaders. Ten theoretical approaches and key concepts to group counseling will be included, as well as the application of these theoretical models to group work. The historical and cultural context in which these theories were developed, as well as the ethical and professional implications of employing these paradigms in practice, will be considered. The course includes a practice component requiring ten hours of group counseling participation.

COUN 508 Appraisal and Diagnostic Techniques   **3 credits**

This course explores appraisal of the individual through testing and includes the basic principles of assessment and diagnosis, development of a framework for understanding the individual, methods of data gathering and interpretation, classification of psychological and educational tests, and the study of individual differences with consideration of ethnic, cultural, and gender factors. Ethical and legal considerations in assessment will also be addressed.

COUN 509 Treatment Modalities   **3 credits**

This is a course in the practice of counseling, and is the third in a three-course counseling intervention series. The course covers the process of treatment of mental and emotional disorders from diagnostic assessment to case conceptualization, treatment planning, intervention, outcomes assessment and referral. The course emphasizes the application of

evidence-based approaches in an ethical and multiculturally-competent way. Prerequisites: COUN 501 and COUN 504.

COUN 510 Social Basis of Behavior and Cultural Diversity   **3 credits**
This course includes study of a number of advanced topics in multicultural counseling, including cultural, ethnic, and group processes, sex roles, organizational behavior, group dynamics, status role, and attribution theory. Socially inherited and transmitted patterns of pressure, expectations, and limitations learned by individuals will be considered. Issues and trends in a pluralistic society will be examined. Major ethnic groups are studied along with counseling, social justice, and advocacy approaches appropriate to each. Emphasis will be placed on understanding cultural diversity including, but not limited to, facilitating awareness of attitudes and beliefs that may negatively impact relationships with persons who are sensitive to issues of discrimination. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

COUN 511 Career and Lifestyle Development   **3 credits**
This course includes study of the skills and knowledge needed to help clients consider a wide array of career and lifestyle choices. The application of career development theory and research in counseling and educational settings will be considered. Emphasis will be placed on the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes, and career exploration techniques.

COUN/ADC 512 Psychopharmacology for Mental Health and Addictive Disorders   **3 credits**
This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs, including: drug interactions; the basic physiology underlying the pharmacology; and the psychological impact of medications in therapeutic contexts. Also addressed will be a review of regulatory and governmental control issues, and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering, or overseeing the use of medications.

COUN 513 Research Methods and Program Evaluation   **3 credits**
This course includes study that provides an understanding of types of research methods, basic descriptive and inferential statistics, and ethical and legal considerations in research. The fundamentals of program evaluation will also be considered. Emphasis will be placed on an understanding of the steps involved in designing and implementing a research design as well as how to evaluate the effectiveness of programs using both qualitative and quantitative methods.

COUN 514 Family Therapy   **3 credits**
This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course employs a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatment approaches. Ethical, gender, and cultural competency issues related to family therapy are explored.

COUN 515 Crisis Intervention   **3 credits**

This course involves the study of the theories and principles of crisis intervention as applied to therapeutic strategies for treatment; scientific bases of various approaches to crisis intervention including short-term, long-term, and telephone counseling methods; community and societal crisis; interventions with diverse clinical populations; professional skills for intervening, prevention techniques; evaluation of services; and the roles and responsibilities of others participating in crisis intervention. Important videos will be used in order to help demonstrate various crisis counseling skills (i.e. applying theory into practice). Differences and similarities between crisis counseling and traditional counseling approaches will be examined.

COUN 516 Clinical Consultation   **3 credits**

This course presents theory and practice concerning consultation and management including organizational assessment and analysis, diversity within organizations, group dynamics, systems theory, managing resistance, and intervention theory. Students develop practical skills in organizational consultation and training including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course also provides skills needed for clinical consultation to schools, community agencies, and organizations.

COUN 517 Human Sexuality for Counselors   **3 credits**

This course includes studies of the diverse nature and constructs of human sexuality, sexual dysfunction and counseling strategies; multidimensional perspectives of human sexuality including biological, behavioral, cultural, social, psychological, and clinical factors; the role of the human service practitioner as influenced by values, beliefs and biases about human sexuality; developing the capacity of counselors to recognize and manage personal responses and needs in counseling settings.

COUN/ADC 518 Substance Abuse/Addictive Disorders   **3 credits**

This course provides an introduction to the nature of addictive disorders, and the historical and societal aspects of addiction problems and their treatment; specific drugs of abuse and the neurophysiology of addiction; addiction across the lifespan, and substance abuse prevention and intervention with at-risk populations; assessment and diagnosis of addiction, and the use of screening instruments and tests; conceptual models of substance use and addiction (e.g. moral, medical, biopsychosocial); gender, sexual orientation, race, ethnic, culture, and social class differences and their implications for the assessment and treatment of addiction; co-morbidity of substance abuse and mental health disorders; behavioral addictions (e.g. internet, shopping, gambling, sexual addictions); and an introduction to treatment approaches (e.g. mutual help groups, CBT, Motivational Interviewing), treatment planning, treatment settings, and levels of care.

COUN 519 Tests and Measurements   **3 credits**

This course includes studies of the theory and practice of psychological assessment; psychological testing and measurement theory; clinical and practical aspects of administration and interpretation of individual and group standardized tests of mental ability and personality; and the use of assessment procedures in diagnosis and treatment planning. Emphasis will be given to an understanding of procedures for developing and evaluating instruments and specific threats to psychometric quality. Professional standards for test development and use and the legal and ethical issues as established by the American Counseling Association and the National Board of Certified Counselors will be addressed. Prerequisite: COUN 508.

COUN/ADC 520 Substance Abuse Counseling with Addicted Populations   **3 credits**

This course addresses counseling procedures and strategies with addicted populations, focusing on prevention, intervention, relapse prevention, and recovery. Theories linked with addiction to biological, psychological, and other factors will be evaluated critically with an emphasis on developing effective recovery and relapse prevention. Evidence-based approaches and ethical and legal issues related to chemical dependency counseling are emphasized. Multicultural and ethical components are integrated.

COUN 521 Capstone Project   **0 credits**
The capstone project is designed to be a culminating scholarly product that is typically 30-35 pages in length. The purpose of this paper is to provide students with the opportunity to explore a topic relevant to applied professional practice in the helping profession in greater depth, while demonstrating an understanding of inquiry-based learning, research, and scholarly writing expectations at the graduate level. The student is required to present his/her capstone project to the student body during a residency weekend. COUN 521 Capstone Project is a non-credit course that is considered the equivalent of three credit hours of academic work for financial aid purposes. COUN 521 is a fee-based course (see Tuition and Fee Schedule).

COUN 522 Capstone Writing Extension   **0 credits**
This is a writing extension for students who have made satisfactory progress on the capstone project but need an additional term to complete it. COUN 522 Capstone Writing Extension is a non-credit course and does not have credit hour equivalency for financial aid purposes. COUN 522 is a fee-based course (see Tuition and Fee Schedule). COUN 522 does not qualify for loan deferral; students will be reported as registered less than half-time to external agencies.

COUN 521 and COUN 522 may not be taken concurrently.

COUN 523 Military Culture: Enhancing Clinical Competence   **3 credits**
This course is designed for students who want to develop a better understanding about how the military works and who comprises the armed forces. It provides an overview of military culture to include its history, organizational structure, core values, branches of the service, mission, and operations, as well as the differences between the active and reserve components. Students will acquire greater competency in working with service members by learning military culture and terminology, and by discussing how aspects of the military culture impact behaviors and perspectives.

COUN 524 Treatment of Behavioral Health Issues in Veterans and their Families   **3 credits**
This course is designed for students who want to gain a better understanding of treatment approaches for service members and their families. It covers effective treatments for PTSD and discusses their implementation with service members, veterans and their families. It will focus on how to meet this population's unique needs, from conducting a thorough assessment to choosing an appropriate psychosocial or pharmacological treatment. Additional topics addressed are clinical issues and co-occurring problems that can arise in this population, such as traumatic brain injury and substance abuse, along with strategies for dealing with them.

COUN 525 Diagnosis of Disorders Occurring in Childhood & Adolescence   **3 credits**
This course reviews the etiology, diagnostic criteria and developmental course of the mental and emotional disorders most commonly diagnosed during childhood and adolescence. Students learn how to conduct diagnostic assessments, develop case formulations, and how to diagnose children and adolescents using the current version of the *Diagnostic and Statistical*

Manual of Mental Disorders (DSM). Corresponding *International Classification of Diseases* diagnoses will be reviewed.

COUN 529 Biological Bases of Behavior   3 credits
This course examines physiological influences on normal and abnormal human behavior including the role of the central nervous system, sensory processes, memory, neurobiology, and psychopharmacology. The course focuses on recent developments in the field that are most relevant to the practice of counseling, particularly recent findings in neuroplasticity and epigenetics.

COUN/ADC 530 Assessment, Diagnosis & Treatment Planning for Addictive Disorders   3 credits
This course focuses on addictive disorder diagnosis, assessment and treatment planning competencies. Clinical evaluation (screening, assessment) and treatment planning instruments and other methods are reviewed and practiced, including screening for co-occurring mental health problems. Referral and treatment plan implementation are also discussed. Treatment approaches, including utilizing different theoretical orientations and interventions (e.g., psychological, medical and social models) are discussed.

COUN 531 Practicum   3 credit
This course is designed for students to complete a supervised clinical experience in a clinical mental health counseling setting. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. Practicum duties will be performed under the supervision of an on-site supervisor who must be approved by the internship coordinator.

Students are required to complete 100 clock hours, with 40 hours minimum being direct service at an approved site. Students will work under the supervision of a site supervisor and attend an average of 1.5 hours of group supervision with Counselor Education faculty. The practicum must be completed prior to internship.

COUN 542, 543, 544 Internship in Counseling I, II and III   3 credits
This course is designed for students to complete a post-practicum supervised clinical experience in a clinical mental health counseling setting. During this time the student will refine and enhance basic counseling skills or student development knowledge and skills, and integrate and authenticate professional knowledge and skills related to program objectives. All aspects of counseling practice – individual counseling, group counseling, appraisal, therapeutic intervention, and consultation – will receive exposure in this experience. Students must lead or co-lead a counseling or psychoeducational group during the internship experience. Internship duties will be performed under the supervision of an on-site supervisor who must be approved by the internship coordinator.

Students are required to complete 600 clock hours (300 per term), with 240 hours minimum being direct service at an approved site. Students will work under the supervision of a site supervisor and attend an average of 1.5 hours of group supervision with Counselor Education faculty. Prerequisites: COUN 501, 502, 504, 505, 506, 507, 508, 509 and COUN 531 Practicum.

MASTER OF ARTS

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Program Director: Elden Golden, Ph.D., J.D.
Assistant Director: Sarah Bergh, Ph.D.

Program Overview

Credits to Degree: 36 semester hours (academic year: 48 weeks; program length: 64 weeks); maximum 60 semester hours
Transfer Credits: Up to six semester hours, with exception for approved internal transfer and Health Education Certificate students
Calendar: The academic calendar is defined as two 16-week terms. Three terms are available every twelve months.
Enrollment Dates: Fall, Winter, and Spring/Summer terms
Minimum Time to Degree: 16 months
Full-time Status: Nine semester credits per term
Part-time Status: Six semester credits per term

This program is available to residents in California and all NC-SARA approved states, see the [online listing of NC-SARA states](#). Please note, the M.A. program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Academic Program Location
Master of Arts Office
Union Institute & University
28 Vernon St., Suite 210
Brattleboro, VT 05301-3669
Toll-free: 800.861.6400, ext. 8915
Local: 802.254.0152, ext. 8915
Fax: 802.257.8923
Email: MAProgram@myunion.edu
http://www.myunion.edu/academics/masters

Majors
- Creativity Studies
- Health and Wellness
- History and Culture
- Leadership, Public Policy, and Social Issues
- Literature and Writing

The Tuition and Fee Schedule is available on the website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-MA-ONLINE-DOC-Final.pdf

Any required M.A. program approvals or requests for policy exceptions are to be directed to the program director and the associate vice president for academic affairs.

M.A. Degree Program Mission Statement

The mission of the MA Program is to provide an education focused on experiential and individualized learning at the graduate level in a variety of academic disciplines to students who are underserved by traditional graduate education.

Philosophy

The fundamental philosophy of the program is based on principles set forth by the progressive Vermont educator, John Dewey (1859–1952). Three of his principles, experiential learning, respect for the individual student, and a democratic approach to learning, have been central precepts of the program since its inception.

The relationship between actual experience and education is a central tenet of the program. By focusing on experience, there is a continual interaction between one's inner subjective self and the outer objective environment. Libraries and online learning spaces provide rich resources but need to be supplemented and tested by wider experience. The program aims at scholarship rooted in ordinary experience that may extend, illuminate, and even transform ordinary experience.

Respect for the individual is built into the program's design. After providing foundational learning in academic scholarship and in the student's chosen major area, the program offers opportunities for individualized learning, allowing the student to tailor the course of study to meet unique personal and professional goals and objectives. In this way, the educational process has the potential to unlock each student's potential for new vision, new forms of art, and new forms of justice that might contribute to the betterment of this world.

In line with the program's commitment to individuality is a commitment to the democratic arrangements that maximize freedom, especially freedom to search, to question, and to discuss. The program recognizes that scholarship is a cooperative enterprise, constructed among individuals who affirm each other's rights, learn from each other's points of view, and appreciate mutual responsibilities.

M.A. Major Descriptions

- **Creativity Studies (CRST)**
  Creativity is a vital human resource that exists in all populations, ethnicities, and cultures. Although cultures influence the expression of creativity by what is valued, supported, or suppressed, humans continue to create, even in the most dire circumstances. All culture, in its many varied forms, is the result of accumulated acts of creativity and the urge to create may be one the defining characteristics of humanity. Students in the Creativity Studies concentration will explore major theories of the source, nature, and development of creativity from ancient Greece to the present. The creative person, the creative process, and the creative product will be examined from multiple perspectives. The study of creativity is inherently interdisciplinary with major contributions from the fields of philosophy, psychology, education, the arts, and religion.

- **Health & Wellness (HWEL)**
  The major in Health & Wellness provide a comprehensive understanding of the health-related issues facing the world today. Students are trained to empower others to take control of their health and implement and maintain healthy behaviors. The MA-HWEL major provides a strong foundation in theory and research methods with evidence-based practice, health promotion, and public education. Students design their own focus or follow the tracks in Complementary and Alternative Medicine (CAM) Health Education, or Human Lactation Studies.

- **History & Culture (HISC)**
  "History & Culture" is a broad major encompassing many possibilities for fields of study, questions to ask, approaches to take. The MA-HISC major draws from a wide range of disciplines including: history, anthropology, historical studies, area and cultural studies, archeology, women's studies, art history, peace and justice studies, museum studies and many more. Some of us are interested in postmodern theory, others in language, others in social history or feminist scholarship, and still others in ethnography, to name a few. The range of topics and approaches enhances our larger conversation and stimulates thoughts that we might not have otherwise had!

- **Leadership, Public Policy, & Social Issues (LPPS)**
  The Leadership, Public Policy & Social Issues major addresses pressing problems and issues facing our societal institutions--public, private and nonprofit. Through a multidisciplinary perspective, students enhance their understanding of these related disciplines. Students develop a sound knowledge of foundational theory and appropriate research methods. Specific areas such as policy analysis, decision-making and effective leadership are examined. Students learn about the formulation of public policy, gain historical and cultural perspectives on social movements, examine the interaction of social change with legal and ethical issues, and examine the role of leadership in creating and facilitating this change. In keeping with the university's mission, ethical leadership and social responsibility are stressed throughout the curriculum.

- **Literature & Writing (LITW)**
  The Master of Arts major in Literature & Writing provides the opportunity for intensive study in a variety of literary and related fields in the English language. Students explore how literature intersects with contemporary historical and cultural forces and examine critical theory as it relates to their area of interest. The structure of the program gives its students considerable flexibility in choosing the focus of their study. Students can pursue their literary interests, from the Renaissance to Rap, from Chaucer to Toni Morrison. Although our Master of Arts is not a creative writing degree, this major does allow students to incorporate their own creative writing into their study.

Learning Outcomes and Competencies

The goals and objectives of the M.A. program are consistent with the mission, vision, core principles, and values of Union Institute & University. The following University outcomes/MA

competencies, and MA program outcomes/competencies are regularly assessed both at the university level and at the program level.

University Outcome	MA Competencies
I. Communication: Express and interpret ideas clearly, using a variety of written and oral and/or visual forms.	CONSTRUCT coherent and organized written documentation using standard English. ANALYZE, CRITIQUE, and SYNTHESIZE scholarly literature in the field. REFLECT critically on experience related to acquired knowledge. DOCUMENT sources consistently using appropriate academic citation style.
II. Critical and Creative Thinking: Use different modes of disciplinary and interdisciplinary inquire to explore ideas and issues from multiple perspectives.	ANALYZE a variety of scholarly perspectives, ideas, and/or theories CONNECT an understanding of theory with practice INITIATE new practice or draw new conclusions based in a field-related theoretical understanding
III. Ethical and Social Responsibility: Express ethical and social implications in one's social, professional, artistic and/or scholarly practice.	EXAMINE the ethical values and social and cultural practices related to the student's focus of study. RELATE ethical or social and cultural implications to a broader context. ACT on or ENVISION a plan for acting on a theoretical understanding of ethics in the field of interest and recognize one's own social responsibility to individuals, groups, and communities.
IV. Social and Global Perspectives: Articulate a perspective on power in the world and one's own place in the global community.	DEMONSTRATE knowledge about the ways oppression and social inequities can be presented at individual, cultural, and societal levels. EXHIBIT ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in one's own life.

MA Program Outcomes	Competencies
V.1. Knowledge Base: Demonstrates knowledge of the scholarly conversation (evolution of ideas, major debates, theories, methods, and/or approaches) related to the field(s) of study:	IDENTIFIES one or more major debates, theories, methods, and/or approaches within the field(s) of study.
V.2. Application and/or Experiential Learning: Academic inquiry is informed by application and/or experiential learning.	REFLECTS on how applied and/or experiential learning informs inquiry.

Enrollment

- Enrollment must occur within 12 months of acceptance.
- Enrollment occurs on the dates listed in the university's academic calendar.
- Enrollment is confirmed when the student's signed/approved registration form is processed by the M.A. office, and the Business Office has processed tuition and fees.

Transfer Credit

External Transfer Credit
Students who wish to transfer credits from another institution of higher learning are governed by the following transfer credit policies:
- The program will determine the acceptance of transfer credit.
- Up to six graduate-level transfer credits may be accepted.
- To qualify for acceptance, the credits must:
  - Be listed on an official transcript from a regionally accredited college, university or foreign equivalent, sent directly from the sending institution to the admission office.
  - Be granted by a regionally accredited institution of higher learning or equivalent.
  - Be clearly identified on the transcript as graduate-level.
  - Be closely related to the course of study as judged by the program.
  - Be of a grade B (or equivalent) or better.
  - Be listed in whole semester hour credits or, if listed in quarter credits, then they will be converted into semester hour credits.
  - Not have been applied to any other earned degree.

Internal Transfer Credit
Students who have earned graduate-level credits in another program of Union Institute & University may apply those credits to their program of study, subject to the following limitations:
- The program will determine the acceptance of internal transfer credit.
- To qualify for acceptance, such credits must:

- o Be graduate-level credits.
- o Be closely related to the course of study as judged by the program.
- o Be of a grade of B (or equivalent) or better.
- o Not have been applied to any other earned degree.

No more than 12 internal transfer credits and external transfer credits combined will be accepted. In no case will enrollment in the program be less than 12 months. Exceptions to this policy may be made at the discretion of the director and the associate vice president for academic affairs.

Credits Applied to a Previously-Earned Degree
If credits applied to a previously-earned degree are closely related to one or more of the core courses, the student may petition the M.A. Director to replace up to six credits of the core courses with additional M.A. application course credits.

Health Education Certificate
Students who have earned the Health Education Certificate from UI&U may transfer 12 credits/four classes from their completed certificate into the M.A. Program. These 12 certificate credits are applied toward the 36 credits required to earn the Master of Arts degree, with a major in Health and Wellness. Students who wish to apply the non-degree Health Education Certificate credits toward the M.A. degree with a major in Health and Wellness must pay the difference between the rates charged for the certificate per credit hour and the current M.A. per credit hour tuition rate in order for the internal transfer credits hours to occur.

IBLCE Pathway 2
Union Institute & University's M.A. major in Health & Wellness offers the didactic lactation-specific education and clinical practice experience required for the International Board of Lactation Consultant Examiners (IBLCE) Pathway 2. A student who uses UI&U's M.A. major in Health & Wellness to qualify for the IBLCE exam (Pathway 2) may take more than 36 credits in order to complete all the science background and clinical hour requirements. Only those students who also complete a 300-hour internship will qualify for the Pathway 2 exam.

Eligibility to Enter Internship

To enter into your Internship, students must submit an Internship application & Articulation Agreement at least two months prior to beginning the Internship.
Students must also meet the following criteria:
Meet criteria for satisfactory academic progress (SAP) by the end of the term preceding enrollment in the Internship.
- Successfully complete all pre-requisite courses.
- Submit a signed Articulation Agreement for the internship location
- Maintain a grade point average of 3.00.
- Submit vaccine records.
- Submit criminal identification and investigations record checks.
- Submit proof of professional liability insurance coverage.
- Adhere to the Union Institute & University Policies Governing Student Conduct.
- Students are responsible for planning, securing, and completing the two 150-hour internship (300 hours total) in their own community

Internship Fee

Students taking the Pathway 2 track and entering the internships will be assessed a non-refundable internship fee of $125 when enrolled in HWEL 528.

There are additional requirements for the IBLCE exam which are not part of the degree. For exam requirements, see http://www.iblce.org/. It is the student's responsibility to be sure that all exam qualification and application requirements are met. Note that IBLCE updates these requirements periodically.

The Master of Arts in Health and Wellness program at Union Institute & University has had a site visit for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

The Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
727.210.2350
mail@caahep.org

Registration

Master of Arts students will select courses following the Course of Study described below or their Preliminary Program of Study which is agreed upon by the student, the faculty advisor, and the program office.

- Registration is required prior to the start of each 16-week term.
- Students with a past due balance must obtain financial clearance from the Business Office prior to the term's start date.
- Full-time enrollment status in the Master of Arts is defined as 9 credits per term. Students may also enroll with part-time status (6 credits per term). Tuition is prorated accordingly. Refer to the current registration and tuition policies for more information.
- Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.
- Students register in CampusWeb through Web registration. Registration is initiated by the student following consultation with the faculty advisor or assistant director and must be approved by the faculty advisor. When Web course registration closes for a term, any changes to registration must be approved by the program office.
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of web registration or approve by signature on a registration form.
- A student's Web registration must be approved by the program before financial aid will be disbursed.
- All questions regarding registration and course offerings should be directed to the student's faculty advisor or the assistant director in the M.A. program office and not the Admissions Office. All questions regarding financial aid status or eligibility should be directed to the Financial Aid Office.

Course Drop/Add Policy

To receive a tuition refund (see Schedule of Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. Courses dropped prior to 30 days will not appear on the student's academic transcript. Tuition and technology fees will be reduced to the appropriate tier level as noted on the tuition and fee schedule for drops that occur within the drop period. Students are permitted to add courses up to 15 days from the start of the academic term. Tuition and fees will be increased to the next tier level for additions. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the student's program office or Registrar's Office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately to determine the effect, if any, on their financial status. All drop/add requests must be approved by the program office. All M.A. courses dropped after 30 days from the start of the academic term will remain on the student's academic record with a W (for withdrawal) grade. Drop/Add Form: https://campusweb.myunion.edu/ICS/eForms/MA_Online_Forms/MA_Online_Drop_or_Add.jnz

Withdrawal Policy/Schedule of Refunds

Tuition is partially reversed or refunded when students drop courses or withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the drop or withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Refunds	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five and Thereafter	0%

Satisfactory Academic Progress Review Policy (SAP)

Satisfactory Academic Progress (SAP) requirements are reviewed each term by the program office for students matriculated in the program. The Master of Arts uses a plus/minus (+/-) letter grade system. A student is making satisfactory academic progress when a grade of B or better is received and recorded on the student's official university transcript with the applicable earned credit hours (3). If the work for a course is unsatisfactory, a rating of Unsatisfactory (U) and no credit hours will be awarded.
- A student who receives a U rating, or multiple U ratings in the same term, is not making satisfactory academic progress and will be placed on academic probation.
- A student who receives additional U ratings in a subsequent term will be administratively withdrawn from the program. The program director will notify Financial Aid and the Registrar's Office of any student who is administratively withdrawn for academic reasons.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

Courses registered and attempted each term are ultimately evaluated on a plus/minus (+/-) letter grade system. Letter grades A, A-, B+, B, and U are used to document the overall completion of courses each term, and several other grading codes are used to indicate the specific status of each course at any time. All courses registered will receive one of the following grade/status codes at the conclusion of each term. The following summary provides definitions for each grade or status that may be found in a student's registration record.

Note: Grades of U, I, and W may adversely affect a student's satisfactory academic progress.

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality hours. This program requires a minimum cumulative GPA of 3.00.

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work is more fully met. **3.30 Quality Points**
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than a B. A U grade should be given only on the basis of less than satisfactory work and **should not be given because a student has not been**

	present in a seminar (in such a case a V attendance indicator should be given). 0.0 Quality Points
W	**Withdrawal:** Student initiated withdrawal from a seminar or the program. Withdrawal from the program discontinues connection to university passwords and accounts.
I	Academic work reflects substantial completion (at least 67 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Refer to the program's Incomplete Grade Policy in this catalog. Students must initiate a request for an Incomplete grade by completing the Petition For An Incomplete Grade Request Form, which indicates work to be completed. Such requests must be approved by the program director. Students have until the end of the next term to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
N	N indicates no grade has been reported for a course at the conclusion of the term. N is a temporary code, which converts to one of the above codes once the necessary program information has been reported to the Registrar's Office. No credit is granted for a course as long as it is coded with the N.

Note: Refer to the UI&U Attendance and Engagement Policy in this catalog.

NE	**Never Engaged**: An NE attendance indicator will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered class.
V	**Vanished:** A V attendance indicator will be assigned six weeks after the beginning of a term by the dean's office or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

Incomplete Grade Policy

Students are expected to complete all course work requirements by the end of each registered term in order to receive a grade and academic credit for the term. If unable to do so, the student may petition for an Incomplete (I) grade from the faculty instructor. Incompletes (I) can be awarded only when all of the following conditions are met:

- Illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term in which they are enrolled in the course;
- The student has completed at least two-thirds (67%) of the required course work in the registered course; and
- The student has a passing grade in the registered course at the time of the petition.

The granting of an Incomplete is at the discretion of the course instructor. A grade of Incomplete (I) must be requested by the student before the end of the term. No petitions for Incomplete will be considered if submitted after the term has ended. An Incomplete may not be requested as a

means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required course work prior to the end of the next term. (However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program, such as practicum, internship, or capstone, the instructor may insist on a shorter time frame or the program may prohibit registration for the subsequent course until requirements for the prerequisite has been met.) If the course work is not satisfactorily completed by the end of the next term, the grade will automatically be converted to an Unsatisfactory (U) grade and posted by the registrar.

It is the student's responsibility to initiate a petition for an Incomplete (I) grade with the course instructor by completing, signing and dating a Petition for an Incomplete Grade form. The petition includes a supporting rationale for the request, a list of outstanding course work, and a plan/timeline for completing those assignments. It is expected that the student discuss his/her request for an Incomplete (I) with the course instructor at least two weeks before filing the petition. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

If approved, the instructor submits the signed petition to the Assistant Director and submits a grade of I to the Registrar. Upon satisfactory course completion, the instructor completes a grade change request form from the Registrar.

Program Structure

Program Length
The Master of Arts is a minimum 36-semester hour program. The minimum time frame for completion is 16 months. The Master of Arts program allows students to exceed 36 credits with program approval in order to complete their program of study. The degree plan can be extended in increments of three credits to a maximum of 60 credits as approved by the program if determined to be academically appropriate by the student, his/her advisor, and the program director.

Academic Calendar
The UI&U academic calendar is defined as two 16-week terms. The MA operates on a twelve-month calendar with three 16-week terms:
- Fall Term: September-December
- Winter Term: January-April
- Spring/Summer Term: May-August

M.A. Calendar Dates 2017-2018

Term	Begins	Ends
17-18 F Fall Term	8/28/2017	12/17/2017
17-18 W Winter Term	1/2/2018	4/22/2018
17-18 S Spring/Summer Term	4/30/2018	8/19/2018

Orientation
Students enrolling in the program for the first time participate in an online orientation session. They have the opportunity to introduce themselves to fellow students and faculty, learn about

the history of the university and the program, and are instructed on how to access and use the university library. The orientation also introduces the student to the online learning management system within the CampusWeb portal used by the university.

Course of Study for all MA Students except HWEL Lactation Studies

Effective Fall 2017

Students who choose to take **9 credits per term**, normally take the following courses over four terms:	Students who choose to take **6 credits per term**, normally take the following courses over six terms:

First Term
Elements of Scholarship
    MAP 508 (3 cr.)
Disciplinary Foundations I
    512 (3 cr.)
Disciplinary Foundations II
    513 (3 cr.)
	First Term
	Elements of Scholarship
	    MAP 508 (3 cr.)
	Research Methods
	    MAP 509 (3 cr.)

Second Term
Research Methods MAP 509 (3 cr.)
Field of Study I 521 (3 cr.)
Field of Study II 522 (3 cr.)
	Second Term
	Disciplinary Foundations I
	    512 (3 cr.)
	Disciplinary Foundations II
	    513 (3 cr.)

Third Term Advanced Research Methods 620 (3 cr.) Applications I 525 (3 cr.) Applications II 526 (3 cr.)	**Third Term** Field of Study I 521 (3 cr.) Field of Study II 522 (3 cr.)
Fourth Term Thesis I 628 (3 cr.) Thesis II 629 (6 cr.)	**Fourth Term** Advanced Research Methods 620 (3 cr.) Applications I 525 (3 cr.)
	Fifth Term Thesis I 628 (3 cr.) Applications II 526 (3 cr.)
	Sixth Term Thesis II 629 (6 cr.)

Course of Study for HWEL Lactation Studies

Students who choose to take *9 credits per term when they begin the program*, normally take the following courses over five terms:	Students who choose to take *6 credits per term*, normally take the following courses over six terms:

First Term
Elements of Scholarship
   MAP 508 (3 cr.)
Disciplinary Foundations I
   HWEL 512 (3 cr.)
Disciplinary Foundations II
   HWEL 514 (3 cr.)
	First Term
	Elements of Scholarship
	   MAP 508 (3 cr.)
	Research Methods
	   MAP 509 (3 cr.)

Second Term
Research Methods MAP 509 (3 cr.)
Field of Study HWEL 520 (6 cr.)
	Second Term
	Disciplinary Foundations I
	   HWEL 512 (3 cr.)
	Disciplinary Foundations II
	   HWEL 514 (3 cr.)

Third Term Advanced Research Methods HWEL 620 (3 cr.) Applications I HWEL 528 (3 cr.)	**Third Term** Field of Study HWEL 520 (6 cr.)
Fourth Term Thesis I HWEL 628 (3 cr.) Applications II HWEL 529 (3 cr.)	**Fourth Term** Advanced Research Methods HWEL 620 (3 cr.) Applications I HWEL 528 (3 cr.)
Fifth Term Thesis II HWEL 629 (6 cr.)	**Fifth Term** Thesis I HWEL 628 (3 cr.) Applications II HWEL 529 (3 cr.)
	Sixth Term Thesis II HWEL 629 (6 cr.)

It is possible to register for a different number of credits in successive terms as determined in consultation with the student's advisor and the program office.

Course Prefixes
Elements of Scholarship and Research Methods are taken by all students, regardless of major area and have the designated prefix **MAP**. The prefixes for all other courses reflect the student's major.
- CRST Creativity Studies
- HWEL Health and Wellness
- HISC History and Culture
- LPPS Leadership, Public Policy and Social Issues
- LITW Literature and Writing

Commencement and Graduation

Students who have graduated or plan to graduate by the term ending in August of each year are invited to participate in their regional commencement ceremony (Florida or California in the summer or the National Commencement Ceremony held in Cincinnati, Ohio each fall. Participants in the commencement ceremony must submit a Petition to Participate in Commencement form and have met all academic requirements for the M.A. degree.

Students are to have successfully completed all M.A. program requirements with a cumulative grade point average of 3.0 and all university degree requirements to be eligible to be reviewed as a candidate for graduation. The Registrar's Office issues Master of Arts graduates their diploma and transcripts after all academic, degree, and financial requirements are fulfilled.

Core Courses

The core courses provide the underpinning for subsequent advanced courses. Learning occurs online, through the learning management system CampusWeb.

MAP 508 Elements of Scholarship   **3 credits**
This course immerses students in the scholarly process with reference to their major. The three units cover (1) the construction of knowledge and conceptual frameworks; (2) the development of scholarly thinking, including critical and creative modes of thought and techniques of analysis; and (3) the stages of master's-level academic writing. Throughout, the course emphasizes academic integrity and responsible use of knowledge, including competency in using academic style(s) pertaining to field.

MAP 509 Research Methods   **3 credits**
This course provides the skills and knowledge necessary to conduct an inquiry-based, master's-level research study. The course will explore philosophical frameworks, literature review, and research design (problem statement, research questions or hypotheses, data collection and analysis tools) as well as other key aspects of academic research (reliability and validity, ethics, and social relevance). The three major research methods, Qualitative, Quantitative, and Mixed, are examined in relation to the student's focus of interest. This course sets the foundation for Advanced Research Methods.

[Major Prefix] 512 Disciplinary Foundations I [Major Area]   **3 credits**
A course designed to give graduate-level breadth of knowledge in the student's major area. The student will be exposed to an overview of the major texts and concepts in the field.

[Major Prefix] 513 Disciplinary Foundations II [Major Area]   **3 credits**
In this continuation of the survey in Disciplinary Foundations I, the student works with the instructor of this course to identify his/her field of study by the completion of this course.

HWEL 514: Disciplinary Foundations II: Functioning as a Lactation Consultant   ***3 credits***
Enrollment is limited to Health & Wellness majors studying lactation. This course provides 30 hours of human lactation instruction and is the first in a series of four lactation-specific courses designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination. Lactation students take this course in place of HWEL 513.

Preliminary Program of Study Agreement

By the end of Disciplinary Foundations II each M.A. student is required to complete a Preliminary Program of Study in collaboration with his/her faculty advisor and the program office. This is an opportunity for students to make sure they understand the M.A. structure, program and university policies, and begin planning for subsequent courses. The student and advisor will both sign the Preliminary Program of Study form, and it will be filed with the program office. Any changes must be approved by the student's advisor and the program office.

Advanced Courses

HWEL 520: Field of Study: The Art and Science of Lactation   **6 credits**
Enrollment is limited to Health & Wellness majors studying lactation. This is a continuation of HWEL 514 and provides 60 hours of lactation instruction designed to prepare students for the International Board of Lactation Consultant Examiners (IBLCE) certification examination.
Prerequisites: HWEL 512 and 514.

[Major Prefix] 521 Field of Study I   **3 credits**
A course designed to give graduate-level depth of knowledge in a specific field of study. The student works one-to-one or in a small student cohort with a qualified instructor. Emphasis is on student initiative, guided reading, and consultations with the instructor. A field of study title, approved by the instructor, must be submitted to the program office.
Prerequisite: Disciplinary Foundations I and II

[Major Prefix] 522 Field of Study II   **3 credits**
A continuation of 521 Field of Study I designed to give graduate-level depth of knowledge in a specific field of study. The student works one-to-one or in a small student cohort with a qualified instructor. Emphasis is on student initiative, guided reading, and consultations with the instructor.
Prerequisite: Disciplinary Foundations I and II

[Major Prefix] 620 Advanced Research Methods   **3 credits**
A graduate-level course designed to provide the student with in-depth knowledge of research methods appropriate to the chosen field of study. The student writes a thesis proposal.
Prerequisite: Elements of Scholarship and Research Methods

[Major Prefix] 527 Applications   **6 credits**
An examination of the professional, academic, and social significance of the student's study. The course may have an applied component and is designed by the student in conjunction with an instructor.

[Major Prefix] 525 Applications I   **3 credits**
[Major Prefix] 526 Applications II   **3 credits**
These two courses divide the content of Applications over two terms. *Applications I is a prerequisite for Applications II.*

HWEL 528 Applications I: IBLCE Pathway 2 Internship   *3 credits*
Prerequisite for HWEL 528: HWEL 520

HWEL 529 Applications II: IBLCE Pathway 2 Internship   *3 credits*
Prerequisite for HWEL 529: HWEL 528

Enrollment is limited to Health & Wellness majors studying lactation. These two courses provide the opportunity to plan and execute the internship required of students seeking IBLCE Pathway 2 certification.

Culminating Courses

To conclude the course of study for the Master of Arts degree, the student writes a thesis. All students completing the master's degree will present their thesis to the graduation conference committee for its approval.

Thesis

[Major Prefix] 630 Thesis   **9 credits**
A substantial research and writing project that includes extended critical exposition. The thesis stands as the culmination of a student's study and provides evidence that university outcomes and competencies have been met.
Prerequisites: All core courses and Advanced Research Methods.

[Major Prefix] 628 Thesis I   **3 credits**
[Major Prefix] 629 Thesis II   **6 credits**
These two courses divide the content of Thesis over two terms. *Thesis I is a prerequisite for Thesis II.*

[Major Prefix] 597 Teaching Writing I: Theory and Writing Center Practicum 3 credits
Teaching Writing I introduces students to current theories and practices of teaching writing. Offered in partnership with the UI&U Writing Center, students have the opportunity to work as writing consultants in a supported practicum. This course may be taken in place of, or in addition to, Applications I or Applications II.
Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor.

[Major Prefix] 598 Teaching Writing II: Theory and the Composition Course 3 credits
This course is designed to follow Teaching Writing I and focuses on theory and best practices for developing a college composition course. Expanding on the one-on-one tutoring experiences of Teaching Writing I, students consider ways to create writing assignments and learning activities. They also continue their supervised practicum at the university's writing center. This course may be taken in place of, or in addition to, Applications II.
Requirements: Recommendation of the student's faculty advisor and acceptance of the instructor.
Prerequisite: Teaching Writing I

Program Completion Extension (PCX 503/506/509)   **0 credits**
If additional time is needed to complete the thesis, a student may register for Program Completion Extension either PCX 503, 506, or 509 based on the credit hours assigned to the final thesis course(s). This extension allows one additional six-month term to complete the thesis, approved by the thesis advisor and the program office. The extension maintains the student in a registered active status but at zero (0) credit hours. Students registered in PCX are not eligible to receive federal financial aid. The Registrar's Office will report students on this extension as registered less than half-time during the next scheduled report to external agencies; therefore, students on financial aid and students with prior loans in a deferment status

will begin to have their loans processed for repayment by their lenders. A non-refundable fee based on the thesis credit hours is charged for enrollment in Program Completion Extension.

MASTER OF SCIENCE IN HEALTHCARE LEADERSHIP (MS-HCL)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Program Director: Jennifer Ossege, Psy.D.

Program Overview

Credits to Degree: 36 semester hours (academic year = 32 weeks, program length = 48 weeks)
Calendar: The academic year is defined as two 16-week terms
Courses: 12 courses, each being three credits
Transfer Credits: None. The MS-HCL Program does not accept transfer credits toward the degree requirements except for some applicable Union Institute & University courses and with the approval of the Program Director.
Formats: Distance learning (online). Cohort model with a virtual learning community
Terms: August-December (Fall), January-April (Winter), and May-August (Spring/Summer). Each 16-week term is split into two 8-week sessions. Students take two courses every eight weeks, if enrolled full-time.
Enrollment Dates: Fall, Winter, and Spring/Summer terms
Minimum Time to Degree: 12 months/ Maximum time to degree: 4 years
Student Status: Full-time/12 semester credits per term; Part-time/six semester credits
Major for the Program: Healthcare Leadership

The annual program calendar and Registration/Tuition Fee Schedule are available on the website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-MS-HCL-DOC-Final.pdf

The online MS-HCL program is available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the MS-HCL program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Program Mission and Vision

- Develop healthcare leadership that foster social change.
- Empower creative solution-building leadership for an interdependent healthcare culture.
- Facilitate a transformative learning environment where professionals, students and mentors collaboratively envision, build, and implement interdisciplinary solutions to global business and social challenges.
- Provide individualized student attention and advising.

Program Learning Outcomes

- Critique how policy language contributes to healthcare inequities.

- Critique scholarly literature in healthcare leadership.
- Propose innovative solutions to challenges identified in the healthcare leadership literature.
- Formulate ethical and socially-just alternatives that address challenges facing healthcare leaders and organizations.
- Evaluate challenges facing healthcare leaders and organizations.
- Relate ethical or social and cultural implications of leadership within healthcare.
- Analyze how power and privilege shape global healthcare practices and challenges.
- Appraise how one's own leadership position may unintentionally contribute to oppression, power and privilege in healthcare.

Philosophy for the Master of Science in Healthcare Leadership

Over 50 years ago, Union Institute & University was formed to support adult learners in acquiring leadership skills to be more effective change agents in their local communities. Over this time, Union Institute & University created a proven practice-based curriculum that prepares leaders from various segments within communities and from different organizations. This successful curriculum incorporates leading concepts and practices of transformational leadership that fosters social change through ethical and creative leadership.

Using the insights gained over the past 50 years in adult learning, Union Institute & University designed the Masters of Science in Healthcare Leadership on this historic track record; and moves the emphasis from the broad field of general leadership to the specific field of healthcare as this field is going through profound transformation in the face of the technological and policy changes.

The healthcare field in general and provider organizations in particular are in the midst of significant disruption and innovation. Healthcare is no longer just about medical care. In fact, there is now consensus that "health" is more than medical care; and that health of populations is more significantly determined by social conditions such as access to education, jobs, and housing. Therefore, healthcare leaders and policy experts agree that what is needed in today's healthcare organizations and healthcare systems to drive transformation and innovation is the ability to look at protracted and long-term social and healthcare challenges and apply resources in a creative and ethical way.

Because each community is unique and because each geographic area requires a targeted-approach, there is no single solution that can be applied. Through the MS-HCL program, Union Institute & University will foster creative and unique solutions matched to the local community, healthcare organization, and health needs of that community. To accomplish this, healthcare professionals agree that an entirely new set of skills are required for healthcare organizations. Rather than focusing on technical competence and business managerial skills, healthcare organizations are looking for individuals who have both creativity and the ability to innovate while being grounded in community values and ethics. Based on its historical commitment to ethical and creative leadership and based on its successful accomplishment of its mission, Union Institute & University is offering this expertise and applying them to healthcare leadership through this new Master of Science in Healthcare Leadership program.

Program Description

To successfully lead today's healthcare systems into the future, emerging leaders need more than technical management expertise. They need people skills and leadership insights that catalyze organizational transformation and social change. In effect, leaders need to be change agents within their own complex organizations, all the while being cognizant of the dynamic and turbulent external environments that impinge on their organization.

This program trains students to lead financially successful organizations through innovative healthcare leadership under circumstances in which there are no precedents, as well as maintaining ethical standards and preserving the founding mission of their respective healthcare organizations. It will provide the necessary knowledge and skills in administration and management, as well as fostering creativity, ethics, leadership, and social entrepreneurship to assist students in achieving success for their organizations.

The program will offer the most important determinant of long-term leadership success: mentoring. Mentors will guide and demonstrate through example how to understand one's own skills, limitations, and ambitions while fulfilling the needs of the healthcare organization. Mentors will also be able to model how to maintain positive working relationships with all of the key stakeholders connected to that healthcare organization, including community members, employees, board members, and patients.

Program Delivery Model/Minimum-Maximum Timeframe

- Fully Online, intended to be a full-time program of study with completion possible in 12 to 18 months.
- Students take two courses in sequence per 8-week session, completing the 36 credit hours in 12 months.
- Students have an option to complete the program full-time within a 12-month period or complete it part-time within the four years maximum allowed. For specifics on part-time enrollment at six credit hour (with program approval), see Non-Registration / Part-time Status Policy below.

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New Student Orientation

In order to become familiarized with the online course environment, it is important to watch a tutorial to help orient you to the CampusWeb course management platform. New students should go to Union Institute & University's New Student Orientation page:
https://campusweb.myunion.edu/ICS/Student_Orientation.jnz
Through this tutorial you will learn about the basics of what is needed to get started as a UI&U student, such as:
- Using the Common Login to Access CampusWeb, Student Email and UI&U Library
- General Navigation of CampusWeb
- How to Access Your Student Email
- General Course Navigation
- Course Email
- Collaboration-Forums
- Coursework Assignments

Registration

Union Institute & University operates its MS-HCL program on a three-term, 12-month academic year calendar. The academic terms are identified as fall, winter, and spring/summer. MS-HCL students register three times a year before the beginning of each term.

New students (matriculating Fall Term 2017 or after) will be assessed a one-time LiveText e-portfolio fee, plus shipping and taxes (where applicable) in their first term of enrollment. LiveText provides the student with a mechanism for organizing and tracking their learning experiences and supports the program's efforts to plan goals, assess student progress, and strengthen program quality. The one-time LiveText fee, charged upon registration, is a 5-year license to uses the program's e-portfolio system.

Registration is completed online on CampusWeb in Web course registration and submitted to the program advisor for approval. Instructions are found on the MS-HCL website and on the Web registration site.

- Students register prior to the start of each term in CampusWeb through web registration. Registration is initiated by the student and must be approved by the program advisor. When web registration closes, any registration changes need to be approved by the advisor, and submitted to the Registrar's Office.
- A student's registration through web registration must be approved by the program advisor before financial aid will be disbursed.
- **Students with past due balances must obtain financial clearance from the Business Office prior to the term start date.**
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of web registration or approve by signature on a registration form.

Due to the nature of the MS- HCL program's modular design, interrelationships of course topics, and instructional style, fulltime students <u>must</u> register for two courses during an eight-week session. The MS-HCL program is a three-module cohort program with 12 courses. Students follow the established course sequence.

The first day of the initial term is the matriculation date throughout the student's graduate program. The registration process and forms found online are initiated by the student. Direct registration questions to the MS-HCL program office.

Tuition is due on the first day of each new term. The tuition and registration policies are published annually on the university's website and also included in this catalog. Payment of tuition is handled with the Business Office. For questions contact the Business Office. Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.

Drop/Add and Program Withdrawal

Drop/Add of Courses

To receive a tuition adjustment students must drop individual courses according to the following schedule:

Schedule of Tuition Refunds	
Week One	100%
Week Two	50%
Week Three	25%
Week Four and After	0%

Students are permitted to add courses only prior to the start of an academic term. Courses may be dropped during the first 15 days of an 8-week session. Courses dropped after 15 days will receive a grade of W for withdrawal on the academic record. Course drops may occur through the end of the session; however, the tuition adjustment schedule is enforced. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives in the MS-HCL program office or the Registrar's Office.

Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and by their program advisor.

Courses dropped after the Add/Drop deadline will remain recorded on the student's academic record. A grade of Withdrawn (W) will be posted to the grade field for each course dropped.

Part-Time Status

Students in the MS-HCL are expected to take 12 credits (two courses per session; four courses per term) as full-time students. It is understood that some students, for personal and other reasons, may need to take a reduced load. In order to accommodate these students, the following **part-time** criteria have been established:

- Students who wish to take less than the 12 full-time credit hours per term must submit a written request outlining the reason(s) for the request prior to registration. Upon approval, the student and program advisor develop a written plan of completion outlining how the student will complete the program term-by-term. The student is considered part-time and must conform to the criteria specified in the plan of completion.
    - o Students will be encouraged to take 6 credit hours per term during the program.
    - o Students must take both courses during the first session of their first two terms simultaneously (501 & 502 and 503 & 504, respectively).

Non-Registration Policy

Students who take a session off from the program must complete all previous course requirements, with grades assigned by faculty, prior to returning to the program and must meet SAP.

Students who need to take more than a /term off from the program should apply for a leave of absence (see https://www.myunion.edu/about/policies/student-leave-of-absence/).

Students who do not register for a /term without an approved plan will be considered to have withdrawn from the program and will need to conform to the university Reinstatement / Readmission Policy. Students will be assigned to a new cohort matching his/her progress in the program and assume the new cohort's per credit-hour tuition rate if any of the following criteria are met:

- does not register for a course or drops more than one course in a 16-week term,
- withdraws from the program and requests to be reinstated or readmitted, or
- fails to register for one academic term and requests to be reinstated or readmitted.

Withdrawn students are reported to the National Student Clearinghouse as not registered. This notification may impact loan deferrals.

A student for various life or work reasons may need to not register (NR) for a session or term. If a student decides not to register:

• It is recommended that the student discuss that decision with the MS-HCL Program Director.

• The Program Director is to be notified in writing outlining the reason for not registering and when registration in the program will resume.

Program Withdrawal

Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the third week of a session. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal.

Administrative Withdrawal

An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

Degree Requirements

Online Learning Environment/Courses

The University uses CampusWeb for online course delivery and thus students access their courses via the CampusWeb online management system. Each course is 8 weeks in length and is assigned three graduate credits (unless otherwise specified). Students in the MS-HCL program typically take 2 courses concurrently.

Typically, instructors will assign readings from a textbook and/or scholarly journal readings, along with other educational materials such as PowerPoints, video clips, or pre-recorded or live lectures. There is also typically an online discussion forum within each course, where students interact with one another and with the instructor in order to deepen the understanding of the

assigned material. Faculty assign grades based on criteria established for each assignment as outlined in the syllabus. Timely submission of work is a program expectation. Students should become familiar with each of their courses on CampusWeb and know the expectations for each course. Each course will include a comprehensive syllabus, which will include the learning outcomes and how these will be evaluated through the coursework and serves as the contract for the course.

Synchronous, online class meetings/webinars using advanced audio-visual conferencing technology are an important part of each course, and attendance at these is expected. These webinars require telephone, computer and webcam connections for optimal engagement in the class meeting. These meetings provide the opportunity for important student-faculty and student-student interactions, for the purpose of presenting new material, discussing course assignments and readings, and highlighting or clarifying learning concepts. Attendance at these is expected and students are required to notify their professor in advance if they are unable to attend for some reason. Many instructors will record the meetings for students to view later, if unable to attend. Typically, online class meetings last from 60-90 minutes but can vary depending on the course. Instructions for access to the online class meetings is provided in each course syllabus and reiterated on the course page.

Curriculum Sequence

The MS-HCL program adopts a cohort model, where students matriculate through a course sequence of required courses together as a cohort of peers. Below is the typical sequence of courses. Electives may be offered in the future and specific electives are not guaranteed to be offered each term (based on faculty availability and student interest).

Time period	Curriculum component	Time period	Curriculum component
Year 1 Semester A	Courses	*Year 1 Semester A*	Courses
Session 1	HCL 501 Healthcare Leadership	**Session 2**	HCL 503 Healthcare Policy/Advocacy
Session 1	HCL 502 Ethic in Healthcare Settings	**Session 2**	HCL 504 Design Research
	HCL 550 Mentorship		
Time period	**Curriculum component**	**Time period**	**Curriculum component**
Year 1 Semester B	**Courses**	*Year 1 Semester B*	**Courses**
Session 1	HCL 505 Program Evaluation	**Session 2**	HCL 508: Economics/Financial Management
Session 1	HCL 506 Big Data: Role & Purpose	**Session 2**	HCL 510: Marketing and Communication/Disruptive Innovation Technology
	HCL 550 Mentorship		

Time period	Curriculum component	Time period	Curriculum component
Year 1 Semester C	**Courses**	*Year 1 Semester C*	**Courses**
Session 1	HCL 507 EHR & Information Systems	**Session 2**	HCL 511 Social Entrepreneurship
Session 1	HCL 509 Organizational Research, Analytics and Innovative Solution Building	**Session 2**	HCL 512 Capstone
	HCL 550 Mentorship		

MS-HCL Course Descriptions for Term I

HCL 501 Healthcare Leadership (3 credits)

There is no blue print or a formula for transforming hospitals and health care systems from a focus on sick care model to one that is focused on wellness. Even more daunting is successfully leading complex health care organizations within community settings with stakeholders who have either conflicting or missing views on mission and vision for today's health care organizations. Under these current circumstances, leadership of health care systems and hospitals or even leadership within a department and a service line of a hospital requires creativity and innovation guided by a commitment to serving the needs of both the health care organization and the community. Therefore, this course is designed to examine roles and responsibilities of health care leadership; foster critical thinking about health care systems and organizational dynamics; survey the major schools of thought about leadership; and facilitate self-assessment and introspection about leadership that is tied to mentoring with senior health care leaders who can guide a personal and professional leadership development plan.

HCL 502 Ethics in Healthcare Settings (3 credits)

While acknowledging the importance of legal statutes, principles of bioethics, and the role of compliance, this course will focus on the need for individuals working in any health care setting and for health care organizations to clearly articulate an ethical framework. This course examines the role of ethics in decision making processes within health care settings; emphasize the need for developing an ethical framework that reconciles competing values and a mindsets; and prioritizes how dwindling resources can be fairly allocated among a competing segment of health care stakeholders. Furthermore, this course will enable health care leaders to appreciate the complexities and the transformational nature of health care.

HCL 503 Healthcare Policy/Advocacy (3 credits)

This course employs an interdisciplinary approach to health policy as it examines the social, environmental, economic and political factors that shape disease and health across societies. We will explore the role of the state and civil society in promoting health and providing care and consider the ways in which structural factors create and maintain health inequities and health disparities including those relating to race, ethnicity, gender, sexual orientation and social class.

Students will learn how to use policy analysis and advocacy strategies to influence health policy decisions at the local, state, national or international level.

HCL 504 Design Research (3 credits)
The Design Thinking research method is an interdisciplinary approach to addressing challenges by applying the 4C's—collaboration, creativity, critical thinking, and communication—in order to develop new solutions to persistent healthcare problems. For too long, healthcare problems have been narrowly framed and conceptualized. As a result, the solutions that have emerged have been limited in scope. Design thinking is the methodology that may be used to introduce innovative, imaginative ways to the process of problem solving in order to produce results that are broad-ranging, impactful, and more relevant to the situation on hand. Healthcare professionals are challenged to continually redesign today's healthcare environment, which have been caught in the throes of rapid technological and consumer-driven changes. This course provides an overview of the design thinking framework for healthcare management and innovation; uses case studies to examine issues related to healthcare management, innovation and practice; and explores alternate pathways to problem solving in an industry that—historically—has been slow to change. Theory and practice will be seamlessly brought together to critically examine the emerging landscape of healthcare in the 21st century.

MS-HCL Course Descriptions for Term II
HCL 505: Program Evaluation (3 credits)

Within this course, students will incorporate skills in examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including health and the environment. There is a focus on methods of evaluating program effectiveness, particularly within a changing healthcare industry and in light of social innovation and creative approaches to measuring program efficacy, as well as the fundamentals of types of program evaluation, designing program evaluation related to outcome data and ethical, political and cultural challenges when conducting program evaluation. A focus will be on healthcare development models, particularly those which are evidence driven in a variety of fields (such as public health, mental health, etc.) as these are important aspects of creative and strategic leadership within the healthcare field.

HCL 506: Big Data: Role & Purpose (3 credits)

Leaders within healthcare organizations, whether they manage for-profit, nonprofit or government organizations, must be business savvy while being socially responsible. Accessing available information and understanding that data works to drive improvements in healthcare and demonstrate efficacy to payers is a crucial aspect of healthcare leadership. In light of global economic strategies and world healthcare trends, this course addresses complex issues pertaining to organizational operations, financial management and organizational performance within the healthcare industry. Central to this examination is the use of organizational research and statistics in forecasting, strategic planning, problem solving, critical decision making and innovation. This course will help students better understand the existing data related to population health and to build upon this data to impact issues of healthcare disparities within the population and how to meet the needs of the community served.

HCL 508: Economics/Financial Management (3 credits)

This course extends the concepts and insights addressed in HCL 503. With changing healthcare economics and reimbursement methods both on local and national levels, healthcare leaders must maintain an understanding of their internal financial management and be knowledgeable of how their organization organizes and reports financial data. Management and negotiation of insurance contracts, managing third party payers and addressing different and identifying innovative payment streams (in private and/or public sectors) is an important aspect of healthcare leadership. This will enable them to make financial decisions regarding the cost-effectiveness of their organization and understand the broader environment of funding healthcare services. This course will focus on foundational and advanced economic and financial management theories, principles and methods in healthcare financial management, as well as examine reimbursement methodologies, cost allocation strategies, and risk sharing.

HCL 510: Marketing and Communication/Disruptive Innovation Technology (3 credits)

This course provides students with a thorough understanding of traditional and non-traditional marketing methods (such as social media) enabling them to manage the development and deployment of their business models. This will include the overall design, development and implementation of marketing strategies commensurate with their strategic plan to lead within healthcare organizations. The course will review the role of the disruptive innovation model and how these approaches specifically apply to healthcare allowing them to attract new consumers while continuing to support their existing clientele.

MS-HCL Course Descriptions for Term III
HCL 507: EHR & Information Systems (3 credits)

Electronic Health Records (EHRs) automate the activities of healthcare clinicians throughout healthcare systems, including physicians, nurses, physician assistants, and healthcare administrative staff. The use of EHRs presents both challenges and benefits to patients and staff, including the collection and management of data, HIPAA requirements and security, integration across systems and facilities, and the overall changes in roles and responsibilities of healthcare staff and leaders. This course will focus on understanding EHRs and health informatics, uses of technology, collection of data, and obtaining the skills to successfully manage those who utilize these systems. This will include developing a robust understanding of the role and function of information technology in operations and the ability to analyze and evaluate information to support decisions or recommendations.

HCL 509: Organizational Research, Analytics and Innovative Solution Building (3 credits)

Organizational analytics that draw upon quantitative and qualitative data is critical for leading and successfully analyzing healthcare operations, making decisive decisions, and innovatively solving problems. Building upon work in HCL 506 and HCL 507, this course synthesizes the learning about research methods throughout the program, as well as further prepares students to develop and utilize various forms of data collection, statistical analysis, and reporting to make organizational decisions and the needed changes to healthcare organizational operations, with a focus on developing leadership skills to enhance creative solutions to problems within the healthcare industry.

HCL 511: Social Entrepreneurship (3 credits)

Social entrepreneurship is emerging as an aspect of organizational leadership that is important within the healthcare field, as these methods help address social and environmental challenges. Social entrepreneurship marries the business realties of healthcare organizations and the need to contribute to the social good. Effective leaders are challenged to fulfill a mission of addressing the needs of the surrounding community and social environmental challenges while also operating organizations in a fiscally responsible manner. More than ever, healthcare leaders are charged with finding opportunities and stepping beyond the traditional profit-driven business models and engaging in innovative problem solving approaches. This course will introduce these concepts and tools needed to operate in today's healthcare landscape while encouraging students to find ways to fulfill the healthcare needs of a population while also engaging in sustainable economic practices.

HCL 512: Capstone (3 credits)

The MS-HCL program invites students to identify a problem related to their own real-world organization or experiences and work on generating innovative solutions to address this problem by generating practical, applied and creative strategies. Work is ongoing throughout the program and culminates with a graduate level capstone project that demonstrates one's knowledge and practical skills in the field of healthcare leadership and addressing the healthcare problem they have been grappling with over the course of the program. The project draws upon and integrates conceptual and analytical work throughout the program. The capstone project is designed to engage in research and analysis that describes one's own perspective on healthcare leadership and how today's leader enables healthcare organizations to operate effectively and creatively to meet both short term and long term challenges.

HCL 550: Mentorship (0 credits)

Students register for this course each semester to coincide with the mentorship experience. It is expected that students meet or have contact with their Mentors bi-weekly, at a minimum. Mentor meetings will focus on developing ideas and social processes, as well as financial perspectives important to support and create change. Other key foci will be on developing the personal and interpersonal skills necessary in creating change and developing into an effective leader. Methods of mentoring may include discussion, case study analysis, development of strategic plans, addressing competencies and responding to semi-structured prompts. Students will be expected to create a summary of each meeting, documenting the process and progress of the mentoring experience. This work will be documented in an E-Portfolio, which will allow the university to follow the progress of the mentor relationship and the student's developmental progress, is tied to program competencies and will serve as a culminating artifact at the end of the program.

Mentorship Requirement/E-Portfolio

The mentorship component of the Master of Science in Healthcare Leadership Program is a central strategy in connecting the course-based learning to real world scenarios. The mentoring relationship provides an opportunity to develop and expand one's skills as healthcare leaders and professionals. Requirements, expectations and the procedures for selecting, arranging and evaluating mentorship arrangements are described below.

Mentor Qualifications:

Qualified mentors will be experienced in the healthcare field and have a solid understanding of the many needs of developing leaders. They must demonstrate a willingness and excitement to participate in the professional growth of emerging leaders.

Whereas faculty work with students to develop knowledge and content within courses, the focus of the mentor will be on developing the professionalism and applying their knowledge to the real world, which is essential to leadership success.
   Requirements include:
        o Must be currently working as a healthcare professional/leader
        o A minimum of 10 years working experience in the field
        o Willingness and ability to commit to one year of working with a mentee, maintaining at minimum once per month contact via telephone or in-person with the student and providing feedback to the program at scheduled intervals

Selection and Assignment of Mentors:
There are two primary means of establishing the Mentor/Mentee relationship. The student may either be assigned a mentor through an established mentorship program (such as the ACHE Mentorship program) or he/she may identify a qualified individual who meets the Mentorship requirements and is approved by the Program Director or Mentorship Coordinator.
   1. **ACHE Mentorship Program**
        o Students may want to establish mentorship through national mentorship matching programs. The American College of Healthcare Executives (ACHE) helps match mentees with mentors and has an established process of recruiting and vetting qualified mentor volunteers and matching them with protégés. While there is not a fee for the mentoring service, students do need to be members of ACHE in order to participate in the match. Students are responsible for any associated fees.
   2. **Student Selection (subject to program approval)**
        o If students wish to arrange for a mentor through their organization or other contact, they may explore this option. Potential mentors must complete a Mentor Profile (to include work history, geographic location, contact information, work history and experience, and why they want to engage in the mentoring process).
        o The potential mentor must submit a current resume that reflects a minimum of 10 years of experience in the healthcare field and current employment as a healthcare professional/leader.
        o A phone interview will be scheduled between the potential mentor and the Program Director or Mentorship Coordinator. The purpose of the phone call is to discuss expectations, establish rapport with the mentor and determine that the potential mentor is an appropriate match for the student (i.e. not engaged in a dual role relationship, etc.).

Structure of Mentorship Arrangement
Students will register for Mentorship each semester (16 weeks); 0 credits. Each student is matched with a Mentor prior to beginning the program. In the case where a student is admitted to the program with little time before the term begins, a decision will be made to either defer to the following term or establish a mentor relationship with approval prior to (or as soon after) the beginning of the program, with the discretion of the program director.

Once a mentor is assigned, a Mentorship Agreement will be signed by the student, mentor and Program Director or Mentorship Coordinator. A "Mentorship Developmental Guide" with

established objectives for each stage of the mentorship relationship will be given to the assigned mentor. Additional information and forms are available in the Mentorship Handbook. It is expected that students meet or have contact with their Mentors bi-weekly, at a minimum.

Mentor meetings will focus on developing ideas and social processes, as well as financial perspectives important to support and create change. Other key foci will be on developing the personal and interpersonal skills necessary in creating change and developing into an effective leader. Methods of mentoring may include discussion, case study analysis, development of strategic plans, addressing competencies and responding to semi-structured prompts.

Students will be expected to create a summary of each meeting, documenting the process and progress of the mentoring experience. This work will be documented in an E-Portfolio, which will allow the university to follow the progress of the mentor relationship and the student's developmental progress, is tied to program competencies and will serve as a culminating artifact at the end of the program. Each mentoring session entry should include the following:
- o Agenda items or topics discussed
- o Impressions or reflections on the meeting
- o Items for future meetings or to take action on

Evaluation/Feedback Process
- **Initial Assessment:** To gauge the longitudinal impact of mentorship on the student, each entering student will be expected to complete the ACHE self-assessment at the start and at the end of the program. Both the pre- and post-degree completion assessments will be part of the student's E Portfolio.
- Furthermore, the entire cohort of mentees and mentors will be provided an orientation to the program and the crucial contribution of the mentoring program to the development of successful leadership skills.
- In addition, the Program Director or Mentorship Coordinator will contact both the mentor and the student within the first month of beginning the program to discuss the initiation of the mentoring. If any problems are identified they will be either remediated or if this is not possible/practical then the student will be reassigned to another mentor.
- **End of Term Assessments:** At the end of each 16 week term (Fall, Winter, Spring/Summer), mentors and students will be asked to complete an evaluation of the mentorship process to date. Both will cosign the assessment and discuss any areas of concerns as well as areas of strengths. This feedback should be used to inform and improve the process. The assessment tool to be utilized is the most current version of the American College of Healthcare Executives (ACHE) Competency Assessment Tool, which will be stored in the student's E-Portfolio. The assessment will be reviewed by the Mentorship Coordinator or Program Director. If problems are identified, he or she will contact the mentor and the student and discuss any issues that need resolution.

Capstone Project

Overview of Capstone Project:
The MS-HCL program concludes with a graduate level capstone project that demonstrates one's knowledge and practical skills in the field of healthcare leadership. The project draws upon and concludes conceptual and analytical work done during the program. The capstone project is designed to engage in research and analysis that describes one's own perspective on healthcare leadership and how today's leader enable organizations to operate effectively and creatively to meet both short term and long term challenges.

Capstone Project Components:
The MS-HCL Capstone Project has two components:
1. Strategic Healthcare Leadership Perspective: a conceptual component on strategic leadership within the healthcare field,
2. Case Study Analysis: a practical application of problem solving related to a selected issue in healthcare.

Project Format Guidelines:
The Capstone Project is completed within the HCL 512 course, which is taken during the last term of the program and is a 3 credit hour course. The instructor of this course will oversee the process, meet with students regarding their individual projects, provide consultation and direction as needed and determine the final grade for the project.

Institutional Review Board

For those masters students who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their capstone, approval of the Institutional Review Board must be obtained. The Union Institute & University Institutional Review Board (IRB) must review and approve all research designs that involve human participants. Information on the IRB process is available at: www.myunion.edu/irb

Student Evaluation of Faculty

Students provide input to faculty members regarding their effectiveness in a number of ways. At the completion of each academic course, students are invited to participate in a formal evaluation process, providing feedback about the course and the instructor. These evaluations are anonymous and are completed online. Feedback involves quality ratings on many dimensions of the course and the instruction and allows students to provide written narrative comments on the helpful and less helpful aspects of each course. These course evaluations are read by the Program Director, with a goal of evaluating instruction and making improvements to coursework and teaching.

Satisfactory Academic Progress Standards

Satisfactory Academic Progress Review

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance. Satisfactory academic progress requirements are reviewed at the end of each 16-week term by the MS-HCL program.

Academic Probation
Faculty advisors in consultation with the Director, review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress as defined above will be notified in writing of their change in status and placed on academic probation for one, 16-week term. During the probationary period, the student is

required to meet with his/her academic advisor to develop a plan for returning to good academic standing and regularly thereafter (a minimum of twice per month). The student is also referred to the Office of Student Success to take advantage of services that may assist with a return to good academic standing. Should the student's progress continue to be below standards at the end of the monitoring period, he/she will be recommended to the Vice President of Academic Affairs for dismissal from the MS-HCL program.

Under special circumstances, and only upon review and approval from the Director, the monitoring period may be extended an additional term should there be evidence of academic improvement. Such an extension must be initiated by the student, with the support of the student's faculty advisor, in a formal written request sent to the Director.

In addition, the Financial Aid Office will be notified of the student's probationary status. Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Questions about financial aid status should be directed to the Office of Financial Aid. A student who is making satisfactory academic progress by the end of the probationary term will be removed from academic probation and financial aid warning.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy in the university catalog for more details. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

SAP Qualitative Component
The SAP qualitative components include the following:
- Students enrolled in the MS-HCL program are required to maintain a minimum 3.0 cumulative grade point average (GPA) in order to meet the qualitative component of the MS-HCL SAP policy.
- A grade in the range of A or B indicates graduate-level work.
- Course grades of B- or below are a sign that the student is struggling and not meeting required graduate-level standards.
- A student is allowed to receive one C course grade while in the program. When such a grade is assigned, a special review is called and the student will be placed on academic probation for one term. (See "Academic Probation" below.) If a student's progress remains unsatisfactory at the end of the probationary period, the student may be recommended for dismissal from the program.

SAP Quantitative Component
The SAP quantitative component includes a maximum time frame (4 years from the original date of enrollment) and minimum earned credit hour completion requirements (36 credit hours) in order to complete the MS-HCL program within the expected time frame. Students enrolled in the MS-HCL program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the MS-HCL SAP policy. Credit hours for incomplete courses are counted in attempted credit hours. Credit hours for withdrawn courses are counted in attempted credit hours. If a student fails to meet either of these criteria, the student may be recommended for dismissal from the program.

Minimum/Maximum Time Frame
The MS-HCL program is a minimum of 12 full-time academic months of graduate study at Union Institute & University. The MS-HCL program is a 36-semester credit hour degree program. The maximum time frame for completion of the degree program is four years. Students are not permitted to petition for extensions beyond the four-year limit.

Minimum Credit Hour Completion Requirements
Students enrolled in the MS-HCL program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the MS-HCL. SAP policy.

Incomplete grades
Credit hours for incomplete courses are counted in attempted credit hours.

Dropped Courses
Credit hours for withdrawn courses are counted in attempted credit hours.

Grading Policy

Evaluation of academic functioning is central to the MS-HCL program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.
Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are unclear, discuss them with the professor and/or academic advisor.
The MS-HCL program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit.

Criteria for Plus and Minus Grades
Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough an accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of

	capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims, develop persuasive arguments based on original thinking, and develop and present own ideas, conclusions, and judgments. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work is more fully met. 3.30 Quality Points
B	The student's work demonstrates clear understanding of the course material and meets all of the course expectancies in a satisfactory manner. The student's work is considered good and graduate level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own ideas, conclusions and judgments. 3.0 Quality Points
B-	Criteria for B work not fully met. 2.70 Quality Points
C+	Criteria for C work is more fully met. 2.30 Quality Points
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: - Student has missed up to 15 percent of classes (equivalent to two online webinars) and/or online postings. - Student does not consistently complete course assignments or struggles to complete work. - Student is inconsistent in producing written material of professional quality. - Student is erratic in making deadlines. - Student's work is considered marginal by professional standards. Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
S	HCL 550 Mentorship is graded on a Satisfactory/Unsatisfactory basis. Academic work receiving an S is equivalent to a B or better at the master's level. **0.00 Quality Points and does not calculate into the GPA.**
U	The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply: • Student has missed more than 50 percent of the course teleconferences and/or 25 percent of the online dialogue forums. • Student is rarely or never in contact with the faculty member.

	• Student habitually does not follow through on recommendations by faculty members. • Student does not produce written or oral material of professional and/or academic quality. • Student has not met minimum evaluation standards of the course. • Student does not meet deadlines and target dates. • Student does not complete 60 percent of the academic work. • Student is chronically ineffective in managing either his/her time or other resources for completing course work. 2.00 Quality Points
I	A temporary mark of Incomplete (I) will be awarded when all course requirements have not been submitted by the student due to an emergency or serious unexpected life or work issue. Incompletes are awarded when illness, accident, or other grave extenuating circumstances make it impossible for a student to complete required course work during a session. A mark of Incomplete should not be used to grant an extension in the absence of extraordinary circumstances. A grade of I must be requested in writing with supporting rationale by the student and is granted at the discretion of the instructor. The extension is for eight weeks which begins at the end of the session. If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. When an Incomplete is recorded, the student must satisfactorily finish all course requirements outlined in the course completion process within eight weeks, or the mark will automatically be changed to a U and a special review will be called. No credit is earned for the Incomplete (I) mark until it is converted to the final grade. An I mark is worth 0.0 points and does not calculate into the GPA. Incomplete
W	Academic work reflects the student has withdrawn from a course and has not submitted a petition for an Incomplete Grade Form. The W code is also posted to indicate session registration that is dropped. A Withdrawal is worth 0.0 points and does not calculate into the GPA. Withdrawal

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality points. The MS-HCL program requires a minimum cumulative GPA of 3.00. Note: Refer to the UI&U Attendance and Engagement Policy in this catalog.

NE	Never Engaged: An NE attendance indicator will be assigned during the first 21 days of each session for a student who neither attends nor engages in a registered class.
V	Vanished: A V attendance indicator will be assigned six weeks after the beginning of a session by the program director or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

Incomplete Grade Policy
If an MS-HCL program student is registered for a course and, due to an unexpected life or work issue, cannot complete the course during the session, the student can request and be granted an Incomplete (I) grade. The student will then have eight weeks following the session to complete the course work. Incompletes (I) are awarded when illness, accident, or other serious extenuating life or work circumstances make it impossible for students to complete required

course work during the session in which they are enrolled. The granting of an Incomplete is at the discretion of the course instructor. It is the student's responsibility to initiate with the course instructor a request for an Incomplete (I) grade.

• A grade of Incomplete (I) must be requested by the student at least two weeks prior to the end of the session.

• Incompletes are normally granted only when students have completed at least 67 percent of the course with a passing grade. (When less than 50 percent of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.)

• The student must discuss his/her need for an Incomplete (I) grade with the course instructor prior to filing the Incomplete petition, obtained from the program office.

• The student initiates the petition by completing, signing, and dating the petition. The student must submit the form together with supporting rationale for the request to the course instructor. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the petition on behalf of the student.

• The petition for an Incomplete (I) grade is then considered and either approved or denied in writing by the instructor.

• If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. Students must complete the Incomplete prior to the end of the next eight-week session.

The Incomplete Grade petition form is found in the Student Handbook..

Repeating of Courses
Students receiving an Unsatisfactory (U) grade in any required course must repeat the course at their own expense. If the U course is an elective, the student is permitted to register (and pay) for another elective course in order to fulfill the requisite credit hours degree completion requirement. If a student has two grades of C on their transcript, and permitted to remain in the program, the third C will require that one of the three courses be repeated with an earned grade of B or better. A student is allowed no more than two standing C grades in any courses applied toward the MS-HCL degree completion requirement.

Graduation Requirements/Commencement

Graduation Requirements

Once all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form, including all requisite forms. The program will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the program will recommend to the registrar awarding of the degree. The MS-HCL degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:

• A minimum cumulative grade point average of 3.00.
• Successful completion of the capstone project, e-portfolio requirements.
• All financial obligations to the institution have been met.
• Required graduation forms have been completed and submitted to the program director.

When all academic requirements for the degree have been met and final evaluations and forms for graduation have been provided to the Program Director, the student's graduation paperwork,

and approved the student for graduation, the recommendation is reviewed by the Program Director and then sent to the University Registrar with recommendations for graduation.

The conferral date is the last day of the month of the student's last term of registration. The final transcript and diploma will be released from the Registrar's Office when all academic and financial clearances have been completed. UI&U does not award academic honors at graduation.

Commencement

MS-HCL graduates are invited to participate in their regional commencement ceremony (Florida and California in the summer) or the National Commencement Ceremony held in Cincinnati, Ohio each fall. MS-HCL students who are enrolled in their final term of required courses may be invited to participate in a commencement if the following criteria are met:

- Must be officially registered in their final term of enrollment required for the degree;
- Must not have any outstanding Incomplete (I) grades from previous or current terms of enrollment;
- Must have a cumulative grade point average of 3.00.

Eligible candidates to participate in a commencement ceremony will be mailed a Petition to Participate from the MS-HCL program office.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP (MSOL)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Program Director: Nadine C. Wheat, Ph.D., M.B.A.

The online MSOL program is available to residents in California and all NC-SARA approved states, see the online listing of NC-SARA states. Please note, the MSOL program is not licensed by the Florida Commission for Independent Education nor is Florida a current member of NC-SARA. Therefore, Florida residents enrolled in the program do not receive services or support from the Florida Academic center. Please check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Program Overview

Credits to Degree: 36 semester hours (academic year = 32 weeks, program length = 48 weeks)
Calendar: The academic year is defined as two 16-week terms.
Courses: 12 courses, each being three credits
Transfer Credits: None
Formats: Distance learning (online). Cohort model with a virtual learning community.
Terms: August-December (Fall), January-April (Winter), and May-August (Spring/Summer). Each 16-week term is split into two 8-week sessions. Students take two courses every eight weeks, if enrolled full-time.
Enrollment Dates: Fall, Winter, and Spring/Summer terms
Minimum Time to Degree: 12 months
Student Status: Full-time/12 semester credits per term; Part-time/six semester credits
Major for the Program: Organizational Leadership

The annual program calendar and Registration/Tuition Fee Schedule are available on the website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-MSOL-DOC-Final.pdf

Program Mission and Vision

- Couple business entrepreneurship with social innovation.
- Develop and empower innovative solution-building leadership for an interdependent world.
- Facilitate a transformative learning environment where professionals collaboratively envision, build, and implement interdisciplinary solutions to global business and social challenges.
- Provide individualized student attention and advising.

Program Learning Outcomes

The MSOL program enables students to:
- Develop a sustainable strategic management approach that is coupled with a proactive succession planning philosophy.
- Utilize leadership perspectives and skills in devising strategies that integrate social innovation and enhancement into an organization's goals, mission, culture, products, services, and community relationships.
- Devise management approaches and operational processes rooted in:
  - o Organizational alignment principles;
  - o Collaborative workforce engagement practices;
  - o Meaningful work principles;
  - o Organizational partnerships and knowledge networks.
  - o Making critical decisions from a global perspective and understanding those decisions' ramifications including analyzing complex situations from an interdisciplinary perspective;
  - o Building innovative solutions that benefit all stakeholders; and
  - o Implementing action plans and processes.
- Develop a professional image and work style grounded in leading with professional integrity and a sense of ethical organizational power.

Program Description

Building upon one's professional expertise and experience, the Master of Science in Organizational Leadership (MSOL) degree is an interdisciplinary program providing professionals with knowledge of current trends and practices in entrepreneurial leadership and socially responsive organizational behavior, while developing their skill set to innovatively lead high-performing organizational operations in challenging global, social, and business arenas.

Students benefit from an in-depth curriculum and its critical focus on three forms of leadership: Innovative Leadership, Networking Leadership, and Analytical Leadership.

Issue and Solution Building Centric Learning
Throughout the program, students draw upon their own experience and utilize their workplace as a laboratory to understand concepts, critically examine issues, devise viable practices, and execute adaptive strategic plans. They are encouraged to work on actual issues they are facing in their organizations and explore potential ways to resolve them. In this manner students are able to readily integrate their learning into their careers and current jobs.

When analyzing and developing the chosen professional and workplace issue, social ramifications and the wider community impact of the practice are also explored and integrated into the solution and/or new practice.

Transformative Learning Process
The program has a holistic and transformative learning approach. This method enables professionals to expand their leadership and performance by broadening and refining their knowledge, skill set, and professional confidence and character.
- Each course has learning objectives in three areas: ***knowledge, skills, and professional confidence and character.*** Particular attention is given to the development of students':
    - Systemic and integrative thinking skills;
    - Innovative and sustainable solution-building skills;
    - Collaboration and networking abilities;
    - Cultural sensitivity;
    - Sense of ethics and justice, and
    - Socially responsive decision making skills.
- Integrative learning processes and activities are utilized to enable students to develop original concepts and practical applications and to more fully incorporate learning into their professional outlook and practices.

Integrative Systems Thinking Approach
At the core of the learning process are ***systems thinking and analysis principles***. This perspective naturally flows from the program's interdisciplinary approach. When joining the above interdisciplinary analysis model with systems analysis, ***an integrative solution-building approach*** emerges which enables leaders to formulate forward-thinking strategies and sustainable action plans.

Applied Research and Application
Students learn research methodologies and approaches that can be practically applied in their professions. Instead of a single course focused on research methods, students learn research concepts and approaches and apply them throughout the program. Each course develops analytical and research skills, as well as explores methodologies through the varied types of analyses and assignments utilized to critically examine course concepts and issues.

Program Portfolio
The major course deliverable is the **Program Portfolio**, which consists of designated artifacts from each course, each accompanied by a 1 to 2-page reflective statement as to why the portfolio achieved the outcomes of the course, how it related to you both personally and professionally, and its potential impact for your career in the future.

Program Delivery Model

- Online, with completion possible in 12 to 48 months (if taken part-time).
- Students take two courses per each 8-week session, completing the 36 credit hours in 12 months. Students have three (3) synchronous online webinars for each course during each session.
- Students have an option to complete the program full-time within a 12-month period or complete it part-time within the four years maximum allowed. For specifics on part-time enrollment, see Non-Registration / Part-time Status Policy below.
- Due to the modular design of the program and the interconnected instructional format of the courses, transfer credit is not permitted. If, in the future, concentrations are developed for the MSOL program, appropriate transfer credits may be considered and potentially applied to the concentration.

Registration

Union Institute & University operates its MSOL program on a three-term, 12-month academic year calendar. The academic terms are identified as Fall, Winter, and Spring/Summer. M.S.O.L. students register three times a year before the beginning of each term.

Upon entry to the program, each student is assigned a program advisor who has an ongoing relationship with the student throughout his/her program. It is understood that additional informal advising also occurs throughout the program within the context of academic courses and ongoing interactions with faculty.

The academic advisor also serves as the student's administrative link between the program and the university and is responsible for providing signed authorization on all student approvals/petitions and registration forms. The advisor also conducts any reviews with his/her advisee. Please note that while a student can always consult with his/her advisor, all academic issues related to specific courses should first be brought to the attention of the individual instructor. If they are not resolved at this level, they should be brought to the attention of the advisor.

Registration is completed online on CampusWeb in Web course registration and submitted to the advisor for approval. Instructions are found on the MSOL website and on the Web registration site.
- Students register prior to each term in CampusWeb through Web registration. Registration is initiated by the student and must be approved by the program advisor. When Web registration closes, any registration changes need to be approved by the advisor, and submitted to the Registrar's Office.
- A student's registration through Web registration must be approved by the program advisor before financial aid will be disbursed.
- **Students with past due balances must obtain financial clearance from the Business Office prior to the term start date.**
- Approval of the Registration Agreement (which includes the Financial Responsibility Agreement) constitutes acceptance of academic policies and financial responsibility for tuition obligations as outlined in the university catalog. The student must click "I agree" to the Registration Agreement at the time of Web registration or approve by signature on a registration form.

Due to the nature of the MSOL program modular design, interrelationships of course topics, and instructional style, fulltime students must register for two courses during an eight-week session. Students enrolling part-time develop a written plan of completion outlining how the student will complete the program term-by-term, with all registration requiring their advisor's approval (see below: Part-time Status).

The MSOL program is a three-module cohort program with a total of 12 courses and 36 credit hours. Students follow the course sequence as established. Registration is initiated by the student. Direct registration questions to the MSOL program office.

Drop/Add and Program Withdrawal

Drop/Add of Courses
To receive a tuition refund students must drop individual courses according to the following schedule:

Schedule of Tuition Refunds	
Week One	100%
Week Two	50%
Week Three	25%
Week Four and After	0%

Students are permitted to add courses during the first seven days of an 8-week session. Courses may be dropped during the first 15 days of an 8-week session. Courses dropped after 15 days will receive a grade of W for withdrawal on the academic record. Course drops may occur through the end of the session; however, the tuition refund schedule is enforced. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the MSOL office or Registrar's Office.

Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and by their academic advisor.

Part-Time Status / Non-Registration Policy

Students in the MSOL are expected to take 12 credits (two courses per session; four courses per semester/term) as full-time students. It is understood that some students, for personal and other reasons, may need to take a reduced load. In order to accommodate these students, the following *part-time* criteria have been established:
- Students who wish to take less than the 12 full-time credit hours per semester/term must submit a written request outlining the reason(s) for the request prior to registration. Upon

approval, the student and program advisor develop a written plan of completion outlining how the student will complete the program term-by-term. The student is considered part-time and must conform to the criteria specified in the plan of completion.

- o Students will be encouraged to take 9 credit hours per semester during the program.
- o Students must take both courses during the first session of their first two semesters simultaneously (501 & 502 and 505 & 506, respectively).
- o Students who take a session off from the program must complete all previous course requirements, with grades assigned by faculty, prior to returning to the program and must meet SAP.
- o Students who need to take more than a semester/term off from the program should apply for a leave of absence (see https://www.myunion.edu/about/policies/student-leave-of-absence/).

- Students who do not register for a semester/term without an approved plan will be considered to have withdrawn from the program and will need to conform to the university Reinstatement / Readmission Policy. Students will be assigned to a new cohort matching his/her progress in the program and assume the new cohort's per-credit-hour tuition rate if any of the following criteria are met:
  - o does not register for a course in a 16-week term,
  - o withdraws from the program and requests to be reinstated or readmitted, or
  - o fails to register for one academic term and requests to be reinstated or readmitted.

Program Withdrawal

Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the third week of a term. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

Administrative Withdrawal

An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

Satisfactory Academic Progress Review Policy (SAP)

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

Satisfactory academic progress requirements are reviewed at the end of each 16-week term by the MSOL program.

Annual Review
At the end of each 16-week term, academic advisors review their advisees' overall programs.

The purposes of the review are as follows:
- Identify areas of strength and weakness and assist students in resolving potential problems in academic performance and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress toward the MSOL degree.

A special review may be called by a student, program chair, or the advisor to address any issues that are noted in the context of the review, including: academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident.

SAP Qualitative Component
Students enrolled in the MSOL program are required to maintain a minimum 3.0 cumulative grade point average (GPA) in order to meet the qualitative component of the M.S.O.L. SAP policy.

A grade in the range of A or B indicates graduate-level work.

Course grades of B- or below are a sign that the student is struggling and not meeting required graduate-level standards. A student is allowed to receive one C course grade while in the program. When such a grade is received, a special review is called and a remediation plan is developed.

A second course grade of C may cause the student to be dismissed from the program.

Special Review
A special review may be initiated at any time by any faculty member or the student through a written request to the program director. There are a number of reasons for initiating a special review: perceived or experienced deficits, including substandard performance; concern about a student's academic, professional, or personal/interpersonal functioning; and/or an alleged ethical violation. Continuation in the MSOL program is contingent not only upon successful completion of academic course work but also on the student's personal/emotional stability and interpersonal skills. A special review may be called to address any of these issues and develop a remediation plan or to recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:
- Single grade below a B.
- Incomplete grades in two courses in a term or in consecutive terms.
- Placement on academic probation.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, etc.

Dismissal/Administrative Withdrawal
Grounds for dismissal/administrative withdrawal may include, but are not limited to, the following:
- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- A single grade of U in a course.

- Two grades of C or below earned in any courses during the program.
- Failure to meet the terms of probation and/or a remediation plan.
- Failure to complete program requirements within the established time limits.
- Failure to comply with any of UI&U's stated policies, including the Student Code of Conduct.
- Confirmed and/or repeated violation of program and/or institutional policies.

Dismissal or administrative withdrawal requires the review of the vice president for academic affairs.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress Policy in the university catalog for more details. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Minimum/Maximum Time Frame
The MSOL program is a minimum of 12 full-time academic months of graduate study at Union Institute & University. The M.S.O.L. program is a 36-semester credit hour degree program. The maximum time frame for completion of the degree program is four years. Students are not permitted to petition for extensions beyond the four-year limit.

Minimum Credit Hour Completion Requirements
Students enrolled in the MSOL program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the MSOL SAP policy.

Incomplete grades
Credit hours for incomplete courses are counted in attempted credit hours.

Dropped Courses
Credit hours for withdrawn courses are counted in attempted credit hours.

Grading Policy

Evaluation of academic functioning is central to the MSOL program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.

Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are unclear, discuss them with the professor and/or academic advisor.

In addition to a letter grade recorded on the transcript, students will receive a written evaluation by the course instructor (see the program handbook for the Student Academic Grade and Competency Evaluation Form, detailing evaluations of examination performance, classroom participation, leadership ability, interpersonal effectiveness, and/or writing and verbal communication skills). All narrative content will be related to specific goals, objectives and competencies, as specified in the course syllabus.

The MSOL program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit. Each grade will be documented with a narrative evaluation by the course instructor using the Student Grade Form.

Criteria for Plus and Minus Grades
Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Please note that there are no A + or C- grades.
While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough an accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims, develop persuasive arguments based on original thinking, and develop and present own ideas, conclusions, and judgments. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work is more fully met. **3.30 Quality Points**

B	The student's work demonstrates clear understanding of the course material and meets all of the course expectancies in a satisfactory manner. The student's work is considered good and graduate level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own ideas, conclusions and judgments. **3.0 Quality Points**
B-	Criteria for B work not fully met. **2.70 Quality Points**
C+	Criteria for C work is more fully met. **2.30 Quality Points**
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: • Student has missed up to 15 percent of classes (equivalent to two online webinars) and/or online postings. • Student does not consistently complete course assignments or struggles to complete work. • Student is inconsistent in producing written material of professional quality. • Student is erratic in making deadlines. • Student's work is considered marginal by professional standards. Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply: • Student has missed more than 50 percent of the course teleconferences and/or 25 percent of the online dialogue forums. • Student is rarely or never in contact with the faculty member. • Student habitually does not follow through on recommendations by faculty members. • Student does not produce written or oral material of professional and/or academic quality. • Student has not met minimum evaluation standards of the course. • Student does not meet deadlines and target dates. • Student does not complete 60 percent of the academic work. • Student is chronically ineffective in managing either his/her time or other resources for completing course work. **2.00 Quality Points**

I	A temporary mark of Incomplete (I) will be awarded when all course requirements have not been submitted by the student due to an emergency or serious unexpected life or work issue. Incompletes are awarded when illness, accident, or other grave extenuating circumstances make it impossible for a student to complete required course work during a session. A mark of Incomplete should not be used to grant an extension in the absence of extraordinary circumstances. A grade of I must be requested in writing with supporting rationale by the student and is granted at the discretion of the instructor. The extension is for eight weeks which begins at the end of the session. If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. When an Incomplete is recorded, the student must satisfactorily finish all course requirements outlined in the course completion process within eight weeks, or the mark will automatically be changed to a U and a special review will be called. No credit is earned for the Incomplete (I) mark until it is converted to the final grade. An I mark is worth 0.0 points and does not calculate into the GPA. **Incomplete**
W	Academic work reflects the student has withdrawn from a course and has not submitted a petition for an Incomplete Grade Form. The W code is also posted to indicate term registration that is dropped. A Withdrawal is worth 0.0 points and does not calculate into the GPA. **Withdrawal**

The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality points. The MSOL program requires a minimum cumulative GPA of 3.00.

Note: Refer to the UI&U Attendance and Engagement Policy in this catalog.

NE	**Never Engaged**: An NE attendance indicator will be assigned during the first 21 days of each term for a student who neither attends nor engages in a registered class.
V	**Vanished:** A V attendance indicator will be assigned six weeks after the beginning of a term by the dean's office or during end-of-term grading by a faculty member for a student who attends/engages in a registered class but subsequently ceases to attend/engage in the class and does not officially withdraw from the class.

Incomplete Policy

If an MSOL program student is registered for a course and, due to an unexpected life or work issue, cannot complete the course during the session, the student can request and may be granted an Incomplete (I) grade. The student will then have eight weeks following the session to complete the course work.

Incompletes (I) are awarded when illness, accident, or other serious extenuating life or work circumstances make it impossible for students to complete required course work during the session in which they are enrolled. The granting of an Incomplete is at the discretion of the course instructor.

It is the student's responsibility to initiate with the course instructor a request for an Incomplete (I) grade.

- The student must discuss his/her need for an Incomplete (I) grade with the course instructor prior to filing the Incomplete petition, obtained from the program office.
- A grade of Incomplete (I) must be requested by the student at least <u>two weeks</u> prior to the end of the session.
- Incompletes are normally granted only when students have completed at least <u>67 percent of the course</u> with a passing grade. (When less than 50 percent of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.)
- The student initiates the petition by completing, signing, and dating the petition. The student must submit the form together with supporting rationale for the request to the course instructor. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the petition on behalf of the student.
- The petition for an Incomplete (I) grade is then considered and either approved or denied in writing by the instructor.
- If granted, a course completion process and timeline is developed which includes the learning activities to be followed and assignments to be completed. Students must complete the Incomplete prior to the end of the next eight-week session.

Graduation

Upon successful completion of all academic MSOL program requirements, a minimum of 36 semester hours and a cumulative grade point average of 3.00, the student becomes eligible for graduation. The program chair will review the academic record, notifying the student of any deficiencies that must be satisfied. When all records are reconciled, the program chair will submit the graduation documents to the registrar with the recommendation to award the degree. The academic requirements are reviewed by the Registrar's Office. The Business Office audits the student's financial records (student account). Graduation is approved and the degree awarded when all academic requirements and financial obligations to the university have been met. The degree conferral date is the last day of the month of the student's final term of enrollment. The final transcript and diploma will be mailed to the graduate when all academic and financial clearances have been completed.

Commencement

MSOL graduates are invited to participate in their regional commencement ceremony (Florida or California in Spring/Summer) or the National Commencement Ceremony held in Cincinnati, Ohio each fall. MSOL students who are enrolled in their final term of required courses may be invited to participate in a commencement if the following criteria are met:

- Must be officially registered in their final term of enrollment required for the degree;
- Must not have any outstanding Incomplete (I) grades from previous or current terms of enrollment;
- Must have a cumulative grade point average of 3.00.

Candidates eligible to participate in a commencement ceremony will be mailed a Petition to Participate from the MSOL program office. This form must be returned to the program office no later than the designated date on the petition in order for the student to participate in the commencement ceremony.

Program Format

The program is comprised of three integrated semester-long modules. The four courses that comprise each module, while individual courses, are interconnected and developed as a single unit. Instructors work as a team, critically examining and applying interrelated concepts and practices. Syllabi are written in a complementary fashion so topic discussions, issue analysis, and assignments span across the courses. The modules are:

- The Innovative Leader
- The Networking Leader
- The Analytical Leader

The 12 core courses are:

The Innovative Leader
- LDR 501 Leading Complex Organizations: An Entrepreneurial Perspective
- LDR 502 Professional Ethics: Organizational Integrity in an Age of Globalization
- LDR 503 Managing Talent: Engaging a Diverse Distributed Workforce
- LDR 504 Organizational Development: Innovation, Change Management, and Design Thinking

The Networking Leader
- LDR 505 Organizational Communication: Agile Organizational Structures, Social Networks, and Partnerships
- LDR 506 Leveraging Technology: Strategic Information, Communication, and Collaboration Systems
- LDR 507 Collaborative Work Environments: Telework, Teams, and Conflict Management
- LDR 508 Leading Knowledge Workers: Organizational Knowledge Sharing Cultures

The Analytical Leader
- LDR 509 Strategic Analysis and Operations in a Global Economy
- LDR 510 Organizational Research, Analytics, and Innovative Solution Building
- LDR 511 Responsible Organizational Governance
- LDR 512 Leading Strategically and Implementing Succession Planning Processes

Learning Community and Collaborative Professional Network
The MSOL program's learning process is not structured around faculty or professionals delivering concepts or training on best practices. It is founded in collaborative discovery, inquiry, experimentation and innovation.

The MSOL program is rooted in professionals becoming members of a distributed learning community and a professional network. MSOL students are peer learners who join scholars and other professionals in:
- An existing critical examination and conversation about entrepreneurial leadership, organizational innovation, current social and business challenges and issues, and
- Practical efforts to address world concerns in a socially responsible way.

At the time of acceptance, students are oriented into this dynamic and ongoing community and network.

MSOL Program Modules with Course Descriptions

Module 1 Theme: Innovative Leadership

Term I Session I
LDR 501 Leading Complex Organizations: An Entrepreneurial Perspective
Course Description: Organizations continuously evolve to effectively operate in an interdependent global, social, and economic environment. Today's leader is called to be an integrative thinker who can envision the future, think outside-of-the box, and be willing to try alternative possibilities. With entrepreneurial leadership development as the focus, this course critically examines the networked nature and dynamics of contemporary organizations and the needed qualities and skills to innovatively lead them, manage their diverse workforces, orchestrate their inter-organizational partnerships, and establish vibrant community relationships.

LDR 502 Professional Ethics: Organizational Integrity in an Age of Globalization
Course Description: As explored in LDR 501, organizational leaders face complex situations and make decisions that have long-term effects for a wide range of local and global stakeholders, including the environment and future generations. Through examining current organizational issues and challenges, this course examines how to practically analyze situations and make decisions grounded in professional ethical principles and strategies, organizational integrity, socially responsible practices, sustainability principles, social justice perspectives, and how to become a contributing community partner. Central to this course is the refinement and articulation of one's own professional code of ethics and the principles that guide it.

Term I Session II
LDR 503 Managing Talent: Engaging a Diverse Distributed Workforce
Course Description: One of the greatest challenges for current leaders is to attract and retain highly talented and creative employees, as well as to manage them in a distributed work environment in a manner that engages them to fully utilize their expertise. With human resource management concepts and processes as the backdrop, this course discusses the essential collaborative managerial qualities, skills, strategies and practices needed to develop a dynamic, innovative and highly motivated workforce. Central to this discussion is the ethnically diverse nature of the workforce, how to lead across cultures, and ways to address the challenges posed by four generations with differing work styles working side-by-side.

LDR 504: Organizational Development: Innovation, Change Management, and Design Thinking
Course Description: To remain viable and resilient, organizations must continuously grow and, at times, even transform themselves into something new. Critical to this process is establishing a culture of innovation supported by entrepreneurial leadership that fosters ongoing learning, the ability to thoughtfully experiment, and a willingness to challenge the status quo. Integrating the organizational concepts, human resource management philosophies and leadership practices explored in the other Innovative Leadership Module courses, this course focuses on leading strategic organizational change and development, including utilizing design thinking principles in envisioning and creating change, formulating strategies, and implementing organizational initiatives.

Module 2 Theme: Networking Leadership

Term II Session I
LDR 505 Organizational Communication: Agile Organizational Structures, Social Networks, and Partnerships
Course Description: Leading organizations today involves facilitating a web of internal and external networks that form as needed. With social networking and organizational partnerships as the backdrop, this course explores the dynamics of organizational communication and the advantages and disadvantages of hierarchical, relational, networking and culture based approaches. Central to this exploration is enabling students to determine the appropriate organizational communication structures and communication processes needed for an organization to effectively function, be adaptive and innovative, and best serve its customers or clientele.

LDR 506 Leveraging Technology: Strategic Information, Communication and Collaboration Systems
Course Description: Organizations are collaborative information enterprises that utilize technology to communicate and network people and partner with other organizations. Leaders must leverage technology and information to improve organizational performance. Building upon LDR 503 and LDR 505, this course explores the vital role technology plays in daily organizational decision making, operations, teamwork, and supply chain management. Central to the discussion is how managers and information technology professionals can work together to design and implement effective information and collaboration systems that enable strategic business analysis and planning, increase workplace productivity, enhance worker performance, create dynamic knowledge management systems, and improve the quality of the work environment.

Term II Session II
LDR 507 Collaborative Work Environments: Telework, Teams and Conflict Management
Course Description: Organizations are distributed enterprises with both human and technological infrastructures. With organizational collaboration as the backdrop, this course expands upon the distributed workforce concepts and issues examined in LDR 503, focusing on the challenges of managing a diverse distributed workforce utilizing various forms of technology. Central to this discussion is a critical examination of telework, the virtual office, distributed team configurations, group development in non co-located work environments, team conflict resolution processes, and outsourcing strategies.

LDR 508: Leading Knowledge Workers: Establishing Organizational Knowledge Sharing Cultures and Systems
Course Description: There has been a shift from an information age to a knowledge age. Innovative leaders create cultures that foster and reward knowledge sharing, generation and application. This course builds upon the Innovative Leadership Module and draws together the core concepts and competencies examined in the LDR 505, LDR 506 and LDR 507 courses. Its primary focus is on enabling students to expand their skills as leaders of knowledge workers. Central to this leadership development process are students expanding their networking skills. These networking opportunities enable knowledge sharing, ongoing learning, and the formation of communities of practice.

Module 3 Theme: Analytical Leadership

Term III Session I
LDR 509 Strategic Analysis and Operations in a Global Economy
Course Description: Leaders, whether they manage for-profit, nonprofit or government organizations, must be business savvy while being socially responsible. In light of global economic strategies and world trends, this course addresses complex issues pertaining to organizational operations, financial management and organizational performance. Central to this examination is the use of organizational research and statistics in forecasting, strategic planning, problem solving, critical decision making and innovation.

LDR 510 Organizational Research, Analytics and Innovative Solution Building
Course Description: Organizational analytics that draw upon quantitative and qualitative data is critical for leading and successfully analyzing operations, making decisive decisions, and innovatively solving problems. This course synthesizes the learning about research methods done throughout the program, as well as further prepares students to develop and utilize various forms of data collection, statistical analysis, and reporting to make organizational decisions and the needed changes to organizational operations.
Term III Session II

LDR 511 Responsible Organizational Governance
Course Description: Organizations, being legal entities and accountable civic members, must adhere to the regulations, laws, ordinances and policies that govern the society in which they reside. This is complex and challenging because organizations operate in a global arena with diverse standards. With current issues, laws and legal rulings as the backdrop, this course explores the principles of responsible organizational governance, discusses how organizational leaders can ensure that ethical governance processes and policies can be developed, communicated, and implemented, and how organizational decisions and operations can be properly monitored.

LDR 512 Leading Strategically and Implementing Succession Planning Processes
Course Description: Strategic leaders make decisions that are aligned with the organization's mission. Each decision moves the organization towards its target goals and serves its clientele. This course builds upon the preceding Innovative Leadership and Networking Leadership Modules and draws together the core concepts and competencies examined in the LDR 509, LDR 510 and LDR 511 courses. Its primary focus is on organizational strategic leadership models and practices fundamental to working in an interdependent global setting. Central to this concluding discussion is the exploration of sustainable strategic management principles, successful execution of strategic plans, and the value of grooming high potential candidates for future organizational leadership opportunities.

DOCTORAL DEGREE PROGRAMS

- Doctor of Education (Ed.D.) (This program is in teach-out.)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.)
- Doctor of Psychology (Psy.D.) (This program is in teach-out through August 31, 2020.)

DOCTOR OF EDUCATION (ED.D.)

(This Program is in Teach-Out)

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.

Program Overview

Total Program Credits: 66 semester hours (academic year: 52 weeks; program length: 156 weeks)

Calendar: The academic year is defined as two terms. A term for the Ed.D. program is six months. There are two six month terms in an academic year with enrollment dates in January and July.

Minimum Required Time in the Program: Three years

Transfer Credits: Up to 12 semester credits

Full-time Status: Nine semester hours

Majors:
- Educational Leadership (Pre K-12)
- Higher Education

Certificates Programs available within the Ed.D. degree:
- Design Thinking and Education
- Teacher Leadership

This program is available to residents of Ohio, California, Florida and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations regarding this program.

Academic Program Location
Doctor of Education
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925
Toll-free: 800.861.6400
Program Office:
Toll-free: 800.294.8884, ext. 2150

The Doctor of Education Student Handbook is available on CampusWeb at
https://campusweb.myunion.edu/ICS/Offices/Office_of_the_Registrar/.
Note: Handbooks are continually updated. Students should refer to the Ed.D. program handbook for a more in-depth description of requirements involving E-Portfolio expectations, Taskstream, internships, all phases of the dissertation, and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-EDD-DOC-Final.pdf

Program Mission

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their major area of Educational Leadership (Pre K-12) or Higher Education. An additional distinctive purpose relates to the program's emphasis on social justice. The Ed.D. program prepares students who, on completion of the program will have: (1) a critical understanding of alternative conceptions of social justice; (2) the ability to assess the implications of different views of social justice; and (3) the ability to serve as facilitators among various constituencies for discussion of issues of education related to social justice.

The Ed.D. program supports individuals who seek to acquire the scholarship and skills required for them to serve as educational researchers, advocates, and leaders. The program's blend of core, specialized, and praxis experiences through professional development practica and internship is intended for individuals with significant experience in and knowledge of the field and profession of education, who seek to explore, explain, and possibly resolve the challenges they face within their organizations and communities.

Thus, the Ed.D. program continues Union Institute & University's historical commitment to provide doctoral education that brings advanced knowledge to bear on critical social issues within an academic delivery model that acknowledges and meets the circumstances of adult students.

Admission Criteria

The Ed.D. program is not accepting new students as of January 2015.

Transfer Credit Policy

Up to12 semester hour credits (the equivalent of four doctoral level courses) from a regionally accredited university are eligible to be reviewed by the admissions committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. Courses applied toward an earned master's degree are not eligible to be reviewed for transfer.

A Transfer Credit Petition Form and official transcripts must be submitted as part of the Ed.D. in Educational Leadership (Pre K-12) or Higher Education application package. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. In no case will transfer credit negate the 36-month time in program length. Union Institute & University operates on a six-month term system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Ed.D./Certificate Options

The two certificates described below are embedded in the Ed.D. program curriculum and are available only to degree seeking Ed.D. students. The certificates will be awarded in tandem with the completion of the Ed.D. degree.

Design Thinking and Education Certificate (15 credits designated seminars taken/completed within the Ed.D. Program)
The Design Thinking and Education Certificate (DTE) will be available to all students enrolled in the Ed.D. Program's major in Pre K-12 Educational Leadership or Higher Education. At its foundation, Design Thinking is more of a mindset in that it provides the confidence and creates an environment where everyone becomes a part of creating a more desirable future by taking action when faced with a difficult challenge. Design Thinking is ultimately a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines. This process draws from a variety of fields and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. Teams learn this process together, and then personalize it, internalize it, and apply it to their own challenges.

The purpose of the DTE certificate is to equip education scholar-practitioners with knowledge, skills, and dispositions that allow them to:
- Leverage design thinking as a model for implementing positive changes in their schools.
- Design and implement worthwhile actions that address real challenges for educators and education leaders.
- Dive deep into the practice of design thinking by participating in and leading experiential learning.
- Create expertise in leadership, entrepreneurship, social justice, creativity, ethnography, scenario planning, technology, sustainability, research design, and more.
- Pursue research on DTE and related models of cooperative partnership as a forum for problem solving.

In order to earn this certificate, students will complete five of the following seminars:
EDU 824 Education and Technology (Semester 2)
EDU 821 Leadership and Change in Schools and Educational Systems (for Pre K-12)
OR
EDU 841 Leadership and Change in Institutions of Higher Education (Semester 3)
EDU 785 Qualitative Methods of Educational Research (Semester 3)
EDU 850 The Art of Social Justice and Leadership (Semester 4)
EDU 889 Education and Sustainability (Semester 5)

Teacher Leadership Certificate (15 credits designated seminars taken/completed within the Ed.D. Program)
The Teacher Leadership Certificate is available to all students enrolled in the Ed.D. program's major in Pre K-12 Educational Leadership. At its foundation, teacher leadership is a form of collaborative or shared leadership that recognizes the dynamics of leadership as a process that transcends traditional top-down models. The purpose of the certificate is to equip education scholar-practitioners with knowledge, skills, and dispositions that allow them to:
- Serve as teacher leaders in Pre K-12 learning environments (for example, as department chairs, curriculum leaders, instructional coaches, or peer mentors).
- Leverage teacher leadership as a model for implementing positive changes in their schools.

- Design and implement professional development for teachers and teacher leaders.
- Pursue research on teacher leadership and related models of collaborative and shared leadership.

Thus, the certificate is applicable not only for teacher leaders but also for school principals and district leaders who would like to enhance collaborative teaching practices in their schools.

In order to earn this certificate, students will complete the following five 3-credit seminars:

EDU 701 Ethical Leadership (Semester 1)
EDU 704 Current Issues in Education Pre K-12 (Semester 2)
INTP 790 Internship/Practicum (Semester 3)
EDU 805 Designing Professional Development (Semester 4)
EDU 802 Law and Policy in Education Pre K-12 (Semester 5)

In each of the seminars, students pursuing the Teacher Leadership Certificate will have opportunities to explore teacher leadership and related models and principles of collaborative and shared leadership.

Registration

Union Institute & University operates its Ed.D. program on a two-term, 12-month academic year calendar. Currently enrolled Ed.D. program students are required to register prior to the beginning of each academic term through Web course registration in CampusWeb. New Ed.D. students register for the first term through the Ed.D. program office. The faculty advisor will approve registration based on the curriculum for the selected area of specialization and confirm the student's attendance and engagement at the semester's residency as part of the registration approval process. Students with a past due student account balance must obtain financial clearance from the Business Office prior to registration.

Students must register for the sequence of courses/seminars as described in the curriculum. Full-time is defined as nine credit hours and tuition is charged per credit hour. A student's academic year is determined by the month of his/her initial academic residency (IAR). The first day of the IAR is the matriculation/entry date throughout the student's program. Web course registration is initiated by the student and must be approved by the faculty advisor. Tuition is due the first day of each new term.

Drop / Add and Program Withdrawal

Students can drop or add a course after registration by completing the drop/add information located on CampusWeb course registration. This process serves as an addendum to the original registration and becomes a part of the official registration record. Students must drop individual courses no later than 14 days after the start of the academic term for courses to be removed from the academic transcript. The effective date of a drop/add is either the date of postmark or the date the written or oral request is received by the dean's office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's academic/faculty advisor and the dean's office. Any course(s) dropped after 14 days from the start of the academic term will remain recorded on the student's registration record and a grade of W (for withdrawal) will be posted to the grade field for each course dropped. A student who drops a course during a term will need to repeat the course in a subsequent term in order to follow the academic requirements and

credits needed with regard to their program.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the term in the following manner: if the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refund, if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students withdrawing from the Ed.D. program should consult the tuition policy for the Schedule of Tuition Refunds. If a student is concerned that personal needs may prevent completion of all courses in a six-month term, she/he should consult with the faculty advisor to determine whether withdrawal is the best option or whether she/he can complete enough courses with a passing or Incomplete (I) grade to allow progression to the next term.

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.
The following table shows the percentage of tuition to be reversed for complete withdrawals from the program:

Schedule of Adjustments	
Week One (withdrawals & drops)	100%
Week Two (withdrawals & drops)	100%
Week Three (withdrawals only)	75%
Week Four (withdrawals only)	50%
Week Five (withdrawals only)	25%
Week Six and Thereafter (withdrawals only)	**0%**

Course Extension Registration
There are two options for students who have not finalized their dissertation by the conclusion of Term VI. Dissertation Supervision (DIS 780/781) is for students who have additional research and writing to perform. Program Completion Extension (PCX 799) is designed for students who need additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review.

Dissertation Supervision (DIS-780/781)
Students registered for RSCH 901 Dissertation in term six or the final term of course work who do not complete the research and writing of the dissertation by the end of term six or the final term of course work must register for Dissertation Supervision. RSCH 901 will remain graded with an Incomplete (I) until all DIS 780/781 registrations are completed. Dissertation Supervision is a non-credit course that is considered the equivalent of full-time academic work for registration status and for financial aid purposes. Students may register for no more than four dissertation supervision terms while completing research and writing of the dissertation. Registering for Dissertation Supervision beyond the fourth term must be approved by the dean's office. **Dissertation Supervision after the fourth term is not eligible for financial aid**. In no case may a student exceed the seven-year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement by completion and submission of the

Dissertation Supervision Engagement Form for each DIS 780/781 term registered. The form should be submitted no later than the end of the second week of the term, which confirms the student's full-time engagement in the academic completion of their research/dissertation. A student would register for DIS 780 twice and then DIS 781 twice if utilizing the maximum of four times that Dissertation Supervision can be taken. A student registered in DIS 780 or 781 may not register for any other course/credits in the same term.

Financial Aid Policy – Dissertation/Dissertation Supervision
Student may receive financial aid up to the first four terms of DIS 780/781 Dissertation Supervision (writing extension) terms. After four terms of DIS 780/781, while the student may receive special dean's approval to register for additional DIS 780/781 terms, she/he is ineligible for financial aid. Financial Aid cannot award or disburse federal aid after the fourth term of DIS 780/781.

<u>Program Completion Extension (PCX 799)</u>
When a doctoral student reaches the end of his/her intended final term of full-time academic enrollment (last registered term of 9.00 or more credit hours or Dissertation Supervision) and needs additional time to prepare final documents for dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (zero credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

The Program Completion Extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two extension terms will be approved. The PCX 799 Program Completion Extension does not qualify a student for financial aid. The Registrar's Office is required to report students on this extension as registered for less than half-time status to external agencies. No new academic course work/credits can be taken during a PCX 799 registered term.

Satisfactory Academic Progress Review

Special Review and Academic Dismissal
Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through a written request to the dean. The student will receive notice that she/he is undergoing special review. Special reviews will always be initiated 30 days after notification of the following circumstances:
- The student is placed on academic probation when the academic term GPA falls below 3.00.
- The student has received a grade of C. Two C grades received in the program put the student at substantial risk for academic dismissal.
- The student has not formed their dissertation committee by the end of term four.
- The student has received I grades in consecutive semesters or in two or more seminars in a given semester.
- The results of the portfolio reviews are not satisfactory.

- Evidence that the student has violated program and/or institutional policies, such as not attending a residency event. (See Academic Residency Requirements in this catalog and Residency Attendance Policy in the UI&U Ed.D. Student Handbook.)
- The student commits a breach of the UI&U Academic Integrity Policy or Student Code of Conduct.

Special Review Process
The Ed.D. program dean will form a special review committee of three university faculty appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special review can result in academic dismissal.

The special review committee will make a written recommendation to the Ed.D. program dean. The Ed.D. program dean will consider the recommendation of the special review committee, consulting with committee members as needed and, in cases where the committee has recommended academic dismissal, with the university's vice president for academic affairs.

Readmission after Academic Dismissal
Ordinarily academic dismissal is permanent. However, the Ed.D. program dean will review requests for readmission after academic dismissal on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

The Ed.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. While the A, B, C, U grades are used to document the overall completion of learning activities each term, other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each semester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work are more fully met. **3.30 Quality Points**
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work are not fully met. **2.70 Quality Points**
C+	Criteria for C work are more fully met. **2.30 Quality Points**
C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60 percent of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**

I	Academic work reflects substantial completion (at least 60 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the **Petition For An Incomplete Grade Form,** which indicates work to be completed. Students have six (6) months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. **0.00 Quality Points and does not calculate into the GPA**
W	Academic work reflects the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for Field Proficiency Review, Internships, Dissertation Research, and RSCH 901 Dissertation. **0.00 Quality Points and does not calculate into the GPA**

Note: Refer to the University Attendance and Engagement Policy in this catalog.

Ed.D. Program Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of quality hours (excluding RSCH 901). To remain in good academic standing, the Ed.D. program requires a cumulative GPA of 3.00. See the Satisfactory Academic Progress Review for the relationship between GPA and academic probation.

Completed Learning
Academic work completed must be evaluated, graded, and recorded by the end of the semester. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit grades via online Web grading using CampusWeb.

The Ed.D. program exemplifies program and seminar assessment and evaluation combining Ed.D. and university outcomes and competencies along with National Board Advanced Leadership Standards. Assessment is accomplished in all seminars and field proficiencies and is shared with the doctoral student throughout his/her program.

Incomplete Grade Policy

An incomplete grade may be requested by a student if the current academic work reflects substantial completion (at least 60 percent) of the learning activities assigned, but additional time is needed beyond the end of the six month term to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the Petition For An Incomplete Grade Form, which indicates work to be completed. Students have six (6) months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the six-month extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.

Graduation Policy

Following the Ed.D. dean's review, members of the administrative review committee inventory all academic requirements and financial records. The academic record is reviewed in the Registrar's Office; UI&U Financial Aid checks the status of financial aid, if applicable; and the UI&U Business Office audits the financial records (student account).
Graduation requirements also include but are not limited to:
- A minimum of 66 semester hours in the established program curriculum.
- A minimum cumulative grade point average of 3.00.
- All required UMI-ProQuest documents as specified in the Ed.D. Dissertation Guide and dean's review documents.

Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. After the dean's approval for graduation, the conferral date is the last day of the term/month of enrollment required to complete all degree requirements. Therefore, in the final term, a student must be registered for nine or more credit hours in Dissertation Supervision DIS 780/781 or PCX 799. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Ed.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Commencement materials are sent to graduates from the Ed.D. program office.

Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits beyond the master's degree. The minimum time to complete the degree is three years (six semesters). The UI&U Ed.D. Degree Program consists of the following components:
- Foundational interdisciplinary seminars related to ethics, social justice, and research.
- Academic studies that include a core curriculum and advanced study within Educational Leadership (Pre K-12) and Higher Education.
- Praxis - connecting theory to practice through the Professional Development Practica (PDP) and Internship.

- Study in research methods.
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research.
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Cohort-Based, Low-Residency Model

Twice each year new students are admitted to the Ed.D. program. Students meet online for a three-day, mid-semester Professional Development Practica (PDP). The students begin and move through the Ed.D. program as members of cohorts that are formed within and across the program's two majors, Educational Leadership (Pre K-12) and Higher Education.

Learning centers on a series of academic residencies that convene on two occasions (January and July) each year through a series of face-to-face and virtual academic residencies. The academic residencies include the following learning activities:
- The beginning of a required sequence of seminars that are completed through online teaching.
- Lectures by leading scholars.
- Panel discussions that address important intellectual, professional, and social issues.
- Professional/creative activities that bring together theory and practice.

The Ed.D. cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty. These communities begin to form at the initial academic residency and are strengthened through online learning activities, through email and telephone conversations, and through the one-on-one and small group conversations that occur when students return and meet each other and faculty again during the semi-annual academic residencies.

Professional Development Practica (PDP)
PDP's are three-day, mid-semester residency events offered each semester. In addition to their emphasis on social justice, PDP's also include a variety of other activities such as continuation of academic work assigned during the seven-day academic residency that takes place at the beginning of the semester. Attendance at a PDP residency is mandatory.

Major Areas

Students focus their studies in one of the two major areas:

Educational Leadership (Pre K-12)
The goals and objectives of the Educational Leadership (Pre K-12) major are met through core and advanced seminars that provide the knowledge base and professional skills needed for students to serve effectively in a wide range of educational settings. The major in Educational Leadership (Pre K-12) also places a primary emphasis on issues of ethics and social justice. Students who pursue the major in Educational Leadership (Pre K-12) complete a program of academic study and professional training that is strongly aligned with the National Standards for Advanced Programs in Educational Leadership. Learning goals and objectives for the major in Educational Leadership (Pre K-12) are designed to educate students who are able to serve as effective leaders within the social, organizational, and educational contexts of the present and foreseeable future.

Higher Education
The overarching goal of the Higher Education major is to enable students, through their advanced understanding of social, cultural, organizational, and ethical/justice issues, to guide the development of education in a complex, dynamic, and diverse society. An accepted set of curricular and program standards for a major in Higher Education is based upon higher education professional organizations and parallel doctoral programs in higher education. The learning goals and objectives of the major in Higher Education are met through academic residencies, core and advanced seminars, professional development practica, an internship experience, and original dissertation research.

Expectations of students pursuing Educational Leadership (Pre K-12) or Higher Education majors will complete a program of study aligned with the core values of UI&U and the Ed.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire both core and advanced knowledge; develop field/research proficiency; and conduct doctoral level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, Ed.D. doctoral students will be awarded the degree of Doctor of Education (Ed.D.) with a major in Educational Leadership (Pre K-12) or Higher Education. The transcript will denote the degree, major area, and dissertation title. The Doctor of Education in Educational Leadership (Pre K-12) or Higher Education degree is awarded in recognition of advanced research and demonstrated abilities in a field of study.

Program Degree Requirements

Union Institute & University utilizes a distributed learning model that combines online learning with face-to-face meetings (at academic residencies), plus, virtual online residency experiences with faculty, colleagues, and other professional educators. The program is designed to present learning activities in an organized manner with the work completed each semester building upon learning experiences of previous semesters.

Seminars are equivalent to courses in the Ed.D. program. They commence during each term's residencies and continue online throughout the term. The residency seminars are taught by faculty and explore significant topics and issues from an educational perspective. Faculty will address relevant topics, learning goals, planned activities, and academic requirements for each seminar at the time they begin. Seminar content is presented in a way that leaves room for divergent points of view with faculty positioning the topic in its conceptual, historical, and methodological contexts.

The Ed.D. with majors in Educational Leadership (Pre K-12) or Higher Education is composed of seminars in the following areas:
- Foundational knowledge
- Core knowledge
- Advanced knowledge
- Research methodology

The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. (See the Grading Policy.) Students must complete each seminar according to academic and curriculum program requirements.

Academic Residency Requirements

As a member of the Ed.D. program community, students have an important contribution to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Academic residencies provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. A variety of learning activities occur at academic residencies. In addition to the introductory meetings of the seminars, the residencies will include such activities as an overview of Union's administrative processes, lectures by visiting speakers, presentations, roundtable discussions and panels organized by students and faculty, academic advising, and presentation and discussion of dissertations. Networking, collaborative learning, and peer learning are essential features of the Ed.D. program educational process.

As stated in the Ed.D. student handbook, students are required to be in attendance throughout the duration of the academic residencies, including professional development practica (PDP), whether they are face-to-face or virtual. Students who miss any of the scheduled programs and activities of an academic residency, are subject to review by the Office of the Dean of the Ed.D. Program for continued matriculation in the Ed.D. program. Attendance at an academic residency is ***mandatory.*** Possible consequences for non-attendance from any scheduled program or activity of any residency without prior approval of the dean or director may include, but are not limited to, being placed on probationary status; being withdrawn from the seminar(s) during the semester in which the non-attendance occurred; failing the seminar(s) in which the non-attendance occurred; or dismissal from the Ed.D. program.

Academic Program Requirements

This curriculum sequence applies for all Ed.D. students who entered the program through Cohort 13 in January 2014.

FOUNDATIONAL SEMINARS
Students register for three required foundations seminars in their first semester (9 credit hours)
- Education and Social Justice   3 cr.
- Ethical Leadership   3 cr.
- Educational Research Design and Methods   3 cr.

CORE SEMINARS
Core seminars in Educational Leadership (12 credit hours)
- Leadership and Change in Schools and Educational Systems   3 cr.
- Law & Policy in Education Pre K-12   3 cr.
- Current Issues in Education Pre K-12   3 cr.
- Literature Review   3 cr.

Core Seminars in Higher Education (12 credit hours)
- Leadership and Change in Institutions of Higher Education   3 cr.
- Law & Policy in Higher Education   3 cr.
- Current Issues in Higher Education   3 cr.
- Literature Review   3 cr.

ADVANCED SEMINARS

Advanced Seminars in Educational Leadership (15 credit hours)
- Curriculum and Social Justice 3 cr.
- Resource Management in Education 3 cr.
- Education and Technology 3 cr.
- Schools, Society, and Culture 3 cr.
- Education and Sustainability 3 cr.

Advanced Seminars in Higher Education (15 credit hours)
- Curriculum and Social Justice 3 cr.
- Resource Management in Higher Education Settings 3 cr.
- Education and Technology 3 cr.
- Schools, Society, and Culture 3 cr.
- Education and Sustainability 3 cr.

RESEARCH METHODS SEMINARS
Three required Research Methods Seminars (9 credit hours)
- Research Methods 3 cr.
- Qualitative Research 3 cr.
- Focused Research Design Project 3 cr.

INTERNSHIP
INTP 790 3 cr.
INTP 791 or option of EDU 850 Art of Social Justice and Leadership 3 cr.

Dissertation (15 credit hours)
Each doctoral student must make a significant, original contribution to human knowledge by preparing a dissertation.
- Dissertation Research* 6 cr.
- Dissertation** 9 cr.

*Dissertation Research: If a student does not successfully complete his/her dissertation proposal which is a part of the Focused Research Design Project (FRDP) in semester 4, the student will: (1) receive an Incomplete (I) grade for the FRDP course; (2) not be permitted to register for Dissertation Research in semester 5; (3) be required to register for the two required seminars in semester 5; and (4) complete the dissertation proposal as part of the incomplete FRDP in semester 5.

Academic Calendar

The academic year for the UI&U Ed.D. Degree Program is 12 months. The academic year is divided into two six-month terms. Doctoral students' academic year is based on their start date (initial academic residency). Students register for specific learning activities each term based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per semester.

Academic Year Registration Period:
July start date:
1st registration term is 8A July 1 thru December 31.
2nd registration term is 7A Jan. 1 thru June 30.

January start date:
1st registration term is 7A Jan. 1 thru June 30.
2nd registration term is 8A July 1 thru December 31.

Once registered, enrollment is presumed to be continuous.

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years of full-time enrollment (36 months). The program length is 66 credit hours. Any academic work in excess of 66 credit hours will carry zero credits. Students must register for the sequence of courses/seminars as described in the curriculum. Full-time is defined as nine credit hours, and tuition is charged per credit hour.

Students must complete all requirements for the Ed.D. program within a minimum of three years (six semesters) and a maximum of seven years (14 semesters) of the date of first enrollment. The 36-month time in program length will be not compromised. The Ed.D. degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. The maximum amount of time allotted for a student to earn a doctoral degree is seven years from the date of first enrollment in the program. Students who do not complete the degree requirements within the seven-year time frame will be subject to academic dismissal from the program.

Students may petition the dean for an extension of up to two semesters to complete the dissertation; petitions for extensions must be submitted to the dean at least three months prior to the end of the seventh year of enrollment in the program**.** The petition for extension must receive the support of a majority of program faculty including the dissertation chair.

Students who do not complete the degree requirements within the three-year expected time frame and who have not petitioned for and been granted an extension will be dismissed from the program. Students who have been granted an extension and fail to meet all program requirements within the extended time period will be dismissed from the program.

Curriculum Sequence

This curriculum sequence applies for all Ed.D. students who entered the program through Cohort 13 in January 2014.

		Effective through Ed.D. Cohort 13
	Learning Activity	**Credit Hours**
	Year One	
Semester 1	EDU 700 Academic Residency: Education and Social Justice	3
	EDU 701 Ethical Leadership	3
	RMTH 783 Educational Research Design and Methods	3
	Professional Development Practicum I	0

	Learning Activity	Credit Hours
	Total	9
Semester 2	Specialized Seminar 1: EDU 704 Current Issues in Education Pre K-12 OR EDU 705 Current Issues in Higher Education	3
	EDU/RMTH 710 Research Methods	3
	Specialized Seminar 2: EDU 823 Resource Management in Education OR EDU 843 Resource Management in Higher Education Settings	3
	EDU 824 Education and Technology	3
	Professional Development Practicum II	0
	EDU 860 Portfolio II	0
	Total	12
	Year Two	
Semester 3	Specialized Seminar 3: EDU 821 Leadership and Change in Schools & Educational Systems OR EDU 841 Leadership and Change in Institutions of Higher Education	3
	EDU 785 Qualitative Research	3
	EDU 891 Literature Review	3
	INTP 790 Internship Part I	3
	Professional Development Practicum III	0
	Total	12
Semester 4	Specialized Seminar 4: EDU 826 Curriculum and Social Justice	3
	EDU 825 Schools, Society, and Culture	3
	RMTH 786 Focused Research Design Project	3
	INTP 791 Internship Part II OR EDU 850 Art of Social Justice & Leadership	3
	Professional Development Practicum IV	0
	EDU 860 Portfolio III	
	Total	12
Semester 5	**Year Three**	
	Specialized Seminar 5: EDU 802 Law and Policy in Education Pre K-12 OR EDU 803 Law and Policy in Higher Education	3
	RSCH 880 Dissertation Research	6
	EDU 889 Education & Sustainability	3
	Professional Development Practicum V	0
	Total	12
Semester 6	RSCH 901 Dissertation	9
	Professional Development Practicum VI	0
	Total	9

	Learning Activity	Credit Hours
	Total program (minimum) credits	**66**

Faculty Advising

During the initial academic residency (IAR), a faculty advisor is assigned to each student. Students meet face-to-face as well as online via Adobe Connect with their faculty advisor at each academic residency. The faculty advisor will work closely with the student until she/he is ready to begin his/her dissertation research.

The dissertation committee should be formed by the end of semester three. The dissertation chair will then become the student's final faculty advisor for the remainder of the student's program.

Field Proficiency Review

Field Proficiency Reviews (FPRs) are designed to assess whether students have developed doctoral level proficiency in specific Ed.D. program competencies. FPRs are integrated into three capstone seminars during the program's second academic year.

Students are expected to demonstrate *comprehensive knowledge*: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their field of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate *depth of knowledge*: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate *advanced academic skills,* including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

Students may not register for RSCH 880 Dissertation Research or begin collecting data for the dissertation without first having passed each of the three FPRs and the dissertation committee's acceptance of the dissertation proposal. Thus, if all non-dissertation work has been completed, the student may be required to enroll for an extension term in which to complete work on FPRs that have not been passed.

Dissertation

Refer to the program handbook, dissertation guide or feel free to contact the Ed.D. Program Office for in-depth information about the dissertation process and guidelines.

Dissertation Guidelines
The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows students to exercise their originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

Students may incorporate qualitative and quantitative research methods or mixed methods appropriate to the research problem and the discipline(s) involved. Regardless of which research design and methods the student may choose, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral level research. To achieve proficiency in research design and methodology, the student must complete four research courses before engaging in his/her own research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

The completed dissertation must demonstrate an advanced level of knowledge: critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The dissertation must be relevant to the advancement of knowledge about a professional practice in education.

Dissertation Proposal
Once the dissertation committee has been formed, students should consult regularly with committee members as they develop their proposal, obtaining guidance on the manageability of the topic and general consensus on its direction and suitability. Students submit the written dissertation proposal first to the dissertation committee chair, and then with the approval of the chair, to other members of the committee. Dissertation committee members are expected to provide timely feedback to students regarding their proposals.

Internship

(INTP 790 3 cr. / INTP 791 3 cr.)

Students in the Doctor of Education Program (Ed.D.) are required to complete a 300-clock-hour (minimum) internship during their second year in the academic program (semesters three and four). The internship carries a total of six credit hours (three credits each semester). Please note there is an option during semester four for students to enroll in INTP 791 (three credits) or to enroll in the three-credit seminar EDU 850 Art of Social Justice and Leadership.

The internship with a major in Educational Leadership (Pre K-12) or Higher Education is a 300-clock-hour (minimum) experience that occurs in the second year of each student's academic program (150 hours in Term 3 and 150 hours in Term 4). The student's initial preparation for the internship begins during training and discussions at the academic residency that occurs at the beginning of the third academic semester. The faculty advisor and other program faculty assist with the development of an appropriate internship. The internship must be overseen and evaluated by a qualified field supervisor at the internship site; the internship will also be evaluated by a member of the Ed.D. program faculty.

Seminar / Course Descriptions

ACS 700 Critical Writing and Thinking I: Explorations   **3 credits**
Introduction to alternative approaches to writing within the context of advanced study. Focuses on processes of revision for the purpose of strengthening the perspective or argument within a body of writing.

DIS 780/781 Dissertation Supervision   **0 credits**
Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair. There is a maximum of four (2 DIS 780 and 2 DIS 781). **A student is considered as full-time status when enrolled in Dissertation Supervision through four terms. A student will not receive financial aid after four enrollments in Dissertation Supervision. A student registered in Dissertation Supervision may not take other courses/credits in the same term.**

EDST 710 Education, Society, and Culture   **3 credits**
This seminar examines historical and philosophical foundations of education in the U.S. and explores the interplay between educational institutions (Pre-K -12 and higher education) and other political, social, and cultural institutions. Particular attention is given to issues of diversity in contemporary U.S. education.

EDU 700 Education and Social Justice   **3 credits**
The seminar examines alternative conceptions of ethics and social justice and explores their implications for education. The seminar provides students with a theoretical grounding that will serve to inform their leadership practices in Educational Leadership Pre K-12 and Higher Education contexts. Through readings, dialogue, and written work, students will engage in ongoing reflection on their assumptions and perspectives regarding social justice issues in education.

EDU 701 Ethical Leadership   **3 credits**
This seminar has three key elements: (1) overview of the nature of ethics and the concept of the common good and how they relate to leadership; (2) exploration of the nature and sources of moral courage and how they relate to leadership; and (3) examination of historical examples

that underscore the essential nature of ethics and courage for those who aspire to advance positive change for the common good.

EDU 704 Current Issues in Education Pre K-12　　　　　**3 credits**
This seminar focuses on examination of factors influencing education in today's society with emphasis on the public school's role within society, the politics of education, finances, and other factors involved in equity, such as historical and philosophical impact of common and idealized values, choices with public education, and questions of policy and leadership. A variety of perspectives and issues will be considered in terms of problems and possibilities for transformative education in schools and society.

EDU 705 Current Issues in Higher Education　　　　　**3 credits**
This seminar involves a close study and careful analysis of current issues in higher education. It takes an interdisciplinary approach to exploration of such issues as state and national policies, equity, accessibility, accountability, finance, collaboration, and educational partnerships.

EDU/RMTH 710 Research Methods　　　　　**3 credits**
This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each, design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

EDU 785 Qualitative Research　　　　　**3 credits**
This seminar has three major components. First, Creswell's (2007), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* will be utilized to explore, compare and contrast the following research approaches: grounded theory, ethnography, phenomenology, narrative inquiry and case study. Second, examples of the various approaches to qualitative inquiry and evaluation of their appropriateness for different kinds of research questions will be examined. Third, engagement in a practice research project using Creswell's five approaches will be conducted.

EDU 802 Law and Policy in Education (Pre K-12)　　　　　**3 credits**
Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of public school leadership. This seminar addresses significant legal and policy considerations that Pre K-12 educational leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of schooling. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on schools, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 803 Law and Policy in Higher Education　　　　　**3 credits**
Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of higher education leadership. This seminar addresses significant legal and policy considerations that higher education leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of higher education. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on institutions of higher education, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 805 Designing Professional Development   **3 credits**

This seminar focuses on developing the ability to design professional development activities in educational systems to promote improved teaching practices. Based in principles of design thinking and adult learning theory, the seminar engages participants in using research data to develop effective professional development in school settings. Attention is also given to developing skills that enhance one's capacity to implement professional development: collaboration, coaching, mentoring, and building professional learning communities. Additionally, the seminar addresses evaluation of professional development for continuous improvement.

EDU 821 Leadership and Change in Schools and Educational Systems   **3 credits**

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 823 Resource Management in Education   **3 credits**

This seminar is designed to aid in preparing educational professionals to assume leadership/ administrative/management positions in educational related organizations. The primary focus of the seminar is on the role and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 824 Education and Technology   **3 credits**

This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student centric learning experiences and to facilitate the integration access, use, and understanding of new technologies and information resources for continued learning and development.

EDU 825 Schools, Society, and Culture   **3 credits**

This seminar focuses on the importance of creating strong programs for encouraging successful relationships among the school, the community, and the wider society. Includes examination of examples of efforts involving teachers, parents, the community, business, and government in supporting the missions of Pre K-12 educational institutions.

EDU 826 Curriculum and Social Justice   **3 credits**

The seminar will comprise a study of current curriculum innovations and their underlying theoretical bases with a focus on social justice models. Emphasis is given to current research implementation of curricular models in the K-12 and higher education settings and the translation of effective curriculum designs in practice.

EDU 841 Leadership and Change in Institutions of Higher Education   **3 credits**

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 843 Resource Management in Higher Education Settings   3 credits
This seminar is designed to aid in preparing educational professionals to assume leadership/ administrative/management positions in educational related organizations. The primary focus of the seminar is on the roles and functions of administrators/managers in their responsibilities related to resource management and allocation with special reference to human resource management, especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 850/ECL 851 Art of Social Justice and Leadership   3 credits
This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem solving in education.

EDU 889 Education and Sustainability   3 credits
This seminar's focus is on the education and actions required by educators and their institutions to educate, advocate, and provide leadership for integrated solutions that "…meets the needs of the present without compromising the ability of future generations to meet their own needs" (Report of the World Commission on Environment and Development to the United Nations, 1987).

EDU 891 Literature Review   3 credits
Students will gain a deeper understanding of the significant role of the literature review in a dissertation and review alternative approaches to organizing the chapter. Students will use the literature review to develop a dissertation prospectus.

INTP 790-791 Internship/Practicum   6 credits
Synthesis of academic learning with practical experiences appropriate to area of specialization.

PCX 799 Program Completion Extension   0 credits
When a student reaches the end of the intended final term of full-time academic enrollment (last registered term or Dissertation Supervision) and needs additional time to prepare final documents for Dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (0 credits) for the subsequent 6-month term. In order for a student to have this 6-month completion extension approved, the student must have successfully completed all prior enrollment terms. The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense meeting or Dean's Review. No new academic course work may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration in PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. The PCX Program Completion Extension does not qualify students for financial aid or in-school loan deferment status. The Registrar's Office is required to report students on the extension as registered less than half-time to the National Student Loan Clearinghouse.

RMTH/EDU 710 Research Methods   3 credits
This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each, design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

RMTH 783 Research Designs and Methods   **3 credits**

The course will introduce students to doctoral level inquiry in four domains: (1) arts, (2) humanities, (3) social sciences, and (4) education and professional practice. Consideration will be given to the kinds of questions each domain invokes, the kinds of methods each domain engages, alternative theoretical orientations which drive diverse methods, and the potential contributions and limitations of research in each of the four domains. This course is the first in a series of courses designed to prepare students to launch their original doctoral dissertations.

RMTH 786 Focused Research Design Project   **3 credits**

The purpose of this seminar is to facilitate students in designing their dissertation study. The culminating project is a dissertation proposal consisting of the first three chapters of the dissertation (Introduction, Literature Review, and Methodology).

RSCH 880 Dissertation Research   **6 credits**

Collection and analysis of data for dissertation.

RSCH 901 Dissertation   **9 credits**

Presentation of the research project representing a culmination of the student's program and area of specialization: provides evidence of ability to address an educational challenge. May take the form of a traditional (empirical) dissertation but may also be a case study or historical analysis.

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES

Vice President for Academic Affairs: Nelson Soto, Ph.D.
Dean: Michael A. Raffanti, Ed.D., J.D.

Program Overview

Credits to Degree: 66 semester hours (academic year: 52 weeks; program length: 156 weeks)
Transfer Credits: Up to nine semester credits
Calendar: The academic year is defined as two terms. A term equates to six months. There are two six-month terms with enrollment dates in January and July
Minimum Time to Degree: 36 months; maximum seven years
Full-time Status: Nine semester hours
Less than Full-time Status: Six semester hours
Majors:
- Educational Studies
- Ethical and Creative Leadership
- Humanities and Culture
- Public Policy and Social Change

Certificate Programs available within the Ph.D. degree:
- Creative Writing
- Design Thinking
- Educational Leadership
- Executive Leadership
- Martin Luther King, Jr. Studies and Social Change
- Women's and Gender Studies

This program is available to residents of Ohio, California, Florida and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations will allow you to enroll in this program.

Academic Program Location
Ph.D.
440 East McMillan Street
Cincinnati, OH 45206
Phone: 800.861.6400 ext. 1237
https://myunion.edu/academics/doctoral/.

The UI&U Doctor of Philosophy in Interdisciplinary Studies Student Handbook is available on CampusWeb at https://campusweb.myunion.edu/ICS/Offices/Office_of_the_Registrar/. Students should refer to the Ph.D. program handbook for a more in-depth description of requirements involving the comprehensive examination and proficiency review process and procedures, plus all phases leading up to the dissertation manuscript and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-PHD-DOC-Final.pdf

Ph.D. Program History and Mission

Since its inception five decades ago, Union Institute & University's Ph.D. program has been committed to providing interdisciplinary and socially relevant doctoral education for adult students pursued within the context of a mentoring-based pedagogy and through the development of individualized programs of study and research.

The Ph.D. program's commitment to interdisciplinary and socially engaged knowledge remains a driving part of its mission and vision. The distinctive role of UI&U's Ph.D. program in American higher education, for now and the foreseeable future, is to retain its grounding in humanistic inquiry while bringing together recently developed and developing interdisciplinary fields of study in ways that draw from an advanced understanding of ethics, the creative process, and the problems and possibilities of institutional and social change. Union Institute & University's Ph.D. program offers a new generation of adult students advanced understanding of alternative intellectual and cultural traditions, while also providing these students with the foundations for thoughtful and creative engagement with fundamental dimensions of their individual and public lives.

Grounded firmly in the belief that students need to interrogate the knowledge base and approach to discovery of more than a single academic discipline, the foundations of the Ph.D. in Interdisciplinary Studies are:
- Commitment to academic excellence and advanced scholarship are expected at all levels of learning, research, teaching, and administration.
- All study is interdisciplinary.
- For matters of fact and value, a variety of views are at issue, and hence there is a need to explore and acquire familiarity with a range of interpretations related to academic major areas and research.
- Intellectual inquiry and creative efforts are carried on within and are inseparable from social contexts.

In addition, the Union Institute & University Ph.D. in Interdisciplinary Studies emphasizes praxis, the co-involvement of theory and practice, through exploration of the several dimensions of this co-involvement while also providing an opportunity, through internships and other experiences, to engage theoretical understanding within the context of practical circumstances.

Transfer Credit Policy

Up to nine semester hour credits (the equivalent of three doctoral-level courses) from a regionally accredited university or accredited by agencies recognized by both the Council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE) are eligible to be reviewed by the dean's office for approval of transfer. The transfer courses must have been completed in the past ten years with an equivalent grade of B or higher.

A Transfer Credit Petition Form, official transcripts, and syllabi for courses considered for transfer must be submitted as part of the application package and must reasonably demonstrate that the student has acquired knowledge parallel to that acquired in the Ph.D. program seminar. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. In no case will transfer credit negate the 36-month minimum time for program completion. Union Institute & University operates on a semester credit hour

system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Registration

Union Institute & University operates its Ph.D. program on a two-term, 12-month academic year calendar. Ph.D. program students are required to preregister each term prior to their onsite academic residency through Web course registration via CampusWeb. When Web course registration closes registrations are processed in the Ph.D. program office. The student's major chair, dissertation chair, or dean will approve registration based on the curriculum for the selected major.

The student's academic year is determined by the month of the initial academic residency (IAR). The first day of the term is the matriculation date throughout the student's program.

The sequence of courses for full-time registration is detailed in the section titled "Curriculum/Course of Study." The sequence of courses for less than full-time registration is developed in consultation with the student's major chair and follows the same sequence as the curriculum for full-time students. Students must register for at least six credit hours per term.

A maximum of 14 terms is allowed for completion of the program (including proficiency reviews and dissertation) for all students, including those registering for six credit hours per term. International students may not register for less than full-time.

Registration for Extensions

Dissertation Supervision (DIS 780/781)
Students registered for RMTH 900 (Dissertation) in term VI or the final term of coursework who do not complete the research and writing of the dissertation by the end of term six or the final term of coursework, must register for dissertation supervision. Dissertation supervision is a non-credit course that is considered the equivalent of full-time academic work for registration status and for financial aid purposes. A student registered in Dissertation Supervision may not enroll in other course credits in the same term. Students may register for up to four dissertation supervision terms while completing research and writing of the dissertation. Any dissertation supervision beyond four terms must be approved by the dean's office. Dissertation supervision after four registered terms is not eligible for financial aid. **In no case may a student exceed the seven-year maximum time-in-program.** The dissertation chair is expected to monitor the student's engagement for each DIS 780/781 term registered.

Program Completion Extension (PCX 799)
When a doctoral student reaches the end of his/her intended final term of full-time academic enrollment (last registered term or Dissertation Supervision) and needs additional time to prepare final documents for Dean's Review/approval, they are required to register for PCX 799 Program Completion Extension (0 credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms. The dean's office must approve PCX 799 registration.

Registration of PCX 799 is required as follows: The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense meeting or Dean's Review. A student registered for PCX 799 may not enroll in other course credits in the same term. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. PCX 799 does not qualify for financial aid or loan deferral, and will be reported as registered less than half-time to external agencies.

Financial Aid Policy – Dissertation/Dissertation Supervision
Students may receive financial aid for up to five total dissertation terms including RMTH 900 Dissertation and up to the first four terms of DIS 780/78 Dissertation Supervision (writing extension) terms. After four terms of DIS 780/781, while the student may receive special dean's approval to register for additional DIS 780/781 terms, she/he is ineligible for financial aid. Financial Aid cannot award or disburse federal aid after the fourth term of DIS 780/781.

Drop/Add and Program Withdrawal

There is no refund of tuition for a dropped course after the drop deadline. Tuition is partially reversed or refunded when a student withdraws completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

All refunds due to withdrawn courses are processed according to the Schedule of Refunds. The following table shows the percentage of tuition to be reversed for course drops or complete withdrawals from the program:

Schedule of Adjustments*	
Week One (withdrawals & drops)	100%
Week Two (withdrawals & drops)	100%
Week Three (withdrawals only)	75%
Week Four (withdrawals only)	50%
Week Five (withdrawals only)	25%
Week Six and Thereafter (withdrawals only)	0%

Regardless of the date of registration, withdrawals will be processed using the first day of the term for the adjustment of tuition unless otherwise stipulated by the dates of a residency or on-ground course.

Drop/Add of Courses
Students can drop or add a course after registration by completing, signing, and processing the drop/add section of the Change of Status Form. The Change of Status form serves as an addendum to the original registration form and becomes a part of the official registration record. To receive a tuition refund, students must drop individual courses no later than 14 days after the start of the academic term. Students are permitted to add courses during the academic residency only. However, students must attend at least one session of the seminar being added while at the academic residency. The effective date of a drop/add is either the date of postmark or the date the written or oral request is received by the dean's office or the Registrar's Office.

Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added, the academic/faculty advisor, and the dean's office. All learning activities dropped after 14 days from the start of the academic term will remain recorded on the student's registration record and a grade of W (for withdrawal) will be posted to the grade field for each course dropped.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the term in the following manner. If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refund if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students who are withdrawing from the Ph.D. program should consult the Tuition Policy for the Schedule of Adjustments.

Satisfactory Academic Progress Review

First-Year Review
To identify recurring problems more clearly and to accurately assess a student's progress, the Ph.D. in Interdisciplinary Studies program has implemented a review process that traces the overall performance of first-year students across seminars based upon specific criteria, which are deemed predictors of eventual success within the program. The goal of this review is to recognize and describe a student's potential academic deficiencies early on so as to provide meaningful narrative feedback and, if necessary, devise an intervention plan. All faculty members teaching seminars in terms one and two will evaluate the respective academic strengths and weaknesses of each of their students based on the review criteria listed in the instrument. At the end of terms one and two respectively, faculty members will complete a First-Year Review Evaluation form for each of their students.

Following the end of each two-term cycle, a three-person initial review committee will carefully review the collected first-year review evaluation forms. The initial review committee is charged with three tasks: (1) noting recurring problems and/or weaknesses of individual students; (2) identifying individual students who have consistently failed to meet review criteria across seminars and/or fail to show improvement over time; and (3) convening meetings with the faculty members who have taught the students thus identified to gauge the seriousness of the problem and to discuss possible intervention strategies. At the minimum, students whose work is considered deficient will receive short, written notifications pointing out which aspects of their academic work require special attention. If a student has received unsatisfactory grades and becomes the subject of an automatic special review, the deficiencies documented through the first-year review will serve as one basis for the special review.

Special Review and Academic Dismissal
Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator. The student will receive notice that she/he is undergoing a special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the cumulative GPA falls below 3.0.
- Student is not making satisfactory academic progress by the end of the probation period.
- The student has received a grade of C. Two C grades received in the program put the student at substantial risk for academic dismissal.
- The student does not pass a Proficiency Review.
- The student has received I grades in consecutive terms or in two or more seminars in a given term.
- The student receives a grade of V (Vanished) in any course.
- The student receives a V (Vanished) or U (Unsatisfactory) in DIS 780 or DIS 781.
- Evidence that the student has violated program and/or institutional policies.
- The student's dissertation committee has not approved the dissertation proposal after four terms of dissertation supervision.

Special Review Process
The dean will form a special review committee appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered.

Special review can result in academic dismissal. The special review committee will make a written recommendation to the dean. The dean will consider the recommendation of the special review committee, consulting with committee members as needed and, in cases where the committee has recommended academic dismissal, with the university's vice president for academic affairs.

Readmission After Academic Dismissal
Ordinarily academic dismissal is permanent. However, the dean will review requests for readmission after academic dismissal on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term in which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

The Ph.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will determine the extent to which proficiency is met and assign a final grade. Grades will be submitted via CampusWeb no earlier than 10 days before the term ends. Changes to grades will be made via CampusWeb. While the A, B, C, U (and S for ECL, EDST, HMS or PPS 891 Capstone Seminar; ECL, EDST, HMS or PPS 850 Individualized Study I; ECL, EDST, HMS or PPS 860, Individualized Study II; and RMTH 900, 901 and 902 Dissertation) grades are used to document the overall completion of learning activities each term, several other grading codes (W, I) are used to indicate the specific status of each learning

activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE – Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality Points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work are more fully met. **3.30 Quality Points**
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work are not fully met. **2.70 Quality Points**
C+	Criteria for C work are more fully met. **2.30 Quality Points**
C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60 percent of the academic work in a seminar, the student will receive a U grade. **0.00 Quality Points**

I	Academic work reflects substantial completion (at least 60 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the Petition For An Incomplete Grade Form, which indicates work to be completed. Students have until May 15 for the term beginning in January or until November 15 for the term beginning in July to convert I grades from the previous term to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Title IV Financial Aid is not available for audited courses. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. **0.00 Quality Points and does not calculate into the GPA**
W	Academic work reflects the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for ECL/EDST/HMS/PPS 891 Capstone Seminar, Individualized Study I and II, and RMTH 900, 901 or 902 Dissertation. **0.00 Quality Points and does not calculate into the GPA**

Note: Refer to the Attendance and Engagement Policy in this catalog.

Ph.D. Program Grade Point Average (GPA)
The grade point average (GPA) is obtained by dividing the total number of quality points earned by the total number of quality points (excluding when there is an S/U grade). To remain in good academic standing, the Ph.D. program requires a cumulative GPA of 3.00. When a student's GPA falls below 3.0, the student will be placed on academic probation.

Incomplete Grade Policy

An incomplete grade may be requested by a student if the current academic work reflects substantial completion (at least 60 percent) of the learning activities assigned, but additional time is needed beyond the end of the six-month term to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the **Petition For An Incomplete Grade Form,** which indicates work to be completed. Students have four and one-half (4.5) months (the end of the next six-month term) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by May 15 for the term beginning in January or until November 15 for the term beginning in July, the I grade will be converted to a U grade. The

U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade.

Program Degree Requirements

(For students matriculating January 1, 2009 – July 1, 2014, see 2013-2014 university catalog).

- Interdisciplinary Foundational Seminars (nine credit hours, three seminars).
- Core Knowledge Seminars in Primary Major (six credit hours, two seminars).
- Advanced Knowledge Seminars in Primary Major (twelve credit hours, four seminars).
- Research Methodology (nine credit hours, three seminars).
- Electives (nine - fifteen credit hours, three - five seminars) chosen from Ph.D. program seminar listings under supervision of the primary major chair.
- Individualized Studies (six credit hours, two seminars).
- Proficiency Review (formerly Comprehensive Examination) (three credit hour in Major Capstone Seminar; two Proficiency Review projects [research and foundations/area of major]).
- Dissertation (includes one - three, three-credit seminars plus proposal, data collection, analysis and writing of the dissertation).

Major Areas

Students focus their studies in one of the four major areas:

Educational Studies (EDST)
An exploration of complex issues in the fields of Pre K-12 and higher education. The major's core seminars focus on social justice in education and the philosophical and historical foundations of education. Students will have opportunities to explore theories of teaching and learning (including adult education), the role of technology in education, diversity and multiculturalism, the dynamics of educational systems, educational law and policy, and other areas of interest. Students will learn to articulate various ways in which the meaning of purposes of education have been and continue to be socially constructed, and to explain power dynamics within educational institutions and systems, particularly in relation to marginalized people engaging those educational institutions and systems.

Ethical and Creative Leadership (ECL)
An exploration of the intersection of the ethical and creative qualities of effective leaders. To this end, alternative theories of leadership along with historical models of strong, creative, and moral leadership are explored. Because leadership is profoundly situated within a context, political dynamics of power and ethical dilemmas faced by leaders must be considered. Ethical and creative leadership involves moral choice and responsibility, thus giving rise to challenges and possibilities for creative approaches to change.

Humanities and Culture (HMS) - For students matriculating prior to January 1, 2010, the applicable major title is Humanities and Society.
An exploration of critical ideas and ideals as developed by key individuals and groups within the intellectual life of different cultures; the sources of our beliefs and values as represented by alternative linguistic, religious, and secular approaches and traditions; historical and ongoing patterns of justice and injustice as reflected in theoretical ideas, public policies and social

practices, economic concepts and institutions, and public constitutional precepts and political practices.

Public Policy and Social Change (PPS) - For students matriculating prior to January 1, 2010, the applicable major title is Public Policy and Social Issues.
An exploration of the historical, economic, and social contexts of policy; the constitutional and legal framework of policymaking at the local, state, national, and international levels; the dynamics of politics and the policy process; the character of conflict and the bases and patterns of power relationships; approaches to conflict resolution; ideals and practices of democracy and democratic decision-making; selected issues in public policy, such as education, criminal justice, health care, housing, employment, and immigration.

Designated Emphases

A Designated Emphasis is available to students enrolled in the Ph.D. Program who matriculated after January 1, 2016. It is obtained through the successful completion of one to two emphasis core seminar(s), two to three advanced or special topics seminars, the capstone Proficiency Review, and an original dissertation that is related to the Designated Emphasis.

The Designated Emphases listed below are established and offered by the Ph.D. Program's four Majors (EDST, ECL, HMS, PPS). Students typically attain an Emphasis that is offered through their primary majors. Students seeking to obtain an Emphasis outside of their major must request and receive the special permission of the chair of their major.

Course Requirements
A Designated Emphasis requires the completion of altogether four, three-credit hour seminars (12 credit hours total) as detailed below.

Research and Committee Requirements
Proficiency Review Committees must include at least one faculty member with the requisite expertise to evaluate the students' knowledge related to the selected Emphasis. The Ph.D. dissertation topic must be related to the designated Emphasis and the Ph.D. Dissertation Committee must include at least one faculty with the requisite expertise to evaluate it from that perspective.

Emphasis in Social Justice Education (EDST) (12 credit hours)
Emphasis Core Seminar:
EDST 805   Special Topics: Advanced Issues in Social Justice Education (3 cr.)

Advanced Seminars (choose three):
EDST 821   Educating for Democracy and Social Justice: Critical Pedagogy and Pragmatism (3cr.)
EDST 825   Education Law and Social Justice (3cr.)
EDST 820   History of Higher Education and Social Justice (3cr.)
EDST 826   Race, Racism, and Critical Race Theory in Education (3cr.)
PPS 823   Public Policy and Social Justice (3cr.)
EDST 805   Special Topics: Social Justice Education Subtitle (3 cr.)

Emphasis in Educational Leadership (EDST) (12 credit hours)
Emphasis Core Seminar:
EDST 805   Special Topics: Advanced Issues in Educational Leadership (3 cr.)

Advanced Seminars (choose three):
EDST 875   Internship (in Educational Leadership context) (3cr.)
ECL 822   Leadership and Change (3cr.)
ECL 851   Art of Social Justice Leadership (3cr.)
ECL/EDST 818   Design Thinking in Education and Leadership (3cr.)
EDST 805   Special Topics: Educational Leadership Subtitle (3 cr.)

Emphasis in Leadership for Social Justice (ECL) (12 credit hours)
Emphasis Core Seminar:
ECL 813   Special Topics: Advanced Issues in Social Justice Leadership (3 cr.)

Advanced Seminars (choose three):
ECL 804   Critical Leadership (3cr.)
ECL 807   Women, Leadership, and Policy (3cr.)
ECL 809   Leadership and Social Justice (3cr.)
ECL 814   Leadership and Creativity (3cr.)
ECL 816   Empathy, Dialog, and the Ethic of Care (3cr.)
ECL 851   Art of Social Justice and Leadership (3cr.)

Emphasis in Transformation and Leading in Organizations and Communities (ECL) (12 credit hours)
Emphasis Core Seminar:
ECL 813   Special Topics: Advanced Issues in Change Leadership (3 cr.)

Advanced Seminars (choose three):
ECL 802   MLK and Social Change (3cr.)
ECL 812   Leadership for a Complex World (3cr.)
ECL 817   Protest, Social Movements, Social Change (3cr.)
ECL 821   Community Based Leadership (3cr.)
ECL 822   Leadership and Change (3cr.)

Emphasis in Creative Writing (HMS) (12 credit hours)
Emphasis Core Seminars:
HMS 808   Creative Writing I (3cr.)
HMS 823   Creative Writing II (3cr.)

Advanced Seminars: (choose two)
HMS 802   Memoir and Identity (3cr.)
HMS 811   Global Women's Writing: Art, Culture, and Social Justice (3cr.)
HMS 816   Creative Writing III: Form and Genre (3cr.)

Emphasis in Women and Gender Studies (HMS) (12 credit hours)
Emphasis Core Seminar:
HMS 803   Gender, Identity, and Social Efficacy of the Constructed Self (3cr.)

Advanced Seminars:
HMS 814   Gender, Sexuality, and Public Policy (3cr.)
ECL/PPS/MLK 807   Women, Leadership and Policy (3cr.)
HMS 815   Special Topics: Women and Gender Studies Subtitle (3 cr.)

Emphasis in Social Policy (PPS) (12 credit hours)
Emphasis Core Seminar:
PPS 817   Special Topics: Advanced Issues in Social Policy (3 cr.)

Advanced Seminars (choose three):
PPS 812   Gender, Sexuality & Public Policy (3cr.)
PPS 813   Critical Perspectives in Health Policy (3cr.)
EDST 825   Education Law and Social Justice (3cr.)
PPS 817   Special Topics: Social Policy Subtitle (3 cr.)

Emphasis in Program Evaluation and Public Leadership (PPS) (12 credit hours)
Emphasis Core Seminar:
PPS 817   Special Topics: Advanced Issues in Program Evaluation and Public
                    Leadership (3 cr.)

Advanced Seminars (choose three):
PPS 811   Program Evaluation (3cr.)
ECL 812   Leadership for a Complex World (3cr.)
ECL/PPS/MLK 807   Women, Leadership, and Policy (3cr.)
PPS 817   Special Topics: Program Evaluation and Public Leadership Subtitle (3 cr.)

Area of Specialization

Martin Luther King Studies (MLK)
Students enrolled in the Martin Luther King Studies specialization complete the same academic program as all students admitted to the program with at least twenty-five percent (25%) of their work in each seminar (excluding research and academic skills and writing courses) devoted to an exploration of the seminar's content in relation to the ideas, ideals, and practices of Dr. King. Additionally, MLK Studies students participate in a series of workshops at each academic residency that address various aspects of Dr. King's work and that are cumulatively credit bearing. Students also have a choice of electives for even more focused study into the intellectual, spiritual, moral, leadership, policy, and political issues addressed by Dr. King in his writing and political activities, and participate in an examination of the extensive scholarly literature that has developed regarding Dr. King's profoundly important intellectual, ethical, and public contributions.

It is expected that students enrolled in the MLK Studies specialization will complete, within a specific institutional context, three (3) or six (6) credits of an internship or related experience in which they examine and try to extend a central idea, ideal, or political/policy/leadership approach associated with the intellectual and creative legacy of Dr. King. They will also complete an integrative seminar.

Students completing the MLK Specialization are expected to develop a dissertation that expands, enriches, deepens, and/or analyzes an aspect or element of the MLK Legacy. A wide variety of topics and foci meet these criteria. Scholarly inquiries that consider inclusion, economic justice, educational opportunities, social justice, fair housing, and criminal justice review are a few examples of the breadth of possibilities.

Ph.D. / Certificate Options

The six certificates described below are embedded in the Ph.D. program curriculum and are available only to degree seeking Ph.D. students. The certificates will be awarded in tandem with the completion of the Ph.D. degree.

Graduate Certificate in Creative Writing
The Graduate Certificate in Creative Writing is available to students enrolled in the Ph.D. program and can be completed without taking additional coursework. Comprised of two workshop-style creative writing seminars and two advanced content seminars, the twelve-credit Graduate Certificate in Creative Writing provides students with formal recognition of their coursework in creative writing as well as their dedication to creative writing as a craft, scholarship, and intellectual pursuit. Given the increased attentiveness to creative writing in fields such as education, leadership studies, sociology, psychology, and medicine, many students find this formal recognition of their scholarly-creative work to be a valuable credential in both academic and non-academic job markets.

Curriculum
The Graduate Certificate in Creative Writing requires 12 credit hours, six of which must be Creative Writing seminars taken as electives, and six of which may be chosen from among an approved list of advanced seminars.

Required Seminars (Each course is three credit hours.)
6 credits, taken as electives
- HMS 808 Creative Writing I
- HMS 823 Creative Writing II

Any two of the following seminars (Each course is three credit hours.)
6 credits
- HMS 802 Memoir and Identity
- HMS/PPS 805 Poetry and Politics
- HMS 801 The Art of Protest
- HMS 815 Special Topics (when designated as a creative writing certificate course)
- HMS 816 Creative Writing III: Form and Genre
- HMS 811 Global Women's Writing: Art, Culture, and Social Justice
- HMS 850/860: Individualized Study (when used to produce creative work; not available as an option for students who matriculated after July 1, 2013).
- ECL 814 Leadership and Creativity

Graduate Certificate in Martin Luther King, Jr. Studies and Social Change
The Graduate Certificate in MLK Studies and Social Change is available to students enrolled in the Ph.D. program and can be completed without taking additional coursework. The certificate is awarded to those students who satisfactorily complete four (4) seminars. There are two required seminars designed to engage students in careful thought about the legacy of Dr. King and its connection to the current challenges of social justice. The popular and academic interest in matters of inclusion, poverty, racism, peace studies, matters of race, culture, gender, political economy, and the study of social change and the central areas of inquiry are offered in the certificate program. The certificate is likely to improve employment opportunities for those pursuing careers in education, human services, leadership in faith based organizations, and policy planning endeavors. Students from a variety of backgrounds are likely to find this certificate a valuable addition to their career preparation and advancement.

Curriculum

The Graduate Certificate in MLK Studies and Social Change requires 12 credit hours. There is a required three-credit Internship and two other three-credit seminars. One additional three-credit seminar may be elected from a list of eight graduate seminars.

Required Seminars (nine credits) (Each course is three credit hours.)
ECL/MLK 802 MLK and Social Change (also designated as HMS 806)
MLK 800 Internship
PPS/ECL/MLK 807 Women, Leadership, and Policy

Any one of the following seminars (three credits)
EDST 823 Gender and Education
PPS 802 Public Policy and Human Rights
HMS/PPS 805 Poetry and Politics
HMS 801 The Art of Protest
HMS/MLK 812 Philosophy and Social Ethics of Religion
ECL 817 Protest, Social Movements, and Social Change
PPS 820 Political Economy

Graduate Certificate in Women's and Gender Studies

The Graduate Certificate in Women's and Gender Studies (WGS) is available to students enrolled in the Ph.D. Program and can be completed without taking additional course work. This 12-credit hour certificate provides students with a formal recognition of their graduate-level course work in, scholarly commitment to, and familiarity with the field of Women's and Gender Studies for those seeking employment in academic Women's and/or Gender Studies departments and/or community, nonprofit, government, corporate, or other professional tracks. Women's and Gender Studies serves as a theoretic and underpinning/foundation for students' dissertations and further research.

Curriculum

The Graduate Certificate in WGS requires 12 credit hours. In addition, candidates for the Women's & Gender Studies Certificate will be required to attend a minimum of four Women & Power Luncheons at the Ph.D. residency, to attend a minimum of two faculty presentations on WGS issues, and to present a project/reflective paper as the culminating contribution to the area at either the Women & Power Luncheon or a Conference Day panel with a WGS focus.

Seminars (Choose four*):
- ECL/PPS/MLK 807 Women, Leadership, and Policy
- HMS 803 Gender, Identity, and Social Efficacy of the Constructed
- HMS 811 Global Women's Writing: Art, Culture, and Social Justice
- HMS 850/860 Individualized Study (when used to conduct research in WGS)
- PPS 812/HMS 814 Gender, Sexuality, and Public Policy

*With the advisor's and professor's approvals, a student may elect to substitute up to two alternate seminars in which she/he pursues and documents that at least 25 percent (25%) of the work for that seminar is devoted to the WGS focus.

Graduate Certificate in Design Thinking

The Graduate Certificate in Design Thinking is available to all students enrolled in the Ph.D. program. At its foundation, design thinking is more of a mindset in that it provides the

confidence and creates an environment where everyone becomes a part of creating a more desirable future by taking action when faced with a difficult challenge. Design thinking is ultimately a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines. This process draws from a variety of fields and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. Teams learn this process together and then personalize it, internalize it, and apply it to their own challenges.

The purpose of the certificate is to equip interdisciplinary scholar-practitioners with knowledge, skills, and dispositions that allow them to:
- Leverage design thinking as a model for implementing positive changes in organizations, systems, and communities.
- Design and implement worthwhile actions that address real challenges for leaders in diverse fields.
- Dive deep into the practice of design thinking by participating in and leading experiential learning.
- Create expertise in leadership, entrepreneurship, social justice, creativity, ethnography, scenario planning, technology, sustainability, research design, and more.
- Pursue research on design thinking and related models of cooperative partnership as a forum for problem solving.

Curriculum
The Graduate Certificate in Design Thinking requires 12 credit hours from various majors, as detailed below.

Required Seminars (Each course is three credit hours.)
6 credits, taken as electives
- ECL 812 Leadership for a Complex World
- ECL/EDST 818 Design Thinking in Education and Leadership

Any two of the following seminars (Each course is three credit hours.)
- ECL 851 Art of Social Justice and Leadership
- HMS 807 Visual Culture
- PPS 811 Program Evaluation
- MLK 800 Internship (when design principles employed to conduct Internship).
- EDST 875 Internship (when design principles employed to conduct Internship).

Graduate Certificate in Educational Leadership
The Graduate Certificate in Educational Leadership will be available to all students enrolled in the Ph.D. in Interdisciplinary Studies Program and will be of particular interest to students in the Educational Studies and Ethical and Creative Leadership majors. The purpose of this 12 credit-hour certificate is to provide a more focused lens through which Education and Leadership scholar-practitioners perceive and understand the highly complex nature of leadership in schools and institutions of higher education. By narrowing the focus, special emphasis will be on praxis and allow for enhanced opportunities that engage educational practitioners in real-life problem solving. While this graduate certificate focuses on leadership within schools and institutions of higher education, the attributes and skills which serve as its focus may be reframed and generalized for other professional settings.

Curriculum
The Certificate in Educational Leadership embedded in the Ph.D. degree program requires 12 credit hours. In addition, candidates for the certificate will be required to attend a minimum of four luncheons convened during Ph.D. Academic Residencies with a focus on assigned readings to include topics such as: leading for social inclusion; building professional learning communities, evidence-based leadership within learning communities, cognitive science, and teaching and learning; human development and learning; and issues in higher education and student affairs. Candidates will also be required to make at least one presentation at these luncheons and participate in ongoing Campus Web Group discussions.

The Certificate will include four components embedded in existing Ph.D. Education Studies and Ethical and Creative Leadership seminars, thereby allowing students to investigate crucial dimensions of educational leadership specific to their leadership interests.

Seminars offering the Graduate Certificate in Educational Leadership include:

Required Seminars: (3 credits each)
- ECL 710 Foundations of Ethical and Creative Leadership
- EDST 710 Education, Society, and Culture

May include any two: (3 credits each)
- ECL 822 Leadership and Change
- ECL/EDST 818 Design Thinking in Education and Leadership
- ECL 807 Women, Leadership, and Policy
- EDST 826 Race, Racism, and Critical Race Theory in Education
- EDST 875 Internship

Graduate Certificate in Executive Leadership
The Executive Leadership Certificate (ELC) is available to students enrolled in the Ph.D. program and can be completed by taking the three prescribed seminar courses and the leadership project course. The 12-credit program provides students with formal recognition of their course work in leadership and signals interest and preparation for upper managerial leadership roles and responsibilities. The certificate acknowledges preparation that emphasizes focus on a deep understanding of leadership issues within nonprofit organizations, and especially those organizations where a focus on diversity, equity, and inclusion are important to organizational success.

Curriculum
The Certificate in Executive Leadership embedded in the Ph.D. degree program requires 12 credit hours, including one prescribed course, six hours selected from existing advanced seminars courses, and one Leadership Project.

Required Seminar: (3 credits)
- ECL 845 Advanced Leadership Theory and Practice: Advanced Definitional Analysis

Leadership Seminars (6 credits)
Any two of the following advanced seminars will fulfill this requirement: (3 credits each)
- ECL 720 Ethical and Creative Leadership in Group Dynamics, Organizations and Society

- ECL 807 Women, Leadership, and Policy
- ECL 812 Leadership in a Complex World
- ECL 821 Community Based Leadership
- ECL 822 Leadership and Change
- ECL 851 Art of Social Justice and Leadership
- PPS 811 Program Evaluation

Required Leadership Project Course (3 credits)
- ECL 855 Leadership Project: Living Case Study

Program Delivery Mode, Cohort-Based, Low-Residency Model

The academic year for the Ph.D. program is divided into two six-month terms: January 1 to June 30 and July 1 to December 31. At the beginning of every January and July new students and all returning students come together at an academic residency. The students move through the doctoral program as members of cohorts that are formed within and across the program's four majors. The cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty.

The program incorporates a cohort model for delivery of its academic content. The program's academic content is delivered via a hybrid learning model that incorporates interdisciplinary study, the integration of theory and practice with a structured curriculum that allows for flexibility of student interests through electives, and individualized study. Except for the academic residencies, course work in the program is delivered at a distance by way of synchronous and asynchronous modalities. Students work on individual and group projects. Students in the program have access to the university's library with electronic access to readings and resources. Faculty members deliver course content using audio and video presentations. Students and faculty have frequent contact through teleconferences and online discussions. Course work is submitted electronically using electronic course sites.

Academic Year and Term

The academic year for the UI&U Ph.D. program is defined as two six-month terms in 12 months. The academic year is divided into two six-month terms: January 1 to June 30, and July 1 to December 31. Each doctoral student's academic year is based on the individual start date (initial academic residency). The first day of the term is the matriculation date throughout the student's program. Students register for specific learning activities each term based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per term. Less than full-time enrollment status is defined as registering for at least six but less than nine credit hours per term.

Academic Year Registration Period:
July start date:
1st registration term is 8A July 1 thru December 31.
2nd registration term is 7A Jan. 1 thru June 30.

January start date:
1st registration term is 7A Jan. 1 thru June 30.
2nd registration term is 8A July 1 thru December 31.

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years of full-time enrollment (36 months). There are no exceptions to the minimum time for completion of the program. It should be remembered that, although it is possible to complete the program within the minimum time required, time to completion is an individual consideration and is likely to be longer for the majority of students. The time required to conduct and complete the dissertation research will vary widely. The degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours are non-credit bearing. The maximum amount of time allotted for a student to earn a doctoral degree is seven years, whether completing the program on a full-time basis, on a combination of full-time and less than full-time, or entirely on a less than full-time basis. Students who do not complete the degree requirements within the seven-year time frame will be subject to academic dismissal from the program. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

Academic Residency

Academic Residency Requirements
As a member of the Ph.D. program community, students have an important contribution to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Academic residencies provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. A variety of learning activities occur at academic residencies. In addition to the introductory meetings of the seminars to be completed in the term, the residencies will include such activities as an overview of UI&U's administrative processes, lectures by visiting speakers, presentations, roundtable discussions and panels organized by students and faculty, academic advising, and presentation and discussion of dissertations. Networking and collaborative learning are essential features of the Ph.D. program educational process. Academic residencies are held at sites arranged by the program administration. Face-to-face academic residencies occur each January and July, while virtual mid-semester residencies (MSR) occur each March and September. Academic residencies may include, but are not limited to, the following activities:

Orientations: Presentation of, and ongoing updates of, academic requirements, policies, and procedures. Explanation of, and training related to, library resources, use of technology, the learning management system through the CampusWeb portal, and related services.

Seminar Meetings: The face-to-face residencies will include an introduction of seminar syllabi, reading, and assignments, as well as preliminary discussion of seminar-related questions and themes. The MSR seminar meetings are a continuation of the seminar and a chance to check-in on progress.

Conference Day: Students and faculty present their scholarship and promote discourse around intellectual, professional, and social issues, followed by a required sequence of seminars that are completed at a distance through online learning activities, email, and telephone conversation.

Engagement with the Program Themes: Presentations by leading scholars and experiential/ creative activities that include principle stances toward social justice, engaging difference, and creativity, while uniting theory and practice.

Community Building: New cohort orientation, evening faculty conversations, one-on-one meetings between faculty and students.

Social Justice Presentation: Speakers are invited to the MSR to present on a variety of interdisciplinary topics that relate to social justice.

Academic Residency Attendance Policy

Students in the Ph.D. program must be present at all academic residencies during their matriculation in the Ph.D. program from beginning to end and engaged with the academic work for the current term, as verified by faculty and program administrators via the Attendance and Engagement Form. All new students beginning July 1, 2014, whether enrolled full-time or less than full-time, are required to be in attendance, in person, for all residencies in which they are registered for coursework, until the coursework is completed or the student has attended eight consecutive residencies. After having attended eight consecutive academic residencies in person, students enrolled less than full-time have the option of attending future academic residencies in person or continuing their academic studies entirely through electronic means. Students in their seventh or eighth residencies are only required to be physically present for their course meetings, but are welcome to attend the full residency. The daily schedule during the academic residencies is determined by the program administration.

Attendance at all scheduled activities (unless indicated as optional) during in person attendance at an academic residency is required for continuation in the program.

Students who have not completed the in-person resident requirement are required to attend the social justice presentation and major breakout sessions during the Mid-Semester Residency as well as attend each virtual session scheduled for their seminars during the MSR period.

Students who miss a substantial number of academic residency activities (as determined by program administrators) and/or leave the residency early or arrive late without permission of the dean or associate dean, will be required to sit out the term and/or will be administratively withdrawn from the program for that term.

Faculty Advising

The chair of the primary major area serves as the faculty advisor for students in that major and assists the student in making curricular choices and developing a plan for electives and individualized study. Beginning with term six, the dissertation chair takes responsibility for advising the student and becomes the final faculty advisor throughout the remainder of the program and guides the dissertation process. In addition to faculty advisors, students are encouraged to work with program administrators and certificate program coordinators on matters related to progress in the program.

Proficiency Reviews

Proficiency Review Philosophy
The Proficiency Reviews (PR) are intended to assess students' proficiency in research and in their major area and foundational themes of social justice, engaging difference, and creativity. Students are expected to demonstrate comprehensive knowledge: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their fields of study, linking them together in interesting and relevant ways to other scholars working in the

field. In addition, students are expected to demonstrate depth of knowledge: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate advanced academic skills, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

The first PR will be taken no earlier than Term 4 in conjunction with RMTH 787 (prerequisites are RMTH 783 and either RMTH 710 or 709) and will evaluate proficiency in research methodology. The second PR will be taken in ECL/EDST/HMS/PPS 891 Capstone Seminar no earlier than Term 5. Prerequisites are: two core seminars in the major; three advanced seminars in the major; the three foundations seminars (FNDS 701, 702 and 703); the required research seminars (RMTH 783, 709 or 710, and 786); and Individualized Study 850. Additionally, students who do not pass four advanced seminars prior to the capstone seminar must take the fourth advanced seminar concurrently with the capstone seminar. The second PR focuses on assessing proficiency in the major and foundational themes. See program handbook for the Proficiency Review structure.

Dissertation

Expectations of students pursuing study in a selected major are to complete a program within a limited area of study aligned with the core values of the university and the Ph.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire both core and advanced knowledge; develop field/research proficiency; and conduct doctoral-level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, doctoral students will be awarded the degree of Doctor of Philosophy in Interdisciplinary Studies (Ph.D.) The transcript will denote the degree, primary major, secondary major and/or area of specialization, if applicable, and dissertation title. The Doctor of Philosophy in Interdisciplinary Studies degree is awarded in recognition of advanced research and demonstrated knowledge in a field of study.

Dissertation Guidelines
The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in the field. It allows students to exercise originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

If conducting research for a traditional dissertation or social action project, students may incorporate qualitative and quantitative research methods or other methods appropriate to the research problem and the discipline(s) involved. Creative dissertations will likely not involve a research methodology. However, they are still expected to be grounded in the relevant literature. Regardless of which research design and methods the student may choose for traditional dissertations or social action projects, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A

thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct his/her own doctoral-level research. To achieve proficiency in research design and methodology, students must complete at least two research courses before engaging in research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

Union Institute & University accepts a dissertation in several forms, including a traditional dissertation, a creative/artistic project, or a social action project. Regardless of form, the dissertation must add to the learning accomplished in other phases of the program. Finally, the dissertation must demonstrate academic excellence. Jointly authored dissertations are not permitted. Refer to the program handbook for details about each type of dissertation and the dissertation process.

Students are required to prepare and submit specific graduation materials in addition to their dissertation. All required UMI-ProQuest documents are specified within the program's dissertation/graduation materials.

Graduation Policy and Commencement

Following the Ph.D. Dissertation Guide requirements are satisfactorily completed, members of the administrative review committee inventory all academic requirements and financial records. The academic record is reviewed in the Registrar's Office; UI&U Financial Aid checks the status of financial aid, if applicable; and the UI&U Business Office audits the financial records (student account).
Graduation requirements also include but are not limited to:
- A minimum of 66 semester hours in the established program curriculum.
- A minimum cumulative grade point average of 3.00.
- Submission of Graduation Recommendation and Approval form by the Dissertation Chair.
- All required UMI-ProQuest documents as specified in the Ph.D. Dissertation Guide in the Administrative Review Process.

Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. After the dean's approval for graduation, the conferral date is the last day of the term/month of enrollment required to complete all degree requirements. Therefore, in the final term, a student must be registered for credit bearing course work or enrolled in Dissertation Supervision DIS 780/781 or PCX 799. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Ph.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Commencement materials are sent to eligible participants from the Ph.D. program office. Only students who have completed all requirements for graduation by June 30 are eligible to participate in Commencement.

Curriculum / Course of Study

Term One	
Course Name	Credits
Research Methods I: RMTH 783 Research Design and Methods	3 credits
Core Seminar I Major: ECL, EDST, HMS or PPS 700 Series (total of six credits or any two Core Seminars, in any sequence)	3 credits
Academic Skills: ACS 700 Critical Writing and Thinking I: Explorations	3 credits
Total	**9 credits**
Term Two	
Research Methods II: RMTH 709: Inquiry in the Humanities (HMS) or RMTH 710: Qualitative, Quantitative and Mixed Methodologies (ECL/EDST/PPS)	3 credits
Academic Skills: ACS 705 Critical Writing and Thinking II: Analysis and Synthesis as Inquiry	3 credits
Foundations: FNDS 701 Ethics and Social Justice	3 credits
Core Seminar II Major: ECL, EDST, HMS or PPS 700 Series (total of six credits or any two Core Seminars, in any sequence)	3 credits
Total	**12 credits**

With advisor approval students may begin in Term 3 to substitute electives for major advanced seminars in order to accommodate work on a certificate or specialization. However, in order to enroll in the major capstone seminar, students must have completed the following: two core seminars in their major, three advanced seminars in their major, the three foundations seminars (FNDS 701, 702 and 703), the required research seminars (RMTH 783, 709 or 710, and 786), and Individualized Study 850. Additionally, students who do not pass four advanced seminars prior to the capstone seminar must take the fourth advanced seminar concurrently with the capstone seminar. Thus, students who choose to enroll in electives prior to Term 5 should take into account that this may result in a program length exceeding six terms. Students should also be advised that after passing the 891 Major Capstone Seminar, two additional electives become available to them: RMTH 901 (3 credits) and RMTH 902 (3 credits). Thus, it is possible that in Term 6 students would be able to take up to nine credits of dissertation.

Term Three	
Foundations: FNDS 702 The Creative Process	3 credits
Foundations: FNDS 703 Engaging Difference	3 credits
Advanced Seminar I Major: ECL, EDST, HMS or PPS 800 Series (except 850, 891, or creative writing workshops)	3 credits
Advanced Seminar II Major: ECL, EDST, HMS or PPS 800 Series (except 850, 891, or creative writing workshops)	3 credits
Total	**12 credits**
Term Four	
Individualized Study I: Literature Review ECL, EDST, HMS or PPS 850	3 credits
Research Methods III: RMTH 787 Designing Interdisciplinary Research (Research Proficiency Review)	3 credits
Advanced Seminar III Major: ECL, EDST, HMS or PPS 800 Series (except 850, 891, or creative writing workshops)	3 credits
Advanced Seminar IV Major: ECL, EDST, HMS or PPS 800 Series (except 850, 891, or creative writing workshops)	3 credits
Total	**12 credits**
Term Five	
Individualized Study II– Dissertation Proposal ECL, EDST, HMS or PPS 860	3 credits
ECL, EDST, HMS or PPS 891 Capstone Seminar (Major Area and Foundations Proficiency Review)	3 credits
Elective (can be taken from any seminars inside or outside of the Major and may be used for, Specialization, certificates, specialized research training or creative writing seminars)	3 credits
Elective	3 credits
Total	**12 credits**
Term Six	

Dissertation: RMTH 900	3 credits
Elective[10]	3 credits
Elective	3 credits
Total	**9 credits**
Curriculum Total	**66 credits**
Term Seven and Beyond (Optional)	
Program Completion Extension: PCX 799 **OR** Dissertation Supervision: DIS 780/781 Students who do not complete their dissertation within six terms must register for one or more extension terms. When that is the case, depending on what is left to do on the dissertation (minor edits vs. major research and writing), the student registers for the seventh term and, in some cases, perhaps an eighth term for either a program extension (minor edits) or dissertation supervision (major work); this is determined by the student and the dissertation committee. Program Completion Extension includes a fee (see UI&U Tuition and Fees Schedule), receives 0 credits, and is not eligible for financial aid. Dissertation Supervision includes a fee (see UI&U Tuition and Fee Schedule), receives 0 credits, and is eligible for financial aid through four terms of enrollment. No FA available after the fourth term of enrollment.	0 credits

Seminar Descriptions

ACS 700 Critical Writing and Thinking I: Explorations **3 credits**
Introduction to alternative approaches to writing within the context of advanced study. Focuses on processes of revision for the purpose of strengthening the perspective or argument within a body of writing.

ACS 705 Critical Writing and Thinking II: Analysis and Synthesis as Inquiry 3 credits
Focus on providing practical guidance synthesizing literature to further strengthen writing through alternative approaches (fiction, creative non-fiction, poetry, analysis and argument) that develop insights, arguments, and the generation of interpretations.

DIS 780/781 Dissertation Supervision **0 credits**

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[10] Electives in final term include the option of Dissertation RMTH 901 and 902.

Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair. A student registered in Dissertation Supervision may not take other courses/credits in the same term. Dissertation Supervision is considered full-time status. Financial aid is available through registration in four terms of Dissertation Supervision. No FA is available after the fourth term of DIS 780/781 enrollment.

ECL 710 Foundations of Ethical and Creative Leadership   **3 credits**
Introduction to classic and contemporary theories and models of leadership. Focuses on (1) the intersection of leadership, ethics, and creativity; (2) the historical, philosophical, and moral contexts of leadership; and (3) leader/follower relationships in the attainment of organizational and societal goals.

ECL 720 Ethical and Creative Leadership in Group Dynamics, Organizations and Society   **3 credits**
Introduction to theories and models of leadership within groups, including small informal groups, groups within communities and organizations, and groups within society. Focuses on analysis of group dynamics and processes within the contexts of power, conflict, cooperation, creativity, diversity, ethics and values, and change.

ECL 802 MLK and Social Change   **3 credits**
Introduction to the life, sermons, speeches, and thoughts of Rev. Dr. Martin Luther King, Jr. Exploration of the cultural roots of the civil rights movement and the African-American religious traditions as they influenced Dr. King and his cohorts. Additional focus on the struggle of African-Americans to obtain their civil rights and to achieve racial equality in the United States from the "Jim Crow" Era to the 1980s.
(Also see HMS 806.)

ECL 804 Critical Leadership   **3 credits**
Study of critical theories, including critical race theory, feminist theory, and queer theory, to explore diversity and leadership.

ECL 807 Women, Leadership and Policy   **3 credits**
Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, e.g., social welfare, health, environment, arts, economics, international affairs and government. Students select a single subject or area for the development of their own case.

ECL 809 Leadership and Social Justice   **3 credits**
Study of theories and practice of social justice as an underpinning for an exploration of how leadership can contribute to greater equality, dignity, fairness, and justice in organizational, national, and global contexts.

ECL 812 Leadership for a Complex World   **3 credits**
Exploration of complexity theory, systems theory, futures studies, integral theory, and emergent leadership in the context of a complex and rapidly changing world. Case applications to Various organizational leadership situations are integrated into discussion and theories.

ECL 813 Special Topics   **1-3 credits**
Examination of various topics of interest in Ethical and Creative Leadership.

ECL 814 Leadership and Creativity   **3 credits**
Examination of the relationship of creativity to leadership beyond notions of innovation including creativity as a life force, as a visionary and boundary-pushing endeavor, and as aesthetics.

**ECL 815 The Call to Lead: Critical Thinking and Ethical
Leadership Development**   **3 credits**
Study of the ethical development of leadership including the role of human development, as well as the relationship of the individual to the collective in the context of leadership development, integral theory, and spirituality.

ECL 816 Empathy, Dialogue, and the Ethic of Care   **3 credits**
Examination of the roles that empathy, dialogue, and the ethic of care play in leadership, particularly to advance social justice and to sustain and transform organizations, communities, and the world.

ECL 817 Protest, Social Movements, and Social Change   **3 credits**
Study of theories of social change and the roles of protests and collective action (including social movements) in channeling injustice into social change.

ECL 818 Design Thinking in Education and Leadership   **3 credits**
This seminar explores the meaning, intent, and application of design thinking principles and practices in education and leadership forums. We will explore the broad reaches of this methodology that combines creative and analytical approaches to problem solving and requires collaboration across disciplines for the purpose of creating multiple, innovative solutions to systemic issues.

ECL 821 Community Based Leadership   **3 credits**
Examination of the theory and practice of community-based leadership in a global world, including emergent leadership and concepts such as stewardship, empowerment, resilience, and transformation, particularly in response to challenge and crisis.

ECL 822 Leadership and Change   **3 credits**
This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in organizations. The seminar will include an exploration of the relationship between the organization's leader and the effectiveness of that setting.

ECL 850 Individualized Study I   **3 credits**
Individualized and advanced study of specific questions and issues related to the student's dissertation research. Focuses on development of a preliminary literature review/intellectual contextualization for the dissertation proposal.

ECL 851 Art of Social Justice and Leadership   **3 credits**
This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem solving in education.

ECL 860 Individualized Study II   **3 credits**

Individualized and advanced study dedicated to students' individual research objectives supervised by the dissertation chair. Focuses on generation of a draft dissertation proposal.

ECL 891 Capstone Seminar **3 credits**
Capstone Seminar provides students the opportunity to expand upon work toward the dissertation research begun in ECL 850 with emphasis on developing each student's scholarly skills. This course includes the Proficiency Review in both Foundational Themes and Content in the Major.

EDST 710 Education, Society and Culture **3 credits**
This seminar examines historical and philosophical foundations of education in the U.S. and explores the interplay between educational institutions (Pre-K -12 and higher education) and other political, social, and cultural institutions. Particular attention is given to issues of diversity in contemporary U.S. education.

EDST 720 Curriculum and Social Justice **3 credits**
The seminar will comprise a study of current curriculum innovations and their underlying theoretical bases with a focus on social justice models. Emphasis is given to current research implementation of curricular models in the K-12 and higher education settings and the translation of effective curriculum designs into practice**.**

EDST 805 Special Topics **1-3 credits**
Examination of various topics of interest in Educational Studies.

EDST 818 Design Thinking in Education and Leadership **3 credits**
This seminar explores the meaning, intent, and application of design thinking principles and practices in education and leadership forums. We will explore the broad reaches of this methodology that combines creative and analytical approaches to problem solving and requires collaboration across disciplines for the purpose of creating multiple, innovative solutions to systemic issues.

EDST 820 History of Higher Education and Social Justice **3 credits**
This seminar focuses on the development of higher education in the United States, including: review of sociological, political, and economic influences that have been major forces for development and change in higher education and the social justice issues that have been enjoined.

EDST 821 Educating for Democracy and Social Justice:
Critical Pedagogy and Pragmatism **3 credits**
This seminar investigates the Critical Pedagogy of Paulo Freire and the Educational Pragmatism of John Dewey with emphasis on narrative constructions of identity, cultural conditioning, and the links among theory, practice, and justice. Particular attention will be paid to the role of power and privilege in both individual and institutional interactions. The concept of social justice will be explored from various perspectives and theoretical frameworks.

EDST 823 Gender and Education **3 credits**
This seminar will focus on historical perspectives and current debates in the area of gender as a marker of difference affecting the education of all students. The intersections of gender, race, class, ethnicity, and sexuality will be emphasized throughout while particular issues of gender are explored from a number of theoretical lenses from behaviorist to post-modernist thought and practice.

EDST 824 Technology and Educational Transformation   **3 credits**

This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student-centric learning experiences to facilitate the integration access, and to the use and understanding of new technologies and information resources for continued learning and development. This seminar's area of focus includes an examination of how technology is changing education and some of the attendant social justice issues such as access of vulnerable populations to technology.

EDST 825 Education Law and Social Justice   **3 credits**

Students in this seminar critically analyze legal rights and responsibilities of individuals and institutions in the educational context. Students will engage in reflection and dialog on the socio-cultural implications of education-related laws and policies. The seminar will engage students in thinking deeply about laws and policies that impact marginalized and disenfranchised populations with an eye toward social justice advocacy.

EDST 826 Race, Racism and Critical Race Theory in Education   **3 credits**

This seminar will explore the role that race features in the classroom and beyond, broadening students' understanding of institutional racism in its visible and invisible forms. Historical perspectives will be studied to inform students' ability to grapple with and call into question the assumptive foundations of racism and its effects on marginalized peoples as well as on dominant groups. Strategies for creating classrooms, schools, and communities of equity without erasing difference will be theorized.

EDST 827 Education, Social Justice and Sustainability   **3 credits**

This seminar's focus is on the education and actions required by educators and their institutions to educate, advocate, and provide leadership for integrated solutions that "…meets the needs of the present without compromising the ability of future generations to meet their own needs" (Report of the World Commission on Environment and Development to the United Nations, 1987). This seminar seeks to explore sustainability and social justice, including environmental justice, issues to which educators need to be attuned in the 21st Century.

EDST 828 Pedagogical Structures: Traditional and Alternative Models   **3 credits**

This seminar takes an historical view of the role of education in society in light of traditional and nontraditional configurations for schooling systems from the American Colonial period through the present. Various approaches to designing school environments and to managing educational entities in private and public settings will be addressed, including for-profit and not-for-profit models, from the micro to the macro level. The social and economic elements and consequences of these models will be investigated in light of changing viewpoints of the purpose of education, from socialization of citizens to liberatory practice.

EDST 850 Individualized Study I   **3 credits**

Individualized and advanced study of specific questions and issues of importance within the context of students' individual experiences and professional lives supervised by the chair of the primary area of concentration. Focuses on students' individual intellectual pursuits and interests.

EDST 860 Individualized Study II   **3 credits**

Individualized and advanced study dedicated to students' individual research objectives supervised by the dissertation chair. Focuses on generation of a draft dissertation proposal.

EDST 875 Internship   **3 credits**

The Educational Studies internship provides students the opportunity to integrate theory and practice while under the supervision of a qualified individual who possesses documented expertise in education. The internship is not meant to be "business as usual." Rather, the experience is intended to challenge students in new ways, requiring them to step outside of their comfort zones. Given the Educational Studies focus, a central purpose of the internship is for students to explore the complexities involved in furthering ideals of social justice within an educational or related setting.

EDST 891 Capstone Seminar **3 credits**
Capstone Seminar provides students the opportunity to expand upon work toward the dissertation research begun in EDST 850 with emphasis on developing each student's scholarly skills. This course includes the Proficiency Review in both Foundational Themes and Content in the Major.

ECL 845 Theoretical and Personal Perspectives on Leadership:
Advanced Definitional Analysis **3 credits**
This course serves as an introduction to the ELC curriculum and provides an overview of the background and history of leadership development and definitional and theoretical frames for studying leadership and leadership development. It presents various models of leadership and leadership development and includes assessments of the participants' own leadership characteristics and patterns of work. All students will participate in a leadership assessment and begin the development of a personal leadership plan.

ECL 855 Leadership Project: Living Case Study **3 credits**
This course is designed to provide students leadership practice or brief externship with coaching sessions in the student's area of focus. The student identifies a leadership problem or project to work on related to his/her field of interest and then works on the project as a way of practicing and demonstrating knowledge and leadership skills. The course is designed to assist students in creating a portfolio of leadership artifacts that can be used in seeking new leadership roles.

FNDS 701 Ethics and Social Justice **3 credits**
Examination of alternative conceptions of ethics and exploration of the implications for social justice. Focuses on developing a theoretical foundation and critical engagement of classic texts and contemporary theories.

FNDS 702 The Creative Process **3 credits**
Exploration of historical and contemporary theories regarding the source, nature, and development of creativity. Focuses on examining the creative person, process, product, and environment by viewing these through the eyes of creative individuals themselves as well as through those of the most eminent theorists, philosophers, and researchers in the field.

FNDS 703 Engaging Difference **3 credits**
Exploration of the dimensions and dynamics of difference and their implications for interdisciplinary study and social change. Focuses on the various ways in which "self" and "other" are constructed and interact within multiple theoretical perspectives and worldviews.

HMS 710 Building the Canon: Historical Survey **3 credits**
Examination of some of the ideas that have shaped human history from ancient times to the Enlightenment. Focuses on a broadly inclusive approach to the study of humanities looking at philosophy, religion, music, painting, architecture, sculpture, and tapestry, as well as multiple

genres of literature – poetry, history, epic, sacred scripture, drama, short story, essay, treatise, and novel.

HMS 711 The Human Condition: The Pursuit of Happiness   3 credits
Exploration of contemporary theories that consider how the constructs of gender, race, and class have formed and deformed limits and aspects of the good life. Focuses on deepening the understanding of the idiosyncratic nature of the pursuit of happiness.

HMS 720 Critiquing the Canon: The Idea of Progress   3 credits
Exploration of the idea of progress from a multitude of disciplinary perspectives (history, philosophy, economics, biology, literature, the arts, etc.) and investigation of its uses and abuses.

HMS 801 The Art of Protest   3 credits
Exploration of the rich tradition of protest literature in the United States, India, South Africa, as well as other regions of the world. Focuses on the study of the production and consumption of dissent as a site of progressive social critique; examines the historical links between modes of protest and meanings of literature; and explores how various expressions of dissent functions as aesthetic, performative, rhetorical, and ideological texts within specific cultural contexts.

HMS 802 Memoir and Identity   3 credits
Examination of the origins, evolution, and contemporary practice of life-writing (with references to autobiography, biography, and other related forms) with specific focus on personal, social, and cultural identities. Introduces the core questions and issues raised in memoir writing particularly as related to identity, diversity issues, and social justice and the relationship between public and private identities.

HMS 803 Gender, Identity, and Social Efficacy of the Constructed Self   3 credits
Development of a conceptual foundation for an interdisciplinary inquiry into the gendered self as read through the lenses of French feminism, Lacanian and other neo-Freudian psychoanalytic thought, deconstructionist theory, and contemporary media studies. Focuses on how human subjectivity is grounded in situated narratives of the self and explores current applications of gender theory within and outside of academia in terms of race relations, social justice, political discourse, and pedagogy.

HMS 804 ReWriting Nations:
Nationalism, Postcolonialism, and the Politics of Literary Representation   3 credits
Investigation of the roles the arts and literature (broadly defined) have played in shaping and contesting as well as adopting and adapting a range of national and postcolonial projects of the 19th and 20th centuries. Builds upon the foundations laid in HMS 710 and HMS 720.

HMS 805 Poetry and Politics   3 credits
Explorations of the complexities of any proffered/accepted social or political accounts of reality, the possibility, through the use of poetic approaches to language, of examining the resemblances rather than identities among the pieces of what we experience as social or political reality (Wallace Stevens), the movement between familiar and comfortable accounts and strange, dissonant ones (Robert Hass, Richard Hugo), and the importance of a concentrated internal linguistic/experiential exploration (Jane Hirschfield, Louise Gluck, Jorge Borges, et al.) as central to the poetic exploration of the many realities that accompany our efforts to explore and revisit familiar as well as unfamiliar accounts of social/political life.

HMS 806 MLK and Social Change **3 credits**
Introduction to the life, sermons, speeches and thoughts of Rev. Dr. Martin Luther King, Jr. Exploration of the cultural roots of the Civil Rights Movement and the African-American religious traditions as they influenced Dr. King and his cohorts. Additional focus on the struggle of African-Americans to obtain their civil rights and to achieve racial equality in the United States from the "Jim Crow" Era to the 1980s.
(Also see ECL/MLK 802).

HMS 807 Visual Culture **3 credits**
Introduction to the history, methods, and central debates within the field of visual studies. Explores how scholars from various disciplines have focused attention on both the cultural specificity of vision and on the ever-widening array of images and objects available for viewing.

HMS 808 Creative Writing I **3 credits**
Study of creative writing, examining multiple genres of literature—poetry, drama, short story, essay, and novel—and multiple ways of understanding the written word. Focuses on supporting the needs of students who are interested in writing a Creative Dissertation that will involve their own poetry, novel, short stories, play, or creative nonfiction. Creative Writing seminars are to be taken as electives unless otherwise approved by HMS chair.

HMS 809 Critical Theory **3 credits**
Exploration of the most basic questions about literature and reading. Focuses on the relationship between literary representation and reality. Examines the kinds of relationships possible between a literary text and a reader and the political and cultural work of literature.

HMS 811 Global Women's Writing: Art, Culture, and Social Justice **3 credits**
This seminar explores works by women writers of the non-Western world in short story, poetry, and personal narratives, with emphasis on those which address post-colonial/contemporary issues and ideas. Global regional writing is then placed in conversation with works by American women authors whose backgrounds express themes of immigration/migration and cultural aspects of their or their ancestors' countries of origin, demonstrating creative, intellectual, and political connections. Throughout the seminar, students will have the opportunity to address both primary and secondary/critical sources reflecting the interplay of art, culture, and social justice in this literature as well as to complete pieces of creative writing with themes such as women's lives, issues, and creative challenges.

HMS 812 Philosophy and Social Ethics of Religion **3 credits**
Focus on the psychology, social ethics, and world-transforming dimensions of religion. Exploration of religion's moral and social dimensions, stressing how religion's social ethics can be connected with questioning power relations and pursuing political justice. Survey of religious pluralism and the various ways that humanity's liberation has been pursued in many world religions.

HMS 813 New Media and Social Change **3 credits**
Inquiry into societal conditions that are interrelated with media. Exploration of theories of mass communication and recent work in cultural studies. Examination of the global and local dimensions of the relationship between media and social change and the implications and impacts of, as well as the determinants and obstacles to, medial change on a global scale.

HMS 814 Gender, Sexuality, and Public Policy **3 credits**

Examines both the theoretical and historical understandings of gender and sexuality focusing on how specific public policies (or lack thereof) have historically and presently regulate sexuality by validating and legitimizing some behaviors, relationships and identities, while delegitimizing or even criminalizing others. The course will focus on both theory and public policy and how they mutually engage, reinforce, and contradict on another.

HMS 815 Special Topics   **1-3 credits**
Examination of various topics of interest in Humanities and Culture.

HMS 816 Creative Writing III: Form and Genre   **3 credits**
The seminar explores some of the issues surrounding contemporary creative writing to facilitate understanding the relationship between form and content and the inevitable political consequences of their artistic choices, in the larger world of contemporary literature, and to suggest ways in which they might articulate all of the above in a coherent and rigorous fashion. Students develop and further their own form and genre choices while working to more fully understand the form and genre choices of other writers. Students produce and share work in a workshop environment and receive feedback on their work from their peers and instructor. Creative Writing seminars are to be taken as electives unless otherwise approved by HMS chair.

HMS 817 Critical Debates in Postcolonial Studies   **3 credits**
Introduction to key issues and debates in the field of Postcolonial Studies. Provides an opportunity to employ a range of interpretive strategies that have become influential in literary and cultural studies. Postcolonial Studies is by nature a hybrid and interdisciplinary field that borrows from multiple perspectives – Marxist, New Historicist, Poststructuralist, etc. – and is lively with debates about definitions and scope of inquiry. Some of the debates echo those taking place in the larger theoretical realm, while others are particular to the discipline. Using anthologies and selections from seminal works, students will survey and compare multiple perspectives, noting the strengths and limitations of each.

HMS 818 Pragmatism and Justice   **3 credits**
This seminar aims both to engage the work of the classical and contemporary pragmatists, with a focus on justice, and to bring a critical lens to it. After reading primary texts of the classical pragmatists and examining debates around their writings and recent scholarship by those working in and around pragmatism for addressing injustice in the areas of race, gender, ethnicity, nation, and empire, as well as those generated by globalization, multinational capitalism, and transnational migration to which familiar liberal theories of justice have proved inadequate.

HMS 821 Ethics After Postmodernism   **3 credits**
Exploration of the underlying "ethical-political" commitments of the various postmodern thinkers, commitments often obscured by the focus on negative critique that dominated previous debates. Focuses on the assessment of the postmodern legacy, with particular attention to the possibilities of postmodernism in an affirmative mode.

HMS 822 Humanities and Sustainability:
The Boundaries and Intersections of Nature and Culture   **3 credits**
Examination of the history and representation of nature and the natural and man's alienation from nature from the primitive to the postmodern. Focuses on scrutinizing the meanings of key terms often taken for granted in sustainability discussions, such as the environment, the economy, nature, culture, preservation, and progress.

HMS 823 Creative Writing II   **3 credits**
This seminar is for students incorporating a creative component into their dissertation. Exploration of the political consequences of creative compositions. Focuses on peer review and thorough and substantive reactions and constructive suggestions for revision. Examination of assigned texts, to note and to be instructed by their use of particular techniques and elements, and the ways in which they revise and/or reaffirm socio-political constructs for the purpose of increasing awareness of the technical and ideological aspects of one's work the tendency to elide the inevitable political dimension of creative work. Address issues of hegemonic power and violence in the contexts of colonialism, caste, class, gender and institutionalized racism and challenge the underpinnings of the earlier canonical texts. Creative Writing seminars are to be taken as electives unless otherwise approved by HMS chair.

HMS 824 Democracy and Difference   **3 credits**
Examination of classical conceptions of democracy and contemporary democratic theories (liberal, deliberative, communitarian, and agonistic). Focuses on the ways each theory neglects or addresses the continuing persistence of inequalities within democracy including inequalities of class/economy, sexuality/gender, and race/ethnicity.

HMS 850 Individualized Study I   **3 credits**
Individualized and advanced study of specific questions and issues of importance within the context of students' individual experiences and professional lives supervised by the chair of the primary area of concentration. Focuses on students' individual intellectual pursuits and interests.

HMS 860 Individualized Study II   **3 credits**
Individualized and advanced study dedicated to students' individual research objectives supervised by the dissertation chair. Focuses on generation of a draft dissertation proposal.
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HMS 891 Capstone Seminar   **3 credits**
Capstone Seminar provides students the opportunity to expand upon work toward the dissertation research begun in HMS 850 with emphasis on developing each student's scholarly skills. This course includes the Proficiency Review in both Foundational Themes and Content in the Major.

MLK 800 Internship   **3 or 6 credits**
The internship experience provides an opportunity for students to deepen, broaden, and strengthen their knowledge and professional experiences or acquire skills and knowledge relevant to their area of concentration. Students in the MLK Studies specialization are expected to integrate theory and practice in a setting that provides opportunities to reflect and implement the strategic work of Dr. King.

MLK 802 MLK and Social Change   **3 credits**
Introduction to the life, sermons, speeches and thoughts of Rev. Dr. Martin Luther King, Jr. Exploration of the cultural roots of the civil rights movement and the African-American religious traditions as they influenced Dr. King and his cohorts. Additional focus on the struggle of African-Americans to obtain their civil rights and to achieve racial equality in the United States from the "Jim Crow" Era to the 1980s.
(Also see HMS 806.)

MLK 807 Women, Leadership and Policy   **3 credits**
Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, i.e., social welfare, health, environment, arts, economics, international affairs, and government. Students select a single subject or area for the development of their own case.

MLK 810 Special Topics   **1-3 credits**
Examination of various topics of interest in Martin Luther King, Jr. studies.

MLK 812 Philosophy and Social Ethics of Religion   **3 credits**
Focus on the psychology, social ethics, and world-transforming dimensions of religion. Exploration of religion's moral and social dimensions, stressing how religion's social ethics can be connected with questioning power relations and pursuing political justice. Survey of religious pluralism and the various ways that humanity's liberation has been pursued in many world religions.

MLK 892 Integrative Seminar   **3 credits**
This seminar is intended to provide the student with the opportunity to explore salient themes engaged in the MLK Workshops, courses and selected readings. The student is expected to develop a thoughtful paper that integrates scholarly inquiry, creative analysis, and an original contribution to the discussion of the legacy of Dr. King. The culminating essay/paper is expected to include reflection and synthesis, as well as original thinking. Students may be asked to present their final papers during the residency. Student topic selection and content outline should receive prior approval from the faculty of record.

PCX 799 Program Completion Extension   **0 credits**
When a doctoral student reaches the end of his/her intended final term of full-time academic enrollment (last registered term or Dissertation Supervision) and needs additional time to prepare final documents for Dean's Review/approval, they are required to register for PCX 799 Program Completion Extension (0 credits) for the subsequent six month term. In order for a student to have this 6-month completion extension approved; the student must have successfully completed all prior enrollment terms.

Registration of PCX 799 is required as follows: The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense meeting or Dean's Review. No new academic learning activities may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved.

PCX 799 does not qualify for financial aid or loan deferral. The Registrar's Office will report students on PCX 799 extension as less than half-time to external agencies. The dean's office must approve PCX 799 registration.

PPS 711 Policy Processes and Social Change   **3 credits**
Examination of a variety of theoretical frameworks that address both the substance of public policy and the processes of policymaking. Special emphasis is given to the underlying assumptions, values, and views of political reality that inform the policy frameworks.

PPS 733 Policy Analysis   **3 credits**

Examination of the theoretical and methodological ideas, characteristics, and assumptions of different types of policy analysis and policy analytic techniques. Focuses on approaches that represent traditional and contemporary forms of policy analysis.

PPS 801 Conflict Resolution: Negotiation, Power, and Influence   **3 credits**

Examination of the role of negotiation, power, and influence in conflict resolution. Focuses on different types of conflict and the techniques and processes whereby conflicts have been or can be resolved.

PPS 802 Public Policy and Human Rights   **3 credits**

Explores the evolution of human rights in theory and practice, particularly the practical implications and applications for public policy. Focuses on its foundations, major theoretical debates, as well as current practices.

PPS 805 Poetry and Politics   **3 credits**

Explorations of the complexities of any proffered/accepted social or political accounts of reality, the possibility, through the use of poetic approaches to language, of examining the resemblances rather than identities among the pieces of what we experience as social or political reality (Wallace Stevens), the movement between familiar and comfortable accounts and strange, dissonant ones (Robert Hass, Richard Hugo), and the importance of a concentrated internal linguistic/experiential exploration (Jane Hirschfield, Louise Gluck, Jorge Borges, et al.) as central to the poetic exploration of the many realities that accompany our efforts to explore and revisit familiar as well as unfamiliar accounts of social/political life.

PPS 807 Women, Leadership and Policy   **3 credits**

Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, i.e., social welfare, health, environment, arts, economics, international affairs and government. Students select a single subject or area for the development of their own case.

PPS 811 Program Evaluation   **3 credits**

Examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including education, health, and the environment. Focus on methods of evaluating program effectiveness, the fundamentals of types of program evaluation, designing program evaluation and ethical, political and cultural challenges when conducting program evaluation.

PPS 812 Gender, Sexuality, and Public Policy   **3 credits**

Examines both the theoretical and historical understandings of gender and sexuality focusing on how specific public policies (or lack thereof) have historically and presently regulate sexuality by validating and legitimizing some behaviors, relationships and identities, while delegitimizing or even criminalizing others. The course will focus on both theory and public policy and how they mutually engage, reinforce, and contradict on another.

PPS 813 Critical Perspectives in Health Policy   **3 credits**

This course employs an interdisciplinary approach to health policy as it examines the social environment and economic and political factors that shape disease and health across societies.

Principles that will be considered are social justice, human rights, and equity as they relate to global and local health. Special attention will be paid to health disparities related to race, ethnicity, gender, sexual orientation, and social class. The course will explore the role of state and civil society in promoting health and providing care and consider the ways in which structural factors create and maintain health inequities.

PPS 817 Special Topics   **1-3 credits**
Examination of various topics of interest in public policy and social change.

PPS 820 Political Economy   **3 credits**
This seminar explores key concepts associated with alternative approaches to social exchange, understood especially as the central principles, practices, and structural arrangements associated with political economy. The seminar, then, is intended to provide the intellectual tools that are central to conversations related to alternative political-economic systems and policies so that such conversations can be thoughtfully engaged – and, perhaps, advanced.

PPS 823 Public Policy and Social Justice   **3 credits**
Examination of ideological conflicts surrounding the definition of social problems as well as examination of conventional and unconventional political solutions to society's most pressing social problems. Focuses on the understanding of policy formulation and how policy impacts the lives of at-risk people.

PPS 824 Democracy and Difference   **3 credits**
Examination of classical conceptions of democracy and contemporary democratic theories (liberal, deliberative, communitarian, and agonistic). Focuses on the ways each theory neglects or addresses the continuing persistence of inequalities within democracy including inequalities of class/economy, sexuality/gender, and race/ethnicity.

PPS 850 Individualized Study I   **3 credits**
Individualized and advanced study of specific questions and issues of importance within the context of students' individual experiences and professional lives supervised by the chair of the primary area of concentration. Focuses on students' individual intellectual pursuits and interests.

PPS 860 Individualized Study II   **3 credits**
Individualized and advanced study dedicated to students' individual research objectives supervised by the dissertation chair. Focuses on generation of a draft dissertation proposal.

PPS 891 Capstone Seminar   **3 credits**
Capstone Seminar provides students the opportunity to expand upon work toward the dissertation research begun in PPS 850 with emphasis on developing each student's scholarly skills. This course includes the Proficiency Review in both Foundational Themes and Content in the Major.

RMTH 709 Research Methods II: Inquiry in the Humanities   **3 credits**
Critical exploration of various rhetorical models of thought to explore, compare and contrast ways of thinking, ways of seeing, and ways of characterizing cultural experiences in one or more of five major areas: the arts, literature, history, foreign language, and cultural studies. Focuses on how humans make meaning of their experience.

RMTH 710 Research Methods II:

Qualitative, Quantitative, and Mixed Methodologies   **3 credits**

Examination of how and when to use quantitative, qualitative, and mixed methods in research. Explores various aspects of different research designs such as outcome studies, randomized controlled blinded studies, interviews, polling, cross-over study designs, and surveys, among others. Reviews examples of study designs from social science, psychology, health studies, education, public policy, and business.

RMTH 783 Research Methods I: Research Design and Methods   **3 credits**

The course will introduce students to doctoral level inquiry in four domains: (1) arts, (2) humanities, (3) social sciences, and (4) education and professional practice. Consideration will be given to the kinds of questions each domain invokes, the kinds of methods each domain engages, alternative theoretical orientations which drive diverse methods, and the potential contributions and limitations of research in each of the four domains. Special attention will be given to the four program majors within the Ph.D. curriculum (Humanities and Culture, Ethical and Creative Leadership, Public Policy & Social Change, and Educational Studies.) This course is the first in a series of courses designed to prepare students to launch their original doctoral dissertations.

RMTH 786 Research Methods III: Focused Research Design Project   **3 credits**

The purpose of this seminar is to facilitate the student in designing his/her dissertation study. The culminating project is a dissertation proposal.

RMTH 787 (for students matriculating January 1, 2014 and after) Research Methods III: Designing Interdisciplinary Research   **3 credits**

This seminar explores interdisciplinary approaches to research and affords students the opportunity to develop and practice design skills for their own dissertation projects. The Research Methodology Proficiency Review is part of this seminar.

RMTH 880 Topics in Research   **1-3 credits**

Examination of various types of research methodologies in the context of program themes: (1) Ethics and Social Justice; (2) Engaging Difference; (3) The Creative Process; and (4) Interdisciplinarity.

RMTH 900 Dissertation   **3 credits**

The student works toward completion of an original research study, artistic or creative project, or a social action project that makes a contribution to the student's field and to human knowledge.

RMTH 901 Dissertation   **3 credits**

The student works toward completion of an original research study, artistic or creative project, or a social action project that makes a contribution to the student's field and to human knowledge.

RMTH 902 Dissertation   **3 credits**

The student works toward completion of an original research study, artistic or creative project, or a social action project that makes a contribution to the student's field and to human knowledge.

DOCTOR OF PSYCHOLOGY DEGREE (PSY.D.)

WITH A MAJOR IN CLINICAL PSYCHOLOGY

Please note that the Psy.D. program with a major in Clinical Psychology is no longer accepting students into the program, effective fall 2014. The program is in a teach-out phase. The program is scheduled to close August 31, 2020. All students currently enrolled in the program have the opportunity to complete the program within the time frame of the teach-out based on the *PSY.D. Student Handbook for 2013-2014* and the most current UI&U university catalog.

Associate Vice President for Academic Affairs: Arlene Sacks, Ed.D.
Dean: William Lax, Ph.D., ABPP

Program Overview

Credits to Degree: 120 semester hours (academic year: 32 weeks; program length: 192 weeks)
Transfer Credits: Up to 30 semester hours
Calendar: The academic year is defined as two 16-week terms. Students may enroll in the 16-week terms (Aug.-Dec. Fall Term); (Jan.-April Winter Term); (April-Aug. Spring/Summer Term)
Minimum Time to Degree: Four years
Full-time Status in Fall and Winter Terms: 9 credit hours
Full-time Status in Spring/Summer Terms: 4.5 credit hours

Academic Program Locations
Doctor of Psychology
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, OH 45206-1925
Toll-free: 800.861.6400
Local: 513.861.6400

Doctor of Psychology
New England Academic Center
28 Vernon St., Suite 210
Brattleboro, VT 05301
Toll-free: 800.871.8165
Local: 802.257.9411

The UI&U Doctor of Psychology Program Student Handbook is available on the website at https://campusweb.myunion.edu/ICS/icsfs/PsyDHandbook2013-14.pdf?target=f070ff33-89dd-429d-ad43-171a03d2ff3e. Students should refer to the Psy.D. program handbook for a more in-depth description of program requirements, involving the curriculum, clinical training (practicum and internship), and the dissertation.

The annual program calendar and Registration/Tuition and Fee Schedule are available on CampusWeb at https://myunion.edu/wp-content/uploads/2017/05/TUITION-REG-2017-2018-PSYD-DOC-Final.pdf

Practitioner-Scholar Training Model

The Doctor of Psychology (Psy.D.) program follows the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The program conceptualizes and promotes the professional practice of psychology as informed by scholarly research and inquiry, and students are trained as consumers of research to use scientific methodology in clinical thinking and practice.

The training is designed to promote a set of core competencies in professional psychology. This model has guided the development of the program's objectives, each with its own specific competencies, vital to the practice of psychology.

The program employs a developmental training approach where expectations of minimum competency increase as students proceed through the sequence of course work, supervised clinical practice, and completion of other requirements including the doctoral dissertation. Congruently, students are evaluated and assessed at different stages of their development: principally at the pre-practicum and pre-internship levels. Graduates of the program are thus expected to be able to function as competent and ethical psychologists, capable of providing psychological services to individuals, groups, and organizations, consistent with the goals as specified below.

Psy.D. Mission Statement

The UI&U Doctor of Psychology in Clinical Psychology Degree Program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional doctoral education.

The Psy.D. program offers a doctoral degree with a major in clinical psychology designed to educate and train students in preparation to become professional psychologists, functioning as independent practitioners and educators who are informed consumers of research. The program specifically provides and supports the development of personal and professional awareness and knowledge of diversity and issues of social responsibility.

Learning Outcomes and Competencies

University Doctoral Learning Outcomes and Competencies
The goals and objectives of the Psy.D. program are consistent with the mission and values of Union Institute & University, as adopted by the UI&U Board of Trustees in 2007. These university mission and values include a focus on social relevance, critical thinking, an interdisciplinary approach, and the practitioner-scholar model. These apply to all doctoral programs at UI&U, but individual programs may extend them further or adjust for greater specificity. University learning outcomes and competencies are reviewed on a university level, utilizing data from multiple components of the Psy.D. program.

Psy.D. Program Goals, Objectives, and Competencies
The Psy.D. program includes a set of goals, objectives and competencies specific to its training model, which is based on the practitioner-scholar training model of the National Council of Schools and Programs of Professional Psychology (NCSPP). The two primary goals of the Union Institute & University Psy.D. Program are:

1. Train competent and ethical practitioners of clinical psychology to provide comprehensive psychological services to a broad range of clientele. This training includes an integration of science and practice, with an awareness of the individual, systemic and larger socio-political contexts within which we live.

2. Foster personal and professional awareness and knowledge of diversity and issues of social justice and social responsibility in order to competently and respectfully provide services to diverse clientele, as well as be agents of social change.

The program has designated the following objectives to meet its goals:

1. **Social justice and individual and cultural diversity**: Students will competently and effectively provide professional services to individuals, groups, and organizations who represent various cultural backgrounds and characteristics, maintaining an awareness of issues of social justice, including the dynamics of power, privilege and oppression, and function as agents of social change.

2. **Relationship**: Students will develop and maintain effective, collaborative, and respectful interpersonal relationships with clients, peers, community organizations, and professionals in a range of settings, becoming self-reflective practitioners, aware of their biases, limitations and power differentials.

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

4. **Assessment**: Students will competently and ethically use various methods of psychological assessments, including psychological tests and interviewing; accurately interpret the results of those assessments; and effectively communicate results and recommendations to both consumers and professionals, taking into consideration the cultural and personal characteristics of the clients.

5. **Intervention**: Students will have the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, evaluate, and modify intervention approaches consistent with ethical evidence-based practices and appropriate to diverse characteristics of their clients.

6. **Management and supervision**: Students will develop the knowledge, skills, and attitudes to conduct effective clinical supervision, management, and clinical consultation with other professionals and within organizations.

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

To meet these goals and objectives, the program provides broad and general training to students through their participation in the program's curriculum, practicum and internship training experiences, mentoring experiences, dissertation research and writing, informal faculty-student interactions, and the program's overall learning environment. The program provides training that is graded and sequential, evaluated and assessed at different stages of the student's development: the pre-practicum, pre-internship, and after completion of the doctoral degree. The attainment of these goals and objectives is demonstrated in specific identifiable competencies as defined by the program and specified in the individual learning activities. Inherent in each of these goals is a professional standard of ethical competence, including the knowledge of ethical codes, standards, and legal regulations and case law relevant to

professional practice. Program graduates are trained to engage with diverse populations and will demonstrate the knowledge necessary to treat clients and other professionals in an ethical, legal, and professionally competent manner.

In addition, the curriculum is designed to provide the required knowledge areas as specified by the American Psychological Association (APA) Commission on Accreditation (CoA), including: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology and techniques of data analysis; individual differences in behavior; human development; dysfunctional behavior or psychopathology; professional standards and ethics; psychological assessment; measurement and formulation and implementation of intervention strategies including training in empirically supported procedures; theories and methods of assessment and diagnosis; effective intervention; consultation and supervision and evaluation of the efficacy of interventions; cultural and individual diversity; and attitudes essential for life-long learning, scholarly inquiry, and professional problem solving.

Master's Degree in Psychology within the Psy.D. Program

The Psy.D. program offers the Master of Arts (M.A.) degree with a major in psychology within the Psy.D. degree. While this degree is specifically designed for students who entered the program without a master's degree, all Psy.D. students who meet the minimum criteria are eligible to petition for the degree.

Psy.D. students wishing to receive the M.A. with a major in psychology submit a petition for the degree to the dean. The dean will review the student's academic file, notifying the student of any deficiencies that must be remediated. If all records are in order, the dean will recommend to the registrar awarding of the degree (see Graduation Policy in the UI&U Catalog). The M.A. degree will be awarded only after all academic, financial, and program components have been successfully completed.

Candidates must successfully meet the criteria for Satisfactory Academic Progress in the program and have successfully completed the following in the Union Institute & University Psy.D. Degree Program:
- Minimum of two (2) full-time academic years of graduate study.
- Minimum of 60 credits in graduate-level coursework completed in or transferred to the UI&U Psy.D. Program.
    - Meeting the minimum credit requirements of specified core course content areas.
    - Completing six (6) credits of PSY 800 level Practicum (minimum of 600 hours) in one academic year (see Psy.D. handbook for practicum criteria). Credits received for additional Practicum cannot be used to fulfill minimum credit requirements above.
    - Credits that have been earned to attain another graduate degree will not be recognized as eligible credit toward this degree.

This UI&U M.A. with a major in Psychology is not considered to be a terminal degree but attained within the Psy.D. degree. This M.A. with a major in Psychology will be awarded by the university but will not be included as a part of the regional or national graduation ceremonies.

Required Core Content Areas for the M.A. within the Psy.D.

Students must complete the minimum credit hours in each of these core content areas (courses may only be used once to meet a content area). For a listing of courses that meet these criteria, see course distribution below.

- Biological Bases/Aspects of Behavior (3 credits)
- Psychological Measurement/Statistics (3 credits)
- Research Methodology/Research Design and Methodology/Research and Evaluation (3 credits)
- Human Development (3 credits)
- Dysfunctional Behavior or Psychopathology (6 credits)
- Professional Standards and Ethics / Scientific and Professional Ethics and Standards (6 credits)
- Theories and Methods of Assessment and Diagnosis / Psychometric Theory (6 credits)
- Theories and Methods of Effective Intervention (12 credits)
- Issues of Cultural & Individual Diversity/Cultural Diversity and Social Justice (4 credits)
- PSY 700 level electives (maximum 8 credits)
- PSY 800 Practicum courses (minimum 600 hours)

Program Accreditation and Psychology Licensure

The Psy.D. program cohorts in Cincinnati, Ohio and Brattleboro, Vermont are listed as designated doctoral programs by the Association of State and Provincial Psychology Boards (ASPPB)/National Register Designation Committee (JDC). Designation for the Psy.D. program ends on September 1, 2018.

This program meets the Guidelines for Defining Doctoral Degree in Psychology as implemented by the ASPPB/National Register Designation Project. Therefore, a graduate of this designated program who decides to apply for licensure as a psychologist typically will meet the jurisdictional educational requirements for licensing. However, individual circumstances vary, and there are additional requirements that must be satisfied prior to being licensed as a psychologist. Please contact the state/provincial/territorial licensing board in the jurisdiction in which you plan to apply for exact information. Additional information including links to jurisdictions is available on the ASPPB's website: http://www.asppb.org

Once licensed, a graduate of a designated program is eligible to apply for credentialing as a Health Service Psychologist by the National Register of Health Service Psychologists. Graduation from a designated program typically ensures that the program completed meets the educational requirements for the National Register credential. However, individual circumstances vary, and there are additional requirements that must be satisfied prior to being credentialed by the National Register of Health Service Psychologists and listed on the FindaPsychologist.org database. Doctoral students may apply to have their credentials banked and reviewed prior to licensure. For further information about the National Psychologist's Trainee Register and the National Register application process, consult the National Register's website: www.nationalregister.org.

The program's development was guided by the American Psychological Association accreditation standards (*Guidelines and Principles for Accreditation of Programs in Professional

Psychology) but it is not APA accredited. For further information on APA Accreditation or the CoA, see www.apa.org/ed/accreditation/index.aspx.

Students should be aware that the program may not meet psychology licensure requirements in all jurisdictions. Accordingly, students are strongly encouraged to become knowledgeable and proactive when it comes to psychology licensure requirements in the jurisdictions where they hope to practice. Information on state and Canadian provincial licensing requirements can be found at The Association of State and Provincial Psychology Boards, www.asppb.org.

For information on university accreditation see https://myunion.edu/about-union/accreditation/

Admission and Transfer Credit Policy

Effective Fall 2014 term, the Psy.D. program will no longer be accepting students.

Registration

Union Institute & University operates its doctoral program with a major in clinical psychology on a three-term, 12-month academic year calendar. The academic terms are identified as fall, winter, and spring/summer. Psy.D. students register three times a year before the beginning of each term. Registration is completed online on CampusWeb in Web course registration. Registrations are to be approved and processed prior to the start of each new term. The first day of the initial term is the matriculation date throughout the student's doctoral program. Registration forms are initiated by the student and must be approved by the academic advisor prior to registration being finalized. Direct registration questions to the Psy.D. program office.

Students must register for the sequence of courses/seminars as described in the curriculum. While terms vary in total registered credit hours, full-time registration is defined as a minimum of nine credit hours per term; half-time is 4.5 credit hours in fall and winter terms. In the spring/summer term, 4.5 credit hours are considered full-time status. Tuition is charged at the applicable rate per credit hour registered.

Typically, the fifth year of the clinical psychology program consists of registration for Clinical Internship and Dissertation Supervision (see Psy.D. course descriptions for PSY 830-836 and DIS 778-783). These registrations may apply to years six and seven as well. No credit hours are earned during terms of registration for internship or Dissertation Supervision. However, registration in Clinical Internship and Dissertation Supervision are considered to be equivalent to a full-time academic workload. PSY.D. students may enroll in Dissertation Supervision six terms and receive financial aid. There is no financial aid for Dissertation Supervision after the sixth term. Attendance and engagement in the program is documented through the student's active participation in his/her courses each term.

Tuition is due on the first day of each new term. The tuition and registration policies for each program are published annually on the university's website.

Students with past due balances must obtain financial clearance from the Business Office prior to registration for a new term.

Academic Year Registration Group

Each student is assigned to a cohort group for Professional Development Seminar. Students will remain with this cohort for all three years of Professional Development Seminars (PSY 751-759).

Drop/Add and Program Withdrawal

Drop/Add of Courses
To receive a tuition refund (see Schedule of Tuition Refunds below), students must drop individual courses no later than 30 days after the start of the academic term. A course dropped prior to 30 days will not appear on the student's transcript. Students are permitted to add courses only up to 14 days after the start of the academic term. The effective date of a drop/add is either the date of postmark or the date the written or oral request arrives at the Psy.D. program office or Registrar's Office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All drop/add requests must be approved by the student's instructor(s) in the course(s) dropped and/or added and by their academic advisor.

All courses dropped after 30 days from the start of the academic term will remain recorded on the student's academic record and a grade of W (for withdrawn) will be posted to the grade field for each course dropped. There is no refund of tuition for a dropped course after the final drop/add date.

The following table shows the percentage of tuition to be reversed for dropped courses and complete withdrawals from the program:

Schedule of Tuition Refunds	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Day #29 and Day #30	25%
No Refund after day #30	

Program Withdrawal
Tuition is partially reversed or refunded when students withdraw completely from the program prior to the end of the fourth week of a term. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

Administrative Withdrawal
An administrative withdrawal is based on academic dismissal, disciplinary actions, or financial policies. Students dismissed under university policies will be treated the same as withdrawals for purposes of tuition refunds.

Reinstatement/Readmission
Students who leave the program during or after academic year 2014-15 will not be permitted to be reinstated/readmitted. All current students have completed and signed a plan of completion with their advisor and will need to follow that plan to be in compliance with the criteria as specified for Designation by the Association of State and Provincial Psychology Boards

(ASPPB)/National Register Designation Committee (JDC). Any requests for exceptions will need to be made in writing to the dean with the dean's decision being final.

Withdrawn students are reported to the National Student Clearinghouse as not registered. This notification may impact loan deferrals.

Satisfactory Academic Progress Review Policy (SAP)

Union Institute & University (UI&U) governs that all UI&U students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance.

Satisfactory academic progress requirements are reviewed annually by the Psy.D. program.

Annual Review
At the end of each academic year, academic advisors review their advisees' overall programs. The purposes of the annual review are as follows:
- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.
- Provide feedback to the student regarding progress toward the Psy.D. degree.
- Review practicum and internship selections and establish required or requested strategies to address areas where continued and/or additional clinical training may be needed.

A special review may be called by a student or the faculty advisor to address any issues that are noted in the context of the annual review or on the annual review form, including academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident (see Special Review Policy).

SAP Qualitative Component
Students enrolled in the Psy.D. program in clinical psychology are required to maintain a minimum 3.0 cumulative grade point average (CGPA) in order to meet the qualitative component of the Psy.D. SAP policy.

SAP Quantitative Component
The SAP quantitative component includes a maximum time frame and minimum credit hour completion requirements in order to complete the Psy.D. program within the maximum time frame.

Minimum/Maximum Time Frame
The Psy.D. program is a minimum of three full-time academic years of graduate study at Union Institute & University including one year of full-time residency at UI&U. The Psy.D. program is a 120-credit hour degree program. The maximum time frame for completion of the degree program is seven years including terms in which a doctoral student is registered for Dissertation Supervision DIS 778-783. Students are permitted to petition for a maximum of two one-year

extensions beyond the seven-year limit. However, the Psy.D. program will close on August 31, 2020, with no extensions beyond that date.

Transfer Credits
All transfer credits that are accepted toward the degree program are used to determine the remaining maximum time frame.

Minimum Credit Hour Completion Requirements
Students enrolled in the Psy.D. program must successfully complete or earn 67 percent of all credit hours attempted in order to meet the quantitative component of the Psy.D. SAP policy.

Incomplete grades: Credit hours for incomplete courses are counted in attempted credit hours.

Dropped Courses: Credit hours for dropped courses on or before the drop deadline date are not counted in attempted credit hours. Credit hours for dropped courses after the drop deadline date are counted in attempted credit hours.

Special Review
A special review may be initiated at any time by any faculty member or the student through a written request to the dean. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the Psy.D. program is contingent not only upon successful completion of academic course work but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:
- Single grade of U.
- More than one grade of C in courses (in a single 16-week term or over more than one term).
- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings by any practicum or internship supervisor at Below Minimum competence in any of the competency domains.
- Ratings of Unsatisfactory for Technical Reasons or Unsatisfactory for Substantive Reasons in the clinical review.
- The student is placed on academic probation.
- The student has not formed a dissertation committee by the end of the fall term in the fourth year.
- An Incomplete in practicum or internship and having to register for an extension.
- Violation of program and/or institutional policies, such as breach of the Academic Integrity Policy, Student Code of Conduct, not attending a required academic meeting, etc.
- Deviation from the signed plan of completion.

In the process of the special review, and in any other instances where the faculty determine that a student is unable to engage in professional training or perform professionally related activities competently or poses a threat to him/herself or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. Within this context, the faculty may require a student to undergo a psychological evaluation or participate in psychotherapy. In these

instances, the student would have the option of selecting a therapist who is not affiliated with the university, consistent with APA Ethical Standards. The dean, director of clinical training, or his/her designee must approve of the provider of these services in advance, and the student is responsible for all fees associated with the evaluation and/or treatment. Refusal to participate in any mandated evaluation and/or treatment and/or refusal to authorize release of information from the evaluating or treating psychologist constitutes grounds for immediate suspension or dismissal from the program, regardless of which stage the student has reached in the program. The special review committee may also recommend that the student be required to withdraw from the program for a specified period of time with specific contingencies. The special review may also specify an immediate required withdrawal or terms leading to a required withdrawal of the student, pending the vice president for academic affairs review (see dismissal).

Dismissal/Administrative Withdrawal
Grounds for dismissal/administrative withdrawal may include, but are not limited to, the following:

- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two grades of U (Unsatisfactory) in any courses or practicum throughout the duration of the program.
- Failure to meet the terms of probation and/or a Remediation Plan.
- Failure to complete program requirements within the established time limits, such as lack of progress on the doctoral dissertation, as specified by student's dissertation chairperson.
- Receiving an Unsatisfactory in both the first and second evaluations of the clinical review.
- Failure to meet minimal criteria for the internship level of training.
- Failure to comply with the APA Ethical Principles of Psychologists and Code of Conduct.
- Confirmed and/or repeated violation of program and/or institutional policies.

Dismissal/Administrative withdrawal requires the vice president for academic affairs review.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

Evaluation of academic functioning is central to the Psy.D. program model of ongoing evaluation of progress and development. For each course taken, the student will be evaluated and graded on the basis of criteria specified in the course syllabus. See section below for information about grading.

Evaluation of academic functioning may include examination scores as well as class participation, oral presentations, scholarly papers, clinical presentations, and/or demonstrations of clinical skills. If course requirements are unclear, discuss them with the professor and/or academic advisor.

In addition to a letter grade recorded on the transcript, students will receive a written evaluation by the course instructor (see the program handbook for the Student Academic Grade and Competency Evaluation Form, detailing evaluations of examination performance, classroom participation, leadership ability, interpersonal effectiveness, and/or writing and verbal communication skills). All narrative content will be related to specific goals, objectives and competencies, as specified in the course syllabus. For clinical and practice-related courses, the evaluation will include the instructor's judgments of the student's clinical knowledge, competencies, and abilities to be a professional psychologist as well.

The Psy.D. program uses a four-point grading scale (A, B, C, and U), including plus and minus grades, with no A+ or C-. A grade of A, B, or C will result in award of credit for the course. A grade of U will result in no credit. Each grade will be documented by a narrative evaluation by the course instructor, using the Student Grade Form.

Criteria for Plus and Minus Grades

Plus (+) and minus (-) grades indicate that the criteria for A, B, and C grades are somewhat more fully met (+) or not quite fully met (-), respectively. Note: There are no A + or C- grades.

While the A, B, C, U grades are used to document the overall completion of learning activities each term, several other grading codes are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each term. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, C, and I may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	The student's work demonstrates outstanding understanding of the course material and exceeds the level of competence of most students at this stage of development. The student's performance is considered superior or outstanding. Student will receive credit for the course. Academic work reflects thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. **4.0 Quality points**
A-	Criteria for A work not fully met. **3.70 Quality Points**
B+	Criteria for B work are more fully met. **3.30 Quality Points**

B	The student's work demonstrates clear understanding of the course material and a level of competence appropriate to the student's stage of professional development and meets all of the course expectancies in a satisfactory manner. The student's work is considered satisfactory at the doctoral level. Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; evidence of capability to offer informed analysis of extant knowledge and ideas; capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; capability to develop and logically present own judgments. **3.0 Quality Points**
B-	Criteria for B work are not fully met. **2.70 Quality Points**
C+	Criteria for C work are more fully met. **2.30 Quality Points**
C	The student's work is satisfactory, but there are concerns because it is lacking precision or understanding of some of the material. The student will receive credit for the course. This grade will be awarded when any one or more of the following apply: • Student has missed up to 15 percent of classes (equivalent to two professional development seminars) and/or online postings. • Student does not consistently complete course assignments or struggles to complete work. • Student is inconsistent in producing written material of professional quality. • Student is erratic in making deadlines. • Student's work is considered marginal by professional standards. Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. **2.0 Quality Points**
U	The student's work is unsatisfactory. No credit is given and the course must be repeated. This grade will be given when any one or more of the following apply: • Student has missed more than 15 percent of the classes (equivalent to three professional development seminars) or online postings. • Student is rarely or never in contact with the faculty member. • Student habitually does not follow through on recommendations by faculty members. • Student does not produce written material of professional quality. • Student has not met minimum evaluation standards of the course. • Student does not meet deadlines and target dates. • Student does not complete 60 percent of the academic work. • Student is chronically ineffective in managing either his/her time or other resources for working on course work. Academic work reflects insufficient comprehension and inaccurate or inadequate presentation of ideas and information; superficial and unpersuasive critiques; no evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. **0.00 Quality Points**

I	A temporary grade of Incomplete (I) will be awarded at the end of the term when all course requirements have not been submitted by the student. Incompletes (I) are awarded when illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term when they are enrolled in the course. The granting of an incomplete is at the discretion of the course instructor. A grade of I must be requested by the student before the end of the term. When an Incomplete is recorded, the student must satisfactorily complete all required course work before the end of the subsequent semester or the grade will automatically be changed to U and a special review will be called. A grade of I must be requested by the student. Academic work reflects substantial completion (67 percent) of the learning activities assigned but additional time needed beyond the end of the semester in which to successfully achieve and document all learning results. No credit is earned for the I grade until it is converted to the final grade. **0.00 Quality Points and does not calculate into the GPA**
AU	Any learning activities in addition to the required 120 credit hours do not bear credit and must be registered for audit. Courses taken for audit do not qualify for financial aid. Students may audit courses on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. **0.00 Quality Points and does not calculate into the GPA**
W	Academic work reflects the student has withdrawn from a course and has not submitted a petition for an Incomplete Grade Form. The W grade is also posted to indicate term registration that is dropped. **0.00 Quality Points and does not calculate into the GPA**
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for the following courses: PSY 700 Foundational Clinical Skills PSY 707 Pre-Statistics PSY 772 Dissertation Proposal Development II PSY 773-774 Dissertation Development I and II DIS 778-783 Dissertation Supervision PSY 801-806 Practicums I-VI PSY 807-812 Adv. Practicums I-VI PSY 830-838 Clinical Internship **0.00 Quality Points and does not calculate into the GPA**

Note: Refer to the University Attendance and Engagement Policy in this catalog.

Grade Point Average (GPA)
The grade point average is obtained by dividing the total number of quality points earned by the total number of quality points. The Psy.D. program requires a minimum cumulative GPA of 3.00.

Incomplete Policy
Incompletes (I) are awarded when illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term when they are enrolled in the course. The granting of an Incomplete is at the discretion of the course instructor. A grade of I must be requested by the student before the end of the term. An Incomplete may not be requested as a means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required coursework prior to the end of the next enrolled term. However, in cases when the successful completion of one course is a

prerequisite to another course (e.g., dissertation courses) or to another step in the program (e.g., clinical review, practicum, or internship), the instructor may insist on a shorter time frame. If the coursework is not satisfactorily completed by the end of the next academic term the grade will automatically be converted to a U grade and posted by the registrar. If the student receives a U, a special review will be called (see the Psy.D. Student Handbook) by the director of clinical training or the dean. This action may result in requiring the student to repeat the course.

It is the student's responsibility to initiate a request for an Incomplete (I) with the course instructor. Incompletes are normally granted only when students have completed at least 67 percent of the course with a passing grade. (When less than 50 percent of a course has been completed, students will usually have to repeat the course, at the discretion of the instructor.) The student must discuss his/her request for an Incomplete grade with the course instructor before filing the attached petition. This discussion must occur by at least five weeks before the end of the term, unless there are extenuating circumstances. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

The student initiates the petition by completing, signing and dating the attached petition. The student must submit the form together with supporting rationale for the request to the course instructor. In rare cases when the student is unable to submit the petition form, the course instructor, after consulting with the student, may initiate the petition on behalf of the student.

If the instructor approves the petition process, the instructor and the student must complete the Psy.D. Incomplete Contract in which the instructor sets the conditions for the completion of all assignments and evaluations due within the guidelines discussed above. The instructor submits the petition and the incomplete contract together with the grade sheet to the director of clinical training. Upon satisfactory course completion, the instructor will inform the director of clinical training and the registrar of the change in grade. A student may also appeal a grade.

Program Features

The Psy.D. program alignment with the institutional values of accessibility and student-centered, socially responsible training make it unique, resulting in distinctive features that support adult students. These features include:

- **Learning Model**. The Psy.D. program utilizes face-to-face, classroom-based courses, online courses, and an integration of the two to provide academic training in clinical psychology. Students attend courses on weekends, as well as at the biannual academic meetings (attendance at six is required during their program) held in Brattleboro, Vermont in the fall and in Cincinnati, Ohio in the spring. During these academic meetings students participate in course work and professional development seminars and interact with faculty, colleagues, and other professional psychologists. Courses are offered in an organized, sequential manner with each semester and year building upon prior learning experiences.

In the **first year of the program**, students attend classroom-based courses *every other weekend during the term*. In **years two and three**, students attend classroom-based classes *one weekend a month*.

- **Professional Development**. Professional development and a close student-faculty relationship are central to the program, and students regularly meet with faculty members at the biannual meetings and professional development seminars, led by a

faculty member. The professional development seminar leaders, along with the student's academic advisor, are the student's primary mentors until she/he completes the first three years of the program. They monitor, evaluate, and assess the student's academic, clinical, research and professional development. During the fourth and subsequent years, the student's dissertation chair assumes a central role. Students also have concentrated contact with many other core and affiliated faculty in professional development seminars, biannual meetings, academic courses, and informal faculty-student interactions, receiving additional mentoring, training and support in their knowledge and skill development.

- **Social Justice Focus**. Consistent with the university's mission, the program openly embraces a social justice agenda, emphasizing diversity and multiculturalism in clinical practice. Course work and clinical experiences address issues of oppression, community health, intervention and prevention. Graduates of the program will be well prepared to conduct professional practice in its many forms. They will be able to apply psychological theory, research methodology, and clinical skills to diverse populations and utilize their training to engage in social and political activism.

Academic Calendar and Credit-Hour, Term-Based Program

An academic calendar year is defined as two 16-week terms. UI&U offers three terms every twelve months for students to progress at a faster rate, if desired. Union Institute & University operates its doctoral program with a major in clinical psychology on a three-term, 12-month academic year calendar. Psy.D. students register three times a year before the beginning of each term. Full-time, as defined by the program and Financial Aid, is nine credit hours per term. During the spring/summer term full-time is defined as half of this amount (4.5 credit hours). Typically a student will take an average of 30 credit hours per academic year over four years, for a total of 120 credit hours.

Minimum / Maximum Program Length

The doctoral program in clinical psychology requires a minimum of three full-time academic years of graduate study at Union Institute & University including at least one year in full-time residence at UI&U (see definition of residency). The Psy.D. program is a 120-credit hour degree program.

Any courses/credits over the 120 credit hours for the degree must be taken for audit. Any credits over the 120 hours and/or those taken for audit are not eligible for Title IV financial aid. Courses may be audited on a space available basis as determined by the faculty and director of the clinical training. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. Elective courses are included in the 120-credit hour degree program requirements.

The maximum amount of time allotted for a student to earn his/her doctorate of psychology with an emphasis in clinical psychology is seven years. Students who do not complete the degree requirements within the seven-year maximum time frame may be subject to academic dismissal from the program. Students are permitted to petition for a maximum of two one-year extensions beyond the seven-year limit. To obtain an extension, a student needs to submit a plan for completion to his/her dissertation chairperson describing the reason(s) she/he needs an extension, the actions she/he will take, and a detailed timeline for these actions in order to complete the program in the following year. This plan must be reviewed and approved by his/her dissertation chairperson and then submitted to the dean for review and approval. A plan

that cannot reasonably be completed within the one-year extension will not be approved, and the student will be dismissed from the program. This plan is due to the dean no later than three months before the end of the student's seventh year in the program or the end of his/her one-year extension. Failure to complete all requirements within the extended time period(s) will result in automatic dismissal from the program.

Examples of reasons for an extension are as follows:
- Family/personal crisis, including health-related issues.
- Unanticipated problems with data collection or other related methodological issues.
- Unanticipated change/loss of a chairperson and/or committee member.
- Unanticipated problems related to internship completion.

Delivery Model

Learning at a distance is integral to the university's history and development and is closely aligned to its institutional mission and values. Union's educational model has made it possible for Union Institute & University to support adult students whose needs, schedules, and/or locations might otherwise make higher education inaccessible.

While the Psy.D. program understands the value of distance education for adult students, it also recognizes the need for psychologists-in-training to have *primary interpersonal experiences* with faculty and other professional psychologists in courses, training experiences, and in the overall process of socialization to the professional field of psychology.

Thus, the program utilizes a *distributed learning model.* A distributed learning model focuses on pedagogy and encourages a collaborative and interactive model of learning, using various modalities, including face-to-face classroom based learning, online courses and a blend of the two (blended or hybrid courses). [11] This model is designed to support community building, flexibility, collaboration, increased communication, as well as to facilitate ongoing evaluation of students throughout the term. All of this is accomplished within a framework of structured courses with syllabi that require the attainment of minimum levels of achievement in specified competencies of the program's objectives.

The program presents courses in an organized, sequential manner with each semester and year building upon prior learning experiences. In addition to courses, students engage in supervised clinical training experiences (see practicum and internship), as well as completing a clinical review and dissertation.

The three types of delivery models are as follows:

Face-to-face courses: These courses are held on campus on weekends throughout the year and during the six required week-long biannual academic meetings in Brattleboro and Cincinnati. These courses provide students with over 400 hours of student-faculty classroom contact in the first year and over 250 and 200 hours in years two and three, respectively.

Online courses: These courses can be accessed 24/7 and include structured units that need to be completed within specific time frames as indicated in the course syllabi. These courses

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[11] All practicum and internship experiences beginning in year two of the program are completely onsite at approved practicum settings and include face-to-face experiences, including supervision with an onsite, licensed psychologist.

include full-featured communication resources, allowing for both synchronous and asynchronous interaction between and among students and faculty. Online courses include all of the content and material included in face-to-face courses, such as all course requirements as defined in the syllabus, live and/or recorded presentations, electronically mediated live faculty interactions, links to readings in the UI&U Library, exams, threaded discussions, faculty office hours, etc. Fall term and spring/summer term courses have an initial face-to-face meeting at the academic meeting.

Blended courses: These typically include face-to-face meetings at an academic meeting and/or day-long meetings during the term with an online component.

Student Course Load

All students take a prescribed sequence of required courses as well as electives. The curriculum is designed to provide students with generalist training preparing them for entry into the field of professional psychology.

Typically, students take a combination of three to four required and/or elective courses in each of the three terms during the year. In the first three years of the program, all students attend 10 professional development seminar meetings annually, with one meeting at each of the biannual academic meetings and eight additional day-long meetings in either Brattleboro, Vermont or Cincinnati, Ohio, depending on the student's cohort.

During years two and three of the program, students are at a practicum placement for 600-800 hours each year, for a minimum total of 1,200 hours over the two years. Practicum placement must be within a five-hour drive from Cincinnati, Ohio or Brattleboro, Vermont and must be approved in advance by the director of clinical training. Students may choose to take an advanced practicum in their fourth year. In the fourth year students take required and elective courses along with courses focused on the preparation and completion of their dissertation. In year five they are at an internship placement for a minimum of 2,000 hours. If they select a half-time internship, they can complete it in years five and six, completing their 2,000 hours within a 24-month period.

Residency

The Psy.D. program's residency requirements are based on current professional education and training standards and more specifically those delineated by the APA Commission on Accreditation (CoA) and the ASPPB/NR Designation Committee. The program specifically provides residency in the first year of the program in which students have all but one course in a direct face-to-face classroom manner. This residency period is designed to facilitate student's *professional development and socialization to the field* and to enable faculty to *evaluate and assess student competence* across the clinical, academic, research, and interpersonal components of their doctoral training.

The program has structured its curriculum and related professional training experiences and activities to implement and meet these residency criteria in this first year, as well as augment them throughout the remainder of the program. This includes a variety of structured and unstructured activities and the necessary interactions *to promote student development and professional socialization*, as well as to have faculty engage in *comprehensive and direct assessment* of each student's knowledge, skills, and attitudes in their areas of clinical, academic, research, and ethical and legal functioning, as well as their personal and professional

well-being, interpersonal competence, and abilities to engage in professional practice. The *professional socialization process* is facilitated through the intensive formal faculty-student contact during the initial orientation, the biannual academic meetings, course work, professional development seminars, advisor meetings and interactions with visiting professional psychologists and faculty. In the context of these activities, there are also ample opportunities for informal interactions for faculty and students to establish personal and professional relationships.

Further details about residency can be found in the Psy.D. student handbook.

Program Curriculum

Students follow an established sequence of training, including required and elective courses, with a developmental approach based on a set of core competencies. The curriculum includes biannual academic meetings, professional development seminars, assessment labs, and academic courses, as well as required training experiences and the dissertation. Course syllabi are available from the program office. Students should check the Psy.D. website each term for updates on curriculum changes.

Students who complete the program in the standard time frame will typically adhere to the following curriculum:

Course Number	Course Title	Semester Credit Hours
	Year 1: Fall Semester	
PSY 712	Clinical Psychology & Systems Theory	2
PSY 751	Professional Development Seminar I: Social Justice and Ethics in Clinical Psychology	2
PSY 701	Foundations of Psychological Assessment	3
PSY 721	Adult Psychopathology	3
PSY 700	Foundational Clinical Skills	1
	Year 1: Winter Semester	
PSY 752	Professional Development Seminar II: Social Justice and Ethics in Clinical Psychology	2
PSY 702	Cognitive Assessment	4
PSY 711	Individual Psychotherapy I	3
PSY 723	Cognitive-Affective Bases of Behavior	3
	Year 1: Spring/Summer Semester	
PSY 703	Cognitive Assessment Laboratory	2
PSY 704	Adult Personality Assessment	2
PSY 753	Professional Development Seminar III: Social Justice and Ethics in Clinical Psychology	2
PSY 714	Individual Psychotherapy II	2
	Total	**31**
	Year 2: Fall Semester	
PSY 713	Group Psychotherapy	2
PSY 754	Professional Development Seminar IV: Clinical Conceptualization	2
PSY 715	Developmental Psychology	3

Course Number	Course Title	Semester Credit Hours
PSY 725	Biological Bases of Behavior	3
PSY 801	Practicum I	1-3
	Year 2: Winter Semester	
PSY 755	Professional Development Seminar V: Clinical Conceptualization	2
PSY 722	Child & Adolescent Psychopathology	3
PSY 764	Family Psychotherapy	3
PSY 802	Practicum II	1-3
	Year 2: Spring/Summer Semester	
PSY 718	Cultural Influences on the Self	2
PSY 756	Professional Development Seminar VI: Clinical Conceptualization	2
PSY 719	Cultural Competence in Clinical Practice	2
	Elective	2
PSY 803	Practicum III[12]	1-3
	Total	**32**
	Year 3: Fall Semester	
PSY 757	Professional Development Seminar VII: Clinical Presentations	2
PSY 730	Statistics	3
PSY 731	Qualitative Research in Clinical Psychology	3
	Elective	2
PSY 804	Practicum IV	1-3
	Year 3: Winter Semester	
PSY 758	Professional Development Seminar VIII: Management and Supervision	2
PSY 771	Dissertation Proposal Development I	3
PSY 733	Quantitative Research Methods	3
PSY 805	Practicum V	1-3
	Year 3: Spring/Summer Semester	
PSY 772	Dissertation Proposal Development II	2
PSY 759	Professional Development Seminar IX: Clinical Review	2
	Elective	2
	Elective	2
PSY 806	Practicum VI[13]	1-3
	Total	**32**
	Year 4: Fall Semester	
PSY 773	Dissertation Development I	3
PSY 724	Social Bases of Behavior	3
PSY 768	Education, Consultation and Organizational Development	3
	Year 4: Winter Semester	
PSY 774	Dissertation Development II	2

[12] Only for students who are distributing their practicum hours over three terms.

[13] Only for students who are distributing their practicum hours over three terms.

Course Number	Course Title	Semester Credit Hours
PSY 741	Community Psychology	3
PSY 766	History and Systems of Psychology	3
	Elective	3
	Year 4: Spring/Summer	
PSY 765	Family Violence and Trauma	2
	Elective	2
	Elective	1
	Total	**25**
	Year 5 (-6)	
PSY 830-835	Clinical Internship	0
	TOTAL PROGRAM CREDITS	**120**

Note: Academic meetings may be held during terms other than fall and spring/summer and are subject to scheduling change. Practicum must total six credit hours per year, for a total of 12 credits over two years.

Clinical Training

Practicum (PSY 801-806)
Each student is required to complete two practica in psychology, with a minimum of 600 hours annually. Practica are completed in conjunction with Professional Development Seminars IV-IX (PSY 754-759), and students must have a contract or be in the process of finalizing a contract with an approved site to register for Professional Development Seminar. The practicum is expected to provide supervised, introductory experiences in the application of psychotherapy, consultation, and assessment in a field setting (clinic, hospital, laboratory, college, or other mental health facility). The practicum must include at least two hours per week of face-to-face supervision by an onsite licensed psychologist, one hour of which must be individual supervision. A student's place of employment is not acceptable as a practicum placement. The student needs to remain in a position of a student throughout the training process.

Clinical Review
After successful completion of all course work (through the end of the third year) and completion of practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), students are eligible and required to complete a clinical review. This review is styled after the American Board of Professional Psychology (ABPP) diplomate exam. The clinical review is under the direction of the director of clinical training. The clinical review is designed to measure the student's overall competence as a clinical psychologist with an evaluation of the student's ability to apply the fundamentals of clinical research, assessment, and intervention knowledge to a real clinical situation. The clinical review consists of the following:
- Professional statement
- Intervention sample
- Intervention paper
- Assessment report
- Assessment paper
- Oral exam

The clinical review must be successfully completed before a student can apply for an internship. A student who receives an Unsatisfactory for either technical or substantive reasons on his/her clinical review will be required to repeat the clinical review. These second documents **are due no later than 5 p.m. (EST) on the last day of the winter term of the following year of enrollment.** The student is permitted to submit the documents prior to this final date, and an oral exam date will be scheduled by the director of clinical training within four to six weeks following submission of all materials. If the student does not take the exam in this time period or does not satisfactorily pass on a second attempt, the student will be dismissed from the program.

Clinical Internship (PSY 830-838)
PSY 830 - 832 Full-time Internships / PSY 833-838 Part-time Internships
A student must receive approval from the director of clinical training (DCT) prior to applying for internship. After a student's successful completion of all course work (through the end of the third year), practicum training (two years with a minimum of 600 hours each year, totaling 1,200 hours), and successful completion of the clinical review, the faculty advisor and DCT conduct a comprehensive annual review of the student's record, including academic, clinical, professional and interpersonal development. After a satisfactory completion of this review, the student can begin the internship application process.

Clinical internships typically take place over a 12-month period and usually occur in the fifth year of the Psy.D. program. The program requires 2,000 hours of supervised internship training. With the approval of the director of clinical training a student may elect to do a half-time internship over a 24-month period during their fifth and sixth years. Students who elect to complete their internship on a half-time basis over a 24-month period should check with Financial Aid to determine any impact a half-time internship would have on their financial aid eligibility and loan deferment status, if applicable. A part-time clinical internship is reported to external agencies as half-time status.

Research / Dissertation

The Doctoral Dissertation
The doctoral dissertation is the culminating activity that requires the student to demonstrate mastery of an area of professional interest and to make a meaningful contribution to the definition or solution of a problem or question or elucidation of an area of clinical interest. Students are required to submit in writing and orally defend the results of their dissertation, demonstrating their ability to apply psychological principles to clinical problems. Students develop their dissertation throughout their program including registration for Dissertation Development, PSY 771 – 774. This includes two courses specifically for the proposal development – PSY 771 Dissertation Proposal Development I (2 credits) and PSY 772 Dissertation Proposal Development II (3 credits) – and two courses for the writing of the dissertation – PSY 773 Dissertation Development I (3 credits) and PSY 774 Dissertation Development II (2 credits).

Upon completing PSY 771, Dissertation Proposal I, students are expected to have finalized their selection of their dissertation committee chair. Along with the chair, the student will then choose the rest of the committee. The dissertation process is fully delineated in the UI&U Psy.D. Dissertation Manual available to faculty and students at:
https://campusweb.myunion.edu/ICS/Campus_Life/Campus_Groups/PsyD_net/Dissertation.jnz.

Publishing Dissertations

The Psy.D. program requires that all dissertations be submitted and published through UMI Dissertation Publishing (a division of ProQuest). Complete information regarding submission of the dissertation can be found at the ProQuest website: http://www.proquest.com/en-US/products/dissertations/ and in the Psy.D. dissertation manual.

Role of Faculty

The Psy.D. faculty have been selected to facilitate the training of doctoral students in a manner consistent with the UI&U mission and the goals and objectives of the Psy.D. program. Each faculty member is an accomplished professional with specific areas of expertise. All faculty are actively involved in scholarly activities and professional development.

Graduation

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form that is available online. The dean will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the dean will recommend to the registrar awarding the degree (see graduation policy below). The Psy.D. degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:
- Course work (120 credit hours with a grade point average of at least 3.0)
- Practica (1,200 hours minimum)
- Clinical review
- Doctoral dissertation
- Clinical internship (2,000 hours minimum)

Graduation Policy
Following the dean's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the dean approves the student for graduation. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Fee based courses will be prorated for graduating students based on date of graduation. The date of graduation is provided to the Business Office by the program office.

Commencement

Psy.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Participation in the commencement ceremony requires that all academic requirements are satisfied.

Program Website

The Psy.D. program utilizes a program-wide web-based network, PsyDNet, for the majority of public communication among students, faculty, and staff. This student-oriented network, housed within the university CampusWeb electronic records system, provides students and faculty a means to obtain program-related information and engage in dialogue with one another about all

aspects of the program. All program forms are available for download on the site and a calendar of events keeps students informed of all program-related activities.

Students use their Union ID number as their username and their CampusWeb password to access the site. Since the site is contained within the CampusWeb system, only active students and faculty have access to the site.

Course Descriptions

PSY 700 Foundational Clinical Skills **1 credit**
This course facilitates the development and advancement of basic clinical skills through classroom instruction, role-plays and simulations, reviewing videotapes and other experiential learning processes. Students improve their ability to use basic therapy skills, including but not limited to, rapport building, listening, reflecting, and the overall engagement and intervention process with clients in therapy.

PSY 701 Foundations of Psychological Assessment **3 credits**
This course focuses on the methods used to evaluate the quality of measures, such as psychological tests, that are used in research and applied settings by psychologists and others interested in human behavior. The fundamentals of psychometric theory such as scaling, central tendency and variability, individual differences and correlation, reliability, validity, and the principles of test development and standardization will be examined. In addition, the nature and use of psychological tests, along with different types of tests, will be explored. Issues related to the legal, ethical, and cultural implications of psychological assessment with special populations will be addressed.

PSY 702 Cognitive Assessment **4 credits**
This course covers knowledge and skills relevant to the assessment of cognitive functioning in children, adolescents, and adults. The course explores historical as well as contemporary issues in the field of cognitive psychology, including the theoretical frameworks utilized in the development of cognitive assessment instruments and procedures. The major instruments utilized for the assessment of cognition will be discussed (WPPSI-III, WISC-IV, WAIS-III and IV, K-ABC-II, and WJ-III) as well as instruments for the assessment of visual-constructional skill and memory (ROCF, VMI-5, BVMGT-II, WMS-III). Practical, legal, ethical, and socio-cultural issues relevant to the competent practice of psychological assessment are covered, including issues relevant to working with clients from diverse ethnic-linguistic minority backgrounds.

PSY 703 Cognitive Assessment Laboratory **2 credits**
This course is the applied companion of PSY 702, and as such, it provides hands-on practice on the administration, scoring, interpretation, and reporting of cognitive assessment tests and procedures. All practice activity will be undertaken with the guidance and supervision of the instructor. Students may have the opportunity to use some of these instruments and procedures at the discretion of site supervisors.

PSY 704 Adult Personality Assessment **2 credits**
This course presents the principles and practices of objective and projective personality assessment. The class focuses on the MMPI-2 and the MCMI-III. Students also become familiar with other objective tests (such as the CPI, PAI, 16PF, NEO-PI-R, and OMNI) and projective instruments (such as Rorschach, TAT, Drawings, and Incomplete Sentences). The course also addresses related issues such as report writing, test construction, and ethical and diversity issues in testing.

PSY 705 Integrative Assessment   **2 credits**
This course will provide students with a basis for integrating information gained from psychological assessment into a comprehensive narrative psychological report. It explores the meaning of clinical inference in the assessment enterprise. Psychological assessment is the development of diagnostic meaning from a person's history, clinical interviews and observations, records, and psychological tests. The ability to obtain, shape, integrate, and ultimately export meaningful information about a person is the basis of psychological assessment. Available only to students who have completed PSY 701, 702, 703, and 704.

PSY 706 Introduction to the Rorschach   **3 credits**
This course will provide students with an introduction to the Rorschach Inkblot Method. Students will be trained in administration, scoring, and interpretation of the Rorschach using Exner's Comprehensive System. Some emphasis will be placed on the integration of data from various sources to supplement and verify Rorschach findings and to develop clinical formulations for presentation in reports. Methods: A variety of didactic models will be used. Lectures, discussions, demonstrations and case presentations will be employed. Students will engage in practice by recruiting volunteers to serve as subjects for practice test administration. Other projective instruments and methods, such as the TAT, sentence completion, and projective drawings, will also be reviewed. Available only to students who have completed PSY 701, 702, 703, and 704.

PSY 707 Pre-Statistics   **0 credits**
This course is a self-directed, self-paced review of undergraduate statistics designed to prepare students to take graduate statistics. The course reviews the following: probability, probability distributions, F-test, t-test and chi-square; graphing, histograms, frequency counts, and other ways of representing data; simple regression and linear graphing techniques; and the concepts of analysis of variance and correlation analysis. Each module has multiple examples of solved homework problems, practice quizzes, and a final exam. A final examination for the entire course must be passed at the 80 percent level before students can enroll in PSY 730 Statistics.

PSY 711 Individual Psychotherapy I   **3 credits**
PSY 714 Individual Psychotherapy II   **2 credits**
This two-semester sequence of courses provides both an introduction and in-depth review of some of the major theories and practices of individual therapy. It covers the basic knowledge, skills, and attitudes required to engage in psychotherapy as a professional psychologist. Students develop a flexible, integrated way of conducting treatment, focusing on brief to mid-range therapies. The course emphasizes psychodynamic, behavioral and cognitive-behavioral, existential-humanistic, constructionist, and integrationist approaches. Faculty and students discuss selected clinical practice and process issues, including the therapist's role, theories of problem formation and change, individual and cultural diversity, treatment duration, and therapist theoretical flexibility. Participants learn ways to plan, conduct, and evaluate psychotherapy, and synthesize their own psychotherapy philosophy and style.

PSY 712 Clinical Psychology and Systems Theory   **2 credits**
This course introduces students to the field of clinical psychology and to systemic thinking. The course will review the foundational components of clinical psychology and introduce the student to current research and practices, including evidence-based practice and practice-based evidence models. It provides an overview of systems theory and its application, examining a variety of systems configurations, as well discussing the transition from an individual to a systemic to a sociopolitical/cultural perspective.

PSY 713 Group Psychotherapy   **2 credits**
This course examines small group formats for therapeutic change, personal development, interpersonal skills training, and relationship enhancement. Ethical and cultural competence issues related to group psychotherapy are explored. Participants will learn effective leadership techniques and procedures for planning, conducting, and evaluating group interaction and progress.

PSY 715 Developmental Psychology   **3 credits**
This course reviews major theories for understanding the dual influences of nature and nurture throughout the lifespan. Students grapple with varied explanations of social, moral, emotional, and intellectual development. Students critique theoretical and practical applications of developmental psychology as they relate to clinical and social issues. Individual development is considered within familial, cultural, and societal contexts. The course places emphasis on "typical" development and on developmental concepts and processes that have high relevance to clinical work and that are not discussed in other courses.

PSY 716 Narrative Therapy   **2 credits**
Narrative therapy views problems as separate from people and conceptualizes problems as situated within larger socio-cultural and political contexts. It places importance on the therapist maintaining a position of curiosity in understanding people's values and beliefs and views consumers of therapy as experts regarding their own lives. This course examines the underlying theoretical tenants and practical applications of narrative therapy, with an emphasis on a variety of maps of practice with individuals, families, and groups. The course includes presentations, live chat sessions, threaded discussions, and practice exercises.

PSY 717 Mindfulness in Clinical Practice   **2 credits**
Mindfulness is a method of using focused, conscious attention as a therapeutic tool for wisely working with thoughts, feelings, and emotions. Mindfulness has been called the "third wave" of cognitive-behavioral therapy, and several mindfulness-based therapies are now considered evidence-based approaches. This course covers the theories and applications of mindfulness in clinical settings. The course reviews the use of mindfulness in individual therapy and group approaches, as utilized in the practices of Mindfulness-Based Stress Reduction, Mindfulness-Based Cognitive Therapy, Mindfulness-Based Relapse Prevention, Acceptance and Commitment Therapy, and Dialectical Behavior Therapy.

PSY 718 Cultural Influences on the Self   **2 credits**
This course increases students' ability to conduct psychotherapy with clients from a variety of cultural backgrounds. The course focuses on self-examination and consideration of how the clinicians' and clients' backgrounds influence the work. The intersection between culture and other multiple identities such as race, gender, sexual orientation, physical ability, and religion will be discussed.

PSY 719 Cultural Competence in Clinical Practice   **2 credits**
This course considers the complex interplay of values, expectations, and social and political forces in psychotherapy. Students examine and critique cultural literacy including guidelines for psychotherapy with people from specific cultural groups.

PSY 720 Cognitive-Behavioral Theory and Practice   **2 credits**
This course addresses issues relevant to the conceptualization and treatment of distress in adult clients from a cognitive-behavioral therapy (CBT) perspective as empirically-supported in

the literature. Theoretical issues such as the content-specificity hypothesis and the hierarchical organizational model of personality will be delineated. Clinical issues such as agenda setting, Socratic questioning, eliciting client feedback, homework assignments, dealing with avoidant clients, use of the therapeutic relationship, and termination issues will be addressed. While a variety of techniques including activity scheduling, tests of evidence (reattribution), and behavioral experimentation are introduced, a special emphasis is be placed on case conceptualization.

PSY 721 Adult Psychopathology   **3 credits**
This course examines psychopathology in adults and critically reviews the theory and history of scientific classification of behavioral disorders. Students acquire mastery of current diagnostic conventions and review basic treatment issues for each major category. Multiple contributions to psychopathology are considered including physiological and social influences.

PSY 722 Child and Adolescent Psychopathology   **3 credits**
This course reviews the etiology, diagnostic criteria and developmental course of the psychiatric disorders most commonly diagnosed during childhood and adolescence. It also examines the difficulties that children with those disorders and their families typically experience. The contribution of contextual factors, such as family composition and sociocultural and economic conditions to the development, manifestation and treatment of children with psychiatric disorders, will be emphasized. Students gain basic knowledge of diagnostic categories in the DSM IV-TR, clinical assessment procedures, and case formulation. Evidence-based treatments for disorders of childhood and adolescence are reviewed, and their usefulness and limitations are examined.

PSY 723 Cognitive-Affective Bases of Behavior   **3 credits**
This course is designed to introduce students to basic human cognitive and affective processes. Specific topics include attention and perception, long-term and working memory, learning, executive function, decision-making, problem-solving and creativity, and language. The course will examine the affective, motivational, and cultural influences on basic cognitive processes in supplemental empirical journal articles.

PSY 724 Social Bases of Behavior   **3 credits**
This course is an advanced introduction to the psychological study of social behavior. The emphasis of the course is upon the scientific examination of social cognition, influence, interaction, judgments, relationships and other relevant topics, with specific attention paid to social psychological theories, methods, and current issues. This course will also emphasize the study of individual experience and behavior in relation to social situations.

PSY 725 Biological Bases of Behavior   **3 credits**
This course examines physiological influences on normal and abnormal human behavior including the role of the central nervous system, sensory processes, memory, neurobiology and psychopharmacology. The course focuses on recent developments in the field that are most relevant to the practice of clinical psychology, particularly recent findings in neuroplasticity and epigenetics.

PSY 726 Clinical Psychopharmacology   **2 credits**
This course provides an introduction to the principles of pharmacology, particularly the interaction of chemistry and biology to produce behavior, and the use of psychotropic medications for a range of populations and disorders. This will include an examination of the pharmacological features of different drugs and their biological effects, drug interactions, and

the psychological impact of medications in therapeutic contexts. Also addressed will be a review of regulatory and governmental control issues and the role of the psychologist in collaborating with physicians and other primary healthcare providers. This course is not intended to prepare the student for a primary role of prescribing, administering, or overseeing the use of medications. Available only to students who have completed PSY 725.

PSY 727 Sex Therapy **2 credits**
This course is designed for mental health practitioners who will work with individuals and couples across the spectrum of ethnicity, religion, race, social class, sexual orientation, and gender identity who experience sexual problems or want to improve their sex lives. The course will include understanding sexual challenges and dysfunctions; causes of sexual dysfunctions; defining sex therapy and sex therapist; and critical evaluations of both sex therapy and the pharmaceutical industry. The main focus will be on treating sexual problems, including medical treatments, sexual surrogacy, biomedical engineering devices, and psychotherapeutic treatments such as behavior therapy for couples, self-help modalities, group therapy for pre-orgasmic women, and sexual enhancement for couples.

PSY 728 Dialectical Behavioral Therapy **2 credits**
This course provides an examination of dialectical behavior therapy (DBT) for treating individuals with borderline personality disorder (BPD). The empirical basis of the treatment will be reviewed, and students will develop knowledge and skills in the following areas: the biosocial theory of BPD; dialectical theory; individual DBT and its use of validation, contingency management, diary cards, and behavioral analyses; group DBT and the four DBT skills modules (core mindfulness, emotion regulation, distress tolerance, and interpersonal effectiveness); and the roles of telephone coaching and the DBT consultation team. Instruction modalities will include lecture, class discussion, role-play, and video-recorded sessions.

PSY 730 Statistics **3 credits**
This course focuses on the principles and techniques of descriptive and inferential statistical methods and their application to research in psychology. Statistical applications in psychological research will also be emphasized. Students will learn to select and apply appropriate simple parametric tests and non-parametric statistical methods and to interpret statistical results and their implications. This course also covers the analysis and presentation of statistical data using the computer program: Statistical Package for Social Sciences (SPSS).

PSY 731 Qualitative Research in Clinical Psychology **3 credits**
This course provides a theoretical and practical grounding in qualitative research methods and their application to clinical psychology. Data gathering approaches include individual and focus group interviews, observational research, clinical case studies, grounded theory, and participatory action research. Students acquire the skills needed to design studies and collect, analyze, and present qualitative data.

PSY 732 Gender and Sexuality **2 credits**
Gender and sexuality issues are common concerns, both expressed and unexpressed, in psychotherapy. The intent of this course is to familiarize the student with gender and sexuality issues by examining the following: (a) the critique of binary gender through current and controversial theories on biological sex classification, cultural gender definitions, gender expression, and identity development; (b) sexual orientation issues and heterosexist socialization; and (c) transgressive gender identity and sexual expression. Also included will be exploration of current gender norms and values with implications for constructed sexualities and how these impact treatment issues and interventions.

PSY 733 Quantitative Research Methods   **3 credits**
This course provides a foundation for quantitative research methods, which forms the basis for psychological theory and models. We consider common research paradigms; the scientific method; causal inference; refining the research question; and formulating hypotheses. Then we will explore a range of research designs and methodological techniques that are available for empirical research. Topics include: sampling; survey and experimental designs, including simple two-variable and multivariate designs; advantages and limitations of designs; selecting appropriate research instruments; criteria and recruitment of human subjects; collecting data and presenting it in tables and graphs; and understanding statistical measures used in quantitative research reports. Examples from health, education, and clinical and social psychology will be utilized in critical reviews.

PSY 740 Special Topics in Clinical Psychology   **2 credits**
This course provides an examination of applied issues in selected aspects of clinical psychology. Topics will vary and may include family assessment, workplace and the family, forensic evaluation/assessment, current and emerging family interventions, working with specific populations in the context of the family, family evidence-based practices, substance abuse, trauma and domestic violence, professional issues, mind-body interactions, etc.

PSY 741 Community Psychology   **3 credits**
This course presents the theory and practice of community psychology, including primary prevention and the delivery of related health, education, and human services. The course examines actual programs addressing areas including mental health, juvenile delinquency, community violence, and family support.

PSY 745 Career and Lifestyle Development   **3 credits**
This course covers the skills and knowledge needed to help clients consider a wide array of career and lifestyle choices. It will review the applications of career development theory and research in a variety of educational, counseling, and clinical contexts. Emphasis will be placed on the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes and career exploration techniques.

**PSY 746 Psychopharmacology of Mental Health
and Substance Abuse Disorders**   **3 credits**
This course includes an introduction to the field of psychopharmacology as well as the study of drug interactions with the brain, which impact cognitive processing and behavioral states. Pharmacokinetics and chemical neurotransmission are considered. Specific classes of drugs and their applications to the treatment of psychological disorders, including anxiety, depression, and bipolar disorder, are emphasized. Substance use and abuse and such related topics as neurophysiology, addiction behaviors and interventions, and the effects of licit and illicit drugs are investigated. Available only to students who have completed PSY 725.

PSY 747 Crisis Intervention   **3 credits**
This course includes study of various theoretical frameworks of crisis prevention and intervention; post-traumatic stress disorder; child abuse laws and reporting procedures; system-wide crisis management; lifespan and cultural issues in relation to suicide, death, and trauma; suicide assessment; self-injury; domestic violence; sexual assault; bereavement; and grief.

PSY 748 Assessment, Diagnosis, and Treatment Planning

for Addictive Disorders (Prerequisite: PSY 769) **3 credits**
This course focuses on addictive disorder assessment and treatment planning competencies. Students will acquire knowledge and mastery of clinical evaluation (screening, assessment) and treatment planning instruments and other methods, including screening for co-occurring mental health problems. Students will be able to apply accepted DSM-IV-TR/DSM-5 criteria for the diagnosis of substance use disorders in making treatment recommendations, and develop comprehensive treatment plans addressing substance use disorders. Referral and treatment plan implementation will also be discussed.

PSY 749 Substance Abuse Counseling with Addicted Populations **3 credits**
This course addresses counseling procedures and strategies with addicted populations, focusing on prevention, intervention, relapse prevention, and recovery. Evidence-based approaches and ethical and legal issues related to chemical dependency counseling are emphasized.

PSY 751 Professional Development Seminar I:
Social Justice and Ethics in Clinical Psychology **2 credits**
PSY 752 – Professional Development Seminar II:
Social Justice and Ethics in Clinical Psychology **2 credits**
PSY 753 – Professional Development Seminar III:
Social Justice and Ethics in Clinical Psychology **2 credits**
The first-year Professional Development Seminar introduces students to the field of clinical psychology and to the multiple roles of professional psychologists. Through readings, videotape presentations, classroom discussions, individual and group presentations, role-plays, clinical simulations, and online interactions, students gain knowledge of ethical and legal issues, state licensing laws and rules, professional standards, and diverse interpretations and applications of social justice in clinical psychology. Students develop a working knowledge of basic clinical concepts and skills in preparation for the first practicum. Throughout the year there is attention to "self-in-role" issues such as boundary management, supervision, and the roles and responsibilities of psychologists-in-training.

PSY 754 Professional Development Seminar IV: Clinical Conceptualization **2 credits**
PSY 755 Professional Development Seminar V: Clinical Conceptualization **2 credits**
PSY 756 Professional Development Seminar VI: Clinical Conceptualization **2 credits**
The second-year Professional Development Seminar focuses on the conceptualization of psychotherapy cases and intervention strategies while integrating the best available research with clinical expertise in an evidence-based approach to the practice of psychology. Through readings, videotape presentations, classroom discussions, role-plays/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory and best practices to the development of therapeutic relationships, the diagnostic process and assessment procedures; and to the design and execution of clinical interventions in their practica. They will also learn skills in preparing and reporting clinical experiences. These courses are taken in conjunction with PSY 801-803 - Practicum I-III.

PSY 757 Professional Development Seminar VII: Clinical Presentations **2 credits**
PSY 758 Professional Development Seminar VIII:
Management and Supervision **2 credits**
PSY 759 – Professional Development Seminar IX: Clinical Review **2 credits**
The third-year Professional Development Seminars focus on clinical conceptualization, assessment, report writing, oral case presentations, preparation for the capstone comprehensive clinical review competency evaluation, clinical supervision, consultation on

cases, integration of theoretical and applied clinical practices, and clinical self-review for readiness for internship. Through readings, video presentations, report writing, classroom discussions, role-playing/simulations, individual and group presentations, and online interactions, students will develop increased skills in applying clinical theory to the development of therapeutic relationships, the diagnostic process, and the design and execution of clinical interventions in practica. They will also learn skills in preparing and reporting on clinical cases, both written and verbally. These courses are taken in conjunction with PSY 804-806 - Practica IV-VI.

PSY 761 Humanistic-Existential Psychotherapy   **2 credits**
This course will cover the theories, strategies, techniques, applications, evidence base, and outcome measures for humanistic and existential psychotherapy methods. Issues of diversity and social justice will also be explored within this framework. The course includes demonstrations and role-plays.

PSY 762 Clinical Hypnosis   **2 credits**
Hypnosis has become an important component of a number of current psychotherapy approaches, particularly for pain management. This course will focus on learning how to determine when hypnosis is an appropriate approach and how to do hypnosis in clinical contexts. The course will examine its use regarding pain and medical conditions, as well as with other clinical issues, such as anxiety, depression, post-traumatic stress disorder, smoking and eating disorders. We will focus on both direct and indirect approaches and will consider hypnosis use for clients with special cases of normal pain, such as childbirth or athletic training. The course will include a review of both traditional and current literature of empirically supported treatments. This will include a review of the neurobiological underpinnings of hypnosis and discussion of some of the literature on absorption, flow, attention, and perception that support the efficacy of hypnosis. Students will gain a mastery of basic hypnosis knowledge and skills in preparation for continued practice and/or more advanced training.

PSY 763 Positive Psychology   **2 credits**
While traditional approaches to mental health focus on diagnosis of problems and their appropriate treatment, this course explores human strengths – including our strengths as the treating professional. Human strengths are the qualities and processes that promote life satisfaction, well-being and thriving. Specifically, this course covers the theory and practice of positive psychology in a variety of areas, including personality, aging, gender differences, intimate relationships, creativity and decision-making, and then relates personal well-being to global and societal issues. It also includes constructive criticism and future directions for this emerging discipline.

PSY 764 Family Psychotherapy   **3 credits**
This course examines the intervention techniques and major theories, models, and schools of couples and family therapy. The course uses a systemic perspective to consider both traditional and recently developed family treatment models, including empirically supported treatments. Ethical, gender, and cultural competence issues related to family therapy are explored.

PSY 765 Family Violence and Trauma   **2 credits**
This course explores psychological aspects of family violence and trauma. Issues include the demographics and dynamics of family violence and treatment of the victims and perpetrators of family violence. The course also examines approaches to trauma in individuals, families and communities.

PSY 766 History and Systems of Psychology   **3 credits**
This course explores the historical and philosophical underpinnings of modern psychology. The course examines major schools of thought in psychology concerning human nature, the self, and modes of inquiry. These include but are not limited to: structuralism, functionalism, psychoanalysis, and behaviorism. This review will include major contributions to the study, practice, and methods of psychology. Emphasis will be placed on critical thinking in relation to how controversies and issues facing psychology have shaped and will shape it. This course will also focus on the evolution of psychology as a research, evidence-based discipline.

PSY 767 Child and Adolescent Psychotherapy   **2 credits**
This course examines the relevant therapeutic and developmental considerations in treatment with children and adolescents. This course provides an overview of the major evidence-based approaches and the basic therapeutic interventions when working with children and adolescents. This course will emphasize the importance of case conceptualization and intervention within family, school, and community systems. Available only to students who have completed PSY 715 and 722.

PSY 768 Education, Consultation, and Organizational Development   **3 credits**
This course presents theory and practice concerning consultation and management including organizational assessment and analysis, diversity within organizations, group dynamics, systems theory, managing resistance, and intervention theory. Students develop practical skills in organizational consultation and training including conducting meetings, making presentations, entering and analyzing organizations, team building, executive coaching, transition management, and diversity training. The course also provides skills needed for clinical consultation to schools, community agencies, and organizations.

PSY 769 Substance Abuse: Assessment and Treatment   **3 credits**
Substance abuse disorders are among the most difficult problems that confront mental health practitioners. The number of individuals abusing or dependent on alcohol and drugs has significantly increased during the last several decades and is paralleled by a related increase in co-occurring mental health and health disorders. Clinicians need to understand and integrate knowledge and evidence-based strategies relevant to addiction to improve mental and physical health and address disease at both individual and interpersonal/family levels. This course provides an introduction to the basis of addictive disorders, specific drugs of abuse, substance abuse prevention, and intervention with at-risk populations, comorbidity of substance abuse and mental health disorders, assessment and diagnosis, treatment planning and treatment modalities, and strategies for maintaining individuals in recovery.

PSY 771 Dissertation Proposal Development   **3 credits**
PSY 772 Dissertation Proposal Development II   **2 credits**

PSY 773 Dissertation Development I   **2-3 credits**
PSY 774 Dissertation Development II   **2-3 credits**
(PSY 773 and 774 combined must equal 5 credits.)
During this four-term sequence, students research and develop a topic for their dissertation, determine appropriate methodology, prepare a proposal, and then conduct the research for their doctoral dissertation. These courses review the stages of dissertation proposal development and differentiate among the various types of dissertation designs. These courses help students conceptualize their dissertations, choose an approach to study their chosen topic, and begin their dissertation proposals. These courses include presentations, small group exercises, individual consultations with the instructor, and review and feedback on initial proposal ideas. By

the end of this course sequence, many students will either have completed or will have made significant progress on their dissertation.

PSY 799 Independent Study (Elective)   **1-2 credits**
An independent study allows the student to expand and individualize his/her academic program by focusing on identified areas of interest or of perceived training needs. Students engage in independent study to acquire or deepen knowledge and/or skills in a specific area of psychology under the supervision of a faculty member. Students are limited to a maximum of four credits of independent study during the length of their program.

PSY 801 Practicum I   **1-3 credits**
PSY 802 Practicum II   **1-3 credits**
PSY 803 Practicum III   **1-3 credits**
(Total must equal 6 credits.)
These practicum courses provide the first year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with 40 percent of the student's time spent in direct contact with clients doing psychological assessment/testing, individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum I-III is taken in conjunction with PSY 754-756 – Professional Development Seminars I-III.

PSY 804 – Practicum IV   **1-3 credits**
PSY 805 – Practicum V   **1-3 credits**
PSY 806 – Practicum VI   **1-3 credits**
(Total must equal 6 credits.)
These practicum courses provide the second year of clinical training at a Psy.D. student placement site. The placement includes a minimum of 600 hours of training, including individual supervision, with approximately 40 percent of the student's time spent in direct contact with clients doing individual, group and family psychotherapy, community action, and psychoeducation. The remaining time may be spent in report writing, clinical conferences, group and peer supervision, professional development, and other related indirect services of a psychological nature. Practicum IV-VI is taken in conjunction with PSY 757-759 – Professional Development Seminars IV-VI.

PSY 807 Advanced Practicum I   **1-3 credits**
PSY 808 Advanced Practicum II   **1-3 credits**
PSY 809 Advanced Practicum III   **1-3 credits**
(Total may not exceed 6 credits.)

PSY 810 Advanced Practicum IV   **1-3 credits**
PSY 811 Advanced Practicum V   **1-3 credits**
PSY 812 Advanced Practicum VI   **1-3 credits**
(Total may not exceed 6 credits.)
These advanced practicum courses correspond to the third or fourth year of clinical training at Psy.D. student placement sites. The placement is optional to students who have completed a minimum of 1,200 hours of practicum training. This time can be spent in direct contact with clients doing individual, group and family psychotherapy, community action, psychoeducation, report writing, clinical conferences, group and peer supervision, professional development, and other/or related indirect services of a psychological nature.

PSY 830-838 Clinical Internship   **0 credits**

The program requires the completion of a clinical internship totaling 2,000 hours, typically taken during the fifth year in the program and completed within 12-24 months. Clinical internships prepare students for the general practice of psychology, through training that increases in difficulty in both clinical acumen and level of responsibility. The internship should be appropriate both to the Psy.D. program's training model and to the student's individual program of study. Students are considered full-time equivalent when registered for the full-time internships and students are reported as half-time status when registered for the part-time internships.
(PSY 830-832 are full-time internships, and PSY 833-838 are part-time internships.)

Course Extensions and Dissertation Supervision

CEX 799 Dissertation Research and Writing Extension   **0 credits**

This course is for research and completion of the dissertation, under the supervision of the dissertation chair for each student, after the seven-year program limitation. Students are not considered full-time equivalent when registered for this course. CEX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half-time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

PCX 799 Program Completion Extension   **0 credits**

Completion of dissertation, post completion of dissertation defense oral exam. This course is for final editing of dissertation and completion of the program. Students are not considered full-time equivalent when registered for this course. PCX 799 does not qualify students for continuing financial aid. The Registrar's Office will report students on this extension as registered less than half-time to external agencies. A student cannot be registered for any credit hour course work during this extension term.

DIS 778-783 Dissertation Supervision   **0 credits**

This course is for research and completion of the dissertation, under the supervision of the dissertation chair for each student. Students are considered full-time equivalent when registered for this course. Financial aid is available for students enrolled in Dissertation Supervision through term six. There is no financial aid available for Dissertation Supervision after term six.

Note: Electives in the program are to be determined on an annual basis.

PROFESSIONAL STUDIES AND CONTINUING EDUCATION

Director: Donna Gruber, Ph.D.

Union Institute & University's Professional Studies and Continuing Education offers a variety of professional development certification programs and course-based education for persons wishing to continue their learning experience without earning a degree. Union Institute & University brings 50 years of experience in experiential and adult learning to provide this education to visiting students, professionals, businesses and organizations. Four primary programs operate within Professional Studies and Continuing Education: The Center for Workplace Advancement, Sponsor Designed Learning, Continuing Education (CE), and Certificates. Union Institute & University is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. Union Institute & University maintains responsibility for these programs and their content.

The Center for Workplace Advancement

Union Institute & University's Center for Workplace Advancement (CWA) provides accredited college courses to non-degree seeking students, plus custom-designed non-degree programs offered at the employer workplace to raise employees' confidence, skill levels, and their contributions to the business' bottom line. CWA programs can be customized to serve specific needs of an organization and their employees.

UI&U's Center for Workplace Advancement provides support for each employer and its employees with the goal of achieving a better educated and a more productive workforce. CWA faculty work closely with the employer to create strategic educational plans for individual employees and cohorts. These include on-site classes at agreed upon locations or online courses from the UI&U course catalog. Instructors are experienced and knowledgeable, meeting the Higher Learning Commission standards, and are drawn from both UI&U faculty pools and employer recommendations.

Periodically scheduled offerings for the business community are also provided through the CWA. A wide range of workshops, courses, and professional development programs are offered for specific communities to meet career development needs and goals.

Sponsor Designed Learning

Professional Studies and Continuing Education provides graduate and undergraduate credit bearing courses for non-degree seeking students developed by outside sponsors. The program works with many sponsors, including for-profit and nonprofit organizations and businesses, school districts, individuals and other employers (sponsors), who seek to offer their in-house courses for graduate or undergraduate credit in partnership with Union Institute & University.

Sponsors may offer course work at one of our centers, online, or at other sites. Professional Studies and Continuing Education provides support to the organization in the development of course work that both fulfills Union Institute & University's rigorous academic standards and meets the unique professional development needs of the sponsoring organizations.

Examples of organizations and programs that may benefit from these services include:
- School districts and teacher educational associations
- Professional training organizations
- Employer tuition assistance programs
- Early childhood providers
- Criminal justice departments
- Human services

Certificates

Certificate programs are offered to professionals to advance their professional development, to meet professional licensing requirements, and/or to pursue a passion. Certificates may provide undergraduate or graduate credits, CE credits, or no credit. Union Institute & University currently offers the certificate programs listed below.

Certificate in Alcohol and Drug Abuse Counseling

The Certificate in Alcohol and Drug Abuse Counseling is intended to help professionals acquire discipline-related specialized knowledge and skills in substance abuse counseling. To accommodate a variety of individual needs, the university offers a stand-alone certificate for professionals interested in pursuing graduate-level education hours which meet some states' education requirements, enabling eligibility to apply for credentialing as alcohol and drug abuse counselors. The non-degree graduate certificate allows individuals to earn required education hours for certification without having to enroll in the M.A. degree program. Degree seeking students may pursue this type of certificate concurrently while progressing through their graduate program in clinical mental health counseling.

The certificate program comprises six graduate-level courses integrated within the MA-CMHC curriculum that cover the 270 hours of education/training in the required chemical dependency specific content areas. Completion of the certificate enables students to apply for credentialing as alcohol and drug abuse counselors in the following states: Vermont, Ohio, Kentucky, Indiana, Pennsylvania, and New Hampshire. Non-degree certificate applicants may enroll in courses individually, or in pursuit of the certificate. Applicants are invited to attend the MA-CMHC residencies each academic term (see Master of Arts with a major in Clinical Mental Health Counseling). The required courses for the certificate are offered in a one-year sequence enabling a student to finish within that time frame.
- Minimum time frame for completion to qualify for financial aid is two semesters (32 weeks).
- Minimum/maximum number of credit hours: 18.
- Maximum time to earn the certificate: two years.
- Full-time status: six credit hours; half-time status: three credit hours.
- Total number of credits/hours required for Certificate in Alcohol and Drug Abuse Counseling completion: 18 credits/270 education hours earned through completion of the entire six-course sequence.

Full-time status in the certificate program is six semester hours.

To obtain the certificate, enrollment in the following core MA-CMHC courses is required. Note: these courses are coded COUN when offered within the degree CMHC program:

ADC 501 Counseling Theory and Practice   3 credits/45 hours
ADC 507 Group Work and Therapy   3 credits/45 hours
ADC 512 Psychopharmacology for Mental Health
      and Addictive Disorders   3 credits/45 hours
ADC 518 Substance Abuse/Addictive Disorders   3 credits/45 hours
ADC 520 Substance Abuse Counseling with Addicted Populations   3 credits/45 hours
ADC 530 Assessment, Diagnosis, and Treatment Planning
      of Addictive Disorders   3 credits/45 hours

ADC course descriptions are found with the MA-CMHC program section of this catalog.

Students who earn certificate credits or complete the non-degree certificate and are later admitted to the UI&U Master of Arts with a major in Clinical Mental Health Counseling will be allowed to transfer the course credits earned (with a B or better) in the certificate program toward the MA-CMHC degree program. However, such students must pay the difference between rates charged for education hours and the current tuition rate for graduate credits in order for this conversion of education hours to graduate credits to occur.

Minimum / Maximum Program Length
The maximum amount of time allotted for a student to earn the Alcohol and Drug Abuse Counseling Certificate is two (2) years whether completing the program on a full-time basis, on a combination of full-time and less than full-time, or entirely on a less than full-time basis. Students who do not complete the certificate requirements within the two-year time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

Student Financial Aid Satisfactory Progress Policy
Financial aid recipients must make satisfactory academic progress toward a certificate in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled. **The ADC certificate uses the standard Financial Aid SAP policy as the default academic SAP policy**. The graduate SAP requirements of a 3.0 GPA and 66.7 percent successful passing rate of all attempted credit hours apply to this certificate program. Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Certificate in Health Education

With the increase in chronic diseases specifically related to modifiable lifestyle factors and the rising cost of health care, the need for individual and community education related to the prevention of diseases and the promotion of health care is paramount. The fully online Certificate in Health Education is a graduate-level health education program designed to provide current health professionals with the knowledge and skills to design, implement, and evaluate health promotion activities, initiatives, and programs related to a variety of health issues at all levels of the socioecological model – intrapersonal, interpersonal, institutional, community, and public policy. This program of study emphasizes the understanding and application of the theories and planning models that address individual and community health. This certificate program fulfills the academic requirements for eligibility to take the examination for the Certified Health Education Specialist (CHES) credential and prepares students for the CHES exam.

- Minimum time frame for completion to qualify for financial aid is two semesters (32 weeks).
- Minimum number of credit hours: 15; maximum number of credit hours: 25.
- Maximum time to earn the certificate: two years.
- Full-time status: six credit hours; half-time status: three credit hours.

Students that complete the certificate program have the option to apply to the Union Institute & University's Master of Arts program and have 12 credits transfer towards the 36 required credits for the M.A. degree. However, such students must pay the difference between rates charged for the non-degree certificate credit hours and the current tuition rate per credit hour for graduate credits in the M.A. degree program. See the Master of Arts program for more information.

Seven Responsibilities of Health Educators
The courses in this certificate program are aligned with National Commission for Health Education Credential's Seven Areas of Responsibility for Health Educators. The seven areas of responsibility are a comprehensive set of competencies and sub-competencies defining the role of the health education specialist. These responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam. The seven areas are as follows:
   1. Assess Needs, Assets, and Capacity for Health Education
   2. Plan Health Education
   3. Implement Health Education
   4. Conduct Evaluation and Research Related to Health Education
   5. Administer and Manage Health Education
   6. Serve as a Health Education Resource Person
   7. Communicate and Advocate for Health and Health Education
   Source: www.nchec.org

Minimum number of credits required to earn the certificate is 15 semester hours; however, students may elect to earn up to 25 credits in order to meet minimum qualifications to become eligible to pursue the CHES certification. Students must complete four required courses and at least one three-credit elective to earn the certificate. Each course is eight weeks long, and with continuous enrollment, the program can be completed within one academic year.

Minimum / Maximum Program Length
The maximum amount of time allotted for a student to earn the Health Education Certificate is two (2) years whether completing the program on a full-time basis, on a combination of full-time and less than full-time, or entirely on a less than full-time basis. Students who do not complete the certificate requirements within the two-year time frame will not be eligible to be granted the certificate. Maximum time allotted for completion does not include terms when the student is not registered or withdrawn from the program.

Student Financial Aid Satisfactory Progress Policy
Financial aid recipients must make satisfactory academic progress toward a certificate in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled. **The HEC certificate uses the standard Financial Aid SAP policy as the default academic SAP policy**. The graduate SAP requirements of a 3.0 GPA and 66.7 percent successful passing rate of all attempted credit hours apply to this certificate program. Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and

Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Health Care Certificate - Required Courses

HEC 501 Foundations of Health Education   3 credits
This course introduces the student to concepts and models fundamental to Health Education and Health Promotion including: Healthy People 20/20, the Certified Health Education Specialist (CHES) process, historical/theoretical/philosophical foundations, roles, responsibilities, worksite settings, policy and programming challenges. Students will examine the determinants of health, wellness, and illness across the lifespan as well as environmental, sociocultural factors, health misinformation and quackery, e-patient and informatics, consumer protection, and economic factors that influence health care practices.

HEC 502 Health Behavior: Theory and Applied Methodology   3 credits
This course studies the determinants influencing health behavior, health behavior theories, and applied methodology. Future directions of the profession, exploration of policy and programming challenges, and opportunities in strategic public health issues will be examined.

HEC 503 Health Promotion Program Planning and Development   3 credits
Provides requisite skills to conduct a community needs assessment, plan effective health promotion programs, advocacy, and how to set SMART goals for evaluation for programs in various community and worksite settings.

HEC 504 Implementation, Promotion, and Evaluation of Health Programs   3 credits
Provides requisite skills to design (including methods and materials), promote, present (including communication skills), and implement health promotion programs consistent with specified program goals and objectives. Includes information on instrument development, data collection, basic data analysis, program monitoring, impact of assessment, measurement of efficiency, and report writing.

Elective Options

HEC 505 Health Education Resource Development, Grant Writing, and Fundraising   3 credits
Techniques and skills for identifying sources of funding and developing effective proposals for external resources will be explored. This course will also provide instruction and hands-on experience in the preparation of a grant or fundraising proposal.

HEC 506 Multi-Cultural Competence in Health Education and Promotion   3 credits
This course will examine the behaviors, attitudes, and policies necessary for health education professionals to work effectively in cross-cultural settings. This course will also cover determinants of health behaviors and health disparities, acceptance, tolerance, and respect for diverse cultures and beliefs.

HEC 507 Nutrition in Health Promotion and Disease Prevention   3 credits
This course provides an introduction of nutrition principles that are central to promoting health and preventing chronic diseases. Included is material on community nutrition programs and fundamentals of nutrition care delivery. The course will also provide a forum for discussion of nutrition topics pertinent to today's society.

HEC 508 Applied Epidemiology in Health Education   **3 credits**
This course provides an overview of principles and methods of contemporary epidemiological practice. Epidemiological investigation and research are discussed with an emphasis on application of epidemiological methods in health education, health promotion, and disease prevention practice.

HEC 509 Readings in Health Education/Health Promotion   **1 credit**
Students will read and provide written critiques of contemporary research and scholarly health education/ health promotion articles.

Undergraduate Certificate in Forensic Science Management

The Forensic Science Management certificate program is a response to recommendations by the International Association of Identification. Scientific advances and emerging technologies have revolutionized the forensics field. The civilianization of crime scene evidence collection has created a growth industry for non-sworn technicians assisting law enforcement investigators. This unique partnership freed up investigators to pursue other leads to locate possible suspects, while civilians collected and processed evidence using sophisticated techniques. The relationship has improved crime fighting and led to a genre of television shows introducing viewers to the fascinating field of forensics. The Certificate in Forensic Science Management will give the student an increased understanding of ethically supervising and managing forensic personnel while studying emerging issues impacting the industry. The certificate program is designed for the professional working in the forensic field.

Certificate Outcomes
- Summarize and interpret how current issues in the field of forensic science impact organizations, personnel, and other stakeholders.
- Analyze and critique criminal justice policy, specifically forensic science and service delivery from a management point of view.
- Compare and contrast the scientific methods used by forensic science professionals and its impact on the criminal justice system.
- Evaluate the impact of forensic science on the development of policing, public safety and the community.

Certificate as Stand-Alone or Part of the Major
Students may pursue the Forensic Science Management Certificate as a stand-alone certificate or as part of the Criminal Justice Management major. Students who complete the stand-alone certificate may choose to pursue the Criminal Justice Management major and count all courses toward the major. The Certificate in Forensic Science Management as a stand-alone certificate is not eligible for financial aid.

The Certificate in Forensic Science Management is a fully online course-based program consisting of three 4-credit hour courses as a stand-alone certificate or within the Criminal Justice Management Major.

The minimum number of credits required to earn this certificate is 12 semester hours. Students must complete the three required courses. Each course is eight weeks long and can be completed in one semester.

The certificate requires 12 credits and consists of the following courses:
- FOR 310   Forensic Science Management*   4 credits

*Individuals who successfully complete this course and enroll in the CJM undergraduate degree program can waive CJM 307: CJ Management and Administration upon permission of the CJM Chair or Assistant Chair. No other core courses will be waived to earn the CJM degree.

- FOR 315   Forensic Science Management   4 credits
- FOR 320   Emerging Trends in Forensic Science   4 credits

(FOR course descriptions are found in the undergraduate course descriptions in this catalog.)

Undergraduate Certificate in Homeland Security

The Certificate in Homeland Security program, a response to the attacks on the United States by transnational and domestic terrorists, has broadened the emphasis of emergency management, emergency services management, and public safety agencies. Emergency management professionals have a specialized base of knowledge and seek to expand this base for this relatively new hazard and threat. The Certificate in Homeland Security will give students an increased understanding of the resources at their disposal to respond to terrorist threats in their communities. This fully-online course based certificate program is designed for professionals working in the areas of public safety, security management, fire service, emergency management, criminal justice, and law enforcement, as well as managers in private and nonprofit corporations responsible for multiple aspects of supervising security programs.

Certificate Outcomes will result in student's ability to:
- Implement organization-specific processes to evaluate domestic security challenges that America faces.
- Assess the nature of homeland security functions and be able to integrate various functional realms, such as emergency management, law enforcement, and fire service.
- Design and implement plans and programs from the federal to the local level (as applicable) to reflect the various policy issues and organizational structures associated with homeland security.
- Determine how to access and disseminate information through multiple agencies in order to evaluate the risks of terrorist threats most likely to confront the nation.
- Apply a foundation of knowledge and skills to assume leadership responsibility in homeland security, public policy, law enforcement, criminal justice and to parts of emergency management.
- Apply decision-making and critical thinking skills in the realm of homeland security.

Certificate as Stand-Alone or Part of the Major
Students may pursue the Homeland Security Certificate as a stand-alone certificate or as part of major electives in the Criminal Justice Management and Emergency Services Management majors. In the Emergency Services Management major, one of the courses is a core course.

Students who complete the stand-alone certificate may choose to pursue the Criminal Justice Management or Emergency Services Management major and count all courses toward the major. The Homeland Security Certificate as a stand-alone certificate is not eligible for financial aid.

Total number of credits to complete the certificate program
Minimum number of credits required to earn the certificate is 12 semester hours. Students must pass the three required courses. Each course is eight weeks and can be completed in two to three eight-week sessions or in 16 to 24 weeks.

Homeland Security Certificate Required Courses – 12 semester hours

ESM 440	Homeland Security	4 credits
ESM 444	Weapons of Mass Destruction: Forms and History	4 credits

AND choose one of the following two courses:

ESM 442	Terrorism and Extremism	4 credits

OR

CJM 304	The Role of Criminal Justice in Terrorism	3+1 credits

(Course descriptions are found with the undergraduate course descriptions found in this catalog.)

Professional Teacher Preparation Program

Union Institute & University offers through its Florida Academic Center a series of foundations and professional preparation courses. These courses are recognized and accepted toward Professional Education Certification in the state of Florida.

When taken at the undergraduate level, these courses may be taken for three or four credits.

Undergraduate course options include:

EDU 330	Classroom Management (includes positive behavioral supports)	3 credits
EDU 317	Psychological and Sociological Foundations of Education	3 credits
EDU 334	Education Assessment	3 credits
EDU 331	Foundations of Teaching Reading	3 credits
EDU 335	Effective Instruction Practices (includes teaching diverse learning)	3 credits

A series of Methods of Teaching (specifically for subject areas may also be available).

Undergraduate courses are available for teachers who need to complete certification requirements or to become recertified.

Cost
A discounted rate applies to each three-credit course for undergraduate sessions for employed teachers.

Continuing Education

Union Institute & University offers a variety of educational options for adults and working professionals looking to further their careers, maintain professional certification or licensure, earn prerequisite credits, or follow a passion. Continuing Education offers professional development and consultation through various approaches and methods to address the needs of adult students in diverse populations. Union Institute & University is approved by the American Psychological Association to sponsor continuing education for psychologists. The program also partners with other organizations and agencies to co-sponsor events, both face-to-face and online.

Continuing Education events are listed on the Union website.

TUITION AND FEE SCHEDULES FOR UI&U PROGRAMS

Effective July 1, 2017 – June 30, 2018

Amounts shown in the Tuition and Fees Schedule, or in other university publications or webpages, represent tuition and fees as currently approved by the Board of Trustees. However, Union Institute & University reserves the right to increase or modify tuition and fees without prior notice, upon approval by the Board of Trustees or as otherwise consistent with board policy, and to make such modifications applicable to students enrolled at Union Institute & University at that time as well as to incoming students. In addition, all tuition amounts and fees are subject to change at any time for correction of errors.

Tuition is due on a term/session basis on the first day of the term or session. Payment options include check, credit card authorization (over the phone), or online credit card payment via CampusWeb (https://CampusWeb.myunion.edu). Certified Learning and Prior Learning Assessment are due and payable once charges haves posted to the student's account. Students may choose a deferred payment option that requires equal monthly payments over the duration of the term/session. Balances due for self-payers or balances due after financial aid has been applied may be divided into equal monthly payments. The monthly payment option is the only deferred payment option available and is processed using the Automatic Recurring Billing (ARB) system. Contact the Business Office at 800.861.6400 ext. 1095 to set up ARB payments.

Financial aid is a means of payment, and the absence of or delay in receipt of financial aid funds does not affect the financial responsibility of the student for charges due to the university. Balances unpaid at the time of leaving the program will be processed for collection after 60 days. Should the student seek re-admission at a later date, all unpaid balances and collection costs must be paid in full before consideration of a request for re-admission.

Credit Balances

Credit balances created by federal or state financial aid funds are automatically refunded. Credit balances created by scholarships or third party payments are not automatically refunded and must be requested by noon on Monday to be included in the week's refund process. Please contact the Business Office 800.861.6400 ext. 1095 before Monday at noon (EST).

If you withdraw from the university and have a credit balance a refund will be issued within 30 days of the withdrawal notification to the Business Office.

TUITION and FEES
Effective July 1, 2017 – June 30, 2018
The annual Registration/Tuition Fee Schedule below can also be found at:
https://myunion.edu/future-students/funding-your-future/.

Bachelor of Science Programs	
Tuition	$ 530.00/credit hour
Certified Learning	$ 65.00 per credit hour accepted
Prior Learning Assessment	$ 250.00 per course
Internship Fee (MCHL-MCH 460)	$ 125.00 one time
Technology Fee (full-time)	$ 88.00 per term/session

Technology Fee (part-time)	$ 44.00 per term/session
Transcript Fee	$ 10.00

Bachelor of Arts Programs	
Tuition	$ 530.00 per credit hour
Certified Learning Fee	$ 65.00 per credit hour accepted
Prior Learning Assessment	$ 250.00 per course
Technology Fee (full-time)	$ 88.00 per term/session
Technology Fee (part-time)	$ 44.00 per term/session
Transcript Fee	$ 10.00

Master of Arts – Clinical Mental Health and Counseling Program	
Tuition	$ 810.00 per credit hour
Capstone Project Fee (COUN 521)	$ 1,000.00 per term
Capstone Writing Extension Fee (COUN 522)	$ 2,000.00 per term
LiveText e-portfolio Fee (one time fee)	$ 118.00 + shipping & tax (where applicable)
Technology Fee	$ 88.00 per term
Transcript Fee	$ 10.00

Master of Arts Program	
Tuition	$ 748.00 per credit hour
Program Completion Extension Fee (PCX 509) 9 credits	$ 1,260.00
Program Completion Extension Fee (PCX 506) 6 credits	$ 840.00
Program Completion Extension Fee (PCX 503) 3 credits	$ 420.00
Technology Fee	$ 88.00 per term
Transcript Fee	$ 10.00
Internship Fee (HWEL 528)	$ 125.00 (one time)

Master of Science in Healthcare Leadership Program	
Tuition	$ 545.00/credit hour
Technology Fee	$ 88.00/term
Transcript Fee	$ 10.00
LiveText e-portfolio (one time fee)	$ 118.00 + shipping & tax (where applicable)

Master of Science in Organizational Leadership Program	
Tuition	$ 545.00 per credit hour
Technology Fee	$ 88.00 per term
Transcript Fee	$ 10.00
Doctor of Education Program	

Tuition	$ 989.00 per credit hour
Dissertation Supervision Fee (DIS-780/781)	$ 2,950.00 per term
Program Completion Extension Fee (PCX 799)	$ 1,750.00 per term
Technology Fee	$ 132.00 per term
Transcript Fee	$ 10.00

Doctor of Philosophy in Interdisciplinary Studies Program	
Tuition	$ 1,154.00 per credit hour
Residency Deposit for IAR (non-refundable)	$ 250.00
Dissertation Supervision Fee (DIS-780/781)	$ 2,950.00 per term
Program Completion Extension Fee (PCX 799)	$ 1,750.00 per term
Technology Fee (full-time - 9 or more hours)	$ 132.00 per term
Technology Fee (part-time - 8 or less hours)	$ 66.00 per term
Transcript Fee	$ 10.00

Doctor of Psychology Program	
Tuition	$ 897.00 per credit hour
Clinical Internship Fee – Full-Time **	$ 1,350.00 per term
Clinical Internship Fee – Half-Time **	$ 675.00 per term
Dissertation Research & Writing Extension Fee (CEX 799)	$ 1,010.00 per term
Dissertation Supervision Fee (years five, six, and seven) (DIS 778-783) **	$ 895.00 per term
Program Completion Extension Fee (PCX 799)	$ 1,010.00 per term
Technology Fee	$ 88.00 per term
Transcript Fee	$ 10.00

**Psy.D.Clinical Internship and Dissertation Supervision Fees will be prorated for graduating students based on date of graduation. The date of graduation is provided to the Business Office by the Program Office.

Certificate Programs in Professional Studies and Continuing Education	
Graduate Certificate Program Tuition (ADC & HEC)	$ 460.00 per credit hour
Undergraduate Certificate Program Tuition	$ 530.00 per credit hour
Technology Fee	$ 88.00 per term
Transcript Fee	$ 10.00

INSTITUTIONAL ADMINISTRATIVE OFFICES

National Headquarters & the
Cincinnati Academic Center
440 E. McMillan Street
Cincinnati, Ohio 45206
Toll-free: 800.861.6400
Local: 513.861.6400
General fax: 513.861.0779

IT Help Desk
Toll-free: 888.858.6456
Local: 513.487.1137
Email: help@myunion.edu

Hours of Operation
Administrative offices: Monday - Friday, 9 a.m. to 5 p.m. EST
Information Technology/Help Desk
Phone: Available 24 hours a day, seven days a week for students and faculty.
Available Monday - Friday, 8 a.m. to 6 p.m. EST for staff.
Please check the IT website for the most current hours.
888.85.UNION (locally 513.487.1137)
Email: Available to students, faculty, and staff Monday – Friday, 8 a.m. to 6 p.m. EST at
help@myunion.edu.
Website: https://www.myunion.edu/offices/information-technology-it/

Union Institute & University's administrative headquarters occupy a renovated facility in Cincinnati, Ohio, restored by the university and listed on the National Register of Historic Places. The headquarters building offers 55,750 square feet of office and meeting/classroom space, four kitchen/prep areas, and ample off-street parking. A short drive from downtown Cincinnati, the facility has easy access to expressways, the Greater Cincinnati/Northern Kentucky airport, and public transportation. Security personnel are on site when the building is in use, such as for evening and/or weekend classes and academic residencies. The university's national headquarters building is handicap accessible.

Employees at the university's headquarters provide services to students in all UI&U programs, allowing staff at the academic centers in other states to focus on academic advising and support. Offices and departments at the Cincinnati headquarters include: President's Office, Academic Affairs Office, Business Office (including Student Accounts), Human Resources, Information Technology, Enrollment Management, Financial Aid, Institutional Effectiveness & Accreditation, Institutional Research, Institutional Review Board, Purchasing, and the Registrar's Office. In addition to these administrative offices, the facility also houses the Cincinnati undergraduate academic center, the Center for Teaching and Learning, the Writing Center, administrative offices for the Ph.D. program, the MS-HCL program, and Psy.D. faculty offices.

UI&U ACADEMIC CENTERS

New England Academic Center
28 Vernon Street, Suite 201
Brattleboro, VT 05301
Toll-free: 800-871-8165 x8900
Local: 802-257-9411
In 2013, Union Institute & University consolidated its Vermont operations to leased space built to university specifications in this facility, owned by Marlboro College. The New England academic center houses administrative offices for the Bachelor of Arts, both Master of Arts programs, and the Psy.D. program. The facility has classroom and meeting room space, and faculty and staff offices. In addition to the offices for the academic programs, the New England center houses the administrative offices for the university's virtual library. The facility features dedicated off-street parking and keyless entry for employees. The New England center is fully handicap accessible.

Los Angeles Academic Center
6701 Center Drive West, Suite 1200
Los Angeles, CA 90045
Toll-free: 800-486-8328
Local: 310-417-3500
Since 2010, Union Institute & University has leased space in a facility that is part of a five-building complex: this facility supports the Bachelor of Science program in the southern California area. The building houses classroom and meeting room space, as well as faculty and staff offices. It features free underground parking, and is close to a mall and public transportation. The LA center is fully handicap accessible.

Sacramento Academic Center
160 Promenade Circle, Suite 115
Sacramento, CA 95834
Toll-free: 800-486-7049
Local: 916-564-3100
Union Institute & University has occupied this leased space since 2009. Like the Los Angeles center, the Sacramento center administers the B.S. program only, providing more than sufficient classroom space and faculty and staff office space for that purpose Located in a newer office complex, the facility offers free parking and is convenient to two interstate highways. The Sacramento center is fully handicap accessible.

Florida Academic Center
Address: 4601 Sheridan Street, Suite 400
Hollywood, FL 33021
Toll-free: 800-48 6-7141
Local: 315-653-7141
The new facility at 4601 Sheridan Street in Hollywood, Florida is approximately 11 miles from the previous location in North Miami Beach. The new center occupies approximately 10,000 square feet of office and classroom/meeting space. The building is handicapped accessible. The space occupies 4th floor of an existing building at the corner of Sheridan Street and North 46th Avenue, with easy access to shopping and restaurants. Free parking is available to university employees, students, and visitors in the building's surface lot. The building is readily accessible (1.66 miles) from Interstate 95.

Directions to all UI&U facilities can be found at https://www.myunion.edu/about/locations/

UNION INSTITUTE & UNIVERSITY BOARD OF TRUSTEES

(Revised 5/1/2017)

Union Institute & University's Board of Trustees members are selected for their commitment to the university's purpose and mission. Members are active and involved participants in the governance of the institution and committed to its growth and development. The university's Board of Trustees meets four times each year, in January, April, July or August, and October. Current members of the Union Institute & University Board of Trustees, with their affiliations, positions, and locations are:

UNION INSTITUTE ADMINISTRATION 2017-2018

To comply with Florida Commission for Independent Education standards, those administrators whose offices are located at the Florida center have been identified with an asterisk (*). Note that the majority of these administrators serve students across the U.S. At the same time, administrators (and their staff) not located at the Florida center also serve students who are Florida residents.

Brown Beatty, Rosalyn, Ph.D., Director, M.A. in Clinical Mental Health Counseling Program and Alcohol and Drug Abuse Counseling Certificate Program

Browning, Kimbrea, M.B.A., Vice President, Enrollment Management

Burke, Patricia, J.D., Human Resources Operations Director & Title IX Coordinator

Byles, Angela, M.A., Associate Executive Director, Florida Center*

Caccavari, Peter, Ph.D., National Dean for Institutional Effectiveness and Accreditation

Cotter, Robert, M.Ed., Director of Information Technology and Center for Teaching and Learning

Crandall, Julie, M.A., Executive Director, Sacramento Center

Cunningham, Thomas, M.B.A., Vice President, Finance & Chief Financial Officer

Eamoe, Deborah, M.Ed.,SPHR, SHRM-SCP, Vice President, Human Resources

Finkes, Ashley, M.S., Director of Marketing

Golden, Elden, Ph.D., Director, M.A. Program

Gruber, Donna, Ph.D., Executive Director, Cincinnati Center, Director of Professional Studies and Continuing Education Program

Jones, Karen, B.B.A., Controller

Keehn, Jay, Ph.D., Associate Dean, Office of Student Success*

Krause, Carolyn, M.A., Vice President, Advancement & Executive Assistant to the President

Lax, William, Ph.D., ABPP, Dean, Psy.D. Program

Lewis, Nina, M.S.W., Director, B.S. Social Work Program

Maples, Geri, M.A., Veterans Coordinator

Mast, Eric, Ed.D., Coordinator of Undergraduate Writing Center

McKiernan, Jean, B.A., Associate Registrar

Miller, Mollie, M.B.A., Director of Institutional Research & Coordinator, Institutional Review Board

Moore, Lew Rita, M.A., Registrar

Ossege, Jennifer, Psy.D., Director, Master of Science in Healthcare Leadership Program

Pappathan, Matthew, M.L.S., Director, Library Services

Pastores-Palffy, Elizabeth, Ph.D., Executive Director, Los Angeles Center

Pohlman, Jean, Director, Financial Aid

Raffanti, Michael, Ed.D. & J.D., Dean, Ph.D. program

Sacks, Arlene, Ed.D., Associate Vice President for Academic Affairs*

Schreck, Nicole, M.B.A., Senior Director of Enrollment

Scott, Jennifer, Psy.D.,Senior Director of Assessment and Program Accreditation

Soto, Nelson, Ph.D., Vice President for Academic Affairs

Sprague, Sharon, M.A., Director, B.A. program

Sublett, Roger, Ph.D., President
Thomas, Ronald C. Jr, Ed.D., C.P.M., Executive Director, Hollywood, Florida Center*
Wheat, Nadine C., Ph.D., M.B.A., Director, Master of Science in Organizational Leadership Program, and Undergraduate Business Programs

UNION INSTITUTE & UNIVERSITY FACULTY

2017-2018

UI&U faculty rosters may change throughout the year as new instructors are engaged to meet students' specific academic needs. This roster consists of individuals who regularly provide instruction at UI&U, including UI&U staff members who provide instruction outside their job description and faculty who may not provide instruction every term but are held in active status. Faculty who teach general education courses for the undergraduate programs are shown as such, rather than with a designated program. Note that this roster does not include emeritus faculty who may teach occasionally, deans or associate deans who hold faculty status but do not typically provide instruction, or undergraduate site coordinators.

Note: To comply with Florida Commission for Independent Education standards, faculty assigned to the Florida Academic Center are marked with an asterisk(*). Many of these faculty also teach online courses to students living in other states, and many Florida students enroll in courses taught by faculty living in other states.

Name	Highest Degree(s) Earned	Status14	Program(s)
Abbott, Gayle	M.Ed., Middle Grades Education (Math, Science), Georgia State University	AFF	GENED
Amos, Mary	M.Ed., Union Institute & University	AFF	BS
Andrews, John	M.P.A., Public Administration, National University	AFF	BS
Babcock, James	M.P.A., Executive Public Administration, Golden Gate University	FT	BS
Babzien, Cynthia*	Ph.D., concentration in Educational Leadership, Union Institute & University	AFF	BS
Baker, Jason*	M.S., Secondary English Education, Herbert Lehman College	AFF	GENED
Barrett Sargent, Carol	Ph.D., Interdisciplinary Studies: Creative Writing, Union Institute & University; Ph.D., Clinical Psychology, University of Southern California, Los Angeles	FT	MA, PhD
Bayne, Stephen	Ed.D., Organizational Leadership, University of La Verne	AFF	BS
Becker, Joshua	M.A., Psychology, Union Institute & University; M.Ed., School Counseling and Child and Family Studies, University of Massachusetts at Amherst; M.S., Business Administration, Boston University	AFF	BA
Becker-Klein, Rachel	Ph.D., Psychology: Community Development Psychology, New York University	AFF	PsyD
Beineke, John	Ed.D., Social Science Education/American History, Ball State University	AFF	EdD
Berenyi Gallegos, Kristina	M.Ed., Curriculum and Instruction, Concordia University- Portland	AFF	GENED
Bergh, Sarah	Ph.D., Anthropology, University of Georgia	FT	GENED, MA

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14 Faculty status codes: ADM=Administrators with faculty status actively engaged as instructors; AFF=Affiliated faculty, engaged to provide specific instructional services within a given term (including staff who may be providing instruction outside their normal assigned responsibilities; FT=Full-time faculty; PT=Part-time faculty whose services to the university continue from term to term.

Name	Highest Degree(s) Earned	Status14	Program(s)
Beutel, Constance	Ed.D., Multicultural Education, University of San Francisco	AFF	EdD, PhD
Bishop, Michael	M.B.A., Business Administration, University of Phoenix	AFF	MSOL
Blocksom, Cynthia	M.Ed., Health Education, M.Ed., Food & Nutrition, University of Cincinnati	AFF	PSCE
Blunt-Williams, Kesha	Ph.D., Social Work, The Ohio State University	FT	BS
Boxill, Nancy	Ph.D., concentration in Child Psychology, Union Institute & University	FT	PhD
Boyd, Tangela L.	M.A., Health & Wellness, Union Institute & University	AFF	BS
Bradley, Gerald	M.S., Administration, Central Michigan University	AFF	GENED
Bradley, Robert	M.A .in Ed., E- Education, University of Phoenix	AFF	BS
Brimdyr, Kajsa	Ph.D., concentration in People, Computers & Work, Union Institute & University	AFF	GENED
Brown Beatty, Rosalyn	Ph.D., Counselor Education and Supervision, Ohio University	FT	MA-CMHC
Brown, Linton*	M.S., Mathematics Education, Florida State University	AFF	BS
Brugman, Paul*	M.S., Conflict Analysis and Resolution, Nova Southeastern University	PT	BS
Burnett, Elizabeth	M.S., Human Resources, Chapman University	AFF	BS
Burns, Stewart	Ph.D., History of Consciousness, University of California, Santa Cruz	FT	PhD
Byles, L. Angela Bolt*	M.A., Concentration in Human Resource Management, Union Institute & University	AFF	BS
Byron, Miriam	M.S., Administration of Justice and Security, University of Phoenix	AFF	BS
Cadieux, Kathryn*	Ed.S., Educational Leadership, Nova Southeastern University	AFF	BS
Caraway, James	Ph.D., Philosophy & Systematic Theology, Emory University; Ed.D., Higher Educational Administration & Supervision, University of Tennessee, Knoxville	AFF	EdD
Carter, Frances	M.S.W., Social Work, University of Hawaii; M.F.A., Writing, Goddard College	AFF	BS, GENED
Carter-Remy, Beverly*	Ed.D., Educational Leadership, Nova Southeastern University	AFF	BS
Castillo, Warner	D.B.A., Business Administration: Homeland Security and Leadership/Politics, Northcentral University; M.A., Criminal Justice: Terrorism Studies, American Military University	AFF	BS
Cave, Ron*	M.S., Criminal Justice, The University of West Florida; M.P.S, American Politics and Public Policy, Florida State University	AFF	BS
Chaffee, Frederick* (Rick)	Ph.D., concentration in Applied Social Sciences, Union Institute & University	PT	BS
Chapman, Leonard	M.Eng., Engineering, University of California, Berkeley	AFF	BS, GENED
Chavez, Larry	M.P.A., Public Administration, University of Southern California	AFF	BS
Clark, Christopher	M.S., Emergency Services Management, California State University, Long Beach	AFF	BS

Name	Highest Degree(s) Earned	Status14	Program(s)
Cobos, Albert	M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Coconis, Michel	Ph.D., Social Work, The Ohio State University; M.S.W., Social Work, The Ohio State University	AFF	BS
Corbitt, Aubria	J.D., University of Virginia	AFF	MSOL
Cruz, Edgar*	M.P.A., Public Administration, Barry University	AFF	BS
Davis, Kirk	Ed.D., Educational Administration, University of the Pacific	AFF	MSOL
Davis, Sean T.*	M.S., Criminal Justice, Saint Leo University	AFF	BS
Davis, Jr. William	M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Del Valle, Tanya	M.S., Geology, University of Cincinnati	AFF	GENED
DeMaria, Anthony	M.F.S., Forensic Science, National University	AFF	BS
Dodson, Michael*	M.A., Criminal Justice, American Public University	AFF	BS
Dragoo, Brian	M.A., Organizational Leadership, Woodbury University	FT	BS
Dunbar, Andrew*	M.P.S., Professional Studies, Saint Thomas University	AFF	BS
Edmonds, David	M.A., Organizational Leadership, Gonzaga University	AFF	BS
Edson, Mary	Ph.D., Organizational Systems, Saybrook University	AFF	MSOL
Eskridge, Jonathan	Ph.D., Humanities & Society, Union Institute & University; M.Div., Missiology, Gardner-Webb University	AFF	GENED
Esquivel, Cindy	M.S., Child Development, University of La Verne	AFF	BS
Ferguson, Robin	M.S., Child Life Specialist, Loma Linda University	AFF	BS
Fichtelman, Linda	M.S., Family Relations & Human Development, The Ohio State University	AFF	BS
Fox, Reginald*	Ed.S., Education Studies, Barry University; M.S., Mathematics Education, Nova Southeastern University	AFF	GENED
Francois, April*	Ed.S., Curriculum and Instruction, University of Florida; M.S., Urban Education, Florida International University	AFF	BS
Frederick, Thomas*	Ed.D., Education Administration & Supervision, Florida Atlantic University	FT	GENED
Freeman, Patricia	M.Ed., Instructional Technology, American InterContinental University	AFF	BS
Frum, Gregory	M.S., Criminal Justice, California State University, Los Angeles	AFF	BS
Gamez, Ana	Ph.D., Psychology with a concentration in Clinical Psychology, Loma Linda University; M.A., Forensic Psychology, California State University, Los Angeles	AFF	BA
Gilmore, Damon	M.P.A., Public Administration, California State University, Fresno	AFF	BS
Golden, Elden	Ph.D., Humanities, University of Louisville	FT	MA, PHD
Gordillo, Laura	M.S., Counseling Psychology, California Baptist University	AFF	GENED
Gregory, Dale	M.S., Human Resources, Chapman University	AFF	BS
Griffin, William	M.A., Management, University of Redlands; M.A., Negotiation and Conflict Management, California State University-Dominguez Hills	AFF	BS
Guerriero, Steven	Ph.D., Human and Organizational Systems, The Fielding Institute	AFF	MSOL
Hall, James P.	M.A., English, California State University, Los Angeles	AFF	GENED

Name	Highest Degree(s) Earned	Status14	Program(s)
Hansen, Lawrence	M.P.A., Public Administration, California State University, Stanislaus	AFF	BS
Harrington, James	M.C.J., Criminal Justice, Boston University	AFF	BS
Harris, Lorraine	M.S., Administration: Daycare School & Human Services Setting, Wheelock College	AFF	BS
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	FT	BS
Hazelbaker, Alison K.	Ph.D., concentration in Psychology, Union Institute & University	AFF	MA
Hedrick, Diana*	J.D., Nova Southeastern University	AFF	BS
Helgren, Heidi	J.D., Wayne State University	AFF	BS
Hernandez, Alexander*	M.S., Educational Leadership, Nova Southeastern University	AFF	BS
Hernandez, Nicole	M.S., Child Development, San Diego State University	AFF	BS
Hibbert, Lawrence*	M.S., Dispute Resolution, Nova Southeastern University	FT	BS
Higgins, Eric	M.S., Criminal Justice, University of Cincinnati	AFF	BS
Hill, Sylvia	Ph.D., Education, University of Oregon	AFF	PhD
Hood, Herbert	M.Ed., Union Institute & University	AFF	BS
Hopfer, Sharon	M.A., Human Development, Pacific Oaks College	AFF	BS
Hudick, Harry	M.B.A., Business Administration, University of Texas at Austin	AFF	BS
Ingram, Sheila	M. S., Administration of of Justice and Security, University of Phoenix	AFF	BS
Jones, Deidre	Ed.D., Administration and Supervision, Union University	AFF	BS
Jurado, Johnny	M.P.A., Public Administration, California State University, Long Beach	AFF	BS
Katapodis, James	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Keehn, Jay*	Ph.D., Leadership & Education, Barry University	FT	
Kefford, Michelle*	M.S., Science Education, Florida International University; M.Ed., Educational Leadership, Florida Atlantic University	AFF	GENED
Kirkland, Robert	Ph.D., History, University of Pittsburgh; CAGS, Latin American Studies; M.A., History, University of Pittsburgh	AFF	BS
Knight, Robert*	M.S., Management, St. Thomas University	AFF	BS
Kraus, Bari	M.S.W., Social Work, University of Cincinnati	AFF	BS
Kraut, Mary	M.P.A., Public Administration, Florida Atlantic University	AFF	BS
Lax, William	Ph.D., Clinical Psychology, The Fielding Institute	PT	PsyD
Leduc, Erie	M.A., English, University of California, Riverside	AFF	GENED
Lee, Annie C.	M.A. Sociology, University of California, Los Angeles	AFF	GENED
Lee, Michael	M.P.A., Pubic Administration, California State University, Fullerton	AFF	BS
Lewis, Nina	M.H.S.A., Health Services Administration, Xavier University; M.S.W., Social Work, Oberlin College	FT	BS
Lima, Julio	Ph.D., Public Safety, Capella University	AFF	BS
Liss, Samuel	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF	MA-CMHC
Love, Jaime	M.Ed., Health Education, University of Cincinnati	AFF	CHE
Lu, Huan-Tang	M.S., Clinical Mental Health Counseling, State University of New York College at Plattsburgh	AFF	MA-CMHC
Lundy, Kim	M.A., Forensic Psychology, Argosy University	AFF	BS

Name	Highest Degree(s) Earned	Status14	Program(s)
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	AFF	BS
Maples, L.D.	M.A., Security Studies, U.S. Naval PostGraduate School; M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Marrie, Stella	Psy.D., Clinical Psychology, Illinois School of Professional Clinical Psychology	FT	BA
Martin, Lyle	M.B.A., Business Administration, University of Phoenix	AFF	BS
Mast, Eric	Ed.D., Higher Education, Union Institute & University; M.A., English, Sul Ross State University	AFF	GENED
McClain, Edward*	M.S., Exceptional Student Education, Florida Memorial University	AFF	BS
McClain-Richardson, Janelle	M.S., Health Care Planning and Administration, University of Cincinnati	AFF	BS
McCleod, Jeanine*	Ph.D., Education, Nova Southeastern University; M.S., Kinesiology, University of Illinois at Chicago	AFF	BS
McDonnell, David	D.M.A., Music Composition, University of Cincinnati	AFF	GENED
Melanson, Timothe	M.P.A., Public Administration, California State University, Bakersfield	AFF	BS
Mendoza, Terri	M.S., Behavioral Sciences, Harvard School of Public Health	AFF	BS
Messer, Kenya LeNoir	Ed.D., Higher Education Administration, Columbia University	AFF	EdD
Michelson, Richard S.	M.P.A., Public Administration, National University	AFF	BS
Miltich, Loree	Ph.D., concentration in U.S. History, Union Institute & University	FT	MA, PhD
Mitra, Anuradha	Ph.D., English, University of Rochester	FT	EdD, PhD
Moffett, Ian*	M.S. Criminal Justice, University of Cincinnati	AFF	BS
Monks, Birgit	Ed.D., Educational Leadership & Change, Fielding Graduate University	AFF	BS
Moraitis, Edelmira*	M.S. Public Administration, Nova Southeastern University	AFF	BS
Morrell, Melissa D.	M.S.M., Management, Colorado Technical University	AFF	BS
Morrissey, Rebecca	M.A. Mental Health and Substance Abuse Counseling, Johnson State College	AFF	BA
Morton, Bonique P.	M.D., Avalon University School of Medicine; M.P.H., Maternal Child Health, Tulane University;	AFF	MA
Murphy, John	M.S., Computer Science, Rensselaer Polytechnic Institute; M.S., Management, Rensselaer Polytechnic Institute	AFF	BS
Mussoline, Susan*	Ed.D., Curriculum & Instruction, Florida International University	AFF	BS
Naslund, Melissa	Ph.D., Human Development, North Dakota State University	FT	MA-CMHC
Neher, Tracy	Ph.D., Biochemistry, Michigan Technological University	AFF	GENED
Nolan, Joseph	Ph.D., Special Education, Texas Women's University	AFF	EdD, PhD
Norris, John (Ian)	Ph.D., Experimental Psychology, Texas Tech University	AFF	PsyD
North, Laurae	M.S., Instructional Design and Technology, Walden University	AFF	GENED
Obzsarski, Amy	M.A., American History, University of Cincinnati	AFF	GENED

Name	Highest Degree(s) Earned	Status14	Program(s)
O'Deane, Matthew	Ph.D., Public Policy & Administration, Walden University; M.S. Criminal Justice, Tiffin University	AFF	BS
Ogbaharya, Daniel	Ph.D., Political Science, Northern Arizona University	PT	PhD
Ohannessian, Sarkis	M.P.A., Public Administration, National University	AFF	BS
O'Neill, Margarita	Ed.D., School Counseling & Consulting Psychology, University of Massachusetts	AFF	PsyD
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, GENED
Overton-Adkins, Betty	Ph.D., Higher Education Leadership, Vanderbilt University	PT	PhD
Pandolfi Jr., Roland*	Ph.D., Applied Management & Decision Sciences, Walden University	PT	BS, MSOL
Parmar, Arti	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Pashi, Marie	Ed.D., Educational Leadership, Union Institute & University; M.A., Romance Languages, University of Cincinnati	AFF	BS
Peebles, Jodie	M.A., Leadership and Organizational Studies, Azusa Pacific University	AFF	BS
Peterson, Leland	M.A., Art Therapy, School of the Art Institute of Chicago	AFF	BA
Piep, Karsten	Ph.D., English, Miami University	FT	PhD
Prather, NoNataye	Ph.D., Social Work, The Ohio State University; M.S.W., Social Work, The Ohio State University	AFF	BS
Quire, Joseph	M.P.A., Public Administration, California State University, Northridge	AFF	BS
Raffanti, Michael	Ed.D., Educational Leadership & Change, Fielding Graduate University; J.D., Boston College Law School	FT	PhD, EdD
Ramos, Um*	M.C.J., Criminal Justice, Florida International University; M.P.A., Public Administration, Florida International University	AFF	BS
Raymond, Jennifer	Ph.D., Public Policy, University of Massachusetts at Boston	FT	PhD, EdD
Redding, Norris*	M.S., Criminal Justice, Grambling State University	AFF	BS
Rice, Scott	Ph.D., Counseling Psychology, University of Massachusetts at Amherst	PT	MA-CMHC, PsyD
Richard-Allerdyce, Diane*	Ph.D., English, University of Florida	FT	PhD
Robinson, Carleen*	Ph.D., Social Work, Barry University; M.S.W, Social Work, Barry University	PT	BS
Roe, Michael	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Roig, Franklin*	M.S., Executive Management, St. Thomas University	AFF	BS
Rose, Jeff	M.S.Ed., Workforce Education and Development, Southern Illinois University at Carbondale	AFF	BS
Rosselli, Joyce*	M.S., Art Education, Central State University	AFF	GENED
Rumney, Linwood D.	Ph.D., Philosophy, University of Cincinnati	FT	BS
Sanchez, Jenny*	Ed.D., Education with specialization in Organizational Leadership, Nova Southeastern University; M.S., Pre-K to Primary Education, Barry University	AFF	BS
Santo, Ronald	M.A., Organizational Leadership, Woodbury University	AFF	BS

Name	Highest Degree(s) Earned	Status14	Program(s)
Scala, Frank*	Certificate of Advanced Graduate Studies, Educational Leadership, Plymouth State College; M.Ed., Administration and Supervision, University of Massachusetts at Lowell	FT	BS
Schmutzler, Ian	M.S. Criminal Justice/Law Enforcement Administration, California State University, Sacramento	AFF	BS
Scott, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, MA-CMHC
Seigel, Susan	Ed.D., Education, University of Massachusetts at Amherst	AFF	PhD
Shaikh, Tayeba	Psy.D., Clinical Psychology, Union Institute & University; M.A., Psychology, Union Institute & University	AFF	BA
Shepard, Lorna C.	Ed.D., Nutrition & Public Health, Teachers College , Columbia University; M.Ed., Community Nutrition Education, Teachers College, Columbia University; M.S., Public Health, University of Massachusetts at Amherst	FT	BS
Sherzer, Michael	M.P.A., Public Administration, Western Michigan University	AFF	BS
Shiah-Vega, Martha V.	M.A., Leadership, Saint Mary's College of California	AFF	BS
Simanga, Michael	Ph.D., concentration in Philosophy, Union Institute & University	AFF	PHD
Simpkins, Steven	M.A., Administrative Leadership, University of Oklahoma	AFF	BS
Simpson, Alicia	M.S., Health Science, University of Oklahoma	PT	BS
Smith, Corina	M.P.A., Public Administration, California State University, Northridge	FT	BS
Smith, Linda	M.P.H., Wright State University	AFF	BS
Smyser, William	M.A., Management, University of Redlands	AFF	BS
Snyder, Dwight*	M.S., Criminal Justice, Bethel University	AFF	BS
Spero, Susan*	Ed.D., Curriculum & Instruction, University of Southern Mississippi; M.A. Curriculum & Instruction,, University of Southern Mississippi	AFF	BS
Spector, Lee*	Ed.D., Education, Northeastern University	AFF	BS
Spinelli, Robert	M.B.A., Management, Rochester Institute of Technology	AFF	BS
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University – Carbondale	AFF	PhD
Stewart, Ernest	M.Ed., Educational Leadership, California State University, San Diego	AFF	BS
Stokes-Brewer, Carol	Ph.D. with a concentration in Psychology, Union Institute & University	AFF	BS
Tate, Tonya	M.A., Child Development, California State University, Los Angeles	AFF	BS
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT	MA
Terry, Bryan	Ph.D., Educational Administration, Illinois State University	AFF	EdD, PhD
Tiller, Tracey	MSOL, Organizational Leadership, Union Institute & University	AFF	BS
Torres, Marco	M.P.H., Public Health/Community Health Sciences, University of California, Los Angeles	AFF	BS
Trinidad, Thomas	M.A. Criminology, Law, and Society, University of California, Irvine	AFF	BS
Vengrove, Andrew	Ed.D., Educational Psychology, American International College	PT	MA-CMHC, PsyD

Name	Highest Degree(s) Earned	Status14	Program(s)
Voparil, Christopher	Ph.D., Political Theory, New School for Social Research	FT	PhD
Walker, Myshamil	M.Ed., Curriculum and Instruction in Mathematics , University of Phoenix	AFF	GENED
Warren, Tyler	M.S.N., Nursing, Vanderbilt University	AFF	BS
Wasserman, Leslie	Ph.D., Education, Walden University	AFF	BS
Watnick, Beryl	Ph.D., Specialization in Early Childhood Special Education, Union Institute & University	FT	EdD, PhD
Wheat, Nadine C.	Ph.D., Industrial/Organizational Psychology, Capella University; M.B.A., Public Accounting, St. John's University	FT	MSOL, BS
White, Ceilia	M.S.W., Social Work, University of Cincinnati	AFF	BS
White, Nadine	M.S.N., Nursing, University of Florida	AFF	BS
Wilder, Lerone	M.Div., Theology/Ethics, Interdenominational Theological Center	AFF	BS
Williams, Roxanne	M.S., Early Childhood Education, Nova Southeastern University	AFF	BS
Williams, Wanda*	Ph.D., concentration in Educational Leadership, Union Institute & University	AFF	BS
Wright, Jada	M.O.T., Occupational Therapy, Nova Southeastern University	AFF	BS
Wubbenhorst, Robert	C.A.G.S., Counselor Education & Supervision; M.A., Counseling Psychology, Union Institute & University	FT	MA-CMHC
Zambri, John	M.A., Security Studies, U.S. Naval PostGraduate School	AFF	BS

University Catalog

ADDENDUM TO THE 2017-2018 UNIVERSITY CATALOG

Program and policy revisions to the 2017-2018 University Catalog.
Effective January 1, 2018 – June 30, 2018

National Headquarters
440 East McMillan Street
Cincinnati, OH 45206-1925
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513.861.6400
www.myunion.edu

Table of Contents

UNIVERSITY LEARNING OUTCOMES AND DEGREE LEVEL COMPETENCIES

Social and Global Perspectives: *Articulate a perspective on power in the world and one's own place in the global community.*

Master's Competencies (M.A. and M.S.) – Updated to be:
- ☐ Demonstrate knowledge about the ways oppression, power and privilege can be presented at individual, cultural, and societal levels.
- ☐ Exhibit critical reflection on attitudes, beliefs and values regarding oppression, power, and privilege.
- ☐ Maintain ongoing awareness of how one's own position may unintentionally repeat experiences of oppression, power and privilege in interacting with others.

ACADEMIC PROGRAMS AT UI&U

- Florida was approved as an NC-SARA state. Therefore, the following UI&U programs do not have restrictions in Florida: B.A. with a major in Psychology, Master of Arts, Master of Science in Organizational Leadership, and Master of Science in Healthcare Leadership.

CERTIFICATE PROGRAMS

- The undergraduate certificates in Forensic Science Management and Homeland Security will no longer be offered as stand-alone certificates.

UI&U HOLIDAY CALENDAR

UI&U Holiday Calendar /Addendum to the Meeting Dates of Years/Terms in University Catalog

UI&U will be closed for the following holidays.

- Independence Day (July 4)
- Labor Day (first Monday in September)
- Thanksgiving Break (fourth Thursday and Friday in November)
- Winter Break (approximately December 24 through New Year's Day)
- Martin Luther King, Jr. Day (third Monday in January)
- Founder's Day (first Friday in April)
- Memorial Day (last Monday in May)

ADMISSION

Undergraduate Degree Programs

Bachelor of Arts and Bachelor of Science (B.A./B.S.)

Admission Criteria, Requirements, and Procedures

An addition to the primary criteria for admission to the B.S. and B.A. programs include evidence of:

- Ability to do college-level course work as demonstrated by prior transcripted course work at a minimum 2.0 cumulative GPA from previously attended colleges or universities, or related experience. (minimum 2.0 GPA added)

An addition to the complete application for admission includes:

- The application essay is to be two-three pages, 500 – 800 words
- Students who are unable to provide an unofficial college/university transcript must provide an official high school transcript, with a minimum cumulative 2.0 GPA.

Admission Status

- Exceptions may exist for a student providing a college/university/high school transcript with a borderline cumulative GPA below a 2.0 and is subject to review by the Program Chair to determine admittance.

VETERANS EDUCATION & MILITARY EDUCATION

- New UI&U Veterans Coordinator, William Willet may be contacted at William.willet@myunion.edu or 800.486.3116, ext. 1103

Veterans in Union Requirements

- New requirement: The Veterans in Union (VIU) stipend will not be awarded for any term after a service member's entitlement for VA educational benefits have expired.

OFFICE OF STUDENT SUCCESS

New Career Services Counselor is Rhia Batson. For further information, please contact: Rhia Batson, Career Counselor, career.services@myunion.edu, 800.861.6400 ext. 1190 or the Cincinnati National Headquarters 513.487.1190

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THE BUSINESS OFFICE

Financial Responsibility Policy

Payment for tuition and fees is due on the first day of each term or session* (depending upon registration). The University accepts check, credit card authorization (over the phone), or online credit card payment via CampusWeb (https://CampusWeb.myunion.edu). Students may choose a deferred payment option known as Automatic Recurring Billing or "ARB". ARB requires equal monthly payments over the number of months of the term or session. ARB is the only deferred payment option available. Balances due for self-payers or balances due after financial aid has been applied may be divided into equal monthly payments. Contact the Business Office at 800.861.6400 ext. 1095 to set up ARB payments.

*an exception is made for Sponsored Designed Learning courses that have different registration and payment requirements.

Late Payments

Students that do not make payments in a timely manner may be required to enroll in ARB (Automatic Recurring Billing) before they can register for subsequent terms/sessions. ARB allows the student to control when payments are scheduled on a monthly, bi-weekly, or weekly basis. Every effort will be made to assist students in choosing a payment option that fits their budget.

Returning Students

Students re-enrolling after a break in registration are required to contact the Business Office (800.861.6400 ext. 1095) to receive financial clearance before returning to the University. When financial clearance has been provided it is possible that a payment arrangement may be required. If required, the Business Office will assist the student in choosing the payment arrangement that works best for the student and the university.

Refunds of Credit Balances

Credit balances created by Title IV funds (loans and grants) are refunded automatically. Credit balances created by scholarship, third party payments, and over payments are refunded upon request. If a credit balance is a result of an over-payment made by way of a credit card; that credit card will be refunded.

Financial Clearance for Graduation

Financial clearance is requested for each student who is graduating. All holds, debit or credit balances, loan exit interviews, final truth in lending documents and outstanding checks must be resolved prior to receiving a diploma and/or transcript.

STANDARD OCCUPATIONAL CLASSIFICATION (SOC) CODES

The state of California licensing bureau, the Bureau for Private Postsecondary Education, (BPPE) requires that each UI&U program/major have a corresponding Standard Occupational Classification (SOC) code identified for outcomes & placement rates. SOC codes are developed and maintained by the US Department of Labor & Statistics. Standard Occupational Classification (SOC) Codes – complete list from the USDE.
These SOC codes will be listed under each program/major in all future University Catalogs.

Bachelor of Arts Major in Psychology

With Optional Concentrations in Forensic Psychology, Holistic Psychology, or Addictions Studies

SOC Codes: 21-1099 Community and Social Service Specialist; 31-1013 Psychiatric Aides; 21-1093 Social and Human Service Assistants; 13-1071 Human Resources Specialists; 11-9151 Social and Community Service Managers; 41-3011 Advertising Sales Agents; 21-1011 Addiction Counselors; 21-1012 Educational Guidance, School, and Vocational Counselor; 333012 Correctional Officers and Jailers.

Bachelor of Science Major in Business Administration

(not accepting new students to this major)

SOC Codes: 11-3000 Operations Specialties Managers; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 13-1010 Agents and Business Managers of Artists, Performers, and Athletes; 11-1000 Top Executives; 13-2011 Accountants and Auditors; 13-2070 Credit Counselors and Loan Officers; 27-3031 Public Relations Specialists; 19-3051 Urban and Regional Planners.

Bachelor of Science Major in Business Management

Concentrations in Business Administration, Marketing, Hospitality Management, Human Resource Management, Management Information Systems, or Sport Management

SOC Codes: 11-1020 General and Operations Managers; 13-1111 Management Analysts; 11-3051 Industrial Production Managers; 11-1000 Top Executives; 13-2051 Financial Analysts; 41-3030 Securities, Commodities, and Financial Services Sales Agents; 13-2011 Accountants and Auditors; 11-2021 Marketing Managers.

Bachelor of Science Major in Child and Adolescent Development

SOC Codes: 25-2010 Preschool and Kindergarten Teachers; 11-9031 Education Administrators, Preschool and Childcare Center/Program; 39-9011 Childcare Workers; 25-9041 Teacher Assistants; 13-1131 Fundraisers; 25-2051 Special Education Teachers, Preschool; 11-9151 Social and Community Service Managers.

Bachelor of Science Major in Criminal Justice Management

With Optional Certificates in Forensic Science Management or Homeland Security
SOC Codes: 33-3051 Law Enforcement Officers (Police and Sheriff's Deputies); 33-3010 Bailiffs, Correctional Officers; 21-1092 Probation Officers and Correctional Treatment Specialists; 19-4092 Forensic Science Technicians; 33-1000 Supervisors of Protective Service Employees; 33-9093 Transportation Security Screeners; 25-1111 Criminal Justice and Law Enforcement Trainers, Postsecondary; 33-3021 Criminal Investigators.

Bachelor of Science Major in Early Childhood Studies

With Optional Concentrations in Early Childhood Administrator or Teacher as Practitioner
SOC Codes: 25-2010 Preschool and Kindergarten Teachers; 25-2021 Elementary School Teachers, Except Special Education; 25-2050 Special Education Teachers; 21-1093 Social and Human Service Assistants; 25-9041 Teacher Assistants; 39-9011 Childcare Workers; 11-9031 Education Administrators, Preschool and Childcare Center/Program.

Bachelor of Science Major in Elementary Education

SOC Codes: 25-2021 Elementary School Teachers, Except Special Education; 11-9032 Education Administrators, Elementary and Secondary Schools; 11-9031 Education Administrators, Preschool and Childcare Center/Program; 25-4021 Librarians; 21-1012 Educational, Guidance, School, and Vocational Counselors; 25-9030 Instructional Coordinators; 25-3011 Adult Basic and Secondary Education and Literacy Teachers and Instructors.

Bachelor of Science Major in Emergency Services Management

**With Optional Concentrations in
Criminal Justice Management or Organizational Leadership
With an optional Certificate in Homeland Security**
SOC Codes: 29-2040 Emergency Medical Technicians and Paramedics; 33-2010 Firefighters; 43-5051 Police, Fire, and Ambulance Dispatchers; 11-9160 Emergency Management Directors; 53-3010 Ambulance Drivers and Attendants, Except Emergency Medical Technicians; 33-9092 Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers; 33-9093 Screeners, Transportation Security Administration (TSA); 33-1099 Supervisors, Transportation Security Administration (TSA) Screener.

Bachelor of Science Major in Exceptional Student Education

(Grades K-12)
SOC Codes: 25-2050 Special Education Teachers ; 25-9030 Instructional Coordinators; 25-1081 Education Teachers, Postsecondary; 25-9041 Teacher Assistants; 29-1127 Speech-Language Pathologists.

Bachelor of Science Major in Maternal Child Health: Human Lactation

With Optional Concentrations in Pathway 2 or Health Disparities and Childbearing

SOC Codes: 31-1014 Nursing Assistants; 29-1160 Nurse Midwives; 29-9090 Miscellaneous Health Practitioners and Technical Workers.

Bachelor of Science Major in Organizational Leadership and

Bachelor of Science Major in Leadership (in teach-out)

SOC Codes: 11-3010 Administrative Services Managers; 11-3111 Compensation and Benefits Managers; 13-1151 Training and Development Specialists; 27-3091 Interpreters and Translators; 25-1124 Foreign Language and Literature Teachers ; 43-6011 Executive Secretaries and Executive Administrative Assistants ; 11-1021 General and Operations Managers; 11-2031 Public Relations and Fundraising Managers; 13-1071 Human Resources Specialists.

Bachelor of Science Major in Secondary Education

Concentrations in English, Mathematics, Science, or Social Science

SOC Codes: 25-2031 Secondary School Teachers, Except Special and Career/Technical Education; 25-9041 Teacher Assistants; 11-9032 Education Administrators, Elementary and Secondary Schools; 25-3010 Adult Basic and Secondary Education and Literacy Teachers and Instructors; 25-4021 Librarians; 25-9030 Instructional Coordinators; 27-3091 Interpreters and Translators.

Bachelor of Science Major in Social Work

SOC Codes: 21-1021 Child, Family, and School Social Workers; 25-1113 Social Work Teachers, Postsecondary; 21-1023 Mental Health and Substance Abuse Social Workers; 21-1022 Healthcare Social Workers; 21-1029 Social Workers, All Other; 21-1093 Social and Human Service Assistants; 21-1092 Probation Officers and Correctional Treatment Specialists.

Master of Arts with a Major in Clinical Mental Health Counseling

SOC Codes: 21-1014 Mental Health Counselors; 21-1019 Counselors, All Other; 21-1015 Rehabilitation Counselors; 21-1012 Educational, Guidance, School, and Vocational Counselors; 21-1091 Health Educators; 21-1013 Marriage and Family Therapists; 21-1099 Community and Social Service Specialists, All Other.

Master of Arts with a Major in Creativity Studies

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 41-3011 Advertising Sales Agents ; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 11-1000 Top Executives; 25-2050 Special Education Teachers; 19-3051 Urban and Regional Planners; 33-3021 Detectives and Criminal Investigators; 11-1021 General and Operations Managers.

Master of Arts with a Major in Health and Wellness

SOC Codes: 21-1094 Community Health Workers; 21-1091 Health Educators; 11-9111 Medical and Health Services Managers; 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors; 29-9011 Occupational Health and Safety Specialists; 21-1022 Healthcare Social Workers; 25-9030 Instructional Coordinators.

Master of Arts with a Major in History and Culture

SOC Codes: 19-3093 Historians; 19-4061 Social Science Research Assistants; 39-7011 Tour Guides and Escorts; 25-4010 Archivists, Curators, and Museum Technicians; 25-1125 History Teachers, Postsecondary; 19-3094 Political Scientists; 11-1031 Legislators; 27-3041 Editors.

Master of Arts with a Major in Leadership, Public Policy, and Social Issues

SOC Codes: 11-1021 General and Operations Managers; 19-3094 Political Scientists; 25-1065 Political Science Teachers, Postsecondary; 27-3031 Public Relations Specialists; 11-1031 Legislators; 11-9030 Education Administrators; 27-3031 Public Relations Specialists; 25-9030 Instructional Coordinators; 11-9111 Medical and Health Services Managers.

Master of Arts with a Major in Literature and Writing

SOC Codes: 27-3043 Writers and Authors; 25-1123 English Language and Literature Teachers; 27-3041 Editors; 19-3094 Political Scientists; 19-3093 Historians; 41-3011 Advertising Sales Agents ; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers.

Master of Science in Healthcare Leadership with a Major in Healthcare Leadership

SOC Codes: 11-9111 Medical and Health Services Managers; 11-3000 Operations Specialties Managers; 11-9151 Social and Community Service Managers; 11-1020 General and Operations Managers; 11-3120 Human Resources Managers.

Master of Science in Organizational Leadership with a Major in Organizational Leadership

SOC Codes: 11-1000 Top Executives; 11-1020 General and Operations Managers; 11-3120 Human Resources Managers; 13-1111 Management Analysts; 25-1010 Business Teachers, Postsecondary; 11-9111 Medical and Health Services Managers; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 11-9151 Social and Community Service Managers; 21-2011 Clergy.

Doctor of Philosophy in Interdisciplinary Studies with a Major in Educational Studies

SOC Codes: 25-1000 Postsecondary Teachers; 11-9033 Education Administrators, Postsecondary; 25-9031 Instructional Coordinators; 25-2021 Elementary School Teachers, Except Special Education ; 25-3011 Adult Basic and Secondary Education and Literacy Teachers and Instructors.

Doctor of Philosophy in Interdisciplinary Studies with a Major in Ethical and Creative Leadership

SOC Codes: 11-1000 Top Executives; 11-3120 Human Resources Managers; 21-2011 Clergy; 11-1031 Legislators; 55-1010 Military Officer Special and Tactical Operations Leaders; 11-2021 Advertising, Marketing, Promotions PR, and Sales Managers; 25-1010 Business Teachers, Postsecondary; 13-1111 Management Analysts; 11-1020 General and Operations Managers.

Doctor of Philosophy in Interdisciplinary Studies with a Major in Humanities and Culture

SOC Codes: 25-1062 Area, Ethnic, and Cultural Studies Teachers, Postsecondary; 21-1020 Social Workers; 11-1031 Legislators; 27-3031 Public Relations Specialists; 25-1125 History Teachers, Postsecondary; 11-9141 Property, Real Estate, and Community Association Managers; 19-1061 Anthropology & Archeology Teachers, Post-Secondary; 27-3040 Writers & Editors; 11-9033 Administrators, University.

Doctor of Philosophy in Interdisciplinary Studies with a Major in Public Policy and Social Change

SOC Codes: 11-9151 Social and Community Service Managers ; 19-3094 Political Scientists; 27-3031 Public Relations Specialists; 25-1065 Political Science Teachers; 19-3051 Urban and Regional Planners; 11-9141 Property, Real Estate, and Community Association Managers; 21-1020 Social Workers; 11-9030 Education Administrators; 19-3099 Social Scientists and Related Workers.

Certificate in Alcohol and Drug Abuse Counseling

SOC Codes: 21-1011 Substance Abuse and Behavioral Disorder Counselors; 21-1023 Mental Health and Substance Abuse Social Workers; 21-1093 Social and Human Service Assistants; 21-1092 Probation Officers and Correctional Treatment Specialists; 11-2031 Public Relations and Fundraising Managers; 21-1012 Educational, Guidance, School, and Vocational Counselors; 33-3051 Police and Sheriff's Patrol Officers; 25-3011 Adult Basic and Secondary Education and Literacy Teachers and Instructors.

Certificate in Health Education

SOC Codes: 21-1091 Health Educators; 25-1071 Health Specialties Teachers; 29-9011 Occupational Health and Safety Specialists; 11-9111 Medical and Health Services Managers; 21-1094 Community Health Workers; 31-1011 Nursing, Psychiatric, and Home Health Aides; 21-1023 Mental Health and Substance Abuse Social Workers; 17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors; 19-2041 Environmental Scientists and Specialists, Including Health.

UNDERGRADUATE DEGREE PROGRAMS

Certified Learning

- Students are required to pay for Certified Learning (CL) credits at the time the CL packet is submitted to the Registrar's Office. The preferred method of payment is by credit card. Program Advisors have the credit card authorization form.
- Certified Learning credits cannot by applied to satisfy General Education classes/credits, nor any coursework/credits in the Social Work major.

Accelerated Bridge between B.A.-Psychology Major and Master of Arts
(fully online Program)

The semester credits earned in these masters-level courses (maximum of 6 M.A. credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the B.A.-PSY and be accepted as internal transfer credit toward the M.A.-fully online degree program.

- Students are permitted to take the required courses offered in the first term of the M.A. program, registering for 6 M.A. credits. These courses are: MAP 508 Elements of Scholarship (3 credits), and MAP 509 Research Methods (3 credits).
  Clarification for this addendum
  A BA student may need to take additional undergraduate credit hours/courses in the same term with the two M.A. classes. That is permissible.

Accelerated Bridge between B.S. with Majors in Business Programs, Criminal Justice Management, Emergency Services Management, and Organizational Leadership to the Master of Science in Organizational Leadership

A maximum of 12 MSOL credits may be taken in the student's final term in the B.S. program. The semester credits earned in these masters-level courses may be applied to the degree requirements for both the B.S. and the MSOL programs.

- A maximum of 12 accelerated MSOL program credits earned in the student's final B.S. term can be counted towards the MSOL degree.
  Clarification for this addendum
- **A BS student may need to take additional undergraduate credit hours/courses in the same term with the MSOL classes. That is permissible**.

Accelerated Bridge between BS-Maternal Child Health: Human Lactation and Master of Arts
(fully online program)

The semester credits earned in these Masters-level courses (maximum of 6 M.A. credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the BS-MCHL and be accepted as internal transfer credit toward the MA-fully online degree program.

- Students are permitted to take the required courses offered in the first term of the MA program, registering for 6 M.A. credits. These courses are: MAP 508 - Elements of Scholarship (3 credits), and MAP 509 - Research Methods (3 credits).
Clarification for this addendum
A BS student may need to take additional undergraduate credit hours/courses in the same term with the two M.A. classes. That is permissible.

Accelerated Bridge between B.S.-Organizational Leadership Major and Master of Arts
(fully online Program)

The semester credits earned in these masters-level courses (maximum of 6 M.A. credits taken in the student's final undergraduate term) may be applied to complete the degree requirements for the B.S.-Organizational Leadership major and be accepted as internal transfer credit toward the M.A.-fully online degree program.

- Students are permitted to take the required courses offered in the first term of the M.A. program only, registering for 6 M.A. credits. These courses are: MAP 508 Elements of Scholarship (3 credits), and MAP 509 Research Methods (3 credits).
Clarification for this addendum
A BS student may need to take additional undergraduate credit hours/courses in the same term with the two M.A. classes. That is permissible.

Bachelor of Science Major in Maternal Child Health: Human Lactation
with Optional Concentrations in Pathway 2 or Health Disparities and Childbearing

- There are additional requirements for the IBLCE exam which are not part of the degree. For exam requirements, see http://www.iblce.org/. It is the student's responsibility to be sure that all exam qualification and application requirements are met. Note that IBLCE updates these requirements periodically.

- The Bachelor of Science in Maternal Child Health: Human Lactation program at Union Institute & University has had a site visit for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

  The Commission on Accreditation of Allied Health Education Programs
  25400 US Highway 19 North, Suite 158
  Clearwater, FL 33763
  727.210.2350
  mail@caahep.org

- MCH 250 Pre-Internship Planning (2 cr.) is only required for students in the Pathway 2 concentration and taking MCH 460 & MCH 461. If a MCHL major enrolls in MCH 388 and is not in the Pathway 2 concentration, MCH 250 is not required.

Bachelor of Science Major in Social Work

The Bachelor of Science with a major in Social Work is accredited by the Council on Social Work Education (CSWE). Therefore, updated or revised CSWE accreditation regulations supersede what may be printed in the University Catalog or Catalog Addendum.

MASTER OF ARTS WITH A MAJOR IN HEALTH AND WELLNESS

- There are additional requirements for the IBLCE exam which are not part of the degree. For exam requirements, see http://www.iblce.org/. It is the student's responsibility to be sure that all exam qualification and application requirements are met. Note that IBLCE updates these requirements periodically.

- The Master of Arts with a major in Health and Wellness program at Union Institute & University has had a site visit for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

- The Commission on Accreditation of Allied Health Education Programs
  25400 US Highway 19 North, Suite 158
  Clearwater, FL 33763
  727.210.2350
  mail@caahep.org

DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES

Grading Option Adjustments:
- MLK 800 Internship will be graded on a Satisfactory/Unsatisfactory (S/U) option.
- MLK 892 Integrative Seminar will be graded on a letter grade (plus/minus) basis.

Graduate Certificate in Educational Leadership
Under the selection of optional courses/seminars shown as May include any two: (3 credits each),
- **EDST 823 Gender and Education has been added as an option.**

Graduate Certificate in Executive Leadership
Required Course/Seminar: (3 credits)
Changed to:
- **ECL 815 The Call to Lead: Critical Thinking and Ethical Leadership Development**

Emphasis in Social Justice Education (EDST) (12 credit hours)
Added to the list of available Advanced Seminars include:
- EDST 829/PPS 829 Education Law, Policy, and Social Justice   3 credits

New Courses/Seminars and Descriptions:

- EDST 829 Education Law, Policy, and Social Justice   3 credits
  This seminar examines how education-related laws and policies have influenced the lives of marginalized populations in the United States and explore alternatives that may lead to socially just outcomes. The seminar engages in the study of the social, economic, cultural, and political forces in which Pre-K-12 and higher education programs and institutions have developed, with a focus on contemporary issues of education law and policy, such as affirmative action, desegregation, undocumented immigrant rights, and the school-to-prison pipeline.

- HMS 819 Literary Theory   3 credits
  Exploration of fundamental questions about literature and reading. Focuses on the relationship between literary representation and reality. Examines the kinds of relationships possible between a literary text and a reader and the political and cultural work of literature.

- PPS 829 Education Law, Policy, and Social Justice   3 credits
  This seminar examines how education-related laws and policies have influenced the lives of marginalized populations in the United States and explore alternatives that may lead to socially just outcomes. The seminar engages in the study of the social, economic, cultural, and political forces in which Pre-K-12 and higher education programs and institutions have developed, with a focus on contemporary issues of education law and policy, such as affirmative action, desegregation, undocumented immigrant rights, and the school-to-prison pipeline.

Changed Course/Seminar Description:
- HMS 809 Critical Theory   3 credits
  Close study of influential schools of critical theory that have gained prominence before the historical backdrops of nationalism, imperialism, and Fascism as well as attendant resurgences of antiauthoritarianism, feminism, civil rights struggles, and decolonization efforts. Special attention is paid to Cultural Marxism, the Frankfurt School, British Cultural Studies, Feminist Critical Theories, and Critical Race Theory.

Deleted Courses from the Ph.D. curriculum:
- ECL 845 Theoretical and Personal Perspectives on Leadership: Advanced Definitional Analysis
- EDST 825 Education Law and Social Justice

PROFESSIONAL STUDIES AND CONTINUING EDUCATION

Professional Teacher Preparation Program
- The undergraduate stand-alone certificates in Forensic Science Management and Homeland Security are no longer offered.

- Union Institute & University offers through its Florida Academic Center a series of foundations and professional preparation courses. These courses are recognized and accepted toward Professional Education Certification in the state of Florida.

- When taken at the undergraduate level, these courses may be taken for three credits (the four credit option has been removed).

TUITION AND FEES - UPDATES

Effective July 1, 2017 – June 30, 2018
The annual Registration/Tuition Fee Schedule below can also be found at:
https://myunion.edu/future-students/funding-your-future/.

Bachelor of Science and Bachelor of Arts Programs

Tuition and Fee Schedule	
July 1, 2017 – June 30, 2018	
Technology Fee – per term	$ 88.00
Technology Fee – per session	$ 44.00

Master of Arts – Clinical Mental Health and Counseling Program

LiveText e-portfolio Fee (one-time fee) **CORRECTION TO**	$ 158.00 + shipping & tax (where applicable)

Master of Science in Healthcare Leadership Program

LiveText e-portfolio Fee (one-time fee) **CORRECTION TO**	$ 158.00 + shipping & tax (where applicable)

Certificate Programs - Tuition and Fee Schedule	
July 1, 2017 – June 30, 2018	
Graduate Certificate Program Tuition (ADC & HEC)	$ 460.00/credit hour
Transcript Fee	$ 10.00
Technology Fee	$ 88.00

UNION INSTITUTE & UNIVERSITY FACULTY

2017-2018
Catalog Addendum Update 1/1/2017

UI&U faculty rosters may change throughout the year as new instructors are engaged to meet students' specific academic needs. This roster consists of individuals who regularly provide instruction at UI&U, including UI&U staff members who provide instruction outside their job description and faculty who may not provide instruction every term but are held in active status. Faculty who teach general education courses for the undergraduate programs are shown as such, rather than with a designated program. Note that this roster does not include emeritus faculty who may teach occasionally, deans or associate deans who hold faculty status but do not typically provide instruction, or undergraduate site coordinators.

Note: To comply with Florida Commission for Independent Education standards, faculty assigned to the Florida Academic Center are marked with an asterisk(*). Many of these faculty also teach online courses to students living in other states, and many Florida students enroll in courses taught by faculty living in other states.

Name	Highest Degree(s) Earned	Status1	Program(s)
Abbott, Gayle	M.Ed., Middle Grades Education (Math, Science), Georgia State University	AFF	GENED
Akers, Lisa	Ph.D., Strategic Leadership; M.S., Health Sciences, James Madison University	FT	BS
Amos, Mary	M.Ed., Union Institute & University	AFF	BS
Babcock, James	M.P.A., Executive Public Administration, Golden Gate University	FT	BS
Babzien, Cynthia*	Ph.D., concentration in Educational Leadership, Union Institute & University	AFF	BS
Baker, Jason*	M.S., Secondary English Education, Herbert Lehman College	AFF	GENED
Barrett Sargent, Carol	Ph.D., Interdisciplinary Studies: Creative Writing, Union Institute & University; Ph.D., Clinical Psychology, University of Southern California, Los Angeles	FT	MA, PhD
Bayne, Stephen	Ed.D., Organizational Leadership, University of La Verne	AFF	BS
Becker-Klein, Rachel	Ph.D., Psychology: Community Development Psychology, New York University	AFF	PsyD
Beineke, John	Ed.D., Social Science Education/American History, Ball State University	AFF	EdD
Berenyi Gallegos, Kristina	M.Ed., Curriculum and Instruction, Concordia University- Portland	AFF	GENED
Bergh, Sarah	Ph.D., Anthropology, University of Georgia	FT	GENED, MA
Beutel, Constance	Ed.D., Multicultural Education, University of San Francisco	AFF	EdD, PhD

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1 Faculty status codes: ADM=Administrators with faculty status actively engaged as instructors; AFF=Affiliated faculty, engaged to provide specific instructional services within a given term (including staff who may be providing instruction outside their normal assigned responsibilities; FT=Full-time faculty; PT=Part-time faculty whose services to the university continue from term to term.

Name	Highest Degree(s) Earned	Status1	Program(s)
Bishop, Michael	M.B.A., Business Administration, University of Phoenix	AFF	MSOL
Blocksom, Cynthia	M.Ed., Health Education, M.Ed., Food & Nutrition, University of Cincinnati	AFF	PSCE
Blunt-Williams, Kesha	Ph.D., Social Work, The Ohio State University	FT	BS
Boxill, Nancy	Ph.D., concentration in Child Psychology, Union Institute & University	FT	PhD
Boyd, Tangela L.	M.A., Health & Wellness, Union Institute & University	AFF	BS
Bradley, Gerald	M.S., Administration, Central Michigan University	AFF	GENED
Bradley, Robert	M.A .in Ed., E- Education, University of Phoenix	AFF	BS
Brimdyr, Kajsa	Ph.D., concentration in People, Computers & Work, Union Institute & University	AFF	GENED
Brooks, Danzell*	M.S., Dispute Resolution, Nova Southeastern University	AFF	BS
Brown Beatty, Rosalyn	Ph.D., Counselor Education and Supervision, Ohio University	FT	MA-CMHC
Brown, Linton*	M.S., Mathematics Education, Florida State University	AFF	BS
Brugman, Paul*	M.S., Conflict Analysis and Resolution, Nova Southeastern University	PT	BS
Burnett, Elizabeth	M.S., Human Resources, Chapman University	AFF	BS
Burns, Stewart	Ph.D., History of Consciousness, University of California, Santa Cruz	FT	PhD
Byles, L. Angela Bolt*	M.A., Concentration in Human Resource Management, Union Institute & University	AFF	BS
Byron, Miriam	M.S., Administration of Justice and Security, University of Phoenix	AFF	BS
Caddell, Alice	M.A., Human Development, Pacific Oaks College	AFF	BS
Cadieux, Kathryn*	Ed.S., Educational Leadership, Nova Southeastern University	AFF	BS
Caraway, James	Ph.D., Philosophy & Systematic Theology, Emory University; Ed.D., Higher Educational Administration & Supervision, University of Tennessee, Knoxville	AFF	EdD
Carnero, Mark	Ed.D., Educational Leadership (Primary-Twelve), California State University, Sacramento	AFF	BS
Carter, Frances	M.S.W., Social Work, University of Hawaii; M.F.A., Writing, Goddard College	AFF	BS, GENED
Carter-Remy, Beverly*	Ed.D., Educational Leadership, Nova Southeastern University	AFF	BS
Castillo, Warner	D.B.A., Business Administration: Homeland Security and Leadership/Politics, Northcentral University; M.A., Criminal Justice: Terrorism Studies, American Military University	AFF	BS
Cave, Ron*	M.S., Criminal Justice, The University of West Florida; M.P.S, American Politics and Public Policy, Florida State University	AFF	BS
Chaffee, Frederick* (Rick)	Ph.D., concentration in Applied Social Sciences, Union Institute & University	PT	BS
Chapman, Leonard	M.Eng., Engineering, University of California, Berkeley	AFF	BS, GENED

Name	Highest Degree(s) Earned	Status1	Program(s)
Clark, Christopher	M.S., Emergency Services Management, California State University, Long Beach	AFF	BS
Cobos, Albert	M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Coconis, Michel	Ph.D., Social Work, The Ohio State University; M.S.W., Social Work, The Ohio State University	AFF	BS
Cohn-Tempkins, Debra*	M.S., Nursing: Education, Florida Atlantic University	AFF	BS
Connolly, Deborah	M.A., Educational Psychology, California State University, Northridge	AFF	BS
Corbitt, Aubria	J.D., University of Virginia	AFF	MSOL
Cruz, Edgar*	M.P.A., Public Administration, Barry University	AFF	BS
Davis, Kirk	Ed.D., Educational Administration, University of the Pacific	AFF	MSOL
Davis, Sean T.*	M.S., Criminal Justice, Saint Leo University	AFF	BS
Davis, Jr. William	M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Del Valle, Tanya	M.S., Geology, University of Cincinnati	AFF	GENED
DeMaria, Anthony	M.F.S., Forensic Science, National University	AFF	BS
Dodson, Michael*	M.A., Criminal Justice, American Public University	AFF	BS
Dragoo, Brian	M.A., Organizational Leadership, Woodbury University	FT	BS
Dunbar, Andrew*	M.P.S., Professional Studies, Saint Thomas University	AFF	BS
Edmonds, David	M.A., Organizational Leadership, Gonzaga University	AFF	BS
Edson, Mary	Ph.D., Organizational Systems, Saybrook University	AFF	MSOL
Eskridge, Jonathan*	Ph.D., Humanities & Society, Union Institute & University; M.Div., Missiology, Gardner-Webb University	AFF	GENED
Fairfield, Robin	Ed.D., Education, Walden University	AFF	BS
Ferguson, Robin	M.S., Child Life Specialist, Loma Linda University	AFF	BS
Fichtelman, Linda	M.S., Family Relations & Human Development, The Ohio State University	AFF	BS
Fox, Reginald*	Ed.S., Education Studies, Barry University; M.S., Mathematics Education, Nova Southeastern University	AFF	GENED
Francois, April*	Ed.S., Curriculum and Instruction, University of Florida; M.S., Urban Education, Florida International University	AFF	BS
Frederick, Thomas*	Ed.D., Education Administration & Supervision, Florida Atlantic University	FT	GENED
Freeman, Patricia	M.Ed., Instructional Technology, American InterContinental University	AFF	BS
Frum, Gregory	M.S., Criminal Justice, California State University, Los Angeles	AFF	BS
Gamez, Ana	Ph.D., Psychology with a concentration in Clinical Psychology, Loma Linda University; M.A., Forensic Psychology, California State University, Los Angeles	AFF	BA
Garcia-Jara, Gladys	M.S., Administration, California State University, Bakersfield	AFF	BS
Gilmore, Damon	M.P.A., Public Administration, California State University, Fresno	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Golden, Elden	Ph.D., Humanities, University of Louisville	FT	MA, PHD
Gordillo, Laura	M.S., Counseling Psychology, California Baptist University	AFF	GENED
Gregory, Dale	M.S., Human Resources, Chapman University	AFF	BS
Griffin, William	M.A., Management, University of Redlands; M.A., Negotiation and Conflict Management, California State University-Dominguez Hills	AFF	BS
Guerriero, Steven	Ph.D., Human and Organizational Systems, The Fielding Institute	AFF	MSOL
Hall, James P.	M.A., English, California State University, Los Angeles	AFF	GENED
Hansen, Lawrence	M.P.A., Public Administration, California State University, Stanislaus	AFF	BS
Harrington, James	M.C.J., Criminal Justice, Boston University	AFF	BS
Harris, Lorraine*	M.S., Leadership, Policy & Admin: Leadership/Policy ECE, Wheelock College	AFF	BS
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	FT	BS
Hazelbaker, Alison K.	Ph.D., concentration in Psychology, Union Institute & University	AFF	MA
Hedrick, Diana*	J.D., Nova Southeastern University	AFF	BS
Helgren, Heidi	J.D., Wayne State University	AFF	BS
Hernandez, Alexander*	M.S., Educational Leadership, Nova Southeastern University	AFF	BS
Hernandez, Nicole	M.S., Child Development, San Diego State University	AFF	BS
Hibbert, Lawrence*	M.S., Dispute Resolution, Nova Southeastern University	FT	BS
Higgins, Eric	M.S., Criminal Justice, University of Cincinnati	AFF	BS
Hill, Sylvia	Ph.D., Education, University of Oregon	AFF	PhD
Hood, Herbert	M.Ed., Union Institute & University	AFF	BS
Hopfer, Sharon	M.A., Human Development, Pacific Oaks College	AFF	BS
Hudick, Harry	M.B.A., Business Administration, University of Texas at Austin	AFF	BS
Ingram, Sheila	M. S., Administration of of Justice and Security, University of Phoenix	AFF	BS
Jenkins, Precious	M.A., Education, Ashford University	AFF	BS
Johnson, Calvin*	M.P.A., Public Administration, University of South Florida	AFF	BS
Jones, Deidre	Ed.D., Administration and Supervision, Union University	AFF	BS
Jurado, Johnny	M.P.A., Public Administration, California State University, Long Beach	AFF	BS
Katapodis, James	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Keehn, Jay*	Ph.D., Leadership & Education, Barry University	FT	
Kefford, Michelle*	M.S., Science Education, Florida International University; M.Ed., Educational Leadership, Florida Atlantic University	AFF	GENED
Kirkland, Robert	Ph.D., History, University of Pittsburgh; CAGS, Latin American Studies; M.A., History, University of Pittsburgh	AFF	BS
Knight, Robert*	M.S., Management, St. Thomas University	AFF	BS
Kraus, Bari	M.S.W., Social Work, University of Cincinnati	AFF	BS
Kraut, Mary	M.P.A., Public Administration, Florida Atlantic University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Lax, William	Ph.D., Clinical Psychology, The Fielding Institute	PT	PsyD
Leduc, Erie	M.A., English, University of California, Riverside	AFF	GENED
Lee, Annie C.	M.A. Sociology, University of California, Los Angeles	AFF	GENED
Lee, Michael	M.P.A., Pubic Administration, California State University, Fullerton	AFF	BS
Leggett, Allison	Ed.D., Educational Leadership, University of Phoenix	AFF	BS
Lewis, Nina	M.H.S.A., Health Services Administration, Xavier University; M.S.W., Social Work, Oberlin College	FT	BS
Lima, Julio	Ph.D., Public Safety, Capella University	AFF	BS
Liss, Samuel	Ph.G., Columbia University, College of Pharmaceutical Sciences	AFF	MA-CMHC
Love, Jaime	M.Ed., Health Education, University of Cincinnati	AFF	CHE
Lozada, Richard*	M.S., Management, National Louis University; M.S., Criminal Justice, Nova Southeastern University	AFF	BS
Lundy, Kim	M.A., Forensic Psychology, Argosy University	AFF	BS
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	AFF	BS
Maples, L.D.	M.A., Security Studies, U.S. Naval PostGraduate School; M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Marrie, Stella	Psy.D., Clinical Psychology, Illinois School of Professional Clinical Psychology	FT	BA
Marshall, Arica	M.S., Education, Capella University	AFF	BS
Martin, Lyle	M.B.A., Business Administration, University of Phoenix	AFF	BS
Mast, Eric	Ed.D., Higher Education, Union Institute & University; M.A., English, Sul Ross State University	AFF	GENED
McClain, Edward*	M.S., Exceptional Student Education, Florida Memorial University	AFF	BS
McClain-Richardson, Janelle	M.S., Health Care Planning and Administration, University of Cincinnati	AFF	BS
McCleod, Jeanine*	Ph.D., Education, Nova Southeastern University; M.S., Kinesiology, University of Illinois at Chicago	AFF	BS
McDonnell, David	D.M.A., Music Composition, University of Cincinnati	AFF	GENED
McGlory, Elliott	D.B.A.; M.B.A., Business Administration, Argosy University, Atlanta	AFF	BS
Melanson, Timothe	M.P.A., Public Administration, California State University, Bakersfield	AFF	BS
Mendoza, Terri	M.S., Behavioral Sciences, Harvard School of Public Health	AFF	BS
Messer, Kenya LeNoir	Ed.D., Higher Education Administration, Columbia University	AFF	EdD
Michelson, Richard S.	M.P.A., Public Administration, National University	AFF	BS
Miltich, Loree	Ph.D., concentration in U.S. History, Union Institute & University	FT	MA, PhD
Mitra, Anuradha	Ph.D., English, University of Rochester	FT	EdD, PhD
Moffett, Ian*	M.S. Criminal Justice, University of Cincinnati	AFF	BS
Moncur, Alonzo*	M.S., Strategic Leadership, Mountain State University	AFF	BS
Monks, Birgit	Ed.D., Educational Leadership & Change, Fielding Graduate University	AFF	BS
Moraitis, Edelmira*	M.S. Public Administration, Nova Southeastern University	AFF	BS

Name	Highest Degree(s) Earned	Status1	Program(s)
Morrell, Melissa D.	M.S.M., Management, Colorado Technical University	AFF	BS
Morrissey, Rebecca	M.A. Mental Health and Substance Abuse Counseling, Johnson State College	AFF	BA
Morton, Bonique P.	M.D., Avalon University School of Medicine; M.P.H., Maternal Child Health, Tulane University;	AFF	MA
Murphy, John	M.S., Computer Science, Rensselaer Polytechnic Institute; M.S., Management, Rensselaer Polytechnic Institute	AFF	BS
Mussoline, Susan*	Ed.D., Curriculum & Instruction, Florida International University	AFF	BS
Naslund, Melissa	Ph.D., Human Development, North Dakota State University	FT	MA-CMHC
Neher, Tracy	Ph.D., Biochemistry, Michigan Technological University	AFF	GENED
Nolan, Joseph	Ph.D., Special Education, Texas Women's University	AFF	EdD, PhD
Norris, John (Ian)	Ph.D., Experimental Psychology, Texas Tech University	AFF	PsyD
North, Laurae	M.S., Instructional Design and Technology, Walden University	AFF	GENED
Obzsarski, Amy	M.A., American History, University of Cincinnati	AFF	GENED
O'Deane, Matthew	Ph.D., Public Policy & Administration, Walden University; M.S. Criminal Justice, Tiffin University	AFF	BS
Ogbaharya, Daniel	Ph.D., Political Science, Northern Arizona University	PT	PhD
Ohannessian, Sarkis	M.P.A., Public Administration, National University	AFF	BS
O'Neill, Margarita	Ed.D., School Counseling & Consulting Psychology, University of Massachusetts	AFF	PsyD
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, GENED
Overton-Adkins, Betty	Ph.D., Higher Education Leadership, Vanderbilt University	PT	PhD
Palet, Rita	M.A., Education/Educational Leadership, San Diego State University	AFF	BS
Pandolfi Jr., Roland*	Ph.D., Applied Management & Decision Sciences, Walden University	PT	BS, MSOL
Parmar, Arti	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Pashi, Marie	Ed.D., Educational Leadership, Union Institute & University; M.A., Romance Languages, University of Cincinnati	AFF	BS
Peebles, Jodie	M.A., Leadership and Organizational Studies, Azusa Pacific University	AFF	BS
Peterson, Leland	M.A., Art Therapy, School of the Art Institute of Chicago	AFF	BA
Piep, Karsten	Ph.D., English, Miami University	FT	PhD
Prather, NoNataye	Ph.D., Social Work, The Ohio State University; M.S.W., Social Work, The Ohio State University	AFF	BS
Quire, Joseph	M.P.A., Public Administration, California State University, Northridge	AFF	BS
Raffanti, Michael	Ed.D., Educational Leadership & Change, Fielding Graduate University; J.D., Boston College Law School	FT	PhD, EdD
Ramos, Um*	M.C.J., Criminal Justice, Florida International University; M.P.A., Public Administration, Florida International University	AFF	BS
Raymond, Jennifer	Ph.D., Public Policy, University of Massachusetts at Boston	FT	PhD, EdD

Name	Highest Degree(s) Earned	Status1	Program(s)
Redding, Norris*	M.S., Criminal Justice, Grambling State University	AFF	BS
Rice, Scott	Ph.D., Counseling Psychology, University of Massachusetts at Amherst	PT	MA-CMHC, PsyD
Richard-Allerdyce, Diane*	Ph.D., English, University of Florida	FT	PhD
Robinson, Carleen*	Ph.D., Social Work, Barry University; M.S.W, Social Work, Barry University	PT	BS
Roe, Michael	M.S.O.L., Organizational Leadership, Union Institute & University	AFF	BS
Roepke, Thesa	M.Ed., Special Emphasis/Classroom Guidance, University of La Verne	AFF	BS
Roig, Franklin*	M.S., Executive Management, St. Thomas University	AFF	BS
Rose, Jeff	M.S.Ed., Workforce Education and Development, Southern Illinois University at Carbondale	AFF	BS
Rosselli, Joyce*	M.S., Art Education, Central State University	AFF	GENED
Rumney, Linwood D.	Ph.D., Philosophy, University of Cincinnati	FT	BS
Sanchez, Jenny*	Ed.D., Education with specialization in Organizational Leadership, Nova Southeastern University; M.S., Pre-K to Primary Education, Barry University	AFF	BS
Santo, Ronald	M.A., Organizational Leadership, Woodbury University	AFF	BS
Scala, Frank*	Certificate of Advanced Graduate Studies, Educational Leadership, Plymouth State College; M.Ed., Administration and Supervision, University of Massachusetts at Lowell	FT	BS
Schmutzler, Ian	M.S. Criminal Justice/Law Enforcement Administration, California State University, Sacramento	AFF	BS
Scott, Jennifer	Psy.D., Clinical Psychology, Xavier University	FT	PsyD, MA-CMHC
Seigel, Susan	Ed.D., Education, University of Massachusetts at Amherst	AFF	PhD
Sherzer, Michael	M.P.A., Public Administration, Western Michigan University	AFF	BS
Shiah-Vega, Martha V.	M.A., Leadership, Saint Mary's College of California	AFF	BS
Simanga, Michael	Ph.D., concentration in Philosophy, Union Institute & University	AFF	PHD
Simpkins, Steven	M.A., Administrative Leadership, University of Oklahoma	AFF	BS
Simpson, Alicia	M.S., Health Science, Georgia State University	PT	BS
Smith, Corina	M.P.A., Public Administration, California State University, Northridge	FT	BS
Smith, Linda	M.P.H., Public Health, Wright State University	AFF	BS
Smyser, William	M.A., Management, University of Redlands	AFF	BS
Spero, Susan*	Ed.D., Curriculum & Instruction, University of Southern Mississippi; M.A. Curriculum & Instruction,, University of Southern Mississippi	AFF	BS
Spector, Lee*	Ed.D., Education, Northeastern University	AFF	BS
Spinelli, Robert	M.B.A., Management, Rochester Institute of Technology	AFF	BS
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University – Carbondale	AFF	PhD

Name	Highest Degree(s) Earned	Status1	Program(s)
Stenger-Sullivan, Amy	M.A., Clinical Mental Health Counseling, Union Institute & University	AFF	BS
Stewart, Ernest	M.Ed., Educational Leadership, California State University, San Diego	AFF	BS
Stokes-Brewer, Carol	Ph.D. with a concentration in Psychology, Union Institute & University	AFF	BS
Tate, Tonya*	M.A., Child Development, California State University, Los Angeles	AFF	BS
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT	MA
Terry, Bryan	Ph.D., Educational Administration, Illinois State University	AFF	EdD, PhD
Thompson, Duanne*	Ph.D., Specialization in Criminal Justice, Capella University	AFF	BS
Tiller, Tracey	MSOL, Organizational Leadership, Union Institute & University	AFF	BS
Torres, Marco	M.P.H., Public Health/Community Health Sciences, University of California, Los Angeles	AFF	BS
Trinidad, Thomas	M.A. Criminology, Law, and Society, University of California, Irvine	AFF	BS
Vengrove, Andrew	Ed.D., Educational Psychology, American International College	PT	MA-CMHC, PsyD
Voparil, Christopher	Ph.D., Political Theory, New School for Social Research	FT	PhD
Walker, Myshamil	M.Ed., Curriculum and Instruction in Mathematics , University of Phoenix	AFF	GENED
Warren, Tyler	M.S.N., Nursing, Vanderbilt University	AFF	BS
Wasserman, Leslie	Ph.D., Education, Walden University	AFF	BS
Watnick, Beryl	Ph.D., Specialization in Early Childhood Special Education, Union Institute & University	FT	EdD, PhD
Wheat, Nadine C.	Ph.D., Industrial/Organizational Psychology, Capella University; M.B.A., Public Accounting, St. John's University	FT	MSOL, BS
White, Ceilia	M.S.W., Social Work, University of Cincinnati	AFF	BS
White, Nadine	M.S.N., Nursing, University of Florida	AFF	BS
Wilder, Lerone*	M.Div., Theology/Ethics, Interdenominational Theological Center	AFF	BS
Williams, Lloyd	Ph.D., Clinical Psychology, Pacifica Graduate Institute; Ph.D., Organizational Psychology, Union Institute & University	AFF	MSOL
Williams, Roxanne	M.S., Early Childhood Education, Nova Southeastern University	AFF	BS
Williams, Wanda*	Ph.D., concentration in Educational Leadership, Union Institute & University	AFF	BS
Wynne-Swan, Chana	M.A., Human Behavior, National University	AFF	BS
Zambri, John	M.A., Security Studies, U.S. Naval PostGraduate School	AFF	BS