



# UNION

## INSTITUTE & UNIVERSITY

### University Catalog

#### ADDENDUM TO THE 2018-2019 UNIVERSITY CATALOG

Program and policy revisions to the 2018-2019 University Catalog.  
Effective January 1, 2019 – June 30, 2019

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## ACADEMIC PROGRAMS AT UI&U

Bachelor of Science with Major in

- Child and Adolescent Development is available fully online to students in all NC-SARA approved states and as both fully online or hybrid delivery only to residents in California.
- Elementary Education is available to Florida residents and students from other states with the Education Program Chair's permission.
- A Professional Teacher Preparation Program through the Florida Academic Center, Education Undergraduate Program; is available to Florida residents and students from other states with the Program Chair's permission.

Please refer to the specific degree or certificate program listed in this addendum for additional revisions.

## SPECIALIZED ACCREDITATION

### **Council on Social Work Education (CSWE) Accreditation.**

The Bachelor of Science major in Social Work is accredited by the Council on Social Work Education (CSWE) as a fully online accredited program. 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. This CSWE accreditation is retroactive to fall 2011. Therefore, social work students who matriculated since fall of the 2011-2012 academic year and beyond will have graduated from a CSWE-accredited social work program. The baccalaureate social work program's reaffirmation of accreditation will be reviewed during the 2019-2020 Commission on Accreditation (COA) meeting agenda.

The Bachelor of Science with a major in Social Work is accredited by the Council on Social Work Education (CSWE). Therefore, **the program's approved**, updated, or revised CSWE accreditation **policies, standards, and** regulations supersede what may be printed in the University Catalog or Catalog Addendum.

## **ADMISSION**

### **Undergraduate Degree Programs**

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

##### **Admission Criteria, Requirements, and Procedures**

- Undergraduate criteria for admission to the B.S. and B.A. programs includes evidence of high school/GED completion or A.A./A.S. degree completion, .... (a change in the first bullet of criteria, p. 28).

### **ALL Degree Programs and Certificate Programs**

- All newly admitted students in all degree or certificate programs must sign an enrollment agreement and university performance fact sheet before being able to register.

## **VETERANS EDUCATION & MILITARY EDUCATION**

### **UI&U Military Scholarships**

- Added to the Active Duty Military, Guard, and Reserves Scholarship: Master's degree students enrolled at least half-time are eligible for a \$100.00 scholarship per credit hour with a \$3,000.00 limit.
- Added to the Spouses and Dependents of Active Military, Guard and Reserves Scholarship: Master's degree students enrolled at least half-time are eligible for a \$100.00 scholarship per credit hour with a \$3,000.00 limit.

## **REGISTRATION INFORMATION**

### **UI&U Academic Calendars**

- UI&U's naming of "Spring/Summer Sessions and Term will now be "Summer" Sessions and Term.

# **INSTITUTIONAL AND ACADEMIC POLICIES**

## **Sexual Misconduct Policy**

Effective June 8, 2015/Updated January 1, 2019

### **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. UI&U 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/gender discrimination, sexual/gender 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/gender 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 reporting and responding parties in reportings of sexual misconduct situations 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 reporting party for anonymity and/or confidentiality, some actions and situations may require that the university report an activity to appropriate law enforcement officials. Even in internal investigations, complete anonymity and confidentiality cannot be guaranteed.

### **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/gender discrimination, sexual/gender 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.

**Confidential Reporter:** There are no confidential reporters at UI&U. All employees (including faculty) are mandatory reporters. Individuals outside the university who can be confidential reporters include licensed counselors, medical professionals, and ordained clergy.

**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 using the Disclosure form, which is then submitted to Human Resources. Such a disclosure 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/Intimate Partner 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 cohabitating 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.

**Investigation:** The process of determining facts in response to a report. An investigation may be part of a formal or informal resolution process. An investigation will be directed by the Title IX Coordinator.

**Mandatory Reporter:** Also known as "responsible employee." All faculty and staff members at UI&U are mandatory reporters and are required to notify the Title IX coordinator or one of the deputy Title IX coordinators if they become aware of a potential violation of the sexual misconduct policy. In the state of Ohio, instances that are potentially felonies must be reported to the local civil authorities. The Title IX coordinator will notify the local civil authorities in such instances. UI&U will honor a request for anonymity to the extent that is possible. Mandatory reporting is not contingent on whether or not there is an arrest or formal charge by law enforcement.

**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.

**Reporting Party:** Also known as a complainant. A person who has given notice alleging a violation of this sexual misconduct policy. This can be a third party or the person who indicates she or he has experienced sexual misconduct.

**Report:** Notice of an alleged violation of the university's sexual misconduct policy.

**Responding Party:** A person identified as alleged to have 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 reporting party 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 report. 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 report of a violation of this policy.

### **Rights of Reporting Party**

- To be treated with respect before, during, and after the reporting process, investigation, and resolution of a potential violation of the sexual misconduct policy.
- To be informed of the university's process regarding sexual misconduct and possible outcomes.

- To receive substantive communication and, when warranted, procedural developments regarding an investigation.
  - Note that the alleged conduct may also be criminal in nature, and the reporting parties have the right to report such conduct to the appropriate law enforcement agency. The university will provide assistance in the filing of such a complaint if requested. A criminal report does not preclude university disciplinary action. Likewise, the university may pursue a disciplinary action against a responding party regardless of whether or not a criminal complaint is filed.
- Reporting parties 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 reporting party's choice may accompany her or him 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 reporting party through written correspondence or whisper, and the advisor may not address any other participants or investigators.
- 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 to the reporting party.

#### **Rights of Responding Party**

- To be treated with respect before, during, and after the reporting process, investigation, and resolution of a potential violation of the sexual misconduct policy.
- To be informed of the university's process regarding sexual misconduct and possible outcomes.
- To receive substantive communication and, when warranted, procedural developments regarding an investigation.
  - Note that the alleged conduct may also be criminal in nature, and the responding parties have the right to report such conduct to the appropriate law enforcement agency. The university will provide assistance in the filing of such a complaint if requested. A criminal report does not preclude university disciplinary action. Likewise, the university may pursue a disciplinary action against a responding party regardless of whether or not a criminal report is filed.
- Responding parties 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 responding party's choice may accompany him or her 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 responding party through written correspondence or whisper, and the advisor may not address any other participants or investigators.
- Responding parties can expect a presumption of innocence throughout the investigation process unless and until they are found responsible for a violation of this policy.

#### **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 completely; 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. The Title IX coordinator will report to the chief human resources officer (CHRO). 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 reports be submitted in writing to the Title IX coordinator or deputy Title IX coordinator whose contact information is listed below. The report should describe the alleged incident, where and when it occurred, and the desired remedy sought. There is no official statute of time limitations for submitting a report. However, the university encourages reports of violations be filed quickly to maximize the institution's opportunity to respond and investigate. All faculty and staff are mandatory reporters, and as such, all employees who become aware of conduct that might fall under this policy are required to notify the Title IX coordinator, or a deputy 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 reporting party) or where the university is required by law to disclose the information, or where issues of equity require disclosure. The university encourages reporting parties 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 report, to serve as reporting party, and to initiate conduct proceedings without a formal report by the person who would typically be the reporting party. All participants (including the reporting party, responding party, witnesses, advisors, investigators and others) involved in any part of the reporting, investigative, resolution, or appeals process are expected to respect the confidentiality of the proceedings and circumstances giving rise to the report.

## Contacts

### Title IX Coordinator

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### Deputy Title IX Coordinators

The deputy Title IX coordinators will assist the Title IX coordinator by forwarding any reports or notice of possible violations of this policy promptly to the Title IX coordinator; will assist reporting parties and responding parties 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.

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## **Resolution Process**

The Title IX coordinator is responsible for investigating reports of violations of this sexual misconduct policy including the possible utilization of external investigators and deputy Title IX coordinators. Upon receipt of a report of sexual misconduct, the Title IX coordinator will conduct an initial assessment of the report 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 reporting party'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 reporting party and/or the university at large. These measures will be imposed in a way that minimizes the burden on the reporting party to the extent possible while balancing the rights of the responding party. Interim measures may include a no contact order between parties.

Individuals with reports 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 reporting party 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 responding party. 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 within 14 days of the parties agreeing to an informal resolution.

## **Formal Resolution Process**

If the reporting party does not believe that a satisfactory resolution has been reached at the informal resolution stage, or the reporting party prefers to skip the informal resolution process, the formal resolution process will involve the steps below.

1. Report
  - a. Reporting party should submit a written report to the Title IX coordinator. Any supporting documentation and evidence should be referenced in the written report.
2. Investigation
  - a. The Title IX coordinator will begin a formal investigation. If the initial assessment indicates that a violation more likely than not has occurred, the Title IX coordinator will meet with the reporting party to review and finalize the report.
  - b. Should a report be filed against the Title IX coordinator, the vice president of academic affairs (VPAA)/Provost or the chief human resource officer (CHRO) will coordinate the investigation as appropriate.
  - c. 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.
  - d. The Title IX coordinator will send notice of the report to the responding party within 7 business days of finalizing the report. While every attempt will be made to follow the time frames named in this policy, unusual situations or circumstances may delay specific deadlines.
  - e. The Title IX coordinator will conduct a thorough and impartial investigation of the report and deliver a written finding to all concerned within 60 days of the initiation of the report. The university will use a “preponderance of the evidence” standard and evaluate available information from the perspective of a reasonable person in the reporting party’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 in writing of the delay and every attempt will be made to resolve the matter in a timely fashion.
  - f. The Title IX coordinator will write an investigation report. The investigation report will include the names of the reporting party, responding party, details from the investigation, a timeline of significant events, findings, and a recommendation on whether the responding party should be held responsible for violation of the sexual misconduct policy. The Title IX coordinator submits the report to the reporting party, the responding party, and the hearing board.
  - g. If either the reporting party or the responding party dispute the findings of the investigator, a hearing panel will convene. If neither disputes the findings, there will be no hearing panel and the matter will go directly to the VPAA/Provost or CHRO to determine sanctions.
3. Hearing
  - a. A hearing board composed of three deputy Title IX coordinators is formed. The hearing board reviews the investigation report and asks any clarifying questions to the Title IX coordinator. One of the members of the hearing board will be named the chair.
  - b. The reporting party and the responding party will receive a copy of the investigation report.
  - c. The hearing board sets up a hearing. The reporting party and responding party are called to the hearing. Each may have an advisor attend with them. The

advisor's role is limited to quietly conferring with the reporting party through written correspondence or whisper, and the advisor may not address any other participant. If a reporting party or responding party choose not to attend a hearing, the proceedings will continue without her or him, and a decision will be reached in their absence.

- d. Up to 24 hours prior to the hearing, the reporting party and the responding party may submit a statement summarizing their position and providing highlights of relevant information for the hearing board's decision. The reporting party and responding party may also include in this statement the impact of the matter on them.
  - e. Structure of the hearing
    - i. The reporting party and the responding party may make a verbal statement to the hearing board directly.
    - ii. The Title IX coordinator summarizes the investigation report. The hearing board may ask the Title IX coordinator questions verbally. The reporting party and the responding party may ask questions of the Title IX coordinator in writing and asked verbally through the hearing board chair.
    - iii. The reporting party may ask the responding party questions, and the responding party may ask the reporting party questions in writing and asked verbally through the hearing board chair.
    - iv. The hearing concludes.
4. Decision
- a. The hearing board meets to decide if the responding party is responsible for a violation of the sexual misconduct policy. A decision is reached when at least two of the three hearing board members agree as to whether or not the responding party is responsible.
  - b. When the hearing board reaches a conclusion, they give a written decision with rationale for the decision to the Title IX coordinator within 14 days.
  - c. The Title IX coordinator notifies the reporting party and the responding party of the hearing board's decision, with their rationale, within 14 days of receiving the decision from the hearing panel.
  - d. The panel will recommend sanctions to the VPAA/Provost or the CHRO.
5. Sanctions
- a. The Title IX coordinator sends the investigation report and the hearing board's written decision with rationale to the appropriate person for determining sanctions:
    - i. For students found responsible for violating the sexual misconduct policy, the VPAA/Provost will determine the sanctions.
    - ii. For employees found responsible for violating the sexual misconduct policy, the CHRO will determine the sanctions.
    - iii. Sanctions include the possibility of removal from the university or termination of employment.
    - iv. Written notification of the sanctions imposed by the VPAA/Provost or CHRO will be sent to all parties within 14 days of the written decision being sent to all parties. Included in the written notification of sanctions will be instructions on the appeals process.
6. Appeals
- a. Appeal Process
    - i. Findings of the Title IX coordinator and/or sanctions imposed by the VPAA/Provost or the CHRO may be appealed by either party by filing a written appeal to the president of the university.

- ii. The appeal process is not intended to re-hear the same case and is limited to the specific grounds outlined below.
  - iii. Any resolution or sanction will remain in force while an appeal is considered and a final decision is determined.
  - iv. Each student/employee is limited to one appeal per case, and the decision of the appeal is final.
  - v. For the appeal to be considered, the appellant must submit a written notice to the president within 21 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.
  - vi. The Title IX coordinator will notify in writing the reporting party and the responding party of any appeal, what the grounds for the appeal are and what the procedure for the appeal will be within 7 days of the date when the request for appeal was received by the president.
  - vii. The reporting party and the responding party will be notified in writing of the appeals decision of the president within 21 days of when the Title IX coordinator sent notification of the appeal to the reporting and responding parties.
- b. Grounds for Appeal
- i. The established processes were not followed in a significant way that resulted in material harm or prejudice to either the reporting party or the responding party. Deviations from designated procedures will not be a basis for sustaining an appeal unless material harm or prejudice results have occurred.
  - ii. 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.
  - iii. The sanction imposed was disproportionate to the nature of the violation or circumstances. In cases in which a responding party has accepted responsibility, such appeals are limited to having the severity of the sanction reviewed.
  - iv. 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.

### **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.



## **University Resources**

### Human Resources

Employees who need assistance in securing outside help or services should contact Human Resources at 800.861.6400.

### Office of Student Success

Students who need assistance in securing outside help or services should contact Dr. Eric Mast, Director of Student Services at 800.861.6400 ext. 1136 [eric.mast@myunion.edu](mailto:eric.mast@myunion.edu)

### ADA Coordinator

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

ADA Coordinator

Bob Cotter

440 East McMillan Street

Cincinnati, OH 45206

513.487.1144, 800.861.6400, x1144

bob.cotter@myunion.edu

## ***National Resources***

### 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](http://www.rainn.org).

### Center for Changing Our Campus Culture

The Center for Changing Our Campus Culture is a resource center supported by the US Department of Justice's Office of Violence against Women.

<https://www.notalone.gov/resources>

## ***Local/Regional 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](http://www.calcasa.org)

## Los Angeles

- Police
  - 911 or 877.275.5273
- California Coalition Against Sexual Assault
  - 916.446.2520
  - [www.calcasa.org](http://www.calcasa.org)

## Florida

- Police
  - 911 or 305.949.5500
- Florida Council Against Sexual Violence
  - 850.297.2000
  - [www.fcasv.org](http://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.

## Student Leave of Absence Policy

- Ph.D. Students may petition their Dean for a total of two, one term leaves of absence, or one, two terms leave of absence.

## Withdrawal Policy

### Program Withdrawals

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 should be submitted, by the student, using the official **UI&U Withdraw Form**, located on CampusWeb and after consultation with his or her designated campus official. The designated campus official is the students' assigned program advisor (Undergrad & Certificate), Faculty Advisor (MAO program), Program Director (MS-HCL, MSOL, and MA-CMHC), or Dean (PH.D./Doctorate). The designated campus official may also email the student a direct link to the official UI&U Withdraw Form upon request.

**The effective date of withdrawal is noted on the UI&U Withdraw Form, which is the date the student notifies his or her designated campus official.** Verbal withdraw requests are only accepted from a student to his or her designated campus official. Once the official UI&U Withdraw Form is submitted, the student's intent to withdraw will be communicated directly to the appropriate university departments for processing. 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.

## Diplomas & Certificates

- Effective with Spring/Summer 2018 Graduates and Certificate Completers, the major is listed on the diploma and/or certificate.

## 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.

**The following two majors did not have their SOC codes listed in the 2018-2019 University Catalog:**

### ***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 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.

## UNDERGRADUATE DEGREE PROGRAMS

### ***Undergraduate Credit Hour Load***

- Any registration with credit hours over 16 hours in a term must first be approved by the student's Program Chair, their recommendation is then forwarded to the Associate Vice President for Academic Affairs for a final decision.

### **Academic Agreements or Partnerships**

Union Institute & University's undergraduate programs have active academic agreements or partnerships with the following institutions and organizations:

- Academy for Addictive Disorders, LLC (FL)
- Berkshire Community College (Pittsfield, MA)
- Broward Teacher's Union (Paraprofessionals)
- Central Vermont Chamber of Commerce (VT)
- Chatfield College (OH)
- ChildCare Education Institute (CCEI)
- Child Development Director's Credential (FL)
- Cincinnati College of Mortuary Science (OH)
- Cincinnati Hamilton County Community Action Agency (OH)
- Cincinnati State Technical and Community College (OH)
- Columbus State Community College (OH)
- Community Action Partnership of San Luis Obispo (CA)
- Community College of the Air Force
- Community College System of New Hampshire (seven independent colleges in this New Hampshire System – NH)
- Community College of Vermont (VT)
- Council of Community Colleges of Jamaica
- Cuyahoga Community College (OH)
- 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)
- Ivy Tech Community College
- 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**

- Effective for new students in Winter 2019: Certified Learning credits will be added to a student's academic record after the drop/add date of the current session in which a student is actively enrolled and has earned, or will have 15 credit hours earned in residency with UI&U at the end of the current session.

### **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. Since Fall 2017, all CJM courses have been offered in the 3+1 model. Since Fall 2018, in addition to Criminal Justice Management, the Early Childhood Studies, Emergency Services Management, and Organizational Leadership majors are offered in the 3 +1 model.

In conjunction with a 3 credit hour course, there will be a required +1 credit hour supplemental course co-requisite that includes either a) one or more selected readings or b) an aligned assignment to provide the student with an opportunity to explore a topic in depth 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 supplemental course that:

- Serves as a co-requisite with a specific 3 credit hour course and either:
  - Aligns with University Learning Outcomes III or IV with one or more additional readings totaling approximately 75 pages or more and assigns a minimum 1500 words writing assignment, or
  - Provides practical experience for application of competencies

Students will register for a 3 credit hour course **and** the co-requisite 1 credit hour supplemental companion.

The 3 credit hour course may not be taken without the 1 credit corequisite. And, the 1 credit hour co-requisite cannot be taken without the 3 credit hour course. The 1 credit hour requirement 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.

Qualifiers:

1. If the 3 cr. course is passed, but the +1 cr. corequisite is failed: The student may re-take the +1 cr., but the Program Advisor must submit a Change of Status form to the Registrar's Office to add the +1 class alone.
2. If the 3 cr. course is failed, but the +1 corequisite is passed: The student may re-take the 3 cr. hour class without the +1 cr., but the Program Advisor must submit a Change of Status form to the Registrar's Office to add the 3 cr. class alone.
3. If the student drops the 3 cr. class, the +1 corequisite must be dropped as well, and vice versa.
4. If the student is Never Engaged/NE in the 3 cr. class, the +1 corequisite will be treated and Never Engaged/NE, too.
5. If the student is engaged in the 3 cr. class, but not the +1 corequisite, the student will be treated as engaged in both classes.

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 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.

**Bachelor of Science Major in Child and Adolescent Development**

- Child and Adolescent Development major is available fully online to students in all NC-SARA approved states and as both fully online or hybrid delivery only to residents in California.
- Corrected course description for CHD 304 The Exceptional Child

In this course, students will examine the requirements and skills needed in supporting children with disabilities, developmental delays, and other special needs. This course will cover legal requirements, appropriate communication strategies, and a core knowledge base of common differing abilities. Students will also explore their role in the implementation of the IEP/IFSP.

- New CHAD course approved:  
CHD 225 Introduction to Technology Skills for Early Childhood Educators (3 credits)  
**Course Description:**  
This course will provide pre-professional educators the opportunities to understand technology starting from learning basic computer literacy skills through applying technology directly to the classroom. This course is designed around 4 modules that progress in rigor from an exploration of theoretical concepts to a more hands-on experiential application. Students will develop technology skills while exploring best practices, thereby encouraging students to think in creative ways to include technology that is appropriate to children's development.
- Major elective CHD 408 Administration and Supervision of Child Development Programs will no longer be offered. Students are encouraged to enroll in ECS 408 Administration and Supervision of Child Development Programs

- The ECS courses that can be substituted or exchanged for CHD classes are only offered as fully on-line.
- Additional elective learning when accepted as appropriate in the CHD major on needs to be approved by the Program Chair, no longer the Dean.

**Bachelor of Science Major in Early Childhood Studies**  
**With Optional Concentrations in Early Childhood Administrator or  
 Teacher as Practitioner**

- The +1 ECS corequisite field experiences are to be titled Professional Labs.
- ECS 320 Foundations of Child Growth and Development is a stand-alone 3 credit hours without a +1 corequisite
- ECS 416 Legal and Financial Issues in EC will no longer be offered.
- Under the Teacher as Practitioner concentration, the optional elective courses EDU 308 and EDU 335 are being replaced with: Other relevant upper level education courses may satisfy the concentration requirement with course by course approval by the program chair.

**Bachelor of Science Major in Elementary Education**

- Elementary Education – is available to Florida residents and students from other states with the Education Program Chair’s permission.
- EDU 498 Historical, Philosophical & Contemporary Issues in Special Education will no longer be offered.
- EDU 331 Foundations and Practices in Teaching Reading is not a required course. Plus, it should not be taken as an elective in the major.
- Effective for Summer 2019: The non-degree Professional Teacher’s Preparation Program will have a tuition rate of \$320.00 per credit hour, plus the technology fee of \$44.00 PT/\$88.00 FT.
- The Professional Teacher Preparation Program (through the Florida Academic Center, Education Undergraduate Program) is available to Florida residents and students from other states with the Program Chair’s permission.

**Bachelor of Science Major in Organizational Leadership**  
**With optional three Leadership Tracks**

- LDR 345 has a prerequisite of LDR 335.



**Bachelor of Science Major in Secondary Education**  
**Concentrations in English, Mathematics, Science, or Social Science**

- Excluding general education courses, the courses listed for specific secondary education concentrations are not offered on a regular basis. The secondary education “concentration only” courses would possibly be made available for students with a concentration fulfillment need.

**Bachelor of Science Major in Social Work**  
**Minimum Credit in the Major - 48 Credit Hours**

**This program is available to residents in Ohio, California, and Florida, 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.**

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.

**Description**

The Bachelor of Science with a major in Social Work is accredited by CSWE. The degree prepares students for social work generalist practice with individuals, families, groups, communities and organizations.

The Bachelor of Science major in Social Work prepares students with the knowledge, values, and skills to become a generalist social work practitioner that’s grounded in our professions values and ethics of service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, social and economic justice and human rights.

The Social Work program is comprised of online classroom content and field education (application of learning). Classroom content focuses upon theoretical approaches to apply human behavior and the social environment, social welfare, social and economic justice and human diversity. The accompany field education prepares students with real-world application experiences by a 400 hours field placement that’s accompanied by a field seminar course.

***Upon completion of the major in Social Work, students will be able to demonstrate the integration and application of the following CSWE competencies<sup>1</sup>:***

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.

**Core Courses in the Major Social Work Major Courses (four credits unless otherwise noted)**

- SOW 101 Introduction to Social Work (Pre-Professional course)
- SOW 255 Introduction to Social Welfare Policy (Pre-Professional course)  
Prerequisite: GSOC 101
- SOW 322 Human Behavior and the Social Environment I and II (16 weeks)  
(Prerequisites: GBIO 225, GPSY 120)
- SOW 323 Generalist Practice I: Social Work Practice with Individuals  
(Prerequisite: GPSY 120)
- SOW 324 Generalist Practice II: Social Work Practice with Families  
(Prerequisite: SOW 323)
- SOW 350 Generalist Practice III: Social Work Practice with Groups, Communities, and Organizations (Corequisite: SOW 324).  
**SOW 345 will be accepted as an equivalent substitution for SOW 350.**
- 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 or STAT 324) <sup>1</sup>
- SOW 470 Research Methods in Social Work II  
(Prerequisite: SOW 370)
- SOW 450 Social Welfare Policy Analysis
- SOW 487 Social Work Field Practicum I (4 cr. if taken in 1 term/2 cr. if taken over 2 terms)
- SOW 488 Social Work Field Practicum II (4 cr. if taken in 1 term/2 cr. if taken over 2 terms)
- SOW 489 Social Work Field Integrative Seminar (4 cr. if taken in 1 term/2 cr. if taken over 2 terms).

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).
- 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).

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<sup>1</sup> 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

GPSY 120 Essential Topics of Psychology (3 cr., prerequisite for SOW 322, SOW 323).  
GSOC 101 Understanding Our Social World (3 cr., prerequisite for SOW 425).

**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 electives may include special topics or independent study arranged by the student in consultation with the Program Advisor and/or Social Work Program Chair. The elective must be documented in the approved degree audit prior to registration.

**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.**

**Bachelor of Science Major in Social Work – Transfer of Credits Policy**

The Social Work program transfer credit policy is aligned with the CSWE Policy Standards. The Social Work Program Chair recommends the acceptance and approval of eligible transfer credits to the program's curriculum and degree requirements. Only transfer credits from accredited CSWE undergraduate social work programs are accepted as applicable transfer credits for UIU social work program requirements.

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) are eligible for transfer credits.

Students may be required to provide a course syllabus to determine whether transfer course content is equivalent to UIU social work 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.

Pre-social work and SOW majors will, in most cases, have 64 transfer credits accepted. This is because of the minimum 120 credit hours for degree completion and there are 56 credits required to fulfill the UIU 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 Social Work Program Chair.

## **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 National Association of Social Workers (NASW) Professional Code of Ethics.

### **Admission to the Social Work major requires meeting the admissions criteria and a separate Social Work Program Application.**

Students enrolled under the pre-social work status will be invited to apply for admission to the Social Work major following successful completion in the pre-professional social work courses: SOW 101 and SOW 255.

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 UIU degree.

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. 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.

### **Admission Criteria**

The UIU 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 with an overall grade point average (GPA) of 2.50 or better.
- Completion of the 36-credit hour minimum general education requirement, including statistics and GBIO 225 or a transfer equivalent of human biology.
- Completion of pre-professional social work courses (SOW 101 and SOW 255) with a grade of C or better.
- Computer capabilities to access the required electronic communications services on a regular basis.
- Demonstration of suitability for the social work profession, values and responsibilities base as evidenced through submission of the Professional Interest Essay.
- Submission of the Personal Awareness Memorandum of Understanding.

### **Social Work Program Application**

Formal application to the social work program requires submission of a complete application process includes online application and personal statement essay, NASW Code of Ethics acknowledgement and resume.

## **Social Work Admissions Committee Review**

The UIU Social Work Admissions Committee is comprised of the Social Work Program Chair, Field Director and part-time faculty. The Social Work Admissions Committee has the responsibility to review student admissions application for acceptance into the program. The committee meets periodically to review all Social Work admission applications. Applications are accepted at the beginning of the fall, winter, and summer terms. The Admissions Committee will review students' application and send notification of the admissions status (i.e., accepted, conditional or denied) within 10 business days following a confirmed decision. Some applications may require an interview based on the discretion of social work admissions committee.

## **Culminating Graduation Requirement (CGR)**

### **Social Work Field Practicum**

UIU Field education is the Social Work signature pedagogy and CGR. The student will demonstrate CSWE Core Competencies through completion of a minimum of 400 hours of field education (SOW 487 and 488) with concurrent enrollment in Field Integrative Seminar (SOW 489). 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. if taken in one term/2 cr. if taken over two terms)
SOW 488	Social Work Field Practicum II (4 cr. if taken in one term/2 cr. if taken over two terms)
SOW 489	Social Work Field Integrative Seminar (4 cr. if taken in one term/2 cr. if taken over two terms)

### **Field Education Eligibility**

Field placements are initiated and approved by the Field Education Director. While the program welcomes suggestions from students, only the Field Education Director establishes the initial agency contact and interview opportunity (see Field Education Manual for more details).

The culminating graduation requirement is to be met by satisfactory completion of one of the following options:

- Full-time option - 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**
- Part- time option – Students may complete the field practicum courses, SOW 487, SOW 488 within a two semesters (32 weeks) with each class at 2 cr. hours per term, attend their field placement assignment for a minimum of 12.5 hours per week and maintain concurrent enrollment in SOW 489 (2 cr.) for both semesters.

All field practicum courses must be satisfied by a satisfactory 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:

- Demonstration of satisfactory academic progress (SAP) by the end of the term preceding application to the social work program with an overall grade point average (GPA) of 2.50 or better.
- Participate in an individual interview with the Field Education Director.
- Adhere to UIU Student Code of Conduct.
- Affirm intent to adhere to the NASW Code of Ethics.
- Submit proof of professional liability insurance coverage.

### **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>.

## **MASTER OF ARTS**

The following five graduate certificates are offered through the M.A. fully online program as stand-alone certificates have been approved by the Ohio Department of Higher Education.

- Graduate Certificate in Creativity Studies
  - Graduate Certificate in Health & Wellness
  - Graduate Certificate in History & Culture
  - Graduate Certificate in Social Justice
  - Graduate Certificate in Literature & Writing
- Program Completion Extension (PCX 503/506/509) allows for an additional four (4) months to complete the thesis.

## **MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP (MSOL)**

- A Hybrid delivery of the MSOL program will be offered if there is a minimum of 6 students for each new cohort.

### **Part-Time Status / Non-Registration Policy**

- Students must take both courses during the first session of their first two semesters simultaneously (501 & 502 and 505 & 506, respectively).

- The Third Term of MSOL students should enroll in :  
Term III Session I  
LDR 509  
LDR 514
- Term III Session II  
LDR 511  
LDR 512

## **DOCTOR OF PHILOSOPHY IN INTERDISCIPLINARY STUDIES**

### **Program Degree Requirements** (underlined below indicates revisions)

- Interdisciplinary Foundational Courses (nine credit hours, three courses).
- Academic Writing and Critical Skills Courses (six credit hours, two courses).
- Core Knowledge Courses in Primary Concentration (six credit hours, two courses).
- Advanced Knowledge Courses in Primary Concentration (twelve credit hours, four courses).
- Research Methodology (nine credit hours, three courses).
- Electives (twelve credit hours, four courses) chosen from Ph.D. program course listings under the supervision of the primary concentration chair.
- Individualized Studies (six credit hours, two courses). Students may choose two additional individualized studies as electives.
- Proficiency Review (formerly Comprehensive Examination) (three credit hours in Concentration Capstone Course; two Proficiency Review projects [research and foundations/area of concentration]).
- Dissertation (includes one - three, three-credit courses plus proposal, data collection, analysis and writing of the dissertation).

#### **A correction from the Curriculum/Course of Study:**

- The required research courses are: RMTH 784, 709, 710, and 787.

#### **Academic Year Registration Period:**

(just a reminder)

Beginning in July 2019, the naming of the Ph.D. six month terms will change to be

19-20 A – July 1 – December 31

19-20 B – January 1 – June 30

#### **Student Leave of Absence Policy (exception for Ph.D. Students)**

- Ph.D. Students may petition their Dean for a total of two, one term leaves of absence, or one, two terms leave of absence.

## Transfer Credit Policy

- Up to nine semester hour credits (the equivalent of three graduate-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. Courses from an earned master's degree are eligible for transfer.
- A Transfer Credit Petition Form, official transcripts, and syllabi and/or course descriptions 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 course. 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.

## Concentrations

**NOTE: Ph.D. students that matriculated prior to July 1, 2018 will be listed on official records with a major. For students that matriculated on July 1, 2018 and forward, the term concentration will be used instead of major**

### **Emphasis in Social Policy (PPS) (12 credit hours)**

Advanced Courses (choose three): ADDED AS AN OPTION:

EDST 829/PPS 829 Education Law, Policy, and Social Justice (3 cr.)

### **Graduate Certificate in Creative Writing**

**Curriculum (updates to current curriculum)**

### **6 Credits of Required Courses (Choose two of the following; each course is three credit hours.)**

HMS 808 Creative Writing I

HMS 823 Creative Writing II

HMS 816 Creative Writing III: Form & Genre

### **6 Credits of Required Advanced Courses (Choose two of the following; each course is three credit hours.)**

HMS 802 Memoir and Identity

HMS/PPS 805 Poetry and Politics

HMS/MLK 801 The Art of Protest

HMS 811 Global Women's Writing: Art, Culture, and Social Justice

ECL 814 Leadership and Creativity



### **Graduate Certificate in Educational Leadership**

Candidates for the certificate will be required to attend a minimum of four meetings (not 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 meetings and participate in ongoing Campus Web Group discussions.

### **Graduate Certificate in Women's and Gender Studies Curriculum**

- It is no longer required to attend a minimum of two faculty presentations on WGS issues.

### **Graduate Certificate in Museum Studies Curriculum (updates to current curriculum)**

#### **Required Courses**

6 credits, taken as electives

HMS 852 Professional Museum Internship

HMS 856 Museum Studies: the Nature of Museums

### **One Special Topics (HMS 815) course**

3 credits, taken as an elective

## **Student Conference Travel Fund**

The Ph.D. Program has established a fund to support students who are presenting research at academic conferences (papers, poster sessions, round tables, etc.). Students may apply for reimbursement of up to \$200 per academic year for conference-related expenses. The application form must be submitted in advance of the conference and is available in the Campus Web Group Cohort Ph.D. Student Resource Center.

## **Contingency Fund**

The Ph.D. Contingency Fund is an internal fund designed to help students in need of small emergency grants. It is supported by donations from our program's faculty, staff, and administration as well as by other students and alumni. The Contingency Fund is not a scholarship or a loan but an attempt to alleviate immediate financial duress that threatens to hinder a student's ability to continue in the Ph.D. program. Some possible uses for the fund include:

- Purchasing seminar books
- Replacing essential technology used for the program
- Residency accommodations/transportation not covered by other sources

Funds cannot be used for tuition costs or to repay student loans.

Students should be aware that the amount granted will depend upon the money available in the Fund, as well as on the needs of other students. One quarter of the Fund's amount will also be held in reserve to protect the Fund's ability to receive and disperse awards.

## **Process:**

The Student Contingency Fund contains two categories of request, one for emergency Residency aid, and one for all other financial hardships.

Emergency Residency Aid: The Fund will provide \$100 cash to the Dean at the beginning of every residency to be used for dispersal during Residency. These dispersals go directly to the Dean and should be used for immediate emergencies such as occur when a wallet has been stolen, luggage lost, etc. students in need of immediate aid should see the Dean directly for access. Receipts will be provided to the Fund Committee concerning Residency Aid dispersals; students are expected to repay this money within 12 months.

Unforeseen Financial Hardships: This category applies to all non-Residency financial emergency requests. Students in need of Contingency Fund money should apply by requesting a form from the Program Manager. Money awarded in this category is not expected to be repaid, but the hope is that students who regain financial security will donate to the Fund at a later time. No Unforeseen Financial Hardship request may exceed \$500. The Fund may be accessed no more than two times, no more than once per calendar year, and the total amount awarded over two disbursements may be no more than \$750.

## **Commencement**

### **Graduation Ceremony - Eligibility**

The University holds formal graduation ceremonies each year at its various regional sites. The graduation ceremony for Ph.D. students takes place in Cincinnati, usually in October, where students in other UI&U Cincinnati-based programs will also be “participating.” A Petition to Participate is sent to each eligible doctoral graduate by the program office in May. Doctoral students must have completed their Administrative Review Process in order to be eligible to participate. The Petition to Participate must be returned by the stated deadline in order for the graduate to participate in the ceremony. Each graduating student is permitted a limited number of tickets to the event, to be sure that each may share in the joy of Commencement with key family members or friends. The President and members of the Board of Trustees attend, along with faculty representatives, dressed in full academic regalia. A prominent speaker is invited to commend the graduates and encourage future achievements. Each graduating doctoral student is “hooded” by their doctoral chair at the ceremony.

## **New Courses for 2019-7A:**

HMS 820 Poetry and Healing

3 credits

This seminar employs a workshop format to examine the conceptual bases for the healing potential in poetry, and to encourage the development and refinement of original poetry on illness and wellness themes. We will review poetry written by health practitioners, by patients, their friends and families. Students will become familiar with poetry on such themes as cancer, Alzheimer’s disease, alcoholism, and bereavement. They will be free to select subjects of particular interest as they explore poetry as a vehicle for healing insight.

HMS 856 Museum Studies: The Nature of Museums

3 credits

Overview of basic elements of museums, their missions, and their characteristics, organized around the key professional activities of museums – leadership and management, and collections. Concentrates on the multi-disciplinarity inherent in museum work required for succeeding in the museum profession.

PPS 830 Public Policy Practicum

3 credits

The Practicum is designed to offer students the opportunity to engage in developing, designing, evaluating, implementing and or analyzing policy as practice in one or more public policy arenas. This course is an individualized learning opportunity.

The practice setting chosen should afford a wide range of opportunity for students to both step forward as practitioners and step back as scholar- practitioners. In this course the student may be understood be acting in a role similar to that of a consultant to the agency/site at which the experience takes place.

**UNION INSTITUTE & UNIVERSITY ADMINISTRATION 2018-2019**

**REVISED 1/1/2019**

*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.*

Brinkley-Kennedy, Rhonda, Psy.D., Executive Director, Los Angeles Center

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., Chief Human Resources Officer

Byles, Angela, M.A., Associate Executive Director, Florida Center\*

Caccavari, Peter, Ph.D., National Dean for Institutional Effectiveness and Accreditation & Title IX Coordinator

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

Fultz, Sonya, M.Ed., Director, Academic Partnerships and Innovation

Golden, Elden, Ph.D., Director, M.A. Program and M.A. Certificate Programs

Jones, Karen, B.B.A., Controller

Keehn, Jay, Ph.D., Executive Director, Florida Center\*

Krause, Carolyn, M.A., Vice President, Advancement & Executive Assistant to the President

Mast, Eric, Ed.D., Director, Office of Student Success

Miller, Mollie, M.B.A., Director of Institutional Research & Coordinator, Institutional Review Board

Moore, Lew Rita, M.A., Registrar

Oliver, Rand, Ed.D., National Dean for the Union Institute & Special Assistant to the Provost

Pappathan, Matthew, M.L.S., Director, Library Services

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 Services

Soto, Nelson, Ph.D., Provost & Vice President for Academic Affairs

Waldon, Rea, Ph.D., Executive Director, Cincinnati Center

Webb, Karen Schuster, Ph.D., President

Wheat, Nadine C., Ph.D., M.B.A., Director, Master of Science in Organizational Leadership Program, and  
Undergraduate Business Management Program

## UNION INSTITUTE & UNIVERSITY FACULTY

**2018-2019**

### Catalog Addendum Update 1/1/2019

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. <sup>2</sup>

Name	Highest Degree(s) Earned	Status	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
Alvarez, Estela	M.A., Organizational Leadership, Woodbury University, Burbank, CA; M.B.A., Criminal Justice, Northcentral University	AFF	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	PT	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
Bruce, Bell	M.S., Sport & Fitness Management, Troy University	AFF	BS

<sup>2</sup> 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	Status	Program(s)
Bergh, Sarah	Ph.D., Anthropology, University of Georgia	FT	GENED, MA
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, Keshia	Ph.D., Social Work, The Ohio State University	FT	BS
Boxill, Nancy	Ph.D., concentration in Child Psychology, Union Institute & University	PT	PhD
Boyd, Covia	Ph.D., Counselor Education, Ohio University	FT	MA-CMHC
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
Carter, Frances	M.S.W., Social Work, University of Hawaii; M.F.A., Writing, Goddard College	AFF	BS, GENED
Carter, Kimele	M.S.W., Management & Community Organization, University of Maryland Baltimore	AFF	BS
Carter-Remy, Beverly*	Ed.D., Educational Leadership, Nova Southeastern 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
Clark, Christopher	M.S., Emergency Services Management, California State University, Long Beach	AFF	BS
Clark, Rocie*	Ed.D., Education with concentration in Organizational Leadership, Nova Southeastern University	AFF	MSOL
Clark, Theron*	Ed.D., Organizational Leadership, Nova Southwestern University	AFF	MSOL
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

Name	Highest Degree(s) Earned	Status	Program(s)
Cohn-Tempkins, Debra*	M.S., Nursing: Education, Florida Atlantic University	AFF	BS
Collins, Shawn*	M.S., Administration, specialization in Organizational Leadership, The University of South Dakota	AFF	BS
Conner, Natashaia	M.S., Health Education, University of Cincinnati	AFF	BS
Connolly, Deborah	M.A., Educational Psychology, California State University, Northridge	AFF	BS
Corbitt, Aubria	J.D., University of Virginia	AFF	MSOL
Cricchio, Axil	Ph.D., Transformative Studies, California Institute of Integral Studies	AFF	Ph.D.
Cruz, Edgar*	M.P.A., Public Administration, Barry University	AFF	BS
Daigle, Rachel	Ph.D., Human Development, North Dakota State University	FT	MA-CMHC
Davis, Kirk	Ed.D., Educational Administration, University of the Pacific	AFF	MSOL
Davis, Sean T.*	M.S., Criminal Justice, Saint Leo University	AFF	BS
DeMaria, Anthony	M.F.S., Forensic Science, National University	AFF	BS
DiGaetano, Anthony L.	M.A. in Organizational Leadership, University of Phoenix	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
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
Fichtelman, Linda	M.S., Family Relations & Human Development, The Ohio State University	AFF	BS
Flickinger, Deborah	Ph.D., Transformative Studies, California Institute of Integral Studies	AFF	Ph.D.
Foster, Jennifer	M.A., Health & Wellness, Union Institute & 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
Gates-Crandall, Trevor	Ph.D., Social Work, The University of Illinois at Chicago	AFF	BS
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
Grigsby, Michael	M.S., Mathematics, California State Polytechnic University, Pomona	AFF	GENED



Name	Highest Degree(s) Earned	Status	Program(s)
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
Harris, Ann W.	M.S., Geosciences, Northern Kentucky University	AFF	GENED
Harris, Lorraine*	M.S., Leadership, Policy & Admin: Leadership/Policy ECE, Wheelock College	AFF	BS
Harvey, Andrew	Ed.D., Organizational Leadership, Pepperdine University	FT	BS
Hedrick, Diana*	J.D., Nova Southeastern University	AFF	BS
Helgren, Heidi	J.D., Wayne State University	AFF	BS
Henson, Debra*	Ed.D., Organizational Leadership, Argosy University	AFF	MSOL
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
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
Hughes, David	M.S., Emergency Services Administration, California State University, Long Beach	AFF	BS
Ingram, Sheila	M. S., Administration 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, Samuel	D.B.A., Business Administration/Management, Argosy, University, Atlanta	AFF	MSOL
Jurado, Johnny	M.P.A., Public Administration, California State University, Long Beach	AFF	BS
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
Kostohryz, Katie	Ph.D., Counselor Education, Ohio University	AFF	MA-CMHC
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	AFF	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
Leggett, Allison	Ed.D., Educational Leadership, University of Phoenix	FT	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

Name	Highest Degree(s) Earned	Status	Program(s)
Maloney, Thomas	M.A., Leadership, Saint Mary's College of California	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
Meeks, Charles	M.S., Organizational Leadership, Argosy University, San Francisco	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	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
North, Laurae	M.S., Instructional Design and Technology, Walden University	AFF	GENED
O'Grady-Ragsdale, Shannon	M.Ed. in Early Childhood Education, Grand Canyon University	AFF	BS
Obzsarski, Amy	M.A., American History, University of Cincinnati	AFF	GENED
Ogbaharya, Daniel	Ph.D., Political Science, Northern Arizona University	FT	PhD
Ohannessian, Sarkis	M.P.A., Public Administration, National University	AFF	BS
Ossege, Jennifer	Psy.D., Clinical Psychology, Xavier University	PT	GENED, MS-HCL
Overton-Adkins, Betty	Ph.D., Higher Education Leadership, Vanderbilt University	PT	PhD

Name	Highest Degree(s) Earned	Status	Program(s)
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, JoNataye	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
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
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
Richard-Allerdyce, Diane*	Ph.D., English, University of Florida	FT	PhD
Roberts, Melanie	M.S., Child Development, San Diego University	AFF	BS
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*	M.Ed., Education with specialization in Organizational Leadership, Nova Southeastern University; M.S., Pre-K to Primary Education, Barry University	AFF	BS
Sanchez, Lupe	M.A., Education with a concentration in Early Childhood Education, California State University, Bakersfield	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

Name	Highest Degree(s) Earned	Status	Program(s)
Seigel, Susan	Ed.D., Education, University of Massachusetts at Amherst	AFF	PhD
Shaikh, Tayeba	M.A., Psychology, Union Institute & University	AFF	BA
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	PT	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
Steger, Mary Ann	Ph.D., Political Science, Southern Illinois University – Carbondale	AFF	PhD
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
Tate, Tonya*	Ph.D., Human Development, Fielding Graduate University	AFF	BS
Tatum, Cheryl Cornwell	D.B.A., Customized Professional, Argosy University, Atlanta	AFF	BS
Taylor, Richard*	M.P.A., Public Administration/Justice Administration, Troy University	AFF	BS
Teachout, Woden	Ph.D., History of American Civilization, Harvard University	PT	MA
Terry, Bryan	Ph.D., Educational Administration, Illinois State University	AFF	PhD
Thompson, Duanne*	Ph.D., Specialization in Criminal Justice, Capella University	AFF	BS
Thornton, Charlotte*	M.A., Middle School Science, Furman 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
Voparil, Christopher*	Ph.D., Political Theory, New School for Social Research	FT	PhD
Walker, Myshamil	Ed.D., Specialization in Educational Leadership & Management, Capella University	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	PhD
Wheat, Nadine C.	Ph.D., Industrial/Organizational Psychology, Capella University; M.B.A., Public Accounting, St. John's University	FT	MSOL, BS
White, Nadine	M.S.N., Nursing, University of Florida	AFF	BS

Name	Highest Degree(s) Earned	Status	Program(s)
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